

MY OASIS

Therapeutic Alternative Provision

Admission and Induction Policy 2026/2027

Date of Last review: February 2026

Date of Next review: February 2027



CHARLOTTE LOWE
PSYCHOLOGICAL SERVICES LTD



www.charlottelowepsychologicalservices.co.uk

www.my-oasis.uk

Contents

Introduction	1
Aims	2
Admission Arrangements.....	2
Admissions Criteria	3
Students with Special Educational Needs and Disabilities (SEND)	3
The Application Process.....	3
Appeals	4
Admission and Induction	5
The Admission and Induction Process	5
Assessment Period.....	6
Enhancing Communication and Sharing Progress	7
Reintegration	7
Additional Support.....	8
Related Documents.....	8

Introduction

My Oasis Therapeutic Alternative Provision is an Independent Special School that works primarily with students who have become disengaged in education for various reasons. Our referrals are received from mainstream schools situated across the boroughs of both Lancashire and Wigan, although we have previously received referrals from schools in Bolton and St Helens as well. As well as mainstream schools, Local Authorities (LAs) can also choose to commission placements for students, generally for those with an Education, Health and Care Plan (EHCP).

Placements tend to be funded on a short-term basis, whereas some students may attend with us on long-term placements, whereby they would find it difficult to ever return to mainstream education. The length of these placements will depend on the student's needs and will be subject to review. Whilst on a short-term placement, the student will be dual registered, with their referring school being their main school. The primary aim for short-term students is to deliver both therapeutic and academic support to address gaps in core subjects, while also promoting their well-being and offering engaging subjects of interest.

Conversely, students with us on a long-term placement may result in a student staying with us to complete various academic pathways which are available for students.

My Oasis, therefore provides education to:

- Students who have become chronically disengaged with education, in particular students classed as emotionally based school avoidant (EBSA) young people.
- Students with a diagnosis of Special Educational Needs and Disabilities (SEND), including those with an Educational Health Care Plan (EHCP) and those awaiting assessment.
- Students presenting with various Social, Emotional and/or Mental Health (SEMH) concerns.

However, a thorough assessment of a student's needs is carried out prior to a student being placed at My Oasis to ensure the school is best suited to meet their needs.

Aims

My Oasis aims to:

- Improve the mental health and well-being of students referred to us.
- Re-engage students with learning, improve attendance and reintegrate students into mainstream education for those on short-term placements with us.
- Secure academic progress for students in line with National Curriculum expectations, reducing any gaps in student learning and providing an alternative curriculum for those unable to complete their GCSEs.
- Develop students' confidence in themselves, facilitating self-awareness and self-development, along with the development of key personal skills.
- Reduce the likelihood of students being classed as NEET and support young people with the transition into post-16 education or employment.

In addition to the above, specific outcomes are personalised to the needs of each young person referred to My Oasis.

Admission Arrangements

My Oasis is an equal opportunity, non-discriminatory school and therefore welcomes applications for admission of young people from diverse backgrounds and with varying needs. Each referral is considered on an individual basis to ensure the students we admit are those

who will benefit most from the therapeutic and educational provision we offer. The school operates a fair, objective and transparent admissions system.

As it stands, we currently have placements available for a total of twenty students if attending on a full-time basis. Students will not be admitted above the published admission number unless exceptional circumstances apply.

Admissions Criteria

In the case of oversubscription of applications, the Headteacher and Governors will refer to these criteria in priority order:

- Young people with a statement of SEND or those with an EHCP.
- Children Looked After (CLA), including adopted young people who were previously in care and young people who are still in the care system under a special guardianship or residence order.

In the unlikely instance that a decision cannot be reached using these criteria, My Oasis will offer places to those whose needs we think would best be met by attending a placement with us.

Students with Special Educational Needs and Disabilities (SEND)

Following the admissions code and adhering to the SEND Code of Conduct, students with an EHCP will be fully included. Programmes will be differentiated to meet the needs of these students following the graduated approach of using the Assess, Plan, Do, Review (APDR) cycle to meet the needs of those with a diagnosis of SEND and/or who have an EHCP. Where students with an EHCP are eligible for a full-time placement, they will be given priority over all other students.

The Application Process

Applications for places must be made by the referring school/local authority by contacting the Headteacher at info@charlottelowepsychologicalservices.co.uk / info@my-oasis.uk.

If required, the following agencies may be invited to contribute to specific cases:

- Representative from the Education Welfare Service
- Representative from the Looked After Children Service.
- Representative from the Youth Offending Team.
- Representative from Educational Psychology.

