

THE HAVEN

Operated by the Autistic Girls Network charity — 1196655 (England and Wales), SC054837 (Scotland)

Referrals and Admissions Policy

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Section 1 – The Policy

1.1 Introduction

The Governors of The Haven are deeply committed to ensuring equity, inclusion, and a truly neuro-affirmative environment for all young people. We understand and celebrate the diverse ways in which minds work and learn. This policy outlines our procedures for managing referrals and admissions, ensuring every young person is understood, valued, and appropriately supported.

Our commitment extends to safeguarding and promoting the welfare of all young people and vulnerable adults. This policy is written with due regard to the Data Protection Act 2018 (GDPR), the School Admissions Code 2021, and all associated statutory guidance.

1.2 Policy Statement

This policy provides Commissioners with clear, transparent information about The Haven's services and processes. Our goal is to empower Commissioners to make informed decisions that align with the individual needs and aspirations of young people and their families. This policy outlines the process through which referrals to The Haven are received, assessed, and agreed.

It ensures transparency, consistency, and fairness for all referrers – including local authorities, schools, commissioners, and parent-carers – while maintaining The Haven's commitment to trauma-informed, neurodivergent-affirming practice.

1.3 Legislation and Statutory Guidance

This policy operates in alignment with the following:

- Education Act 1996 (S19) and subsequent amendments
- Children, Schools and Families Act 2010 (S3A)
- Education and Inspections Act 2006 (S6A & S100)
- Academies Act 2010 (as amended)
- Education (Pupil Referral Units and Alternative Provision) Regulations 2007–2012
- The Education (Provision for Improving Behaviour) Regulations 2010
- Schools Forums (England) Regulations 2012

1.4 Provision and Services Offered by The Haven

The Haven offers flexible, personalised, and neuro-affirmative education for young people aged 12–17. We collaborate with local authorities, schools, and social-care teams to design curriculum pathways that foster confidence, curiosity, and connection. Provision may include academic, vocational, therapeutic, and wellbeing components.

Section 2 – Referrals

2.1 Overview

All referrals are managed by The Haven Head, who acts as the single point of access. Referrals may originate from schools, academies, social-care teams, or parent/carers commissioning directly. Each referral is logged on our secure Referral Tracker to ensure transparency and timeliness.

2.2 From Referral Received to Referral Meeting

Stage 1 – Referral received and logged (Day 0)

- Referrals are submitted using The Haven's secure referral form or an approved LA pathway.
- The Haven Head logs the referral on our secure Referral Tracker and sends an acknowledgement to the referrer.

Referrals must include:

- Education, Health and Care Plan (EHCP), if applicable
- Attendance & Engagement v01.26 history
- Any safeguarding or risk information
- Previous setting reports and support plans

Stage 2 – Initial screening (Day 1–3)

- The Head and SENDCo jointly review the referral to consider suitability, capacity, and any safeguarding information.
- Where safeguarding concerns are identified, the DSL is notified immediately and responds in line with The Haven's Child Protection and Safeguarding Policy v01.26.

- Additional information may be requested from the referrer to clarify need, risk or funding route.

Stage 3 – Referral meeting (by Day 10)

- A virtual multi-agency referral meeting is arranged within 10 working days of receipt.
- Attendees usually include: the referrer (LA, school, or parent carer commissioning directly), The Haven Head, and, where relevant, the DSL, SENCo and potential tutor or wellbeing lead.

The meeting confirms:

- The learner's profile and presenting needs
- Whether a **Tuition Package**, **Alternative Provision (AP) Package**, or **Assessment Package** is most appropriate
- Indicative hours, outcomes and review points

Stage 4 – Written outcome (within 5 working days of the meeting)

- The Haven issues a written outcome to the referrer confirming whether a placement can be offered.
- Where an offer is made, this includes: proposed package, hours, indicative costs, start/induction arrangements and review schedule.
- Where a placement is not possible, the reasons are clearly outlined so the LA can consider alternative provision.

2.3 Cost of 1:1 Provision (Indicative Only)

The Haven's fees are reflective of individual need, session length, and staff qualification level. All programmes include full case coordination.

Provision Type	Typical Staffing	Duration / Frequency	Indicative Rate (Guide Only)	Included Services
1:1 Teaching Assistant Support	TA	Up to 5 sessions pw	£50–£70 per hour	Curriculum support, safeguarding, progress notes
1:1 Specialist TA (SEND / Wellbeing)	Specialist TA	Flexible	£65–£85 per hour	Therapeutic and PSD integration
1:1 Qualified Teacher (iGCSE or Functional Skills)	Teacher	1–5 sessions pw	£120 per hour (standard)	Planning, delivery, marking, feedback

All figures are indicative and confirmed via Service Level Agreement (SLA).

2.3a How This Links to Our Packages

Tuition Package

- Typically 2–4 hours per week of 1:1 Qualified Teacher (see rate above), focused on specific subjects or exam preparation.
- May be supplemented with Specialist TA sessions for wellbeing and study skills.

