ALTERNATIVE PROVISION ADMISSIONS, SUPPORT AND GUIDANCE

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Version 1 Sep 25	New Policy
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1. INTRODUCTION

Overworld AMP Limited ("the Provision") is an independent Alternative Provision offering face-to-face and online educational programmes for young people who require a personalised approach to learning. The Provision specialises in supporting young people with a wide range of needs, including neurodivergence, social, emotional and mental health (SEMH) needs, sensory differences and other barriers to education. Many young people also have an Education, Health and Care Plan (EHCP).

The Provision's primary site, Tilford House, provides specialist facilities that support learning through gaming, esports, creative media and digital technologies, alongside a personalised curriculum designed to develop confidence, engagement and positive outcomes.

A second site, Redlands Lodge complements this provision by providing opportunities for practical, outdoor and life-skills learning. Planned activities include horticulture, beekeeping, food preparation, independent living skills, enterprise projects, physical activity and animal-assisted interventions, enabling young people to develop confidence, independence and transferable skills within a rural environment.

The Provision delivers a bespoke curriculum tailored to each young person's strengths, interests and identified needs. Learning programmes are designed to support Education, Health and Care Plan (EHCP) outcomes where applicable and to complement the curriculum of the young person's named school or other education provider.

1.2 Our Approach

The Provision welcomes young people aged 8 to 25 years who are unable to access full-time education or who would benefit from a personalised programme of alternative provision. Many of the young people referred to the Provision have experienced disrupted education, repeated placement breakdowns or barriers to accessing appropriate educational support.

With high staffing levels and flexible delivery, the Provision is able to offer highly individualised programmes that can be adapted in response to each young person's changing needs, interests and progress.

Our practice is underpinned by a low demand, high trust approach, recognising that positive relationships, safety and trust are often the foundations for successful learning. This means that:

- expectations focus primarily on safety, consent and compliance with the law;
- learning is personalised, flexible and responsive to the young person's individual needs;
- wherever possible, young people are supported to exercise choice and autonomy over their learning and daily routines; and
- staff work collaboratively with young people to build confidence, independence and self-regulation.

The Provision recognises that many young people have experienced trauma, adverse childhood experiences or prolonged difficulties within education. Our trauma-informed and neuro-affirming approach seeks to create a safe, inclusive and non-coercive environment in which young people can rebuild confidence, re-engage with learning and develop the skills needed for successful progression into education, employment or adulthood.

1.3 Provision Overview

The Provision offers both face-to-face and online learning, with sessions delivered at Tilford House, Redlands Lodge or remotely where appropriate.

Unless otherwise agreed, sessions are delivered between 10:00am and 5:00pm, Monday to Friday, during term time.

To support meaningful educational progress, face-to-face placements are normally expected to provide a minimum of six hours of provision each week. In exceptional circumstances, school-funded placements of three hours per week may be considered where the primary purpose is to support a young person's identified social, emotional and mental health (SEMH) needs.

The Provision ordinarily operates for 39 weeks each academic year, while remaining flexible to accommodate differences in school term dates across commissioning local authorities.

2. PURPOSE

The purpose of this policy is to ensure that admissions to the Provision are fair, transparent and consistent, and that every young person is offered an appropriate, safe and supportive learning environment.

This policy sets out:

- the Provision's admissions criteria and referral process;
- how referrals are assessed to determine whether the Provision can safely and effectively meet a young person's needs;
- how the Provision works in partnership with young people, parents and carers, schools, local authorities and other professionals throughout a placement;
- the support and guidance available during a placement; and
- the arrangements for monitoring progress, reviewing placements and planning successful transitions.

3. SCOPE

This policy applies to:

- Local Authority commissioners,
- schools and multi-academy trust commissioners,
- parents and carers seeking placements,
- prospective learners, and
- all Overworld AMP staff involved in the admissions process.

It covers all routes to admission, including direct parent/carer enquiries and formal referrals from schools and local authorities. It applies equally to face-to-face and online placements, including short-term and blended packages.

