



Admissions Policy 2025-2026

for

Forest Lodge Alternative Provision and New Leaf Alternative Provision

Admissions and Attendance Policy 2025/2026

Person responsible for this policy	Karen Hale
Policy Date: 01/09/2025	Policy to be revised: 01/09/2026

Introduction

The policy supports our mission statement that students of all ages have the right to thrive educationally and emotionally, regardless of their previous educational experience. For many of our students coming to us is about a fresh start and a new beginning. A chance to turn over a new leaf and strive for positive outcomes.

Our aim is to re-build self-esteem, confidence and improve mental health so that all students can feel a sense of self-worth and have high aspirations to achieve their future potential and become productive and positive members of their community. We achieve this through our unique combination of intensive nurture, emotional well-being support, effective and engaging teaching and access to a range of therapeutic support.

We welcome students with or without EHCP's, those on the autistic spectrum, those with anxiety and mental health issues and anybody and everybody who can benefit from joining our unique environment. We do not discriminate on any level and we believe that every student should achieve their potential and develop an understanding of and respect for themselves and others so that they can make a valuable contribution to the community.

Rationale

On our sites, we will be admitting pupils with EHCP plans, who may present with emotional and behavioural difficulties and a statement of special educational needs or specific mental health needs, which notes the nature of these difficulties. They may arrive out of difficult life experiences or be the result of some medical condition or due to an unsettled upbringing in and out of care. Some of the students may have heightened levels of anxiety and perplexing or complex behaviours relating to autism, ADHD or a co-existence of factors. We work with students with eating disorders, suicidal ideation and childhood trauma who are also on the autistic spectrum so our range of presenting difficulties are wide and varied.

We acknowledge that our pupils may, from time to time, exhibit challenging behaviours that vary both in intensity and duration. However, we are a non-restraining provision and so we must select based on this factor as we will not be able to support students with frequent and intensive aggressive behaviours towards staff and other students.

Aim

The aim of this policy is to ensure that our sites admits, as far as is possible, those pupils whose needs can be met effectively and in doing so ensure progress in all aspects of their academic and emotional development.

Objectives

The objectives of the policy are that all concerned will have a clear understanding of the criteria used in assessing the appropriateness of a placement for individual pupils. This will involve liaising with health professionals, school SENDco's, the LA, the parents/carers and the student themselves – who we deem to be an important voice in the whole selection process. All parties must be prepared to work together to help ensure the success of the placement.

Admissions process Stage 1

Referrals made to us will normally be made by LA's or by the Headteacher or SENDco's of schools. This should be made in the first instance by completing our Referral Form (Appendix 1).

At the stage of referral, a range of detailed information concerning that pupil should accompany the request for placement. This can include information regarding the individual's Education, Health and Social background. Senior staff will analyse all available information on the pupil to assess whether the pupil meets the admission criteria.

Stage 2

The SENDco, parents and/or other school professionals will be invited to visit with the student in order to determine whether the environment is suitable. It is important that the student wants to attend as we are not a containment facility.

The school may wish to conduct their own due diligence audit to ensure that they are satisfied that all policies pertaining to safeguarding and child protection are available.

Stage 3 Taster Sessions

Following this the pupil will be invited to attend a taster session at New Leaf. This will enable the pupil to experience the environment at either New Leaf or Forest Lodge.

Stage 4

If, following these visits and taster sessions, all concerned are agreed that the pupil's needs can be met at our sites and that the young person can be adequately managed with the planned resources available and that the pupil and parents/carers are committed to the placement, we will agree to a placement.

Attendance

In order for any student to make progress good attendance is crucial. We will always encourage attendance and will intervene with a variety of strategies should attendance wax and wane.

Attendance Officer

Our Attendance Officer at New Leaf is Jane Coleman
Our Attendance Officer at Forest Lodge is Ellie Clark

If a student does not arrive on site without an explanation provided for absence, the attendance officer will telephone the emergency contact by 10.30am to ascertain the reason for absence.

They will email attendance to schools by 10.30am each morning.

They will be in regular contact with schools to discuss any issues pertaining to attendance.

We encourage good communication between us and home so that parents/carers know that they can get in touch to explain any absence.

NEW LEAF
Alternative Provision
Referral Form

PERSON MAKING THIS REFERRAL - PLEASE PROVIDE YOUR DETAILS					
Contact Name:					
Contact Number:					
Email Address:					
Best time to contact:					
STUDENT DETAILS					
Full Name:					
Age:					
Current School Year :					
Male/Female:					
Address:					
Name of parent/guardian:					
Contact number for parent/guardian:					
Email address of parent/guardian:					
Please answer with Y or N in the white column opposite					
Looked After:					
Child Protection Plan:					
Child in Need:					
Is the pupil(s) on the SEN Register:					
Does the pupil(s) have an EHCP:					
Is the pupil(s) under EHCN Assess:					
Is the pupil(s) eligible for Free School Meals:					
Which of these areas need support?					
Communicatio n & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory and/or Physical	Medical	Other (specify)
☐	☐	☐	☐	☐	☐
Current Registered School:					
Reason for Referral:					
Pupil Profile: Include the pupil's views, areas of enjoyment, strengths, interests, other agency involvement etc.					
Current Attainment Levels (if known):					

Additional Information: Any specific needs that need to be met e.g. religion, English as a second language etc.						
Any risks that need to be considered:						
Access to accredited qualifications /examinations required (GCSE, ASDAN)		Yes ☐		No ☐		
Proposed Start Date:		Proposed End Date:				
Total number of hours per week:						
Please place a cross in preferred days:		Mon ☐	Tues ☐	Wed ☐	Thurs ☐	Fri ☐
Hours to be delivered per day: (maximum of 4 hours per day)						
INTERNAL USE OFFICE ONLY						
Visit arranged? Date and Time						
Trial day arranged? Date and Time						
Pre-admission Risk Assessment completed?						
Start date agreed?						
Learner Contract agreed and signed by all parties?						