Alternative Provision (AP) Package

- Typically 6–15 hours per week, combining Qualified Teacher sessions (core subjects) with Specialist TA support and mentoring.
- Includes case coordination, DSL oversight, and multi-agency reviews as standard.

For detailed termly and annual costings, see The Haven's EOTAS and Alternative Provision Costings document.

2.4 Cost of Group Provision

The Haven's small group class fees are found on our EOTAS and Alternative Provision Costings document.

2.5 Receipt and Security of Information

Referrals are received electronically and stored securely in accordance with GDPR (2018). Information for young people who do not progress to placement is deleted securely following data-minimisation principles.

2.6 Allocation Criteria

Referrals are allocated based on:

- Capacity and locality
- Suitability of provision to need
- Individual risk and vulnerability profile
- Group compatibility and safety
- Language and cultural accessibility
- Reasonable adjustments required

2.7 Referral Priorities

When capacity is limited, priority is given to:

- Looked After Children / Children in Care
- Children on Child Protection or Child in Need plans
- Young people without a school place
- Those not in full-time education
- Learners with an EHCP or under assessment
- Young people at risk of exclusion
- Health-related learners / EOTAS placements

2.8 Referral Panel and Timelines

The timelines below are mirrored in Section 5.2 – Timeline Summary, which presents the same stages in a quick-reference format for commissioners and parent carers.

The Referral Panel meets weekly. Decisions are communicated within 48 hours of the panel. Commissioners typically confirm within 3–4 weeks, after which The Haven contacts families within 3 working days and arranges an introductory meeting within 10 working days.

Section 3 – Packages & Commissioning

3.1 Tuition Package

For learners requiring subject-specific catch-up or targeted support.

Includes:

- 1:1 online tuition (40 minutes per session, up to 4 hours/week)
- Interactive sessions via The Haven's approved digital platforms
- Progress monitoring and fortnightly reports
- DSL oversight and wellbeing tracking
- End-of-term summary

Typical Duration:

5–10 weeks (half-termly or termly blocks)

3.2 Alternative Provision (AP) Package

For learners needing a full or part-time curriculum outside a mainstream setting.

Includes:

- 6-15 hours/week of curriculum learning
- Core subjects (English, Maths, Science) plus PSHE and Wellbeing
- Assigned Mentor and SENCO oversight
- Safeguarding and attendance tracking
- Termly multi-agency review

Duration:

Termly, renewable following review.

3.3 Commissioning and Service Level Agreements

All packages require a signed SLA detailing:

- Scope of service and duration
- Monitoring and review arrangements
- Cost structure and payment schedule
- Start date and termination process

Changes to programmes must be confirmed in writing (email accepted for audit purposes).

Section 4 – Transition to Personalised Programmes

4.1 Transition Arrangements

Transitions are planned collaboratively to minimise anxiety and ensure continuity. Each transition includes a written plan and clear timescales. No transition occurs without the Commissioner's written agreement.

4.2 Family Support

The Haven recognises the emotional impact of education change on families. Parent carers are invited to join the Haven Parent Network and attend support sessions with guest speakers on neuro-affirmative education and post-16 pathways.

Section 5 – Admission to The Haven

5.1 Admissions Criteria and Process

The Haven supports young people aged 12–17 with significant additional needs who are at risk of disengagement from mainstream education. This includes those with or without EHCPs and those in EOTAS or dual placements.

5.2 Timeline Summary (Unified)

This section presents the same referral-to-admission process outlined in Section 2.2 and 2.8, in a quick-reference format.

Stage	Responsible	Timescale	Outcome
Referral received	Referrer	Day 0	Referral logged and acknowledged
Initial screening	Proprietor & SENDCo	Day 1–3	Eligibility and safeguarding checked
Referral meeting	Multi-agency team	By Day 10	Package type confirmed
Offer confirmation	Proprietor	Within 5 days of meeting (by Day 15)	Written offer issued
Start & induction	Tutor Team	Day 20+	Programme begins

Quick Guide (for commissioners and parent carers):

All referrals follow this single process and timeline. In urgent safeguarding or 'no school place' cases, stages may be fast-tracked with DSL and LA agreement, but the same sequence of steps still applies.

Non-admission grounds include: unsuitable provision fit, capacity limits, or resource constraints where placement would negatively impact others' learning. 'Looked After Children' take priority in all placement allocations.

Section 6 – Transition to Other Settings

If The Haven identifies another education setting as better suited to a learner's evolving needs, we will support that transition sensitively and provide a comprehensive handover report.

Section 7 – Monitoring and Review

- Tuition placements reviewed after 4 weeks.
- AP placements reviewed termly.
- All reviews include the learner, parent-carer, and commissioner where applicable.

- Data informs The Haven's safeguarding, attendance, and quality-assurance systems.

Section 8 – Policy Review

This policy will be reviewed **annually**, or sooner if there are LA or statutory changes.

END OF POLICY

This PDF was generated from the published policy at policies.thehavenonline.school on 26 August 2026. The website is the authoritative, most current version of this policy.