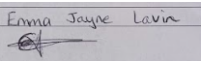
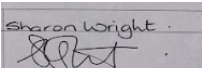




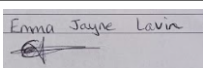
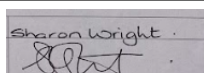
ADMISSIONS POLICY

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Role	SIGNED	SIGNED	Review Date
Proprietor / QA			February 2027

UPDATE MINUTES				
VERSION	DATE	CHANGES	UPDATED BY WHOM	CHECKED BY
VERSION 1	FEB 2026	DEVELOPED	EMMA JAYNE LAVIN	SHARON WRIGHT

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15. Monitoring and Review - inc related legislation and guidance.
16. Reviewing placement.
17. Related policies and documents.

Our commitment

At Everyday Lessons, we believe every learner deserves the opportunity to thrive in an environment where they feel safe, understood and supported. Admissions are never about filling places; they are about ensuring each learner is matched to a provision that can meet their educational, emotional and wellbeing needs.

Every decision we make is centred around one simple question:

"Is this the right place for this learner to succeed?"

If the answer is yes, we will do everything we can to support them. If the answer is no, we will always explain why and, wherever possible, support families and professionals to identify a more suitable provision.

Every decision we make is based on ensuring every learner is placed in an environment where they can learn safely, feel supported and have the greatest opportunity to succeed. If we do not feel like this is us, we will ensure we make recommendations and referral recommendations to ensure the right support is sought for the individual.

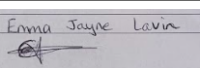
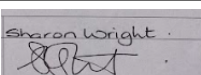
Why Everyday Lessons?

We know many of our learners have had difficult experiences of education. Some arrive with little confidence, some have been out of education for months or years, and others simply need a different environment to flourish.

Our admissions process isn't designed to find reasons to say no.

Instead, it's designed to understand:

- who the learner is
- what has happened previously
- what support they need
- what they enjoy
- what motivates them

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- what success looks like for them.

Every learner deserves to feel understood before they begin their learning journey.

1. Purpose

This policy outlines the admissions process at Everyday Lessons and explains how learners are referred, assessed and admitted onto our programmes.

We are committed to ensuring every learner has fair access to education through a transparent, inclusive and learner-centred admissions process. Every referral is carefully considered to ensure we can provide a safe, supportive and appropriate learning environment that meets the individual needs of each learner.

2. Scope

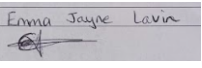
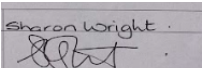
This policy applies to:

- Learners aged 11–16 and post 16.
- Parents and carers
- Referring schools
- Local Authorities
- Education Inclusion Teams
- Alternative Provision providers
- Everyday Lessons staff involved in admissions

3. Our Admissions Principles

At Everyday Lessons, we understand that every learner arrives with different experiences, strengths, aspirations and challenges.

Many of our learners have experienced barriers to education, including emotionally based school avoidance (EBSA), anxiety, trauma, social, emotional and mental health needs (SEMH), special educational needs and disabilities (SEND), or difficulties engaging within mainstream education.

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There are **no formal academic entry requirements** to access our programmes.

Every referral is considered individually, and a placement will only be offered where Everyday Lessons believes we can safely and effectively meet the learner's educational, emotional and wellbeing needs.

The welfare of the learner will always remain our priority throughout the admissions process.

4. Referral Pathways

Learners are referred to Everyday Lessons from a variety of sources.

These may include:

- Local Authorities
- Schools
- Education Inclusion Teams
- Alternative Provision Leads
- SEND Teams
- Social Workers
- Early Help Services
- Other recognised professionals

For learners aged **11–16**, referrals should normally be made through the learner's current educational setting or the Local Authority.

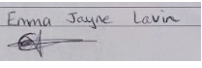
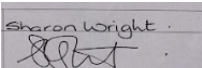
Parents and carers are welcome to make enquiries and visit Everyday Lessons; however, formal admission can only take place following receipt of an appropriate referral.

5. Entry Requirements and suitability of placement.

There are no formal academic entry requirements.

