

# EMPOWERING FUTURES ALTERNATIVE PROVISION

## ADMISSIONS POLICY (CHILDREN, YOUNG PEOPLE & ADULT LEARNERS)

**Issue Date:** December 2025

**Next Review:** December 2026

**Approved by:** Director, Empowering Futures Alternative Provision

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## 1. POLICY STATEMENT

Empowering Futures Alternative Provision (EFAP) provides:

- Alternative Provision for learners aged **11–18**
- Adult education programmes delivered **outside school hours**

This Admissions Policy ensures that:

- The admissions process is transparent, consistent and safeguarding-led
- Placement decisions are safe and appropriate
- EFAP complies with Local Authority commissioning frameworks
- All decisions align with statutory responsibilities including KCSIE, Working Together, Care Act, Prevent Duty, and UK GDPR
- Policies across EFAP (Safeguarding, Data Protection, SEND, Prevent, Complaints, Appeals) remain fully aligned

EFAP delivers provision from:

- Coventry Hub (main site)
  - Satellite delivery areas in Walsall and Birmingham
  - Community venues
  - Online learning platforms
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## 2. WHO WE PROVIDE FOR

## 2.1 Children & Young People (11–18)

EFAP accepts learners who:

- Are permanently excluded or at risk of exclusion
- Require an alternative, smaller or vocational environment
- Have SEND needs, including EHCPs
- Experience SEMH difficulties, anxiety, low attendance or disengagement from school
- Are LAC, previously LAC, or known to Social Care
- Require structured re-engagement or blended learning
- Would benefit from vocational pathways

Programmes include:

- Hair
  - Beauty
  - Nails
  - Sports
  - Fitness
  - Customer Service
  - Business Skills
  - Academic Catch-Up & Life Skills
  - Online Alternative Provision
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## 2.2 Adult Learners (18+)

EFAP provides adult training programmes including:

- Teacher Training
- Fitness Instructing & Personal Training
- Beauty & Nails CPD
- Customer Service & Employability
- Online and blended vocational learning

Adults may enrol via:

- Self-enrolment
- Employer or partner referrals
- Funded programmes
- Community-based referrals

Adult admissions follow:

- Care Act 2014 safeguarding framework
- Prevent Duty

- EFAP Data Protection Policy
  - EFAP Safeguarding Policy (Adult section)
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## 3. REFERRAL, INFORMATION REQUIREMENTS & ADMISSIONS PROCESS

This process applies to **children and young people (11–18)**.  
Adult admissions follow a separate process (Section 3.10).

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### 3.1 REFERRAL SUBMISSION (STEP 1)

Referrals must come from:

- Local Authorities (Coventry CAP, Walsall, Birmingham)
- Mainstream or special schools
- Virtual Schools
- Social Workers via commissioning routes

Parents/carers **cannot** refer directly.

#### **Mandatory documentation required at point of referral:**

1. EFAP Referral Form (completed fully)
2. Current Risk Assessment covering:
  - Behaviour
  - SEMH profile
  - Triggers
  - Current and historical risk
  - Absconding
  - Weapons/drugs concerns (if any)
3. Safeguarding Summary, including:
  - Social Worker details
  - Current status (CP, CIN, LAC, PCLA, Early Help)
  - Chronology of concerns

4. SEND Documentation:
  - EHCP (if applicable)
  - SEN reports
  - One-page profiles
  - External assessment reports
5. Attendance history (minimum 12 weeks)
6. Behaviour logs and exclusion history
7. Medical details and care plans
8. Requested timetable (days/hours)
9. Parent/carer details
10. Transport arrangements

Referrals missing core safeguarding documentation will **not progress** until information is provided.

Commissioners are notified within **48 hours** of missing information.

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## 3.2 REFERRAL SCREENING (STEP 2)

Screening is conducted by:

- Director (Lead DSL)
- DSL/Manager
- Relevant pathway tutors (if appropriate)

Screening includes:

### **Safeguarding Risk Review**

- Current open cases
- Mental health vulnerabilities
- CSE/CCE indicators
- Domestic abuse exposure
- Violence/aggression
- Absconding history
- Peer safety considerations

### **SEND Review**

- Needs as outlined in referral
- EHCP provisions
- Reasonable adjustments
- Therapeutic needs beyond EFAP scope

### **Programme Suitability Check**

- Alignment with vocational pathways
- Practical suitability
- Group dynamics
- Online vs face-to-face appropriateness

### **Capacity Review**

- Staff ratios
- Space availability
- Safety and environmental considerations

Outcome provided within **3–5 working days**.

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## **3.3 PRELIMINARY DECISION (STEP 3)**

EFAP may issue:

### **A. Approved to proceed to Admissions Meeting**

Documentation complete; needs manageable.

### **B. Approved with Conditions**

Referral accepted subject to:

- Clarification from Social Care
- Additional risk information
- Additional staffing or support

### **C. On Hold – Insufficient Documentation**

Referral paused.

### **D. Declined – Provision Not Suitable**

Reasons issued clearly in writing.

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## 3.4 ADMISSIONS MEETING (STEP 4)

Attendees:

- Learner
- Parent/Carer
- Commissioner/School
- DSL/Manager
- Social Worker (if relevant)

Meeting includes:

1. Site tour or online induction
2. Review of learner's presentation
3. Discussion of risks and triggers
4. SEND needs and communication strategies
5. Behaviour and safeguarding expectations
6. Attendance expectations
7. Reintegration and progress goals
8. Proposed timetable
9. Information sharing consent

A written admissions report is produced within **24 hours**.

