



Telford Court

Admissions, Onboarding and Referral Policy

2026-2027

Contents

1. Policy Statement
2. Legal and Policy Framework (2026)
3. Eligibility Criteria
4. Referral and Commissioning
5. Admission Process
6. Oversubscription Criteria
7. Grounds for Refusal
8. Safeguarding and Equality
9. Placement Review and Duration
10. Monitoring and Review
11. Related Policies

1. Policy Statement

The Greenhouse HyFlex Academy is an Alternative Provision (AP) commissioned by Local Authorities to educate young people aged 11–19 who are unable to attend mainstream or special schools due to complex needs.

The provision supports Looked After Children (LAC) and care-experienced learners, who have Special Educational Needs and Disabilities (SEND) and are supported through an Education, Health and Care Plan (EHCP), Individual Development Plan (IDP), or equivalent.

The Greenhouse operates a hybrid/flexible (HyFlex) model, combining face-to-face and online learning, and provides a holistic approach through integrated academic teaching, pastoral care, and multi-agency collaboration. Its primary aim is to enhance engagement, provide stability, and support positive progression outcomes for all learners.

2. Legal and Policy Framework (2026)

Admissions are made in accordance with:

- Children and Families Act 2014
- SEND Code of Practice (0–25 years)
- Children Act 1989 (Looked After Children duties)
- Alternative Provision statutory guidance (DfE)
- Local Authority Fair Access Protocols
- Duty to arrange suitable full-time education (Section 19 Education Act 1996)

3. Eligibility Criteria

To be eligible for admission, learners must meet all of the following criteria:

- Be aged between 11 and 19 years
- Be a Looked After Child or care-experienced learner
- Have identified additional learning needs or special educational needs requiring specialist provision. These may include Social, Emotional and Mental Health (SEMH) difficulties, neurodevelopmental conditions such as autism or ADHD, and/or trauma-related needs.

- Have an Individual Development Plan (IDP) (Wales), an Education, Health and Care Plan (EHCP) (England), or equivalent documentation agreed by the commissioning Local Authority

In addition, there must be a clear rationale for placement within Alternative Provision. This includes situations where a student is unable to access a mainstream or special school placement, requires alternative provision as part of a planned intervention, or is at significant risk of exclusion, placement breakdown, or disengagement from education.

4. Referral and Commissioning

Admissions are not open enrolment and must be commissioned.

Referrals are accepted from:

- Local Authority SEND Teams
- Virtual School Head (VSH) for Looked After Children
- Children's Social Care

5. Admission Process

Step 1: Referral Submission

Referral must include:

- EHCP or IDP
- Confirmation of looked after status
- Personal Education Plan (PEP)
- Relevant reports (education, care, health)
- Safeguarding and risk information

Step 2: Suitability Assessment

We will assess:

- Whether we can meet the student's needs
- Risk compatibility with current cohort
- Resource and staffing capacity

Step 3: Multi-Agency Agreement

Placement decisions are made collaboratively between:

- Local Authority (commissioner)
- Virtual School Head
- Social worker / carers
- Parents (where appropriate)

Step 4: Admission and Induction

Upon agreement:

- A baseline assessment is completed
- A personalised education programme is established
- Timetable and support package are agreed

6. Oversubscription Criteria

Where demand exceeds available places, priority will be given to:

1. Looked After Children with an EHCP naming the provision
2. Looked After Children at immediate risk of placement breakdown
3. Looked After Children at risk of permanent exclusion or without a school place
4. Looked After Children with highest level of need

7. Grounds for Refusal

We may refuse admission where:

- We cannot meet the student's needs safely or effectively
- Admission would present a safeguarding risk or significantly disrupt other vulnerable learners
- Required provision exceeds staffing ratios or operational capacity
- Funding or commissioning agreement is not secured

8. Safeguarding and Equality

The Greenhouse Hyflex Academy:

- Operates in line with Keeping Children Safe in Education (2026)
- Applies trauma-informed and attachment-aware practice
- Complies with the Equality Act 2010

9. Placement Review and Duration

All placements are outcome-focused and regularly reviewed

Reviews include:

- Personal Education Plan (PEP) reviews
- EHCP/IDP annual reviews
- Multi-agency progress reviews

Placements may:

- Support reintegration to school, or
- Provide longer-term specialist provision where required

10. Monitoring and Review

The Senior Leadership Team will:

- Review policy annually

11. Related Policies

This policy must be read in conjunction with the following related policies:

- Safeguarding and Child Protection Policy
- Attendance Policy
- SEND Policy
- UK GDPR Policy and Procedure

This policy has been written by Fiona Conde (Headteacher) and approved by Jonathon Simpson (Business Director).

Jonathon Simpson

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