

POLICY TITLE	Admissions Policy
VERSION NUMBER	1.1
APPROVAL DATE	22/06/2026
EFFECTIVE DATE	11/11/2024
POLICY AUTHOR	Hollie McFarlane/Rob Hughes
REVIEW DATE	31/07/2027
APPROVED BY	Vanessa Leach/Rob Hughes
STATUS	Revised
DISTRIBUTION	All company
REVIEW CYCLE	Annual

DETAILS OF POLICY UPDATES

DATE	DETAILS
------	---------

CONTENTS

CONTENTS.....	1
1 Introduction	2
2 Purpose	2
3 Scope	3
4 Related policies	3
5 Roles and responsibilities.....	3
5.1 Tute senior leadership team (SLT)	3
5.2 Tute operations team	4
5.3 Referring partners (Schools, Local Authorities, and Other Educational Bodies)	4
5.4 Parents and carers	5

5.5	Students	5
6	Admissions policy	5
6.1	Admissions register	5
6.2	Provision notifications.....	6
6.3	Admissions criteria.....	6
6.4	Admissions process	7
6.5	Attendance monitoring and compliance	8
6.6	Inclusion and SEND support.....	9
6.7	Transition and exit process	10
7	Exceptional circumstances and exclusion	10
8	Annual review	11

1 Introduction

Tute’s admissions policy is designed to provide a clear, structured, and transparent process for enrolling students, ensuring that they receive the educational support best suited to their circumstances.

This policy aligns with online education accreditation scheme (OEAS) standard 4.7 and UK educational regulations, ensuring compliance with best practices in maintaining structured admissions and attendance registers. It also establishes our approach to working with local authorities, schools, non-mainstream settings, and parents to facilitate a smooth transition into our provision while safeguarding student welfare.

By maintaining robust admission processes, we uphold our mission of providing alternative and supplementary education that meets the individual needs of students who require additional support, whether due to SEND, health conditions, exclusions, or other personal circumstances. Designed with flexibility and accessibility at its core, this policy ensures a structured, transparent admissions process.

2 Purpose

This policy ensures that Tute provides a fair, transparent, and structured admissions process. It defines eligibility criteria, outlines procedures for maintaining admissions and attendance records, and ensures compliance with safeguarding and attendance regulations.

3 Scope

This policy applies to:

- All students enrolled in Tute as their main or only source of education, particularly those receiving 18 or more hours of provision per week enrolled onto Tute's Key Stage 4 Shared Courses curriculum.
- Students accessing Tute as a supplementary or part-time provision.
- Schools, local authorities, and other educational partners referring students to Tute.
- Tute staff responsible for processing admissions, maintaining attendance records, and ensuring compliance with safeguarding regulations.

4 Related policies

This policy should be read in conjunction with the following:

- Safeguarding policy
- Attendance policy
- Risk assessment policy
- Risk management policy
- Student health and safety policy
- Communication policy
- GDPR and privacy policy
- Online safety policy

5 Roles and responsibilities

The following outlines the key roles and responsibilities within Tute's admissions process:

5.1 Tute senior leadership team (SLT)

The SLT is responsible for:

- Ensuring that the admissions process is fair, transparent, and aligned with OEAS Standard 4.7.
- Overseeing policy compliance, including safeguarding, data protection, and educational regulations.

- Monitoring and evaluating the effectiveness of the admissions process, making improvements where necessary.
- Supporting strategic decisions on student admissions, particularly for students requiring additional support.
- Ensuring that risk assessments are considered in the admissions process and that safeguarding is a priority.

5.2 Tute operations team

The operations team is responsible for:

- Maintaining an admissions register for students receiving over 18 hours of provision per week enrolled onto the Shared Courses curriculum.
- Processing referrals and ensuring that all required student data is collected and securely stored in compliance with GDPR and data protection laws.
- Providing risk assessment templates to referring partners and ensuring that necessary safeguarding measures are in place.
- Ensuring students have technical access to lessons and resolving any enrolment-related queries.

5.3 Referring partners (Schools, Local Authorities, and Other Educational Bodies)

Referring partners are responsible for:

- **Submitting complete and accurate referral documentation**, including EHCPs, attendance records, IEPs, and safeguarding information where applicable.
- Conducting a risk assessment before enrolment and confirming that appropriate safeguards are in place for students learning from home.
- Ensuring that students have the necessary technical access and support to engage in online learning.
- **Monitoring attendance and engagement** and working with Tute to address any concerns that arise.
- Supporting students in their transition to and from Tute, ensuring continuity of education.

5.4 Parents and carers

Where applicable, parents and carers are responsible for:

- **Providing a suitable home learning environment** that allows the student to engage effectively in lessons.
- Ensuring the student has access to a laptop, tablet, or mobile device with a stable internet connection.
- Supporting the student's engagement in lessons and addressing any attendance concerns raised by Tute or the referring partner.
- Raising any safeguarding or well-being concerns with the referring partner or Tute's safeguarding team as appropriate.