4. LEGAL FRAMEWORK

This policy is informed by the following statutory and regulatory frameworks:

- Children Act 1989
- Children Act 2004
- Children and Families Act 2014
- Education Act 1996 (including Section 19)
- Equality Act 2010
- SEND Code of Practice: 0–25 years
- Keeping Children Safe in Education (2026)
- Working Together to Safeguard Children (2026)
- UK GDPR and Data Protection Act 2018
- Arranging Alternative Provision: A Guide for Local Authorities and Schools (DfE, 2025)
- Non-school Alternative Provision: Voluntary National Standards (DfE, 2025)

This policy should be read alongside Overworld AMP's *Safeguarding, Young Person Protection, Data Protection and GDPR*, *Compliments, Concerns and Complaints, Equality and Diversity*, *Attendance*, *Qualifications, Certificated Learning and Examinations* and English as an Additional Language (EAL) and *Positive Interactions Policies*.

5. ADMISSIONS CRITERIA

A placement at the Provision will normally be considered where the following criteria are met:

5.1 For placements primarily at **Tilford House**, the young person has an interest in gaming, esports and/or creative media and is able to operate a mouse and keyboard independently or with reasonable adjustments.

5.2 For placements primarily at **Redlands Lodge**, the young person has an interest in outdoor learning, nature-based activities and practical life skills.

5.3 The young person does not require intimate care that the Provision is unable to provide safely.

5.4 The young person is aged between 8 and 25 years.

5.5 The young person can understand and communicate in spoken and/or written English, including through alternative methods such as typing where appropriate, in accordance with the Provision's English as an Additional Language (EAL) Policy (Appendix 2).

5.6 The Provision is satisfied that it can meet the educational provision specified within Section F of the young person's Education, Health and Care Plan (EHCP), either independently or in partnership with another provider, where applicable.

5.7 The Provision is satisfied that it can support progress towards the educational outcomes identified within Section E of the young person's EHCP, either independently or in partnership with another provider, where applicable.

5.8 Young people under 14 years of age are expected to be able to access learning leading towards the AQA Unit Award Scheme, as determined by the Education Team.

5.9 Following an appropriate settling in period, young people aged 14 years and over are expected to be willing and academically able to work towards an appropriate qualification or other agreed accredited programme, as determined by the Education Team.

5.10 Prospective young people, parents or carers, commissioning schools and/or local authorities are expected to participate fully in the admissions process.

This includes:

5.10.1 The prospective young person and, where appropriate, their parent or carer attending an initial visit or taster session.

5.10.2 The commissioning school or local authority providing all relevant information required to assess the suitability of the placement, including safeguarding, educational and welfare information.

5.10.3 Agreement to work collaboratively throughout the admissions, induction and review process.

5.11 Families may contact the Provision directly to discuss a potential placement. However, where funding would ordinarily be the responsibility of a school or local authority, the Provision will direct families to the appropriate commissioner so that any referral is considered collaboratively and transparently.

5.12 The Provision also accepts privately funded placements and placements funded through approved personal budgets, where appropriate.

6. ROLES AND RESPONSIBILITIES

6.1 **The CEO**:

- Holds overall accountability for admissions, support and guidance.
- Makes the final decision on admissions and ensures compliance with statutory requirements
- Has the overall responsibility for the process and final say in admissions.

6.2 **The Senior Leadership Team (SLT)**

- Manages enquiries, referrals, and waiting lists.
- Ensures paperwork (including Initial Referral Forms, EHCPs and commissioner information) is complete.
- Oversees contracts, and funding confirmation.
- Supports onboarding and induction, including health and safety briefings.
- Reviews referrals and outcomes from taster sessions.
- Oversees creation of Person-Centred Plans (PCPs) and allocation of staff.
- Monitors attendance, engagement, wellbeing and progress through EduKey, MyConcern, and digital portfolios.

- Ensures regular reporting to commissioners and contributes to statutory reviews.
- Leads half-termly/termly reviews and annual reports.

6.3 **Education Staff:**

- Plan and deliver differentiated programmes linked to commissioned outcomes.
- Record progress, provide feedback, and support accreditation pathways.
- Liaise with families and commissioners to ensure consistent support.

