

MY OASIS

Therapeutic Alternative Provision

Admission and Induction Policy 2024/2025

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Date of Next review: June 2025



CHARLOTTE LOWE
PSYCHOLOGICAL SERVICES LTD



www.charlottelowepsychologicalservices.co.uk

www.my-oasis.uk

Introduction

My Oasis Therapeutic Alternative Provision (TAP) works primarily with students who have become disengaged in education for various reasons. Our referrals are generally 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. Local Authorities (LAs) can also choose to commission placements for students, generally for those with an education, health and care plan (EHCP).

We have completed all relevant quality assurance checks and are now listed as a registered provider for alternative provision in both boroughs.

Placements tend to be funded on a short-term basis, whereas some students 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 and the primary aim will be to provide academic support to help reduce any gaps in learning for core subject areas.

Conversely, students with us on a long-term placement may result in a student staying with us to complete various ASDAN qualifications and possibly their GCSEs as we are currently looking at becoming a registered exam centre.

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.
- Students displaying challenging behaviour in school, and who may be at risk of being excluded.

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

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 a 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 provision 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 TAP 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 Head of the Provision 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 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 by contacting the Head of Provision at info@charlottelowepsychologicalservices.co.uk or the Centre Manager at sarah@my-oasis.uk.

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

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

Appeals

Admission appeals arrangements are not statutory regarding Alternative Provision schools. However, at My Oasis we want to be as fair, objective and transparent as we can regarding our admissions procedures.

The commissioner of any young person who is refused a place at My Oasis has a right of appeal to an Independent Appeals Panel. The panel consists of three members, one of whom will be fully independent of the management and running of My Oasis. The panel will consider the circumstances of the case put before them. Both My Oasis staff and the Commissioner must abide by the decision it makes.

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 provision 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 to. The Induction process requires a partnership between mainstream schools, My Oasis, 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:

A meeting is arranged with a member of the senior leadership team or admissions staff to ensure that My Oasis is the right provision for each student referred. At this meeting, students and their families will be provided with key information and all the necessary forms to sign prior to their child completing a placement with us. In addition, SLAs will be signed and all QA checks will be carried out by mainstream school staff.

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 best provision for the student, risk assessments will be started and a home visit can be arranged for My Oasis staff to introduce themselves to the student, and for students, parents and carers to raise any further questions or queries they may have. At this meeting, the TAP’s expectations will be outlined and information provided regarding the range of therapeutic support available at My Oasis.

Step 3:

Centre 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, who will then work through the induction checklist with students, check all agreements are signed, as well as give them the student handbook to take home with them.

A health and safety briefing, plus a discussion of what to do in an emergency, will also be carried out with each student on their first day of attending My Oasis.

Key contacts in a student's mainstream school will also be established regarding attendance monitoring. Contact will also be made with the SENDCo if the student referred has any identified SEND needs and/or an EHCP in place.

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.

Commencing Placement

During the initial few weeks, various comprehensive assessments may 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. Baseline assessments in maths, English and science will be carried out with the use of standardised tests. This is alongside the mental health and behaviour assessments carried out to highlight the student's therapeutic needs. These assessments provide a baseline of assessment and highlight any gaps in a student's learning whereby 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 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 their goals.

All of this information is then shared with teaching and support staff at My Oasis before deciding which student group the student will best be placed into.

Enhancing Communication and Sharing Progress

Staff at My Oasis work closely with students' mainstream schools and families throughout the student's placement to ensure we provide high-quality provision 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 establishments (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 an unexplained reason.

We welcome mainstream school staff and involved professionals to plan welfare visits, as well as spot visits at any time, as and when required. However, for unannounced visits, when signing in at reception please inform staff that we are unaware of the visit, which is why we have not let them know to expect visitors.

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 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 college and vocational options instead.

Additional Support

All staff within My Oasis Therapeutic Alternative Provision are able to provide support as needed for students and parents/carers. External support is also available through My Oasis, and we will signpost if you need help with issues relating to:

- Health /physical well-being.
- Emotional well-being.
- Social well-being.
- Family Support.
- Attendance.

Related Documents

- DfE Equality Guidance & Equality Act 2010.
- Children's Act 1989
- SEND Green Paper.
- Education (Pupil Registration) (England) Regulations.

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 and 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 been given a copy and understand the expectations around behaviour and learning at My Oasis.		
4	I am aware of My Oasis's policy on mobile phone use and have signed the 'contract in line with this.		
5	I have signed and understood the acceptable use agreement.		
6	My parents/carers have signed all relevant consent and medical forms, with arrangements being put in place for the administration of medication (if applicable).		
7	Transport arrangements have been discussed and I know who will be collecting me (if applicable).		
8	I know what to do and who to contact if I am going to be absent or late for my placement.		
9	Key My Oasis staff members have been introduced to me and I have met my personal mentor.		
10	Arrangements have been put in place for my lunch and any dietary requirements specified.		
11	I have had the opportunity to add to my referral and determine SMART goals to work towards.		
12	I have received my own personal timetable and know the timings for the day.		
13	I have received a full health and safety briefing and know who the designated first aiders are at My Oasis.		
14	I know the emergency procedures in case of a fire.		
15	I know who to speak to at My Oasis if I have any problems or safeguarding concerns.		
16	I am aware of how the behaviour, rewards and consequences system works at My Oasis.		
17	I know which academic subjects I am studying at My Oasis.		
18	I know the arrangements if I need to leave the premises.		
19	Any questions I have had about My Oasis have been answered fully.		
STUDENT NAME:			
NAME OF STAFF MEMBER COMPLETING INDUCTION:		SIGNATURE:	
		SIGNATURE:	