



## Admissions Policy

Signed by:

*C. Wild*

---

Managing Director

Chair of governors

Date: 25.2.25

Date:

---



## Contents

1. Ethos statement .....	2
2. Admissions principles.....	2
3. Admissions process .....	3
4. Admission of young people with SEND including those with an Education, Health, and Social Care Plan (EHCP) .....	4
5. Links with other policies .....	<b>Error! Bookmark not defined.</b>



## 1. Ethos statement

At Wild Intervention, we engage young people to reach a level of success they have never imagined. We deliver high-quality sessions to all our young people, fostering a sense of belonging and respect as well as providing the knowledge and skills to make academic progress and understand real-world problems through a love of lifelong learning.

## 2. Admissions principles

Wild Intervention as an alternative provision is committed to welcoming young people from all backgrounds, needs and prior experiences. We admit young people who are on roll in a physical school/local authority (LA) and for whom their school are seeking an alternative provision, often to reengage them with education. Where possible young people will remain on roll with their physical setting whilst accessing our provision. We ensure equal consideration for all potential admissions under the Equalities Act, fulfilling our duties to safeguard against discrimination related to protected characteristics.

Our young people typically come from schools and LA's across Hull & East Riding. We offer a curriculum for Key Stage 3 and Key Stage 4: our typical age range is 8-16 however careful consideration into current cohorts will go into placement offers and planning.

Upon admission, we seek to identify any children who may be particularly vulnerable due to safeguarding concerns, additional needs, mental and physical health concerns or other needs and circumstances. Our referral forms and process will alert us when a young person is potentially in greater need: for example, a young person looked after by the LA, a care leaver, a child or young person with a social worker, a young carer or a young person residing in private fostering arrangements would all be flagged to us. At the point of registration, we ask young the young people and their carers what particular interests the child may have and any medical or special educational needs so that we can plan for admission and how we might look to meet those needs.

We are fully flexible in terms of the timing of admissions and accept admissions all year round, often at short notice if that is of benefit to the young person. Upon receipt of all required details from schools or LAs, we target a 2 working day enrolment unless unforeseen issues arise. We aim to provide a swift and effective enrolment process to provide the alternative provision young people and their schools need as quickly as possible.



Young people for whom English is an additional language should please note that our sessions are all delivered through the medium of English and delivered by English-speaking staff. We are fully inclusive but need to draw your attention to the implication this has for young people whose proficiency in English may be limited.

We are an inclusive provider and can placements for young people who, for a number of reasons, are unable to find or be placed into school provisions elsewhere. Our starting position is always to seek to offer a placement. However, Wild Intervention reserve the right to not proceed with the admission of a young person if, on careful review from a safeguarding perspective, the admission may be deemed detrimental to other young people, or it is clear that our offering cannot meet the needs of the individual. We would always communicate our process of decision-making to the prospective school / LA to ensure all factors are considered.

### **3. Admissions process**

Admissions to Wild Intervention are handled on a rolling basis throughout the year.

Schools or LAs contact us via the 'admin' email address or website form.

- Stage 1: Schools, LAs are required to complete a referral form. The referral form gathers a range of pertinent information about the young person: personal details, profile, additional needs, academic performance, desired outcomes, and timetable considerations. The SLT team will discuss any questions schools or local authorities have relating to the enrolment form and may ask extra questions around the young person. At this stage we will also request any other relevant documents such as EHC Plan, IEP and any risk assessments.
- Stage 2: Each young person's application is carefully considered by two members of SLT before then been discussed at the SLT meeting to ensure full oversight and agreement by all (At least 3 SLT members) must agree and sign off on the decision). We assess the relevant paperwork, which is subsequently stored on the young person data management system and made available to the relevant support staff to inform adaptive sessions. We aim to respond to consults within 10 days. During this stage we will also compare the needs of the young person with the current staff team to highlight who will be the most suitable support worker.
- Stage 3: At this stage the relevant school or LA will be given a decision if we can or cannot meet the needs of the young person. If it is a positive consult an official offer will be submitted with plans around staffing, timings, costs and provision road map.
- Stage 4: Approval is given, SLAs are signed along with T&C'S
- Stage 5: Outreach coordinator will contact parents / carers and organise an induction meeting it is preferred that this is conducted at our provision but can be conducted at home where young people maybe reluctant to come straight to the provision. During

the induction we will provide parent and child with a info about me sheet to be filled in to gain as much information as possible. We will go through the behavior policy, the timetable, the staffing, fire safety. (This will also be conducted on the first site visit if done at home.) We will also provide parent/carer with a key contact sheet that has all the information on who to contact should a problem or concern arise. After this a start date will be confirmed with school / LA informed.

#### **4. Admission of young people with SEND including those with an Education, Health, and Social Care Plan (EHCP)**

At Wild Intervention, All requests for admissions should come from a LA or school, including those for young people with EHCPs. We are a proudly inclusive provider and have a number of young people with EHCPs or undergoing assessment for an EHCP with additional SEND support.

Young people with an EHCP typically present with a range of complex needs that may involve one or more of communication and interaction, cognition and learning, social, emotional, and mental health difficulties, and sensory, physical, and medical needs. Consequently, schools and LAs are asked to declare whether the young person has an EHCP via the enrolment process and share the plan and any other documentation with us for reference. This may include details such as specialist teaching, counselling, personal assistants, therapies, mentoring, medical interventions, and multi-agency working to aid and monitor young person progress. We offer placements to young people SEMH needs and low level autism.

At enrolment, we ask physical schools to share information about a young person's specific interests, aptitudes and needs. This includes any details of any special circumstances relating to the young person's health, allergies, disabilities, or special educational needs which may be relevant to their participation in the sessions provided by Wild Intervention. Early notification of any additional needs or disabilities is of great value, as it will enable all staff to consider whether reasonable adjustments are needed during the admissions process and what reasonable adjustments, if any, can be made to support the young person's future education. In order that Wild Intervention is fully compliant with the Equality Act, all staff are made aware of the duties towards children who are disabled and the 'reasonable adjustments' needed for particular children.

We are a completely inclusive and welcoming provision, which enrolls young people from varied backgrounds and with varied need profiles. Our setting allows us to support young people well so that they can thrive. As a responsible provider, we check our provision is right for each child to ensure that we can support them fully. It needs to be a good fit for them to ensure success.



Information regarding a young person's special educational needs, especially where they have an EHCP, will be made available to staff. The EHCP and related information will be stored securely on our young person management information system for access by relevant staff.

Wild Intervention can offer young people access to online learning along with certificates in short courses and ASDAN. Our staff make adaptations to their day-to-day practice that benefit individual young people with specific needs. We also protect and promote the health and well-being of each young person, ensuring sensitivity to the welfare of those young people with an EHCP.

