

Statement of Provision and the Limits of the School's Offer

More Than Ed | Independent School

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Responsible Person: Karen Holmes, Headteacher and Proprietor

A standing statement of what More Than Ed provides as standard, why that provision represents the practical ceiling for a school of this type, and what lies beyond it. Referenced in commissioning discussions, in EHC plan reviews, and whenever a placement is ended.

Contents

1. Purpose and Status.....	
2. The Basis on Which Places Are Commissioned	
3. What the School Provides as Standard	
4. Why This Represents the Practical Ceiling.....	
5. What Lies Beyond the Ceiling	
6. Use in Individual Cases.....	
7. Review	

1. Purpose and Status

More Than Ed provides a single, fully specialist model of education. It is not a mainstream school with a specialist resource, and it does not operate a tiered offer in which additional support can be added for individual students. Every student receives the school's full provision from the day they arrive.

This has a consequence that is not always understood by those outside the school. When a placement reaches the point at which the school can no longer meet a student's needs, the question "what else could the school have done?" has a definite answer, and the answer is set out in this document. There is no reserve of unused provision to draw on, because there is no reserve. The provision described in section 3 is what the school offers, and it is offered in full to everyone.

This statement exists so that the answer is written down once, in advance, rather than assembled under pressure in an individual case. It serves four purposes:

- it tells commissioning local authorities precisely what they are purchasing, before a placement is agreed;
- it provides the reference point against which delivery to an individual student is evidenced;
- it identifies what provision would require a different type of setting, so that the school's view can be given clearly at review rather than at the point of breakdown;
- it stands as the school's evidence, in any complaint or claim, of what it provides and why that provision is the practical limit of what a school of this type can offer.

Status

This is a statement of fact about the school's provision. It is not a policy and it creates no entitlement beyond what is specified in an individual student's EHC plan and placement agreement. Where a placement agreement or EHC plan specifies provision beyond what is described here, that document takes precedence and the school will have agreed to it explicitly in writing.

2. The Basis on Which Places Are Commissioned

The school is an independent specialist provider. It is not approved under section 41 of the Children and Families Act 2014 and is not a member of a commissioning framework. Places are commissioned individually, by agreement, on the basis of the provision described in this statement.

Three points follow, and they are stated here because they are regularly misunderstood in correspondence.

The school is purchased for what it provides

A local authority commissions a place on the basis of the school's established model. It does not purchase an open-ended undertaking to provide whatever a student is subsequently found to need. Where a student's needs change such that they require provision beyond this

model, that is a matter for review of the EHC plan, not a matter of the school extending its offer.

Admission is by agreement

The school has no duty to admit. A place is offered only where the school is satisfied, on the information available at the time, that it can meet the student's needs within its model, and that the student can be placed safely alongside the students already here. Matching a new student to the existing cohort is as much a part of the admission decision as the student's own needs, for the reasons set out in section 4.

The school's own duties are not limited by the contract

The school is the responsible body for the purposes of Part 6 of the Equality Act 2010. That duty runs directly to the school as proprietor and is not confined by the scope of the placement agreement. In practice the two align closely, because what is reasonable for a provider to do is judged against what that provider is and what it already provides. A school delivering the provision described in section 3 has, by any measure, a very short list of further steps that could be considered reasonable. This statement records that list and the reasons for it.

3. What the School Provides as Standard

The following is provided to every student, as standard, for the whole of their placement. It is not contingent on funding band or negotiation. Drama psychotherapy is not part of this standard provision; it is provided where it is applicable to a student, as set out separately below.

Teaching and staffing

Element	Provided as standard
Teaching ratio	1:1 or 1:2 for the entire school day, with very small groups where appropriate (no more than 3 students). No supply staff used at any time.
Teaching base	The student's own room. Teaching, breaks and lunch take place there or with staff, not in shared unstructured spaces.
Timetabling	Built daily and published to staff by 5pm the previous day, so that allocation responds to the student's presentation rather than to a fixed rota.
Senior leadership response	Available at the first sign of dysregulation, on call to any member of staff at any point in the day.
Difficult conversations	All behaviour discussions and challenging parental conversations are handled by senior leaders, to protect the student's relationship with their teaching team.