Every placement is assessed individually to determine whether:

- Everyday Lessons can meet the learner's educational needs.
- Appropriate staffing and support are available.
- The learner can be safely supported.
- The placement is in the learner's best interests.

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At Everyday Lessons, we are committed to providing an inclusive, supportive and person-centred learning environment. Every referral is carefully considered to ensure that we can meet the individual learner's educational, emotional and wellbeing needs safely and effectively.

Before offering a placement, we will consider:

- The learner's educational needs and aspirations.
- Any identified Special Educational Needs and Disabilities (SEND).
- Education, Health and Care Plans (EHCPs), where applicable.
- Risk assessments and safeguarding information.
- Medical, physical and mental health needs.
- The support, staffing, resources and environment required for the learner to access education safely.

Our aim is always to say **"yes"** wherever it is safe and appropriate to do so. However, there may be occasions where we are unable to offer a placement because we do not currently have the specialist staffing, training, facilities or resources required to safely meet a learner's needs.

For example, at the present time, Everyday Lessons is unable to support learners who require:

- Continuous one-to-one medical supervision.
- Complex medical interventions during the learning day.
- Specialist clinical or nursing care.
- A highly adapted medical environment beyond the facilities currently available.

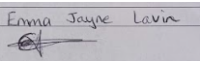
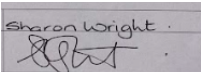
This does **not** mean a learner cannot access education; it simply means that, at this time, Everyday Lessons may not be the most appropriate setting to safely meet those specific needs.

Where we are unable to offer a placement, we will explain the reasons openly and respectfully. Wherever possible, we will signpost the referring organisation, family or local authority to alternative provision that may be better equipped to provide the specialist support required.

6. Required Referral Documentation

Before a placement can be considered, the following documentation should be provided where applicable:

- Completed referral form - Available on our website www.everydaylessons.co.uk
- Latest EHCP Annual Review (where applicable)
- Behaviour logs
- Attendance analysis

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- Safeguarding chronology (where appropriate)
- Medical Care Plan
- Positive Handling Plan (if applicable)
- Individual Risk Assessment
- PEP (Looked After Children)

- Any additional reports or professional documentation relevant to the learner.

Additional documentation may be requested where necessary to enable an informed admissions decision.

7. Admissions Process

Once all relevant documentation has been received, Everyday Lessons will review the referral.

The admissions process may include:

- Reviewing all submitted documentation.
- Liaising with the referring organisation.
- Discussions with parents or carers.
- Meetings with the learner where appropriate.
- Consideration of safeguarding and risk information.
- Identification of reasonable adjustments or additional support requirements.

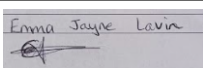
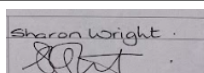
Parents, carers and referring organisations will normally receive an outcome within **five working days** of all required documentation being received.

8. Assessment of Referrals

Every referral is carefully considered on a case-by-case basis.

When assessing referrals, Everyday Lessons considers:

- Educational needs.
- Wellbeing needs.
- Safeguarding information.
- Risk assessments.
- Additional learning support requirements.
- Existing provision.

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- Whether reasonable adjustments can be made.
- Whether the placement is suitable for both the learner and existing learners.

Where further information is required, Everyday Lessons may request additional reports or arrange meetings before making a decision.

9. Placement Decisions - What we currently do not provide and who we can support.

Following assessment, one of the following outcomes will be communicated:

- Placement offered.
- Placement offered with agreed support arrangements.
- Request for further information.
- Placement declined.

Where a placement cannot be offered, Everyday Lessons will explain the reasons wherever appropriate.

At Everyday Lessons, we are committed to being honest and transparent about the support we can offer.

Our priority is always to ensure that every learner is placed in an environment where their needs can be safely and effectively met.

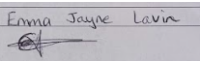
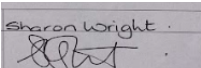
Everyday Lessons specialises in supporting learners who may experience barriers to education, including:

- Social, Emotional and Mental Health needs (SEMH).
- Emotionally Based School Avoidance (EBSA).
- Anxiety and low confidence.
- Special Educational Needs (SEN).
- Difficulties engaging within mainstream education.
- Reduced confidence following previous educational experiences.
- Learners requiring a smaller, supportive and personalised learning environment.

