



Admissions, Assessment and Transition Policy (Alternative Provision)

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Version History

Version No.	Author/Editor	Approved by	Date Issued	Next Review Date	Brief Summary of Changes
1	Lorraine Miranda	Rhea Marwaha	15.04.2026	13.04.2029	New Policy

Executive Summary

This policy applies to the operation of an Alternative Provision (AP) in England that is not registered as a school but operates in line with the Department for Education (DfE) and Ofsted guidance for unregistered alternative provision. It sets out clear procedures for learner admissions, assessment, support, and transition, ensuring that all learners receive safe, appropriate, and high-quality education that promotes progress, wellbeing, and safeguarding.

This policy is designed to evidence compliance with safeguarding, quality assurance, and inspection expectations for unregistered alternative provision.

1. Purpose of Policy

Learners attending Alternative Provision may experience anxiety, disengagement, disrupted education, or previous placement breakdowns. Entry into, movement within, or transition from an Alternative Provision can therefore represent a significant point in a learner's educational journey.

This policy sets out clear procedures for admissions, assessment, planning, review, and transition at Nova Newcastle Ltd Alternative Provision. It ensures that all learners receive structured, safe, and appropriate educational support that promotes engagement, progress, wellbeing, and safeguarding.

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The policy provides clarity for staff, commissioning bodies, parents or carers (where appropriate), and partner professionals regarding expectations, responsibilities, and decision-making processes.

All procedures are aligned with Department for Education and Ofsted guidance for Alternative Provision, including:

- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- Alternative Provision: Statutory Guidance
- Ofsted Education Inspection Framework (EIF)
- Equality Act 2010

2. Scope of Policy

This policy applies to all staff, leaders, tutors, support workers, and partner professionals involved in the delivery of education and support at Nova Newcastle Ltd Alternative Provision.

It applies to all learners on roll, including those placed or commissioned by local authorities, schools, academies, or parents, whether attending full-time, part-time, or on a dual-registration basis.

The policy covers planned and emergency admissions, assessment of need, ongoing review, and transitions into, within, and out of the provision.

3. Admissions

The admissions process at Nova Newcastle Ltd Alternative Provision is a planned and collaborative stage of educational placement planning, designed to ensure that every learner's entry into the provision is safe, informed, and appropriately supported. We recognise that starting a new educational placement can present challenges for learners, particularly those who have experienced disrupted education, anxiety, or previous placement breakdowns. Our approach is structured, transparent, and consistent, with the aim of promoting early engagement, clarity of expectations, and stability from the outset.

Criteria for Admission

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Nova Newcastle Ltd Alternative Provision provides educational support for learners aged 11–17 who are unable to access mainstream education due to social, emotional, behavioural, or mental health needs.

Learners may attend on a part-time, or dual-registered basis and may be commissioned by local authorities, schools, academies, or parents.

Admission decisions are made in line with the provision’s Statement of Purpose and capacity to meet a learner’s educational, behavioural, and safeguarding needs safely and appropriately

Referral and Commissioning Process (Alternative Provision)

All admissions to Nova Newcastle Ltd AP are subject to a formal referral and commissioning process. Referrals may be received from local authorities, schools, academies, or parents.

No learner will be admitted unless the provision is satisfied that it can safely and appropriately meet the learner’s educational, behavioural, and safeguarding needs.

Include:

- Behaviour history
- Attendance history
- SEN / EHCP status
- Risk indicators
- Education placement breakdowns

Pre-Admission Process

The pre-admission process at Nova Newcastle Ltd Alternative Provision is designed to ensure that all decisions to admit a learner are informed, proportionate, and aligned with the provision’s capacity to meet educational, behavioural, and safeguarding needs safely and effectively.

No learner will be admitted without a full pre-admission review having taken place.

Information Gathering and Review

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Upon receipt of a referral, the Head of Provision (or a delegated senior leader) will review all available documentation to develop a clear understanding of the learner's needs, risks, and educational history.

This will include, where available:

- Referral and commissioning documentation
- Educational history, including previous placements and reasons for breakdown
- Attendance records and patterns
- Behavioural history and known risk factors
- SEN information and EHCP documentation (where applicable)
- Safeguarding information, including any known concerns or contextual risks
- Health information relevant to education or safeguarding

Where information is incomplete or unclear, further clarification will be requested before any admission decision is made.