Therapeutic model

Element	Provided as standard
Approach	Wholly relational and trauma-informed, grounded in PACE, DDP and the Trauma Recovery Model. High warmth and high structure.
Sanctions and rewards	None. The school operates no punishments and no reward systems.
Physical intervention	Not used as a behaviour management strategy. All staff are trained by React UK, and restraint may be used only where absolutely necessary to prevent injury. Every use is recorded on the React UK School Positive Handling form and on CPOMS, and reported.
Environment	Open building. No locked doors, no high fences. Warm decoration and soft furnishings.
Unstructured time	None. Movement breaks and activity-led tasks are built into the day.
Speech and language	Speech and language assessment and feedback for every student, to assist planning and communication, from the in-house speech and language therapist.
Staff training	Whole staff team trauma-informed trained through TISUK. All staff trained to Level 3 safeguarding, and all staff trained by React UK.

Drama psychotherapy

In addition to the standard provision above, therapeutic input from the school's in-house drama psychotherapist, focused on removing barriers to learning, is provided where it is applicable to a student's needs. It is not part of the provision every student receives. Where

it is applicable it is provided without a waiting list, and it is not a higher tier that a student has to deteriorate to reach.

Wrap-around and family provision

Element	Provided as standard
Transport	The school's own staff collect and drop off every student daily, used as a transition tool and to maintain daily face-to-face contact with parents and carers.
Family support	Intensive wrap-around work with parents and carers in regards to the young person's barriers to education. Contact extends beyond the school day where a family is in crisis.
Multi-agency working	Near-daily during family crisis, including social care, CAMHS, the virtual school, police and the Youth Offending Service.
Out-of-hours safeguarding	Routed to the Headteacher and Managing Director, who are available to each other at all times.
Information sharing	All staff have full access to every student's records, so that the adult in the room holds the same information as senior leaders. Child protection files and therapy records are the exception and are held on a need-to-know basis. Child protection files and therapy records are the exception and are held on a need-to-know basis.

Curriculum and outcomes

Element	Provided as standard
Curriculum	Sequential, based on the National Curriculum, with high academic expectations maintained throughout.
Assessment	Evidence for Learning, GL Assessments, speech and language assessment, dyslexia screening, and live marking within the lesson.
Accreditation	Functional Skills in Maths and English at the appropriate level for all Year 11 students, together with AQA Unit Awards.
Transition	Full transition support to specialist post-16 placements, including handover, accompanied visits and staff availability to the receiving setting.

4. Why This Represents the Practical Ceiling

The provision described above is the maximum that can be delivered within an educational setting of this type. The reasons are structural, not financial, and they would not be resolved by additional funding.

The ratio cannot be increased meaningfully

Teaching is already 1:1 or in very small groups for the whole day. We do not offer 2:1 staffing. A standing second adult is counter-therapeutic for the great majority of students in this cohort: it increases the sense of surveillance and containment that the school's model is designed to remove, and it conflicts directly with the relational approach on which every other part of the provision depends.

Restraint is available in an emergency, but cannot become the model

All staff are trained by React UK, and restraint may be used where it is absolutely necessary to prevent injury. That capability exists so that an exceptional moment can be managed safely and lawfully. It is not a behaviour management strategy and will not become one.

The distinction sets a real limit. A student whose safety depends on physical intervention being routinely or predictably available requires a setting built around that, with the staffing ratios, environment and trained team that a positive handling model needs. This school is built the opposite way, around relationship and de-escalation, and where physical intervention becomes a recurring feature of a placement rather than an isolated emergency, that is the signal that the placement is no longer viable.

Where an emergency restraint has been required, the circumstances that led to it may prompt a review of the placement, as set out in the Ending a Placement Policy and Statement.

The environment cannot be made more contained without ceasing to be this school

The absence of locked doors, high fences, sanctions and planned physical intervention is not an omission to be remedied. It is the model. A student who requires a physically contained environment requires a different type of provision, and the school will say so plainly rather than adapt its environment in a direction that would compromise every other student placed here.

Staffing flexibility is already bounded by the students' own needs

The school builds timetables daily to protect both students and staff. Students work with different members of staff across the week, and with different adults for specific activities or when staff are absent. That flexibility has limits, and they are set by the students themselves: many will work only with particular staff in particular ways. Where the staff a student is able to work with can no longer sustain the placement, there is no wider pool to draw on without taking staff from another student's provision.

Clinical provision has a boundary

The school employs a drama psychotherapist and a speech and language therapist as part of its team. It is not a clinical setting and does not provide psychiatric care, inpatient or residential treatment, nursing, or specialist medical supervision. Where a student's needs become primarily clinical rather than educational, the required provision lies outside what any day school can deliver.

