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Introduction

This Admissions Policy explains how learners are referred, assessed and admitted into the Teach Outdoors Alternative Provision (AP). It ensures that decisions are transparent, consistent and aligned with our values, statutory AP guidance and safeguarding responsibilities.

Our aim is to provide flexible, therapeutic, relationship-led education for children and young people (CYP) who cannot access formal/traditional schooling. Admissions decisions prioritise learner safety, suitability of need, staffing capacity, and whether we can maintain a safe and effective provision for all.

Overview of Our Alternative Provision (AP) Offer

Teach Outdoors provides flexible, relationship-led, part-time Alternative Provision for children and young people aged 6–16 who are unable to access formal education due to anxiety, trauma, SEND needs or difficulties engaging with school. Our provision and support is predominantly outdoor-based and built around emotional safety, trust, confidence and readiness to learn.

Our core focus includes:

- Emotional regulation and wellbeing
- Rebuilding trust and confidence
- Engagement with learning
- Social communication
- Readiness for reintegration or transition

Where Learning Takes Place

- The child's home
- Community settings
- Outdoor and woodland learning environments
- Indoor group base provision (coming soon)

Learners typically access **1–4 days per week (up to 15 hours)**. All provision is highly personalised, trauma-informed, and aligned to EHCP outcomes, where applicable.

What We Offer: Pathways & Provision

Teach Outdoors offers multiple pathways that can be used individually or combined:

Pathway 1: School-Based Outreach & Inclusion Support

- Early intervention for learners struggling in school
- Emotional regulation programmes and staff collaboration
- Helps reduce exclusion risk and strengthen home–school relationships

Pathway 2: 1:1 Home-Based Outdoor Support

- For learners needing the emotional safety of home
- Focus on trust, regulation, confidence and early re-engagement
- Supports early steps toward outdoor or group learning

Pathway 3: 2:1 Outdoor-Based Learning

- For CYP ready to take small steps beyond the home
- Supported by two adults for emotional safety and safeguarding
- Focus on confidence, social skills and real-world learning

Pathway 4: Small Group Base Provision

- For socially anxious but academically able learners
- Carefully matched groups
- Low-demand learning through interests, indoor and woodland spaces
- Supports reintegration or transition

Pathway 5: Distance Learning Boxes (Add-On or Stand-Alone)

- Monthly personalised learning resources
- Linked to EHCP outcomes and interests
- Useful for continuity, transitions or reduced attendance

Pathway 6: Supported Transitions into School

- For learners ready to reintegrate
- Includes phased planning, accompanied visits, and multi-agency working

Eligibility Criteria

We accept learners who:

- Are aged **6–16 years**
- Present with **Learning differences, forms of neurodiversity, PDA, SEMH, social communication** or sensory needs
- Experience **EBSA, school anxiety, school refusal or trauma**
- Are awaiting specialist placement or require interim stabilisation
- Would benefit from therapeutic, relationship-based outdoor learning
- Are funded by a **Local Authority or school** (privately funded placements considered case by case)

Needs Not Supported

- Intimate care requirements
- Complex medical needs requiring medical or nursing oversight

Additional Suitability Factors

- Safety of the placement
- Emotional readiness
- Staffing skill set
- Environmental suitability
- Behaviour and safeguarding information
- Peer compatibility (for group settings)

Referral Routes

Referrals can be made by:

- Local Authorities
- Schools
- EOTAS arrangements
- Parents (for privately funded placements)

Priority is given to LA-funded placements.

Referral Requirements

A completed referral must include:

- [Referral form](#)
- Most recent EHCP (if applicable)
- Current risk assessments
- Attendance and behaviour information
- Details of current and previous provision
- Relevant professional reports (EP, CAMHS, SALT, OT etc.)
- Safeguarding information

Incomplete referrals may delay assessment.

Admissions & Assessment Process

Once a referral is submitted, Teach Outdoors follows a structured, transparent admissions process:

Stage 1: Paperwork Review

Assessment of need, suitability, risk, capacity and environmental considerations.

Stage 2: Consultation Meeting

Discussion with professionals and/or family to clarify needs, desired outcomes and pathway options.

Stage 3: Visit / Meet & Greet

Where appropriate, CYP and family visit the learning environment.

Stage 4: Internal Risk Assessment

Individual, activity-based and environmental risk assessments completed.

Stage 5: Trial Sessions (within a six-week period)

Used to assess engagement, emotional readiness and pathway suitability.

Stage 6: Admission Decision

Decisions consider:

- Suitability of need
- Safety
- Staffing capacity

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- Peer compatibility
- Ability to meet EHCP outcomes
- Whether provision will be meaningful and sustainable

If unsuitable, the referrer is informed with a clear rationale.

Session Structure & Attendance Expectations

- **1:1 sessions:** 1–2 hours
- **2:1 sessions:** 1–3 hours
- **Small group base:** 10:00–13:30
- Sessions gradually increase as the learner's emotional readiness grows
- Attendance expectations follow safeguarding and AP requirements

Start Dates & Waiting Lists

- Start dates are issued once paperwork, risk assessments and funding confirmation are complete
- Waiting lists are held chronologically
- Placements may be offered out of order depending on staffing or pathway availability

Review, Monitoring & Exit Planning

- Termly reviews with the LA or school
- Regular monitoring of wellbeing, progress and EHCP outcomes
- Flexibility to move between pathways as needs change
- Clear transition or reintegration planning
- Exit decisions made collaboratively

Equality, Inclusion & Diversity

Teach Outdoors is committed to:

- Equality of access
- Respecting all protected characteristics
- Inclusion and trauma-informed practice
- Making reasonable adjustments
- Ensuring child and family voice are central to all decisions

Safeguarding

All learners:

- Must have up-to-date safeguarding information shared prior to starting
- Will have risk assessments completed where applicable
- Are supported by trained staff following statutory safeguarding procedures

Safeguarding supersedes all other considerations.

Capacity, Costing & Commissioning

- Each pathway is costed individually (hourly/daily/needs dependent)
- Provision reviewed termly for safe growth and sustainability
- Funding priority is given to LA and school-commissioned placements
- Packages determined by staffing ratios, hours and needs