Risk and Suitability Assessment

A pre-admission risk and suitability assessment will be completed to determine whether Nova Newcastle Ltd Alternative Provision can meet the learner's needs safely and appropriately.

This assessment considers:

- The learner's presentation, behaviours, and support needs
- Known safeguarding risks to the learner or others
- The provision's staffing, skill set, and resources
- The impact on the learning environment and existing learners
- Any additional controls, adjustments, or support required

Where additional training, specialist input, or adaptations are required, these will be identified prior to admission.

Pre-Admission Planning Discussion

Where appropriate, a pre-admission planning discussion or meeting will take place with the commissioning body, school, local authority, and other relevant professionals.

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This discussion is used to:

- Clarify expectations, roles, and responsibilities
- Confirm educational objectives and intended outcomes
- Agree attendance arrangements and any phased or flexible start
- Share safeguarding information and risk management strategies

Admission decisions are not made in isolation and reflect multi-agency input where required.

Learner Engagement (Where Appropriate)

Where appropriate and safe to do so, the learner may be offered an introductory visit or meeting prior to admission. This supports transparency, reduces anxiety, and allows the learner to begin forming a clear understanding of the provision, routines, and expectations.

Introductory engagement is informational and educational in nature and does not constitute admission.

Decision-Making and Record Keeping

The final decision to admit a learner rests with the Head of Provision and is based on:

- The provision's ability to meet the learner's needs
- Safeguarding considerations
- The outcomes of the risk and suitability assessment
- Commissioning arrangements and agreed objectives

All decisions are clearly recorded, including the rationale for acceptance or refusal, and retained in line with data protection and record-keeping requirements.

Where a referral is declined, the reasons will be communicated clearly and professionally to the referrer.

Confirmation of Admission

Admission will only proceed once:

- The provision is satisfied it can meet the learner's needs safely
- All required documentation has been received
- Commissioning and funding arrangements are confirmed

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- A start date and induction arrangements are agreed

This ensures that all admissions to Nova Newcastle Ltd Alternative Provision are purposeful, planned, and in the best interests of the learner.

- Education placement breakdowns

Transition Plan

Transitions into Nova Newcastle Ltd Alternative Provision are planned, structured, and proportionate to the learner's individual needs, risks, and prior educational experiences. The purpose of the transition process is to support engagement, attendance, and stability while ensuring that safeguarding and educational expectations are clearly understood from the outset.

Transition arrangements are developed collaboratively with commissioning bodies, schools, local authorities, parents or carers (where appropriate), and relevant professionals.

Transition Planning and Preparation

Once a placement is agreed in principle, a Transition Plan will be developed prior to the learner's start date.

The Transition Plan may include:

- Agreed start date and attendance pattern
- Phased or reduced timetable where appropriate
- Introductory visits or meetings
- Identified support strategies and reasonable adjustments
- Behaviour and safeguarding considerations
- Communication arrangements with commissioning bodies

The level and length of transition planning is determined by the learner's needs and risk profile and is reviewed as necessary.

Introductory Engagement

Where appropriate, learners may be offered an introductory visit or meeting before commencing attendance. This provides an opportunity to:

- Familiarise the learner with the learning environment
- Clarify routines, expectations, and boundaries

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- Introduce key staff
- Address questions or concerns

Introductory engagement is educational and preparatory in nature and does not constitute admission or attendance.

Commencement of Attendance

On the learner's first day of attendance, staff will ensure that:

- Induction arrangements are implemented as planned
- Safeguarding and behaviour expectations are clearly explained
- Attendance requirements are reinforced
- The learner is supported to access learning in a calm, structured environment

Transitions are reviewed during the initial period of attendance to ensure arrangements remain appropriate and responsive to the learner's engagement and presentation.

Monitoring and Review During Transition

Transition arrangements are monitored closely during the initial attendance period.

Staff will review:

- Attendance and punctuality
- Engagement with learning
- Behaviour and wellbeing
- Emerging safeguarding concerns

Where necessary, transition arrangements may be adjusted in consultation with commissioning bodies to promote stability and progress.

Transition Between Provisions or Reintegration

Where a learner is transitioning out of Nova Newcastle Ltd Alternative Provision, planning begins at the earliest appropriate stage.

Transitions may include:

- Reintegration into mainstream or specialist education
- Transfer to another Alternative Provision

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- Progression into post-16 education, training, or employment

Transition planning focuses on continuity, readiness, and clear communication, ensuring that relevant information is shared appropriately to support a successful next step.