However, there are some areas of support that we are not currently commissioned, staffed or equipped to provide.

At this time, Everyday Lessons cannot support learners who require:

- Continuous one-to-one medical supervision.
- Specialist nursing care.
- Complex medical interventions during the learning day.

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- A clinical or medical education environment.
- Specialist facilities or equipment beyond those currently available.
- A level of personal care support that requires dedicated medical or care staff.

This does not mean that a learner cannot access education. It means that, at this time, Everyday Lessons may not be the most appropriate provision to safely meet those specific needs.

Where we are unable to offer a placement, we will always communicate this respectfully and, wherever possible, work alongside families, professionals and referring organisations to identify more suitable support.

Our responsibility is to ensure the right learner is matched with the right environment.

10. Transition Planning

At Everyday Lessons, we understand that starting a new learning environment can feel exciting, but for some learners it can also feel overwhelming or challenging.

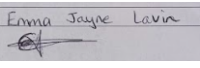
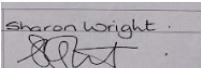
Many of the learners who join us may have experienced barriers to education, periods of absence, anxiety, low confidence or previous negative experiences within education. Because of this, we believe that a successful transition begins before the learner's first day.

Our transition approach is personalised and designed around the individual learner. We take time to understand who the learner is, what helps them feel safe, what their strengths are and what support they may need to engage positively.

Following acceptance of a placement and agreement of a start date, Everyday Lessons will work collaboratively with the learner, family/carers and referring professionals to support a positive transition.

Transition planning may include:

- A visit to Everyday Lessons before starting.
- Meeting key members of staff, including the learner's main point of contact.
- Becoming familiar with the learning environment, routines and expectations.
- Discussing any worries, concerns or barriers the learner may have.
- Identifying the learner's interests, strengths and aspirations.
- Agreeing reasonable adjustments and support strategies.
- Reviewing safeguarding information and risk assessments.
- Discussing communication preferences with the learner and family/carers.
- Creating a personalised transition plan where required.
- Agreeing an appropriate starting timetable, including a phased introduction where appropriate.

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Where appropriate, learners may be offered opportunities to:

- Attend a taster session.
- Spend time within the learning environment before formally starting.
- Meet other learners and staff.
- Explore practical activities linked to their programme.
- Ask questions and understand what their day at Everyday Lessons will look like.

We recognise that some learners may need additional time and support before they feel comfortable engaging fully. Our approach is based on building relationships, trust and confidence.

Where possible, Everyday Lessons will work closely with schools, Local Authorities, parents/carers and other professionals to ensure information is shared appropriately and that everyone involved understands how best to support the learner.

11. Short-Term, Temporary and Alternative Provision Placements

Everyday Lessons offers a range of placement options, including:

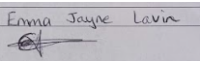
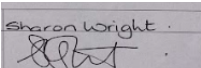
- Full-time placements.
- Part-time placements.
- Short-term intervention placements.
- Sixth-day provision.
- Block placements.

Short-term placements are normally offered for a minimum of **12 weeks**, although individual arrangements may vary depending upon the learner's needs and funding arrangements.

The same admissions process applies to all placement types.

12. Appeals

Where a placement has been declined, parents, carers or the referring organisation may appeal the decision.

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Appeals should be submitted in writing to the Head of Centre within **five working days** of the decision being communicated.

The appeal will be reviewed by the management team, and a written response will be provided following consideration of all available information.

13. Equality, Diversity and Inclusion

Everyday Lessons is committed to providing fair and equal access to education.

Admissions decisions will never discriminate against a learner because of their age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy or maternity, marriage or civil partnership, or any other protected characteristic under the Equality Act 2010.

Reasonable adjustments will always be considered wherever appropriate.

14. Safeguarding

Safeguarding forms part of every admissions decision.

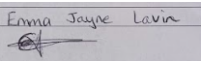
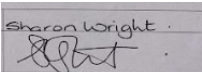
Any safeguarding concerns or known risks shared during the referral process will be reviewed by the Designated Safeguarding Lead (DSL) to ensure appropriate support and risk management can be implemented before a learner starts.