Appeals

At My Oasis, we are committed to ensuring that our admissions process is fair, transparent. We understand that a decision not to offer a place can be disappointing, and we therefore provide a clear and accessible appeals process for parents and carers.

If your application has been unsuccessful, you have the right to submit an appeal within 20 days of receiving your rejection letter. Appeals will be heard by an Independent School Appeals Panel.

The Appeals Panel at My Oasis is made up of three members, one of whom will be entirely independent of the management and running of the school. This ensures that the appeal is considered impartially and without bias. All panel members are selected for their ability to review cases objectively and fairly.

During the appeal hearing, the panel will carefully consider:

- The school's admissions criteria.
- The reasons for the original decision.
- The individual circumstances presented by the parent, carer and/or commissioner.
- Any supporting evidence submitted.

Parents and carers and/or commissioners will be given the opportunity to present their case and explain why they believe a place should be offered. The panel may ask questions to ensure all relevant information is fully understood before reaching a decision.

Once a decision has been made, it is final and binding. Both My Oasis and the Commissioner are required to abide by the outcome determined by the panel.

Please note that the admissions and appeals procedures differ for students applying to attend My Oasis School and those seeking placement in My Oasis Therapeutic Alternative Provision. Parents and carers should ensure they follow the correct process relevant to the provision applied for. Further guidance can be obtained directly from the school office or the relevant Local Authority.

Admission and Induction

At My Oasis, we understand that the process of changing schools can be challenging for both students and parents/carers. We therefore aim to make the admissions and induction process as easy as possible, ensuring that all questions are addressed and appropriate support is given throughout the process. This enables My Oasis to develop a thorough understanding of a student's specific needs prior to deciding whether a placement with us is the best educational offer for them.

A thorough process of induction is very important in safeguarding students on placement with us at My Oasis, and helps to ensure a safe environment is provided for all students to transition into. The Induction process requires a partnership between mainstream schools, My Oasis, external organisations, as well as students and their families, working collaboratively to ensure a placement with us is appropriate to meet their individual needs.

My Oasis will provide mainstream schools, students, and parents/carers with adequate information and guidance beforehand to ensure that they can make an informed decision as to whether we are the right placement for them. In addition, when it has been agreed for a student to be placed with us, My Oasis staff follow a strict induction process, and students are required to sign the Induction Checklist to confirm everything has been provided to them.

The Admission and Induction Process

Step 1:

After an enquiry phone call, a meeting is arranged with a member of the senior leadership team (SLT) to ensure that My Oasis is the right school for the referred student.

During this meeting:

- The school's expectations will be outlined.
- Key information will be provided regarding the range of therapeutic and academic support available at My Oasis.
- Forms required prior to confirming the placement will be provided.
- An Individual Student Risk Assessment will be initiated.

Please note that My Oasis needs to know who has "parental responsibility" for each child. This is to ensure that proper authority is given when My Oasis needs parental permission. This will also make sure that persons with parental responsibility who do not live with a child can be provided with school reports and given an opportunity to take part in the child's education.

Step 2:

Once it has been established that My Oasis is the most suitable educational setting for the student, and a Quality Assurance check has been completed:

- Service Level Agreement (SLAs) will be signed.
- Any additional forms will be completed.
- Contact will be made with the SENDCo if not already made, if the student referred has any identified SEND needs and/or an EHCP in place.

A home visit can then be arranged for My Oasis staff to introduce themselves to the student. During this visit, students, parents/carers can raise any further questions or queries they may have.

Step 3:

Visits will be arranged for the student to visit My Oasis either with or without other students being present (or both if required).

During this time:

- Students will be introduced to key staff and meet with their designated My Oasis mentor.
- The induction checklist will be reviewed, all agreements confirmed, and the student handbook provided.
- A health and safety briefing, including emergency procedures, will be delivered.

Please refer to the Student Induction Checklist for more information. Please note that, depending on a student's needs, the transition into My Oasis can be undertaken on a gradual, phased basis.

Assessment Period

During the initial few weeks, various comprehensive assessments will be carried out along the induction process to identify any barriers to a student's learning which may be preventing them from engaging in mainstream school and/or making academic progress. An in-depth readiness to learn assessment is completed to identify areas student might need support with to help re-engage them in their learning. Baseline assessments in Maths, English and Science will also be carried out with the use of subject-specific assessments. Alongside this, mental health and behaviour assessments are carried out to highlight the student's therapeutic needs. These assessments provide a baseline for teachers and support staff and highlight any gaps in a student's learning, where additional support may be required.

