

THE HAVEN

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

How does The Haven decide if our child is a good fit? What's the off-ramp if it isn't?

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TL;DR

We're a small, relationship-led, online provision. If your child can (with scaffolding) connect to live sessions, communicate with a mentor, and produce artefacts of learning, they'll likely thrive. If—after real attempts to adapt—there's persistent distress or non-engagement, we'll exit with care: a short transition plan, full handover notes, and pro-rata fees settled.

Our fit philosophy (what Haven is and isn't)

- **Is:** neuro-affirming, mentor-centred, artefact-based learning (Google Classroom briefs + live Google Meet sessions), short live blocks, daily mentor check-ins, optional body-doubling (Open Path).
- **Isn't:** passive video school, attendance theatre, or 6+ hours on-camera. We measure **participation and artefacts**, not seat time.

What we look for (with scaffolding)

- **Connection:** can join a Google Meet session (even via phone at first), respond in chat/emojis, and follow a mentor link.
- **Communication:** can check in with a mentor daily (voice, chat, or short note) and let us know if they're opting for independent work that day.

- **Making:** can create *something* that shows learning—notes on the board, a photo of work, a short upload to Google Classroom—at least once per week to start.
- **Regulation:** can participate without sustained dysregulation triggered *by the model itself* (pace, online modality), even if life is complex.
- **Safety:** no unmanageable safeguarding risks in an online group setting.

How we decide (a phased, evidence-based process)

- **Soft Start (Week 1):** low-stakes onboarding. We remove barriers (accounts, logins, routines). Success = gets into spaces and meets mentor.
- **Weeks 2–3:** Minimum Viable Week. Success = 3+ live touches/week (mentor or class) and **one artefact/week** in Google Classroom.
- **Week 6 Fit Check:** Mentor + parent + learner review. We look at: access, regulation, artefacts, progress toward goals. Decision: continue / continue with adjustments / begin off-ramp.

Signs it isn't working (red flags we take seriously)

- **Persistent non-access** despite tech coaching and alternative routes (e.g., phone join).
- **Sustained distress** tied to the model (not a short life-event dip): panic before sessions, shutdowns *caused* by online expectations.
- **No artefacts** over multiple weeks (not even minimal check-ins or photos).
- **Group safety fit:** behaviour or needs that we cannot safely support online within small groups.

What we'll try before off-ramping

- Adjusted timetable (fewer blocks, different times, camera-off norms, avatar use).
- More mentor scaffolding (DM check-ins, visual schedules, co-written micro-goals).
- Alternative demonstration (voice note, photo of handwritten work, short video, creative artefact).
- Temporary **Independent Study Plan** with agreed outcomes and a check-in schedule.
- Targeted tech support (device profile fixes, Chrome profile separation, Family Link settings).

If these do not reduce distress or increase access within 2–3 weeks, we move to a planned exit.

The off-ramp (clean, humane, documented)

- **Case meeting (30 mins):** mentor + parent/carer (+ learner if appropriate). We agree that Haven's model isn't currently a fit.
- **10-day transition window:** learner may attend what feels safe; no new assessments are assigned.
- **Handover pack:** attendance/participation summary, strengths snapshot, curriculum notes, and any safeguarding information shared appropriately.
- **Signposting:** we suggest alternatives that better match current needs (e.g., 1:1 tutoring, local college taster, community provision, home-ed groups, LA/EOTAS pathways). We don't drop families.

- **Re-entry option:** you're welcome to re-apply after a change in circumstances or with an updated support plan.

Money, data, and safeguarding

- **Fees:** pro-rata refund of any unused scheduled sessions from the transition start date. If funding is via LA/EHCP or third party, we coordinate with them.
- **Data:** we retain required safeguarding/attendance records; you can request copies of learning artefacts. Non-essential data is minimised per our policy.
- **Safeguarding:** if concerns are primary, off-ramp may be immediate while we follow statutory procedures.

How you can help us decide well

- Tell us early about tech constraints and regulation patterns.
- Use the mentor channel daily in Week 1–2, even if the message is “not up for live—doing Google Classroom task X.”
- Share what *does* work (e.g., “camera off + chat only,” “needs 5-minute buffer,” “prefers morning sessions”). We will adapt.

Bottom line

Fit isn't a judgement on your child; it's a match question between needs and model. We'll try smart adaptations first. If those don't land, we exit cleanly and kindly—and we'll help you land somewhere that does fit.

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