

Admissions Policy

Reviewed by:	Richard Fihosy and Claire Ames
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Ratified by:	Provision Manager and DSL
Review:	Annually
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Review Date 08.03.24 Richard Fihosy	Page and Sections Page 1 - Former Director's name was deleted.
July 2025	Full Policy Review

Introduction

This policy ensures that all referrals and admissions are handled through a lens of trauma-informed practice, recognising that many young people we support have experienced adversity. We shift the focus from "What is wrong with this person?" to "What does this young person need?" [Nasen](#).

Sources of Referral

We accept referrals from:

- Mainstream schools in Hertfordshire, Central Bedfordshire, Bedford Borough and Luton
- Local SEN Departments
- Virtual Schools
- External Heads of Department

Capacity & Structure

Our provision currently supports a maximum of 12 students at KS4 and 4 at Post 16, each on a 15-hour weekly timetable (3 hours/day). Referrals follow a clear, compassionate process rooted in trauma-informed values.

Referral & Assessment Process

1. Initial Enquiry

- A telephone or email enquiry is received from a local authority, school, or other professional. Basic information about the young person is gathered.

2. Referral Paperwork Submitted

- Formal referral documents are sent out and returned. These include EHCPs (if available), behaviour and safeguarding logs, school history, and AS2's internal referral forms.

3. Referral Review

- The AS2 team reviews all documents holistically, considering academic, emotional, social, and safeguarding needs to assess suitability and alignment with our provision.

4. Family Contact and Visit

- Initial contact is made with the family. A meeting is arranged either at AS2 or via a home visit to build rapport and explore hopes, needs, and concerns.

5. Needs Discussion and Provision Overview

- The young person's strengths and challenges are discussed. AS2 shares what the provision offers and how it might meet the individual's needs in a safe, respectful setting.

6. Placement Decision and Feedback

- Feedback is shared with the referrer. If the provision can meet the young person's needs, a placement is offered.

7. Personalised Timetable Created

- A bespoke timetable is developed, including core subjects (Functional Skills in Maths, English, Digital Skills), physical activity, enrichment, and vocational outcomes, based on the young person's interests and goals.

8. Initial 4-Week Assessment Placement

- The student begins a 4-week placement with a focus on emotional safety, engagement, and relational trust-building. Adjustments are made as needed.

9. 4-Week Review Meeting

- A review involving the young person, family, referrer, and AS2 staff takes place to reflect on progress and decide whether the placement should continue.

10. Ongoing Support and Monitoring

- If the placement continues, the young person is officially placed on roll at AS2. Regular review meetings are held every 8–10 weeks to monitor progress, co-produce support strategies, and ensure that emotional and learning needs continue to be met.

Admission Criteria

Admission is considered when a young person demonstrates one or more of the following:

- Is not attending school or is refusing to return
- Truancing or disengaging from mainstream school
- Lacks emotional support or nurturing in their current environment
- Will benefit from **a smaller, nurturing, trauma-informed setting**
- Requires intensive one-to-one mentoring or emotional regulation support
- Is at risk of family breakdown affecting engagement
- Struggles with self-esteem, confidence, or identity, necessitating a relational and supportive approach

Trauma-Informed Commitments

We embed the six principles of trauma-informed practice throughout admissions and beyond:

Principle	Practice in Admissions & Support
Safety	Provide clarity around routines, meet-and-greet transitions, safe spaces for emotional regulation
Trust	Build transparency by explaining decisions, what will happen and why
Choice	Enable young people and families to participate in decisions (e.g. timetable, goals)
Collaboration	Involve young people, carers, and professionals in planning and evaluating
Empowerment	Celebrate strengths, support autonomy and goal-setting
Cultural consideration	Respect individual identity, family models, diversity in planning and communication

Dual Registration & Transition Support

- The initial aim of placement at AS2Educate is to assess whether a supported reintegration into mainstream or another suitable setting would be in the best interests of the young person. A minimum placement of two terms is typically required to build trusted relationships, fully understand the young person's needs, and provide the consistent support necessary to make an informed decision about their next steps.
- Meetings every 8 weeks with all professionals to plan progress, review goals, and transition into next placement.

Policy Links & References

This policy should be read in conjunction with:

- Safeguarding/Child Protection Policy
- Behaviour/Inclusion Policy
- Referral Policy
- Attendance Policy
- Online Safety Policy