6.4 **Care Team:**

- Support regulation, emotional wellbeing, and therapeutic engagement.
- Embed strategies for safety, sensory needs, and readiness to learn.
- Work alongside education staff to ensure a holistic approach.

6.5. **Centre Manager of Awarding Bodies**

- Oversees quality assurance of accredited learning and examinations.
- Ensures learners are correctly placed on suitable qualification pathways.
- Reports outcomes to SLT and commissioners.

6.6. **All Staff**

- Treat all learners and families equally, with respect and sensitivity.
- Follow safeguarding procedures, including timely use of MyConcern.
- Promote British Values and equality of opportunity.
- Work in line with trauma-informed and neuro-affirming practice.
- Ensure compliance with GDPR and data protection requirements.

6.7 **Parents and Carers**

- Provide accurate information during referral and induction.
- Participate in tasters and exploration sessions.
- Contribute to the co-production of Person-Centred Plans.
- Work with staff and commissioners to support attendance, engagement, and progress.

6.8 **Young People** are encouraged to:

- Share their views during tasters and any supplementary transition visits.
- Contribute to their Person-Centred Plan and target setting.
- Engage with support to the best of their ability.

6.9 **Commissioners** are kindly asked to:

- Detail the aims of the placement and expected outcomes.
- Provide accurate and up to date information during referral and throughout placement.

7. ADMISSION'S PROCEDURE

7.1. Initial Contact/Referral

7.1.1. A completed Initial Referral Form (Appendix 1) including EHCP, appendices and any other relevant info is received into info@overworld-amp.uk or through the commissioner referral platform if applicable.

a. Commissioners are kindly asked to include
   i. previous school admissions and attendance history
   ii. academic performance reports
   iii. personal education plans, EHC plans, individual healthcare plans, or other learning plans
   iv. records of additional health needs
   v. any records relating to exclusions, including behaviour reports and risk assessments

vi. any information pertinent to safeguarding

b. A member of the Hub will reach out to originator to request supporting documentation if this is not received with the form.

7.1.2 The documentation is collated into a consultation folder, which is then reviewed by the SLT.

7.1.3 SLT will consider whether Overworld AMP is suitable for the age, ability, aptitude and special educational needs of the individual and whether the attendance of the individual would be incompatible with

a. the provision of efficient education for others, or
b. the efficient use of resources

7.1.4 The SLT will review the documents and information gathered from the initial enquiry to determine whether a good 'fit' is likely.

7.1.5 The SLT will inform the referrer that we can or cannot meet need.

7.2. Tour And Taster Session (not applicable for online only provision)

7.2.1 The SLT will arrange for the young person and at least their main parent/carer to have a face-to-face taster session.

7.2.2 As part of the taster session, the young person will be assigned a Support Worker to either game with or explore an aspect of creative media they're interested in e.g. 3D modelling or coding, for a stage of ~1hr.

a. This member of staff will write up their session observations as an aid memoir for our decision-making process.

7.2.3 If parties all agree to move forward, the SLT will move onto the funding and contract arrangements.

7.2.4. Further taster sessions can be arranged if necessary.

7.3. Funding And Contracts

7.3.1 A fully costed Person-Centred Plan for commissioners to secure the right funding for the provision.

a. If the funding takes >3months to secure this may mean that a place cannot be offered or a reassessment is necessary
b. We accept commission through personal budget.
c. We will also accept self-funding for up to a term subject to the CEO's approval.

7.3.2 Once the funding is secured and a start date agreed, a contract is fully executed and, if necessary, a purchase order is required.

7.4. Final Paperwork and Logistics

7.4.1 Once a start date has been determined the parents/carers will need to arrange transport.

a. Overworld AMP staff cannot instruct Taxi services nor liaise with LA transport services on behalf of parent/carers.

7.4.2. The SLT will

a. Ensure we have all the up-to-date paperwork and emergency contact details
b. Arrange for the completion of Overworld AMP consent forms.
c. Liaise with the parent/carer in any other way to facilitate the smooth onboarding

7.4.3 The assigned Support Worker will send through the relevant log-in details of the first session (for online- only sessions).

7.5 Onboarding

7.5.1 For face-to-face sessions, students are always welcomed by their assigned member of staff at the door. Any changes to the expected member of staff will be communicated as soon as possible to mitigate any upset.

