

		Date
Written by	Melanie Hawe	01/2018
Initially Reviewed by	Emma Shutt	5/9/20
Reviewed by	Anna Hulme	02/03/2022
Signed by (Gov)		

Our commissioners are local schools and local authorities. We recognise that barriers to learning are often developed over a long period of time and may take some time to dissolve.

Intuition School operates Service Level Agreements (SLAs) with commissioners and ensures that commissioners understand and adopt our inclusive ethos and values.

The broad criteria for admission are as follows:

- · Students aged 11– 16
- · Students without a school place
- · Students with persistent attendance problems
- · Students with a range of additional needs such as social and emotional needs that create barriers to their learning
- · Students who have an EHCP
- · Students who have been permanently excluded from school and meet our criteria

Admission Processes

- · Referrals to IN-tuition School are made through the Principal via the LA.
- · IN-tuition School gathers additional information from school/family/ services to build a fuller picture of the young person's needs.
- · IN-tuition School invites the young person for an interview and initial assessment with parents. Other significant adults may be invited too.
- · A start date is agreed, usually within 5 days of the interview. The student is placed on dual registration with their LA or with the commissioning school if AP. The LA or school will be recorded as the main registration and IN-tuition School as the subsidiary registration until our registration as an Independent School.
- · Each student receives an initial assessment to identify holistic needs, this also informs the date and exit strategy.

We have a variety of provisions that are personalised to meet the needs of each student:

Platinum Provision (Independent Special School)

Fulltime individual students. Directed through a service for a period of one term or whole year. This provision includes a bespoke curriculum tailored to individual needs and developed through our initial assessment process. It incorporates a holistic learning for life plan, emotional or psychological based sessions, career planning and a personalised programme of choice for students between KS3-4 and being accredited in KS 3/4 via Functional Skills. On and off site learning with support from a dedicated Keyworker/ Learning Coach is on hand. Students are likely to have an Education Health Care Plan.

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Gold Provision

One day a week. Each student receives a bespoke curriculum tailored to their individual needs developed through our initial assessment process and which incorporates a holistic learning for life plan, emotional or psychological based sessions, career planning, programme of choice for students between KS3/4 and being accredited in KS 3/4. Each student is assigned a dedicated Key Worker/Learning Coach and will have access on site at IN-tuition or at one of our satellite centres. Students may be at risk of permanent exclusion or have bespoke learning needs. Schools might use this option as part of a range of other provision.

Note:

- All above levels of provision can be block booked in advance by institutions.

If a placement breaks down:

As we are realistic about the needs of our students we are aware that there may be times where a student still has difficulty with what we have to offer. The purpose of maintaining dual registration is to ensure that the student is well supported in the education system and does not drop out. IN-tuition School will maintain close links with the commissioner on all aspects of the student's placement, and will agree interventions that are likely to maintain attendance and progress. However, in the event of a placement breaking down, the commissioners and IN-tuition may agree to return the student to their home school or alternative provision. For students that have become part of the Intuition Independent school roll we will endeavour to support their transition to a more suitable alternative, failing this we will follow guidance in our Exclusions Policy.