Unplanned or Risk-Led Transitions

In exceptional circumstances where a transition is required due to safeguarding or risk concerns, decisions are made collaboratively and proportionately.

The Head of Provision will ensure that:

- The commissioning body is informed without delay
- Relevant information is shared promptly and appropriately
- The learner is supported throughout the process

All decisions and actions are clearly recorded.

Placement/Commissioned place (education) Confirmation

Admission will only proceed when:

- The Head of Provision is satisfied that Nova Newcastle Ltd can meet the learner's needs safely and effectively;
- All relevant documentation has been received and reviewed;
- The commissioning body has confirmed funding and commissioned place agreement;
- The learner has been appropriately prepared and consulted about the move.

A commission place Planning Meeting will be held on or before the learner's first day, ensuring that all professionals, staff, and—most importantly—the learner have clarity around goals, routines, and support arrangements.

Post-Admission Support

Following admission, Nova Newcastle Ltd Alternative Provision provides structured, proactive support to ensure that learners are able to engage safely and positively with education from the outset.

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The focus of post-admission support is to promote attendance, engagement, stability, and wellbeing while ensuring that safeguarding and behaviour expectations are consistently reinforced.

Initial Support Period

During the initial period of attendance, staff will:

- Implement the agreed induction and transition arrangements
- Support the learner to understand routines, expectations, and boundaries
- Monitor attendance, punctuality, engagement, and behaviour closely
- Identify any emerging needs or risks
- Provide consistent pastoral and educational support

This period allows staff to build a clear understanding of how the learner responds to the learning environment and support strategies in practice.

Designated Support and Oversight

Each learner will be supported by designated staff responsible for overseeing their day-to-day engagement, communication, and support arrangements.

Designated staff will:

- Act as a consistent point of contact for the learner
- Support communication between the learner, staff, and commissioning bodies
- Monitor progress against agreed targets
- Escalate concerns in line with safeguarding and behaviour procedures

This role supports consistency and accountability without adopting a residential or care-based model.

Review of Initial Planning

Within the first 10 school days, initial planning documentation will be reviewed to ensure it remains accurate and responsive to the learner's presentation and engagement.

This includes review of:

- Individual Learning and Support Plan (ILSP)

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- Behaviour Support Plan (where applicable)
- Risk assessments and safeguarding measures
- Attendance arrangements

Any required amendments are clearly documented and shared with relevant parties.

Ongoing Monitoring and Adjustment

Post-admission support is dynamic and responsive. Staff will continue to monitor:

- Educational engagement and progress
- Attendance and punctuality
- Behaviour and emotional regulation
- Safeguarding concerns

Where additional support, adjustments, or interventions are required, these are implemented in consultation with commissioning bodies and recorded appropriately.

Communication and Partnership Working

Regular communication is maintained with commissioning schools, local authorities, and other relevant professionals during the post-admission period.

Information sharing is timely, proportionate, and focused on supporting positive outcomes and placement stability.

4. Induction and Orientation

Overview

Nova Newcastle Ltd Alternative Provision recognises that the start of a placement is a critical point in a learner’s educational journey. A clear, structured induction process supports engagement, attendance, safeguarding, and understanding of expectations from the outset.

The induction and orientation process is educational in focus and designed to ensure that learners feel informed, supported, and able to access learning safely and positively.

Induction Process

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All learners attending Nova Newcastle Ltd Alternative Provision will take part in a structured induction process tailored to their individual needs, age, and understanding.

The induction process includes:

- A personalised induction timetable
- Orientation to the site, including health and safety arrangements
- Clear explanation of behaviour expectations and boundaries
- Safeguarding briefing, including how to raise concerns and who to speak to
- Attendance expectations and monitoring arrangements
- Explanation of routines, learning sessions, and support structures

This information is delivered in a clear, accessible manner to support understanding and consistency.

Learner Information and Guidance

Learners are provided with a **Learner Induction Pack**, which contains key information to support engagement and clarity. This may include:

- A learner-friendly guide to the provision
- Behaviour expectations and rewards/consequences
- Safeguarding and complaints information
- Online safety and device use guidance
- Attendance expectations

Materials are presented in formats appropriate to the learner's communication needs.

