



Live to Learn Education Ltd. Admissions Policy

Policy Version	3.0
Creation Date	05/09/2025
Review Date	01/09/2025
Approved By	Kelly Taylor

1. Purpose, Ethos and Equal Opportunities

To ensure a fair, transparent, and inclusive admissions process that prioritises safeguarding, equal opportunity and inclusion amongst young people of all neurotypes.

Our passion and ethos is to ensure that all young people have access to an education that meets their needs, no matter what their chosen or applicable pathway is.

We are committed to equality of opportunity regardless of race, gender, disability, ethnicity, religion, sexual orientation, or socio-economic background. We prioritise safety, wellbeing and individual needs of every learner, in conjunction with our educational offering. Reasonable adjustments are always made to support young people who attend Live to Learn Education.

We accept admissions from: parents and families as part of a home education offering; as well as from schools as part of a commission for alternative provision; and finally from the Local Authority as part of an EOTAS package, or Section 19 Alternative Provision request.

2. Legal and Statutory Framework

This policy is informed by the following:

- Keeping Children Safe in Education (KCSIE)
 - Children Act 1989 & 2004
 - Equality Act 2010
 - SEND Code of Practice 2015
 - Working Together to Safeguard Children
 - Human Rights Act 1998
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3. Safeguarding and Suitability

We assess all referrals for risk and suitability. We are unable to provide face-to-face provision for learners exhibiting physically aggressive behaviours that pose risk to staff and other young people within our setting – in these instances online provision will be offered to support regulation, emotional literacy development and readiness to re-engage with face-to-face education.

Our approach is inclusive, however we would not put any young person or team member at risk and are committed to finding and providing pathways that ensure that everyone is safeguarded.

Our DSL is Zac Winterbourne.

4. Admissions Pathway Flowcharts

As each young person is completely unique, we assess admissions based on each individual, as a case-by-case basis – recognising that we all learn, conduct ourselves and engage in our own ways. We have three admission pathways:

Local Authority / EHCP Partner Pathway

Enquiry → Review EHCP → Contact previous settings and request information with regards to Social Care → Risk assessment and internal discussion →

Visit arranged → Decision (Can we meet needs?) → YES: Confirm with LA and receive an IPA → Start provision | NO: Offer alternative support or recommendations

School Referral Pathway

Enquiry from SENCo/Head → Review EHCP/SEN Plan and Social Care → Teams meeting to discuss the young person → Referral form → Visit arranged → Risk assessment and internal discussion → Decision → YES: Agree start date → Begin provision | NO: Offer alternative support or recommendations

Parent/Carer Pathway

Parent enquiry → Gather SEN/medical information → Contact previous settings → Visit → Decision → YES: Register on Tutorbird → Begin sessions | NO: Provide guidance and signposting to other provisions

5. Review

This policy will be reviewed annually, or sooner if:

- Legislation is updated
- A new situation arises that justifies a review

Signed:



Name: Kelly Taylor

Position: Director and SEN Lead

Date: 05/09/2026