During this time, the student's personalised learning plan (PLP) will be initiated, and SMART goals for students to work towards will be set. These will be reviewed on a regular basis

throughout a student's placement with us, ensuring students are continuously making progress and working towards achieving their goals.

All of this information is then reviewed to determine the most appropriate student group placement, and a long-term timetable is developed.

Please note that the completion of baseline assessments may vary, as some students may require additional time.

Enhancing Communication and Sharing Progress

Staff at My Oasis work closely with students' mainstream schools, external services and families throughout the student's placement to ensure we provide high-quality support tailored to the needs of each individual student. Reviews detailing the academic and therapeutic progress the student is making will be shared with mainstream schools, parents/carers, and external professionals (when appropriate) regularly throughout the student's placement.

Progress Review Meetings may also be held with the student's mentors and therapists throughout their placement to provide a structured opportunity to discuss the student's achievements, areas for growth, and adjustments needed to support the student's evolving needs. Meetings are scheduled when requested and agreed upon by all parties.

In addition to in-person meetings, we may conduct welfare calls with families and mainstream school staff when deemed necessary. These calls allow for quick updates, informal check-ins, and the opportunity to address any questions or concerns that may arise between formal review sessions. This is especially the case when students are absent from My Oasis for more than 2 consecutive days or for an unexplained reason.

We encourage mainstream school staff and external professionals to participate in welfare visits, including spot visits, as required. For unannounced visits, visitors should inform staff that the visit is unplanned. This ensures transparency while maintaining safeguarding procedures.

Reintegration

After completing their placements, all students will be provided with a detailed reintegration plan to help support them during their transition back into mainstream. These plans are developed for each student who attends a short-term placement with us at My Oasis and

specify individual arrangements to support their transition, including any reasonable adjustments and further support they may need when returning to mainstream or moving on to college, training or employment.

During this time, My Oasis will continue to support students in school for several weeks, which will entail a combination of classroom observations, one-to-one support, the sharing with school staff of their PLPs and any assessments undertaken whilst at My Oasis, as well as more specialist support for schools' staff if required. For those not returning to mainstream education, full support is provided regarding preparing for college, training and/or employment.

Additional Support

All staff at My Oasis Therapeutic Alternative Provision are available to provide support to students and their parents/carers as needed. In addition, external support can be accessed through My Oasis, and families will be signposted to relevant services for assistance with:

- Health / Physical Well-being
- Emotional Well-being
- Social Well-being
- Family Support
- Attendance

Our aim is to ensure that every student and their family receive the guidance and resources they need to thrive both academically and personally.

Related Documents

- DfE Equality Guidance & Equality Act 2010.
- Equality Act 2010
- Working Together to Safeguard Children
- Children's Act 1989
- School Attendance (Pupil Registration) (England) Regulations 2024
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- Education (Independent School Standards) Regulations 2014

INDUCTION CHECKLIST FOR STUDENTS

Please see below the induction checklist for students, which lists everything that will be involved in their induction. The induction checklist will be signed, and a copy will be given to the student's parents/carers as well as their mainstream school.

		NOTES/ACTION POINTS	PLEASE TICK IF COMPLETED
1	I have received the student information booklet, and I am aware of the dress code at My Oasis.		
2	I have been given a guided tour around My Oasis and know the designated student and staff areas.		
3	I have understood, signed been given a copy of My Oasis' Student Behaviour and Personal Device agreement.		
4	I have understood, signed been given a copy of My Oasis' Acceptable Use of School Devices Agreement.		
5	My parents/carers have signed all relevant consent and medical forms, with arrangements being put in place for the administration of medication (if applicable).		
6	Transport arrangements have been discussed and I know who will be collecting me (if applicable).		

7	Key My Oasis staff members have been introduced to me, and I have met my personal mentor.		
8	Arrangements have been put in place for my lunch and any dietary requirements specified.		
9	I have had the opportunity to add to my referral and determine SMART goals to work towards.		
10	I have received my personal assessment period timetable and know the timings for the day.		
11	I have received a full health and safety briefing and know who the designated first aiders are at My Oasis.		
12	I know the emergency procedures in case of a fire and who are the fire marshals at My Oasis.		
13	I know who the Designated Safeguarding Leads are and who to speak to at My Oasis if I have any problems or safeguarding concerns.		
14	I am aware of how the behaviour, rewards and consequences system works at My Oasis.		
15	Any questions I have had about My Oasis have been answered fully.		
STUDENT NAME:		SIGNATURE:	
NAME OF STAFF MEMBER COMPLETING INDUCTION:		SIGNATURE:	