Commencement of Attendance

On commencement of attendance, staff will implement the agreed induction arrangements and provide consistent educational and pastoral support appropriate to an Alternative Provision setting.

Staff will:

- Reinforce routines and expectations
- Support the learner to engage with learning activities
- Monitor attendance, behaviour, and engagement closely
- Identify any early concerns or support needs

This approach promotes clarity, structure, and stability during the initial period of attendance.

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Permitted Items and Safeguarding

Checks of permitted personal items brought onto site are carried out in line with safeguarding, health and safety, and behaviour policies.

Any restrictions or expectations regarding items are explained clearly to learners to ensure transparency and understanding.

Ongoing Induction Support

Induction is viewed as an ongoing process rather than a single event.

During the initial period of attendance, staff will continue to:

- Check understanding of expectations and routines
- Provide clarification and reassurance where needed
- Monitor engagement and wellbeing
- Adjust support arrangements where appropriate

Any emerging concerns are addressed promptly and, where necessary, shared with commissioning bodies in line with agreed communication arrangements.

5. Assessments

Overview

At Nova Newcastle Ltd Alternative Provision, assessment is central to understanding each learner's educational needs, barriers to engagement, strengths, and risks. Assessments are used to inform effective planning, targeted support, and measurable progress while ensuring safeguarding remains robust and proportionate.

Assessment processes are educational in focus, learner-centred, and responsive, and are aligned with Department for Education and Ofsted guidance for Alternative Provision.

Purpose of Assessment

The purpose of assessment is to:

- Establish accurate educational baselines

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- Identify learning gaps and engagement barriers
- Inform appropriate support strategies and reasonable adjustments
- Support behaviour management and safeguarding planning
- Enable progress tracking and review
- Inform reintegration or transition planning

Assessments are not static and are reviewed and updated as learners' needs evolve.

Stages of Assessment

Assessment takes place in two structured stages:

1. **Initial Assessment and Baseline**
2. **Ongoing and Review Assessment**

Initial Assessment and Baseline

On intake, all learners will complete an initial assessment process to establish a clear baseline.

This includes:

- Academic baseline assessment to identify current attainment and learning gaps
- Assessment of engagement, motivation, and learning style
- Review of attendance history and patterns
- Behavioural presentation and known triggers
- Safeguarding considerations and identified risks
- SEN needs and EHCP requirements (where applicable)

Information is gathered through observation, assessment activities, professional discussion, and review of referral documentation.

The outcomes of the initial assessment directly inform the learner's **Individual Learning and Support Plan (ILSP)**, behaviour strategies, and attendance planning.

Safeguarding and Risk Assessment

Safeguarding considerations are embedded throughout the assessment process.

Risk assessments are informed by:

- Known safeguarding concerns
- Behavioural risks

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- Contextual and environmental factors
- The learner’s presentation within the provision

Risk management measures are proportionate, reviewed regularly, and updated in response to changes in presentation or circumstance.

Ongoing Assessment and Monitoring

Assessment is continuous and embedded in daily practice.

Ongoing assessment considers:

- Progress against academic and engagement targets
- Attendance and punctuality
- Behaviour and regulation
- Effectiveness of support strategies
- Emerging needs or risks

Staff observations, learner feedback, and data are used to inform timely adjustments to planning and support.

Review and Update of Assessment Information

Assessment information is reviewed at agreed intervals and whenever there is a significant change in:

- Engagement or attendance
- Behaviour or wellbeing
- Safeguarding concerns
- Educational need

Updates are reflected in the learner’s ILSP, Behaviour Support Plan, and risk assessments, ensuring documentation remains accurate and responsive.

Learner Involvement

Learners are encouraged and supported to contribute to assessment and review processes in ways that are appropriate to their age, understanding, and communication needs.

This may include:

- Discussion of progress and targets

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- Feedback on support strategies
- Reflection on what helps or hinders learning

Learner voice informs planning and supports engagement and ownership of learning.

Information Sharing and Record Keeping

Assessment outcomes are recorded clearly and securely in line with data protection requirements.

Relevant information is shared with commissioning bodies, schools, and professionals on a need-to-know basis to support coordinated planning, review, and transition.

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6. Individual Learning, Support and Review

At Nova Newcastle Ltd Alternative Provision, all learners are supported through a structured, responsive planning and review process that ensures their educational, behavioural, and wellbeing needs are clearly identified, consistently met, and regularly reviewed.