7.5.2. At the first session, the Support Worker will provide the young person with essential health and safety information. This includes showing them the toilet facilities, access to snacks and water, and fire safety procedures, including their Personal Emergency Evacuation Procedure (PEEP) where required. A refresher on our Online Safety guidance will also be given.

a. Where delivering this information may cause distress or confusion for the young person, advice will first be sought from the parent/carer to ensure the approach is appropriate and supportive.

7.5.3 We work collaboratively with everyone involved to develop a bespoke placement and learning plan for each young person, which is recorded on our TES EduKey platform.

At every stage of the admissions process, the young person's voice is actively sought and recorded. During the taster and exploration stage, their interests, aspirations, and views of the suitability of our provision are captured through session notes and discussions. These insights directly inform the panel's decision-making and ensure that admissions are not only based on assessed need but also on the young person's sense of fit and belonging.

8. SUPPORT

8.1. Monitoring and Review

Assessment and progress are recorded through a combination of digital tools and formal reporting processes, ensuring consistency, accuracy, and accessibility for staff, families, and external stakeholders.

8.1.1. **Microsoft Planner and Teams** – used by Support Workers and Education staff to record practical information about each learner e.g. seating preferences, regulation strategies, triggers, alongside EHCP outcomes, session planning, project work, and activities.

8.1.2 **Monitoring Forms** – Daily notes are used to capture observations of learning, regulation, engagement, and safeguarding.

8.1.3 **Attendance register** – please see our Attendance Policy for full details. Attendance is recorded for every session and shared with commissioners in line with their specific reporting requirements. We adapt our reporting processes to align with each commissioner's internal policy, ensuring timely and accurate information is provided.

8.1.4 **EduKey Provision Map** – used by the Senior Leadership Team (SLT) to track EHCP outcome delivery, provision mapping, and adjustments. It also provides multiple reporting functions for analysis and review.

8.1.5 **MyConcern** - is our secure, digital safeguarding platform used by all staff to log and track concerns about a young person's safety, wellbeing, or engagement. It allows timely recording of issues, supports early intervention, and ensures that designated safeguarding leads have immediate oversight. Entries can include attendance notes, behaviour observations, and pastoral updates, creating a centralised record that informs monitoring, reporting, and multi-agency collaboration.

8.1.6 **Digital Portfolios** – collated evidence of learning, including photographs, videos, creative outputs, and accredited work, celebrating learner progress in accessible and meaningful ways.

8.2 Reporting

8.2.1 **Half-termly/Termly Reporting:** Progress towards attendance, wellbeing indicators engagement and EHCP outcomes are reviewed by SLT as well as progress towards educational targets if commissioned. A summary can be shared with commissioners and families if requested.

8.2.2 **Annually:** A full report is provided for the statutory EHCP Annual Review, including learner voice, progress against outcomes, and evidence of creative or accredited work. We kindly request as

much notice as possible to enable us to prepare the report and arrange for a member of the Senior Leadership Team to attend, if required.

8.2.3. **Reporting with Local Authority Commissioners:** We are contractually bound by some of our local authority partners to provide summary attendance and/or attainment data for the young people they place directly with us. This requirement does not extend to pupils placed with us by schools, nor to self-funded placements, including those supported through a personal budget.

For young people placed by schools, the named school retains responsibility for notifying the Local Authority when a young person is added to or removed from Overworld AMP.

For self-funded young people, responsibility for any required reporting rests with the parent or carer to organise.

9. GUIDANCE

9.1. Access To Advocacy

Families and learners are signposted to independent advocacy services where additional support is needed. Staff work in partnership with advocates to ensure young people's rights and voices are heard.

Overworld AMP maintains active links with local and national organisations that provide advocacy and parent–carer support, including Family Voice Surrey, Hampshire Parent Carer Network, APPEER, Spectrum Space, Koala, and the National Autistic Society (Surrey Branch).

9.2. Therapeutic And Enrichment

Our provision includes creative projects, outdoor learning, therapies (OT, SaLT, animal-assisted), and community engagement. These supports are embedded to reduce barriers, foster regulation, and nurture strengths.