The school is small, the cohort is matched, and every student is affected by every other

The school currently educates a small number of students, over half of whom are looked after, post-adoption, subject to a special guardianship order or on a child protection plan, and none of whom has fewer than six adverse childhood experiences. Every one of them carries significant trauma. Many have lived with violence, shouting, unpredictability and fear, and have learned to read the adults and children around them for danger.

That is why the dynamics of the school matter as much as any individual student's provision. The building is deliberately open and calm, and it is small. A single student who is dysregulated for sustained periods, walking the corridors, shouting, slamming doors, damaging property or showing aggression, is not an event contained in one room. It is heard and felt by every other student in the building, and for children with these histories it can be seriously retraumatising. It can trigger dysregulation in others, and undo months of work on a student's sense of safety.

For this reason the school matches students carefully at admission, considering not only whether it can meet a child's needs but how that child will sit alongside the students already here. The same consideration continues for as long as the placement lasts. Where one student's presentation is having a sustained adverse effect on the safety or wellbeing of others, that is a legitimate and serious consideration in deciding whether the placement can continue, and it is recorded as such.

Provision diverted to one student is also provision removed from another. Both points are material to what can reasonably be asked of the school, and they are recorded here so that they do not have to be argued afresh in the individual case.

5. What Lies Beyond the Ceiling

The following are examples of provision that the school does not and cannot offer. Where assessment indicates that a student requires any of them, the school's position is that a different type of setting is required, and it will say so at review.

Provision required	Why it is not available here	Setting type
A physically contained environment, secure perimeter or locked accommodation	The school is deliberately open. Containment would compromise the therapeutic model for the whole cohort.	Secure or residential specialist provision
Routine or planned physical intervention as a means of managing behaviour	Staff are React UK trained and may restrain where absolutely necessary to prevent injury, but the school does not and will not operate restraint as a	Provision operating a positive handling model

	behaviour management strategy.	
Two or more adults with a single student as a standing arrangement	Counter-therapeutic within a relational model, and not sustainable against the needs of the wider cohort.	Specialist provision with a different staffing model
Waking-day curriculum or 24-hour consistency	The school is a day school.	Residential special school
Psychiatric treatment, nursing care or medical supervision	The school is an educational setting with therapeutic input, not a clinical one.	Hospital school or clinical provision with education
Education in the family home	The school's model is site-based, and its staffing and safeguarding arrangements are built around that.	Local authority arrangements under section 19 of the Education Act 1996
A large peer group or whole-class teaching	The school teaches 1:1, 1:2 or in very small groups by design and does not operate class-sized provision.	Specialist provision with class-based teaching

This list is not exhaustive. Where a student requires provision not listed, the same principle applies: the school states what is required, states that it cannot provide it, and says so at review rather than at the point of breakdown.

6. Use in Individual Cases

This statement does the general work once. What remains to be evidenced in any individual case is narrower, and is limited to the following three questions.

	Question	Where it is answered
1	Was the provision described in section 3 delivered to this student in full?	Decision and Evidence Record, Appendix A section 3
2	Was the provision specified at Section F of the EHC plan delivered in full?	Decision and Evidence Record, Appendix A section 6
3	What provision beyond the school's ceiling does this student now require, and on what evidence?	Decision and Evidence Record, Appendix A section 4

The first is a question of fidelity, not of invention. It asks whether the student actually received the model, not whether more could have been added to it. It is answered from existing records.

The second is the question most likely to be raised by a parent, and it is the school's to answer rather than the local authority's. Where Section F specifies provision the school was not resourced to deliver, that must be recorded together with what was requested to remedy it and when.

The third is the positive case. It is not an admission that the school fell short. It is a professional judgement, supported by assessment, that the student requires something this type of setting does not provide, and it is the substance of the school's position at review.

What this statement does not do

It does not remove the need to evidence delivery in the individual case, and it does not answer for a student who did not in fact receive the model. A general statement that the school provides 1:1 teaching will not assist where the records show that a particular student was repeatedly without the staffing their risk assessment required, or that therapeutic input specified in their plan was not delivered. The statement is strong precisely to the extent that delivery is documented.

7. Review

This statement is reviewed annually by the Headteacher, and whenever the school's provision materially changes, including any change to staffing ratios, therapeutic input, the site, or the age range served. A superseded version is retained, because the relevant version in any individual case is the one in force at the time of that student's placement.

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Approved by	Karen Holmes, Headteacher and Proprietor