The purpose of this process is to promote engagement, progress, positive behaviour, and successful reintegration or transition by providing clear expectations, targeted support, and meaningful opportunities for learners to succeed.

Planning and review processes are learner-centred, trauma-informed, and proportionate to risk and need, while remaining aligned with commissioning arrangements and statutory guidance.

Individual Learning and Support Planning

Upon admission, each learner will have an Individual Learning and Support Plan (ILSP) developed using information from referral documentation, baseline assessments, and early observations.

The plan will set out:

- The learner's educational starting points and learning needs
- Behavioural presentation, triggers, and agreed support strategies
- Attendance expectations and any agreed flexibilities
- Safeguarding considerations and risk management measures
- Social, emotional, and wellbeing support arrangements
- Clear short- and medium-term targets linked to engagement, progress, and reintegration

Where a learner has an Education, Health and Care Plan (EHCP), the ILSP will reflect the outcomes, provision, and strategies outlined within the EHCP and support delivery of agreed statutory provision.

Plans are written in clear, accessible language and shared with relevant staff to ensure consistency and clarity in daily practice.

Behaviour and Pastoral Support

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Where required, learners will have an agreed Behaviour Support Plan that outlines proactive strategies, de-escalation approaches, and positive behaviour reinforcement aligned with the provision's behaviour policy.

The focus is on:

- Supporting regulation and engagement
- Reducing barriers to learning
- Promoting responsibility, self-awareness, and resilience

Behaviour support strategies are reviewed regularly and adapted in response to the learner's progress, presentation, and feedback.

Learner Voice and Participation

Learners are actively encouraged and supported to contribute to their planning and review process in ways that are appropriate to their age, understanding, and communication needs.

This may include:

- One-to-one key or pastoral sessions
- Informal feedback discussions
- Review meetings where appropriate

Learners' views, wishes, and feelings are recorded and considered as part of all planning decisions, ensuring that support remains meaningful and responsive.

Review and Monitoring

All Individual Learning and Support Plans are reviewed regularly to ensure they remain relevant, effective, and proportionate to need.

Reviews consider:

- Educational engagement and progress
- Attendance and punctuality
- Behaviour and wellbeing
- Safeguarding concerns or emerging risks
- Progress towards reintegration or transition goals

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Formal reviews are undertaken at agreed intervals with the commissioning body, school, or local authority, and more frequently where risk, need, or placement stability requires it.

Any changes to support arrangements, timetables, or strategies are clearly documented and communicated to relevant parties.

Multi-Agency Working

Nova Newcastle Ltd Alternative Provision works collaboratively with commissioning schools, local authorities, parents or carers (where appropriate), and relevant professionals to ensure a coordinated and consistent approach to learner support.

Information sharing is timely, proportionate, and in line with data protection and safeguarding requirements.

This partnership approach supports positive outcomes, placement stability, and successful transitions.

Preparation for Transition

Planning for transition begins at the earliest appropriate stage and is embedded within the learner's Individual Learning and Support Plan.

This may include preparation for:

- Reintegration into mainstream or specialist education
- Transition to another alternative provision
- Progression into post-16 education, training, or employment

Transition planning focuses on building readiness, confidence, and continuity, ensuring that learners are supported to move forward positively and safely.

Quality Assurance

The Head of Provision is responsible for overseeing the quality and effectiveness of planning and review processes, ensuring they meet statutory guidance, commissioning expectations, and Ofsted standards.

Learning, behaviour, attendance, and safeguarding data are used to inform ongoing improvement and ensure that support remains robust, consistent, and outcomes-focused.

7. Transition and Exit from Provision

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Overview

Nova Newcastle Ltd Alternative Provision recognises that transitions out of the provision are a critical stage in a learner’s educational journey. All transitions are planned, managed, and reviewed to promote continuity, safeguarding, and positive next steps wherever possible.

The purpose of this section is to ensure that exits from the provision are educationally appropriate, safeguarding-led, and clearly evidenced, whether planned or unplanned.

Planned Transitions

Wherever possible, transitions from Nova Newcastle Ltd Alternative Provision are planned and collaborative.

Planned transitions may include:

- Reintegration into mainstream or specialist education
- Transfer to another alternative provision
- Progression into post-16 education, training, or employment

Transition planning is embedded within the learner’s Individual Learning and Support Plan (ILSP) and is developed in partnership with commissioning bodies, schools, local authorities, and other relevant professionals.