9.3 Careers Guidance and Transitions

From the point of entry, programmes are designed to prepare young people for their next steps, whether that is a return to school, progression to college, an apprenticeship, supported employment, or adult independence.

For learners in our post-14 and post-16 provision, independent advice and guidance is embedded into the provision and delivered through:

- Personalised pathways that link EHCP outcomes to accredited qualifications and vocational experiences.
- Access to impartial advice about local post-16 options, including colleges, training providers, and supported internship programmes.
- Opportunities for work-related learning, enrichment projects, and life skills development that prepare learners for adulthood.
- Collaboration with families and commissioners to agree aspirations, targets, and transition milestones.
- Support with applications and progression planning, ensuring that young people and their families feel confident about next steps.

We work to the principle that every learner should leave Overworld AMP with a clear and realistic pathway, whether that is re-integration into full-time education, progression to further training or employment, but above all preparation for a happy, fulfilling, and independent adulthood.

10. MONITORING AND REVIEW

The SLT are responsible for monitoring the implementation and effectiveness of this policy to ensure it remains compliant with current legislation, statutory guidance and best practice.

This policy will be reviewed annually, or sooner where there are changes to legislation, Department for Education guidance, or the operational needs of the Provision.

APPENDIX 1 - INITIAL REFERRAL FORM

https://overworld-amp.uk/referral-form/

APPENDIX 2 - ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

A2.1 Purpose

Overworld AMP Limited ("the Provision") is committed to providing an inclusive learning environment that values cultural and linguistic diversity. We recognise that some young people may speak English as an Additional Language (EAL) and are committed to ensuring that language differences do not result in unlawful discrimination or prevent access to appropriate educational opportunities.

As the Provision delivers highly personalised programmes through discussion, gaming, creative media and practical activities, young people must have sufficient English language skills to participate safely, understand instructions, communicate with staff and peers, and access the curriculum.

A2.2. Definition

The Department for Education (DfE) defines a learner as having English as an Additional Language (EAL) where they are exposed to a language at home that is known or believed to be other than English.

EAL is not regarded as a Special Educational Need (SEND), although some learners may have both EAL and identified special educational needs or disabilities.

A2.3 Admission Considerations

As part of the admissions process, the Provision will consider whether a young person has sufficient English language proficiency to:

- understand verbal instructions relating to learning and safety;
- communicate their needs to staff;
- participate meaningfully in educational activities;
- engage with peers where appropriate; and
- access accredited learning programmes with reasonable adjustments.

This assessment will be informed by information provided by parents or carers, schools, local authorities and other professionals, together with discussions and any taster or induction activities.

Where the Provision determines that a young person's English language needs cannot be reasonably supported within the resources available, a placement may not be offered. In such circumstances, the reasons for this decision will be explained to the commissioner and, where appropriate, alternative provision may be suggested.

A2.4 Supporting young people with EAL

Where a placement is agreed, staff will use reasonable strategies to support communication and learning, which may include:

- using clear and accessible language;
- providing visual prompts, demonstrations and practical examples;
- checking understanding regularly;
- adapting resources where appropriate; and
- working collaboratively with parents, carers and commissioners to support successful engagement.

The Provision recognises bilingualism and multilingualism as strengths and encourages young people to value and maintain their first language alongside the development of English.

A2.5 Roles and Responsibilities

A2.5.1 **Directors and Senior Leaders** are responsible for:

- considering English language proficiency as part of the admissions process;
- ensuring reasonable adjustments are considered where appropriate; and
- ensuring staff understand how to support learners with EAL.

A2.5.2 **All Staff** are responsible for:

- promoting an inclusive learning environment;

- communicating clearly and checking understanding;
- avoiding assumptions about ability based solely on English language proficiency; and
- raising any concerns where communication difficulties are affecting learning, wellbeing or safeguarding.

A2.6 Safeguarding

The Provision recognises that communication barriers can increase a young person's vulnerability.

Where a learner has EAL, staff will take appropriate steps to ensure they understand safeguarding information, know how to seek help, and are able to communicate any concerns. Communication needs will be considered as part of safeguarding, risk assessment and individual support planning.