

Ending a Placement: A Statement for Parents and Carers

More Than Ed | Independent School

Date: September 2026

Review Date: September 2027

Responsible Person: Karen Holmes, Headteacher and Proprietor

This is a plain-language summary of our Ending a Placement Policy and Statement. It is published on our website and given to every family. The full policy is the document that governs our decisions, and a copy is available on request and on our website. Where anything here is unclear, please ask us.

1. Why we publish this

More Than Ed is a small independent specialist school for children with social, emotional and mental health needs. Most of our students arrive having been let down somewhere before. We think you are entitled to know, from the very beginning, exactly what we can offer and what we cannot, and in what circumstances a placement here would come to an end.

We publish this so that nothing takes you by surprise, and so that our decisions can be measured against a standard we set out openly and in advance.

2. How a place at this school works

Your child's place here is purchased by the local authority that maintains their Education, Health and Care (EHC) plan. The local authority names our school in that plan and pays us a fee to provide the education set out in it. The agreement is between the school and the local authority.

That matters for two reasons. First, if a placement ends, it is the local authority, not the school, that is responsible for finding your child's next setting and for changing the EHC plan. Second, when a placement ends here it is not an exclusion. We are ending our agreement with the local authority to provide a service. Nothing about it is recorded as a permanent or fixed-term exclusion, and it does not sit on your child's record as one.

3. What every student receives, from day one

Every student here receives all of the following. You do not have to ask for any of it, and none of it is held back:

- One-to-one or very small group teaching and support throughout the school day
- A speech and language assessment, with feedback used to plan their learning
- Intensive family support, working with you around your child's barriers to education
- Transport to and from home, provided by our own staff
- Academic assessment and continuous monitoring of progress
- A bespoke timetable, built around your child and reviewed daily
- A staff team trained to Level 3 safeguarding and trauma-informed through TISUK
- Multi-agency working as normal practice, not as a last resort

Therapeutic input from our in-house drama psychotherapist is provided where it is applicable to a student's needs. It is not something every student receives, and it is not held in reserve for when things become difficult.

Why we cannot add more

Because every student already receives the highest level of what we offer from their first day, there is no further tier for us to move to. If your child's needs come to exceed what this school provides, the honest answer is that a different provision is needed. Saying so is not a failure of willingness on our part; it is a limit of what we are commissioned and equipped to deliver, and we would rather tell you the truth than keep your child somewhere unsuitable.

4. When a placement might end

Ending a placement is always a last resort and always a sadness. In most cases it never arises. Where it does, we can end a placement by giving one calendar month's notice, and there are two routes.

Ending on notice

This follows a period of open discussion with you and with the local authority, and an emergency review meeting at which we set out the evidence and explain what has been tried. The grounds include:

- Sustained dysregulation that our provision cannot contain, despite changes to staffing, timetable and environment
- A student being unable to engage in learning over a sustained period, despite a fully bespoke timetable
- Recurrent aggression, verbal abuse or threatening behaviour towards staff or other students
- Bullying of another student, including online, that continues despite intervention
- Racist abuse, or abuse directed at any other protected characteristic
- Recurrent deliberate damage to property, or theft
- Persistent disruptive behaviour that prevents the education of other students or cannot be contained safely in our model
- Sustained dysregulation having a significant adverse effect on the safety, wellbeing or attendance of other students, including by retraumatising them
- Needs emerging that are beyond what we are commissioned and equipped to deliver, including clinical, medical or residential need
- A breakdown in the working relationship with parents or carers to the point that our wrap-around model can no longer function
- Commissioning funding being withdrawn, not agreed, or unpaid

None of these is a tally. Before notice is given on any of them we satisfy ourselves that the full provision above has actually been delivered and has not worked, that the difficulty is not something we have caused or can put right, and that ending the placement is a proportionate response. We record why.

Circumstances where a placement ends automatically

One calendar month's notice is also given, without the discussion stage, where there is:

- An assault on a member of staff or another young person
- Behaviour presenting a level of risk that could only be contained by repeated or planned physical intervention
- A malicious or deliberately untrue allegation against any professional, once an investigation has concluded that it was fabricated or malicious

- Drugs, alcohol or sharps brought onto the premises, or a student attending under the influence of drugs or alcohol
- Cigarettes or vapes brought onto the premises after the student has been told this is not allowed
- Inappropriate use of social media concerning a member of staff or another young person

Even here the decision is not mechanical. Where the behaviour arises from your child's disability or trauma, as it very often will, we still satisfy ourselves that ending the placement is a proportionate response to the risk, and we record our reasons. This is what the Equality Act 2010 requires of us, and we take it seriously.