Planned transition arrangements include:

- Agreed timelines and target dates
- Preparation for changes in routine or setting
- Information sharing to support continuity of education and safeguarding
- Review of progress and readiness for transition

Learners are supported to understand upcoming changes in an age-appropriate and transparent manner, with opportunities to express their views and concerns.

Unplanned or Risk-Led Transitions

In exceptional circumstances, an unplanned transition may be required due to safeguarding concerns, significant risk, or a breakdown in the suitability of the placement.

Unplanned transitions are only considered where:

- Risk to the learner or others cannot be safely managed within the provision, and

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- All reasonable strategies and adjustments have been explored

Where an unplanned transition is necessary:

- The commissioning body is informed without delay
- Relevant professionals are consulted as appropriate
- Safeguarding responsibilities remain the primary consideration
- Decisions and actions are clearly recorded

The provision works collaboratively to ensure that transitions are managed as safely and proportionately as possible.

Exit Procedures

When a learner exits the provision, Nova Newcastle Ltd Alternative Provision will ensure that:

- Relevant educational, attendance, behaviour, and safeguarding information is shared appropriately
- Records are completed and stored in line with data protection requirements
- Any agreed handover information is provided to support continuity

Exit processes are professional, structured, and focused on supporting the learner's next educational step.

Learner Support During Transition

Throughout the transition or exit process, learners are supported to understand what is happening and what to expect next.

Support is proportionate and appropriate to the learner's needs and may include:

- Review discussions focused on progress and achievements
- Preparation for new routines or expectations
- Clear communication regarding timelines and next steps

This approach supports dignity, clarity, and consistency during periods of change.

Quality Assurance and Oversight

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The Head of Provision is responsible for overseeing all transitions and exits from the provision, ensuring that decisions are justified, recorded, and aligned with statutory guidance and commissioning arrangements.

Transition data and outcomes are reviewed as part of ongoing quality assurance and improvement processes.

8. Roles and Responsibilities

Clear roles and responsibilities ensure that admissions, assessment, planning, support, and transitions at Nova Newcastle Ltd Alternative Provision are delivered safely, consistently, and in line with statutory guidance and commissioning expectations.

All staff are expected to understand and discharge their responsibilities in accordance with this policy, safeguarding requirements, and the provision's wider governance framework.

Head of Provision

The Head of Provision has overall responsibility for the effective implementation of this policy and for ensuring that practice within the provision meets statutory guidance and Ofsted expectations.

Responsibilities include:

- Oversight of admissions, transitions, and exits from the provision
- Ensuring robust pre-admission decision-making and gatekeeping
- Leadership of safeguarding arrangements and risk management
- Oversight of assessment, planning, review, and transition processes
- Ensuring appropriate staff capacity, skills, and training
- Quality assurance, record-keeping, and compliance monitoring
- Acting as the primary point of accountability for commissioning bodies and inspectors

Senior Leaders / Designated Safeguarding Lead (DSL)

Senior leaders and the Designated Safeguarding Lead are responsible for ensuring that safeguarding is embedded throughout all stages of a learner's journey.

Responsibilities include:

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- Oversight of safeguarding concerns, referrals, and risk management
- Ensuring safeguarding information informs admissions, planning, and transitions
- Supporting staff to identify and respond to safeguarding concerns
- Liaison with external agencies where required
- Ensuring safeguarding records are accurate, secure, and up to date

Teaching and Support Staff

Teaching and support staff are responsible for implementing the day-to-day elements of this policy through consistent, professional practice.

Responsibilities include:

- Delivering education in line with agreed plans and expectations
- Supporting learner engagement, attendance, and behaviour
- Contributing to assessment, monitoring, and review processes
- Recording concerns, progress, and incidents accurately and promptly
- Upholding safeguarding responsibilities and reporting concerns without delay
- Supporting transitions through clear communication and consistent practice

Designated Pastoral / Learner Support Staff

Where designated pastoral or learner support roles are in place, these staff are responsible for coordinating support and acting as a consistent point of contact.

