

Admissions, Referral and Assessment Policy – August 26

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Purpose, Scope and Principles

AS2Educate is committed to ensuring that referrals, assessments and admissions are managed fairly, consistently, transparently and in the best interests of each child or young person.

As a non-school Alternative Provision, AS2Educate works collaboratively with commissioning Local Authorities, schools, parents, carers and other professionals to determine whether our provision can safely and appropriately meet a young person's educational, safeguarding, social, emotional and wellbeing needs.

Every referral is considered individually, recognising that many young people accessing Alternative Provision have experienced trauma, adversity, disrupted education, unmet needs or complex life experiences.

Admission decisions are based upon whether AS2Educate can safely meet the young person's needs whilst maintaining the safety and wellbeing of all learners and staff.

Equality, Inclusion and Fair Access

AS2Educate is committed to providing fair, inclusive and non-discriminatory access to Alternative Provision.

Referral and admission decisions will be made without unlawful discrimination and in accordance with the Equality Act 2010. Each referral will be considered individually, taking account of the young person's strengths, needs, aspirations, protected characteristics, SEND, disability, medical needs and safeguarding requirements.

Where appropriate, reasonable adjustments will be considered to support access to the Provision.

Sources of Referral

We accept referrals from:

- commissioning Local Authorities
- maintained schools
- academies
- multi-academy trusts
- Virtual School Heads
- SEND teams
- Inclusion Panels
- Fair Access Panels
- social care (where commissioned)
- Youth Justice Services (where commissioned)

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.

Admission is subject to:

- available capacity;
- staffing;
- safeguarding considerations;
- compatibility with the needs of existing learners;
- the Provision being able to meet the learner's assessed needs safely.

Referral & Assessment Process

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.

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.

Referral Review

The AS2 team reviews all documents holistically, considering academic, emotional, social, and safeguarding needs to assess suitability and alignment with our provision. The referral review will consider:

- educational needs;
- safeguarding information;
- attendance history;
- behaviour and risk assessments;
- SEND;
- EHCP;
- medical needs;
- mental health;
- previous interventions;
- risk to self;
- risk to others;
- transport arrangements;
- compatibility with current cohort.

AS2Educate recognises that information received during the referral process may not always provide a complete picture of a young person's needs. Staff will apply professional curiosity and seek clarification or additional information where necessary to ensure informed and safe admission decisions are made.

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.

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.

Placement Decision and Feedback

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

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.

Initial Assessment Placement

The student begins an Initial Assessment Placement, which will normally last for four weeks. During this period, the focus is on developing trusting relationships, understanding the young person's strengths and needs, assessing engagement and identifying any additional support required. Adjustments to the programme may be made throughout the assessment period.

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.

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.

Safeguarding Information

Before a placement is agreed, AS2Educate will seek all relevant safeguarding information necessary to ensure that appropriate support can be put in place from the first day of attendance.

This may include:

- safeguarding records;
- Child Protection Plans;
- Child in Need Plans;
- Early Help information;
- risk assessments;
- behaviour plans;
- attendance information;
- medical information;

- EHCP documentation;
- information regarding criminal or sexual exploitation;
- information relating to harmful sexual behaviour;
- contextual safeguarding information; and
- any other relevant professional reports.

Where safeguarding information is incomplete, AS2Educate may request additional information before confirming a placement.

Information Sharing and Confidentiality

Information received during the referral and admissions process will be managed in accordance with AS2Educate's Information Governance, Data Protection and Privacy Policy. Relevant information may be shared with commissioning Local Authorities, schools and other professionals where there is a lawful basis to do so and where it is necessary to safeguard children, support educational provision or fulfil statutory responsibilities.

Admission Criteria

Admission decisions are based upon:

- whether AS2Educate can meet the learner's needs;
- safeguarding considerations;
- compatibility with existing learners;
- available capacity;
- staffing;
- commissioning arrangements;
- available curriculum pathways;
- health and safety;
- risk assessments.

Grounds for refusing admission

AS2Educate may decline a referral where:

- the Provision cannot safely meet the learner's needs;
- the learner requires a specialist provision not available;
- safeguarding risks cannot be managed safely;
- capacity has been reached;
- commissioning arrangements have not been agreed.
- appropriate staffing, resources or specialist expertise are not available to safely support the learner's needs.

Trauma-Informed Principles

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 term with all professionals to plan progress, review goals, and transition into next placement.

Monitoring and Review

This Policy will be reviewed annually or sooner where changes to legislation, statutory guidance or operational practice require earlier review.

Learning from referrals, admissions and transitions will be used to strengthen practice and improve outcomes for children and young people.

Reviewed by:	Richard Fihosy and Claire Ames
Policy Commencement Date:	25.08.2021
Ratified by:	Provision Manager and DSL
Review:	Annually
Next Review:	Autumn Term 2026
Review Date 08.03.24 Richard Fihosy	Page and Sections Page 1 - Former Director's name was deleted.
July 2025	Full Policy Review
July 26	Full Policy review