5. Two things that are not grounds for ending a placement

Speaking up about a member of staff

Every allegation a student makes is taken seriously, recorded and referred to the local authority designated officer. No student is ever penalised for making an allegation, whatever the outcome of the investigation, and a placement will never end because a child spoke up. The only exception is where an investigation concludes that an allegation was deliberately fabricated or malicious.

Child-on-child abuse

Where one student harms or is alleged to have harmed another, our first response is a safeguarding response, not a contractual one. Both children are treated as vulnerable, no assumption of guilt is made before the facts are established, and the needs of both are considered. Only if that process concludes that the placement cannot safely continue would it then be ended in the ordinary way. It is never automatic.

6. Physical intervention

We do not use physical restraint, planned physical intervention, seclusion or punishment as a way of managing behaviour. Our approach is relational.

All of our staff are trained by React UK so that, if a moment arrives in which a child is about to come to serious harm or to cause serious harm to someone else, they can act safely. That is emergency action to keep someone safe in that moment. It is not a strategy and it is not a consequence.

Every use of physical intervention is written up on the React UK form and recorded on CPOMS the same day. We tell you the same day and give you the written record, unless doing so would put a child at risk, in which case we follow our safeguarding procedures instead. Staff are debriefed afterwards.

If an emergency restraint has been needed, the circumstances that led to it may cause us to review the placement. The restraint itself does not give us a right to end one.

7. What happens if notice is given

We will tell you ourselves, in person or by telephone, before notice goes to the local authority. You will never hear it first from someone else. Written notice then goes to the local authority by email, confirming the date notice was given, the date it expires and the reason.

After that point the local authority takes over communication with you about what happens next, including consultation with other settings and any change to the EHC plan. That is its role, not ours, and we do not send you our notice paperwork because it would cut across that. We will of course still talk to you.

During the notice period:

- Your child remains on our roll and the placement fee continues to be paid
- Work is sent home throughout
- Welfare telephone calls are made three times a week and recorded
- Your child's key adults remain their key adults
- Our safeguarding responsibilities continue in full, and we remain available to you, with out-of-hours arrangements unchanged
- We attend any review, consultation or transition meeting the local authority arranges, and provide full transition support to the receiving setting, including records, a handover meeting and accompanied visits

Where we have concluded that we can no longer keep your child, or other students and staff, safe on site, your child is educated at home for the notice period. This is not a sanction and it is not an exclusion. Everything in the list above still applies. We set the safety reason out in writing to the local authority, ask it to confirm its agreement, and ask it to arrange any further interim education it thinks necessary under section 19 of the Education Act 1996. Attendance is recorded using code Y7, unable to attend because of an exceptional circumstance.

When the notice period ends

Your child comes off our roll when the notice expires, whether or not another setting has been found. We cannot extend the notice period or hold the place open, because that would keep a place from another child who needs it.

Ending the placement does not change your child's EHC plan. The plan stays in force exactly as it is until the local authority amends it, and the local authority remains under a legal duty to secure the provision in it and to arrange suitable education. If there is a gap before the next setting starts, the local authority may arrange a tutor or other interim education. If you disagree with what the local authority names in the plan, your right of appeal to the SEND Tribunal is against the local authority and is unaffected by anything in this statement.

8. If you disagree with a decision

Please tell us. The first step is always a conversation with the Headteacher, and we would far rather have that conversation than not.

If that does not resolve it, please raise it formally under our Complaints Policy, which is on our website and available on request. Where a placement is ending, we will accept and hear a complaint even after your child has left us. You will not be shut out because the placement has ended.

If you are still dissatisfied, you can raise the matter with the commissioning local authority, with the Independent Schools Inspectorate, which inspects this school, or with the Department for Education. We will co-operate fully with any of them.

You are not asked to sign anything in this statement, and nothing here takes away a right you have in law.

9. Where to find the full policy

This statement is a summary. The full Ending a Placement Policy and Statement sets out each of these matters in detail, and is the document our decisions are made under. It is published on our website and we will give you a copy at any time you ask for one. It is read alongside our Admissions, Relational (Behaviour), Positive Handling, Safeguarding and Child Protection, Child-on-Child Abuse, Therapeutic Services and Complaints policies, and our Statement of Provision and the Limits of the School's Offer.

If anything in this statement worries you, or you would like it explained, please contact Karen Holmes, Headteacher and Proprietor. We would always rather talk to you.