Where necessary, Everyday Lessons will work collaboratively with schools, Local Authorities and other professionals to ensure learners are admitted safely and with the appropriate support in place.

15. Monitoring and Review

This policy will be reviewed annually, or sooner where legislation, statutory guidance or organisational requirements change.

Everyday Lessons is committed to continually reviewing its admissions procedures to ensure they remain fair, transparent, inclusive and centred around the needs of every learner.

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Related Legislation and Guidance

Everyday Lessons' admissions procedures are developed with consideration of relevant legislation, statutory guidance and good practice frameworks, including:

- Equality Act 2010.
- Children Act 1989.
- Children Act 2004.
- Education Act 1996.
- Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years.
- Keeping Children Safe in Education (KCSIE).
- Working Together to Safeguard Children.
- Data Protection Act 2018.
- UK General Data Protection Regulation (UK GDPR).
- Human Rights Act 1998.
- Mental Capacity Act 2005 (where applicable).

Everyday Lessons is committed to ensuring that admissions decisions are fair, transparent, inclusive and focused on the best interests of the learner.

16. Reviewing placement.

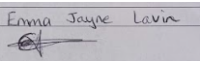
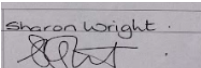
At Everyday Lessons, we are committed to supporting learners to succeed. We recognise that progress is not always a straight path and that learners may experience changes in their circumstances, needs or levels of support throughout their placement.

Where concerns arise regarding a learner's placement, our first approach will always be to understand, support and problem-solve.

A placement review may be considered where:

- A learner's needs have changed significantly.
- The level of support required has increased beyond what Everyday Lessons can safely provide.
- Safeguarding concerns arise.
- Risk assessments identify concerns that cannot currently be appropriately managed.
- Attendance or engagement difficulties continue despite appropriate support being offered.
- The placement is no longer meeting the learner's educational or wellbeing needs.
- An alternative placement may better support the learner's future success.

Before any decision is made regarding a learner's placement, Everyday Lessons will:

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- Review the support and strategies already implemented.
- Consider whether additional reasonable adjustments can be made.
- Meet with the learner where appropriate.
- Work collaboratively with parents/carers and referring professionals.
- Review safeguarding information and risk assessments.
- Consider whether additional external support may be required.
- Explore alternative solutions wherever possible.

A decision to end a placement would always be considered carefully and would only be taken when it is believed to be in the best interests of the learner, other learners and the wider learning environment.

Everyday Lessons understands that changes to a placement can feel difficult. Where a placement is no longer appropriate, we will work respectfully with all involved parties to support a planned transition and ensure appropriate next steps are identified.

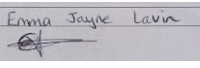
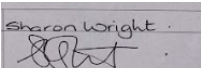
Our aim will always be to ensure learners are accessing an environment where they can feel safe, supported and able to achieve.

17. Related Policies and Documents

This Admissions Policy should be read alongside the following Everyday Lessons policies and documents:

- Safeguarding Children and Adults Policy.
- Equality, Diversity and Inclusion Policy.
- SEND Policy.
- Accessibility and Reasonable Adjustments Policy.
- Behaviour Policy.
- Attendance and Absence Policy.
- Complaints Policy.
- Appeals Procedure.
- Health and Safety Policy.
- Risk Assessment Policy and Procedures.
- GDPR and Privacy Policy.
- Online Safety and Acceptable Use Policy.
- Artificial Intelligence (AI) Policy.
- Learner Handbook.
- Learning Agreement.
- Quality Assurance Policy.

These documents work together to ensure learners receive a safe, inclusive, supportive and high-quality learning experience.

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Final word.

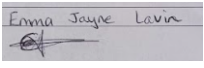
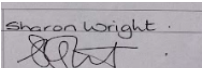
Every learner deserves to feel that they belong.

At Everyday Lessons, admissions are about much more than completing paperwork. They are the beginning of a relationship built on trust, kindness and understanding.

We believe that when the right learner is matched with the right environment, incredible things happen.

Our commitment is to ensure every learner who joins Everyday Lessons feels welcomed, valued and supported from their very first interaction with us.

Because at Everyday Lessons, every journey begins with believing in potential.

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