Responsibilities include:

- Supporting learners to understand routines, expectations, and targets
- Monitoring engagement, wellbeing, and behaviour
- Supporting communication between learners, staff, and commissioning bodies
- Contributing to reviews, transitions, and planning discussions
- Escalating concerns in line with safeguarding and behaviour procedures

Commissioning Bodies (Local Authorities, Schools, Academies)

Commissioning bodies retain responsibility for:

- Providing accurate and timely referral information
- Sharing safeguarding, SEN, and risk information
- Participating in planning, review, and transition discussions

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- Monitoring outcomes against agreed objectives
- Ensuring appropriate commissioning, funding, and oversight arrangements

Parents and Carers (Where Appropriate)

Where appropriate and in line with commissioning arrangements, parents and carers are supported to:

- Engage in planning and review processes
- Share relevant information that supports the learner's education and wellbeing
- Contribute to transition planning

All Staff

All staff working within Nova Newcastle Ltd Alternative Provision have a shared responsibility to:

- Act in the best interests of learners
- Uphold safeguarding and professional standards
- Follow this policy and related procedures
- Raise concerns promptly and appropriately

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9. Monitoring and Review

This policy will be reviewed annually, however incidents related to admissions, assessments and transition will serve as learning opportunities for the team, influence future planning and may require a review and update of this document. Also changes to legal framework or best practices may influence a review of this policy. The effectiveness of this policy will be evaluated through feedback from learner staff and professionals and will be used to improve practice.

Findings from monitoring activities are used to inform quality assurance, staff development, and continuous improvement.

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APPENDIX 1: EQUALITY IMPACT ASSESSMENT

The organisation aims to design and implement policies and procedures that meet the diverse needs of our service and workforce, ensuring that none are placed at a disadvantage over others, in accordance with the Equality Act 2010. Consideration has been given to the impact this policy might have with regard to the individual protected characteristics of those to whom it applies.

In an Alternative Provision setting, consideration must also be given to the impact of policies and practice on **children and young people**, many of whom may be vulnerable learners, have SEND, experience trauma, or be at increased risk of exclusion or discrimination.

Consideration has been given to the impact this policy might have with regard to the individual protected characteristics of those to whom it applies, including both **staff and pupils/learners**, parents/carers, and wider stakeholders.

Ref #	Question	Yes	Comments
		No	
		N/A	
1	Does the document/guidance affect one group less or more favourably than another on the basis of:	No	
	Age	No	
	Race/Ethnic origins (including Gypsy, Roma and Traveller)	No	
	Sex (man or woman)	No	
	Gender Reassignment	No	
	Pregnancy/Maternity	No	

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	Religion or Belief	No	
	Sexual orientation including lesbian, gay and bisexual people	No	
	Marriage/Civil Partnership	No	
	Disability - learning disabilities, physical disability, sensory impairment and mental health problems	No	
	Carers	No	
2	Is there any evidence that some groups are affected differently?	No	
3	If you have identified potential discrimination, are there any exceptions valid, legal and/or justifiable?	No	
4	Is the impact of the document/guidance likely to be negative?	No	
5	If so, can the impact be avoided?	N/A	
6	What alternative is there to achieving the document/guidance without the impact?	N/A	
7	Can we reduce the impact by taking different action?	N/A	
8	Does this policy impact pupils with SEND, SEMH needs or Education, Health and Care Plans (EHCPs)?	No	
9	Could this policy lead to disproportionate behaviour sanctions, exclusions or barriers to reintegration for any protected group?	No	
10	Does this policy ensure reasonable adjustments are made so disabled pupils and staff can access education, support and services fairly?	Yes	

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11	Does this policy promote inclusion and belonging for pupils who may experience discrimination, bullying or peer-on-peer abuse linked to protected characteristics?	Yes	
12	Does this policy support safeguarding duties, including protection from discriminatory bullying, online harassment and peer-on-peer abuse?	Yes	
13	Are there any barriers for parents/carers from diverse backgrounds (e.g., language, culture, disability) in accessing information or engaging with the organisation?	No	
14	Does this policy promote equality of opportunity in curriculum access, support planning and learner voice?	Yes	
15	Have pupils' individual vulnerabilities been considered, including those who are Looked After, Previously Looked After, or known to social care?	Yes	

For advice in respect of answering the above questions, or if a potential discriminatory impact has been identified, please contact the Designated Safeguarding Lead (DSL) or Equality and Diversity Lead.

Names and Organisation of Individuals who carried out the Assessment: Please give contact details.	Date of the Assessment
Name & Job Title: : Rhea Marwaha, Director	15.04.2026

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