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## 3.5 FINAL ADMISSIONS DECISION (STEP 5)

Issued within **24–72 hours** after the admissions meeting.

**Possible outcomes:**

**A. Placement Accepted**

- SLA issued
- Start date confirmed
- Individual risk mitigation plan created

#### **B. Deferred – Further Information Required**

Referral pending until missing documents or clarification is received.

#### **C. Declined**

Clear rationale provided.

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## **3.6 PRE-START REQUIREMENTS (STEP 6)**

Before start, EFAP must have:

- ✓ Signed SLA
  - ✓ Completed Admissions Pack
  - ✓ Emergency contact details
  - ✓ Updated internal EFAP risk assessment
  - ✓ Medical and welfare information
  - ✓ Online learning agreement (if relevant)
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## **3.7 INDUCTION & FIRST WEEK (STEP 7)**

Learners complete:

- Baseline English and Maths assessment
  - SEMH screening
  - SEND adjustments
  - Introduction to safeguarding staff
  - Attendance expectations
  - Behaviour framework
  - Online expectations (if applicable)
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## **3.8 MID-PLACEMENT REVIEW (STEP 8)**

Held:

- At 6 weeks
- Termly
- During EHCP reviews
- If risk changes
- At commissioner request

Reviews cover:

- Attendance
  - Academic progress
  - Engagement
  - Safeguarding updates
  - SEND support
  - Multi-agency involvement
  - Suitability of provision
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## **3.9 PLACEMENT CHANGE, EXTENSION OR EXIT (STEP 9)**

May include:

- Reintegration to school
- Extension of placement
- Change of vocational pathway
- Timetable increase or reduction
- Managed move to alternative services
- Exit due to safety or risk reasons

Exit reports are provided to commissioners.

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## **3.10 ADULT LEARNER ADMISSIONS (SEPARATE ROUTE)**

Adult admissions include:

- ✓ Adult Enrolment Form
- ✓ ID verification
- ✓ Learning needs assessment

- ✓ Safeguarding disclosure screening
- ✓ Payment/funding confirmation
- ✓ Programme suitability check
- ✓ Online learning induction

Adult safeguarding is governed by **Care Act 2014** and EFAP's adult safeguarding framework.

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## 4. ADMISSION CRITERIA

Learners (all ages) may be admitted where EFAP can:

- Meet identified needs safely
- Manage risks identified in referral
- Offer appropriate vocational or academic provision
- Provide necessary SEND adjustments
- Maintain safe ratios and staffing

EFAP may decline where:

- Needs exceed EFAP's scope
  - Specialist clinical or therapeutic support is required
  - Risk cannot be safely managed
  - Documentation is incomplete
  - Programme is unsuitable for the learner
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## 5. INDUCTION & BASELINE ASSESSMENTS

**Children & Young People** receive:

- Baseline Maths/English
- SEMH screening
- SEND analysis
- Safeguarding briefing
- Online learning induction

**Adults** receive:

- RPL (Recognition of Prior Learning)
- Digital skills assessment

- Safeguarding disclosure conversation
  - Professional conduct expectations
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## 6. ATTENDANCE EXPECTATIONS

### Children & Young People

Attendance is a safeguarding requirement.

EFAP will:

- Contact parent/carer immediately for unexplained absence
- Notify LA commissioner
- Escalate CME concerns
- Log safeguarding concerns with DSL

### Adults

Attendance affects:

- Funding
- Certification
- Programme continuation

Safeguarding concerns prompt welfare checks.

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## 7. SAFEGUARDING & PREVENT

EFAP has safeguarding duties for **all learners**.

### Children

Follow KCSIE, Working Together, LA guidance.

### Adults

Follow Care Act 2014, Prevent Duty, adult safeguarding frameworks.

Concerns are escalated to DSL immediately.

Online AP follows EFAP Online Safety Policy.

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## **8. SEND & ADDITIONAL SUPPORT**

EFAP supports:

- Mild to moderate learning difficulties
- Autism, ADHD
- SEMH needs
- Communication differences
- EHCP requirements
- Mental health needs
- Adult learners with additional support needs

Reasonable adjustments are implemented as required.

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## **9. DATA PROTECTION & CONFIDENTIALITY**

In line with UK GDPR and Data Protection Act 2018:

- Only necessary data is processed
  - Data is stored securely
  - Safeguarding exemptions apply
  - Information is shared lawfully and proportionately
  - Adults have additional rights, except where overridden by safeguarding
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## **10. EQUALITY & FAIR ACCESS**

EFAP does not discriminate based on:

- Age
- Disability
- Race/ethnicity
- Gender/sex
- Sexual orientation
- Religion
- Socioeconomic background
- SEND
- Care status
- Adult personal circumstances

Reasonable adjustments are provided wherever possible.

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## 11. POLICY ALIGNMENT

This policy aligns with:

- Safeguarding & Child/Adult Protection Policy
  - Data Protection Policy
  - Behaviour & Conduct Policy
  - Prevent Duty Policy
  - Online Safety Policy
  - Complaints & Appeals Policy
  - Staff Code of Conduct
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## 12. POLICY REVIEW

This policy is reviewed:

- Annually
- After legislative changes
- After operational expansion
- After LA/Ofsted feedback
- Following safeguarding learning

Approved by:

**Rhean White, Director & Lead DSL**

Empowering Futures Alternative Provision