5.5 Students

Students are responsible for:

- Attending lessons on time and engaging with their learning.
- Following Tute's communication expectations and online safety guidelines.
- Reporting any technical issues, safeguarding concerns, or barriers to engagement to a responsible adult or Tute staff member.

6 Admissions policy

6.1 Admissions register

Tute maintains a formal admissions register for students who access Tute's Key Stage 4 Shared Courses as their main or only source of provision, and who receive over 18 hours of provision per week. This register includes:

- **Full name** of the student
- **Date of birth**
- **Gender**

- **Parent/guardian contact details**, including at least one emergency contact
- **Home address**
- **Date of admission**
- **Date of withdrawal** (if applicable)
- **Previous school details**, where applicable

This register is securely maintained and updated in accordance with data protection regulations.

For students accessing Tute as a supplementary or part-time provision, records are maintained on the Tute platform, in coordination with referring partners, to ensure appropriate information sharing including tracking of progress, engagement and attendance.

6.2 Provision notifications

Local authorities, schools, and non-mainstream settings request student enrolments and withdrawals from Tute's provision. When a student is added or removed from provision that meets the admissions register criteria, Tute will confirm the change with the commissioning body and update the admissions register accordingly.

6.3 Admissions criteria

Tute accepts students aged 5-18 residing in the UK, referred by an educational partner (school, local authority, non-mainstream or parent). Eligible students include those who:

- Require alternative provision due to SEND, whether or not they have an EHCP.
- Have medical, emotional, or social needs preventing regular attendance at a mainstream school.
- Require short-term or long-term alternative education due to exclusions or other circumstances.
- Need additional academic support to bridge learning gaps or enhance attainment in specific subjects.

6.4 Admissions process

Tute follows a structured and detailed admissions process to ensure smooth enrolment and integration, catering to each student's specific educational and support needs.

1. **Initial enquiry and consultation:** Schools, local authorities or parents/carers can initiate the referral process. During the initial consultation, Tute discusses the student's background, learning requirements, and any additional support needed.
2. **Referral submission:** The referring partner completes Tute's booking form and provides relevant documentation, including EHCPs (if applicable), attendance records, IEPs, safeguarding information, and any other relevant details that support an informed decision.
3. **Assessment and eligibility check:** Tute reviews the submitted documents to determine eligibility and ensure that the provision can meet the student's educational and well-being needs. As part of the enrolment process, Tute seeks confirmation from the referring partner that a risk assessment has been completed. If a risk assessment has not been undertaken, Tute strongly recommends one to identify potential safeguarding, engagement, and accessibility risks. To support this, Tute provides a structured risk assessment template for partners to complete, ensuring key risks are assessed before the student begins learning with Tute. This allows for appropriate support measures to be put in place from the outset. This ensures that any necessary measures are in place before the student begins their learning with Tute.
4. **Agreement and planning:** Once eligibility is confirmed, a tailored learning plan is then developed, incorporating subject choices, intervention strategies, and any additional support requirements such as SEND accommodations or well-being support.
5. **Technical and access setup:** Before starting lessons, students and parents/carers are introduced to the **student hub** ([student hub](#)) and **parent hub** ([parent hub](#)), which are also accessed for ongoing support. Students access their timetable and lessons through Tute's platform and are provided with unique login details. They can access their lessons using a laptop, tablet, or mobile phone, requiring only a stable internet connection.

6. **Onboarding and induction:** Students and parents/carers can have the opportunity to participate in an induction session to familiarise themselves with the virtual learning environment, lesson expectations, and the support available, if agreed with commissioning bodies. This session ensures that they feel confident navigating the platform and engaging with their teachers and peers.
7. **Ongoing review and communication:** Once enrolled, Tute maintains open communication with referring partners to monitor progress, attendance, and engagement. Adjustments to the learning plan are made as necessary to ensure the student receives the most effective support throughout their time with Tute.

6.5 Attendance monitoring and compliance

Tute's attendance register is managed through a live data platform that tracks every lesson a student is enrolled in. Attendance is recorded as:

- **On-time** – student arrives promptly at the start of the lesson.
- **Late** – student arrives more than five minutes after the lesson begins.
- **Absent** – student does not attend the lesson.

The system automatically notifies nominated contacts when a student is more than five minutes late or absent. This ensures that non-attendance is addressed promptly and referring partners can take necessary action.

Ongoing attendance monitoring includes:

- **Identifying trends** – patterns of absenteeism or lateness are continuously reviewed to detect students who may need additional support.
- **Interventions for persistent absence** – when a student repeatedly misses or arrives late to lessons, Tute collaborates with referring partners to implement targeted interventions. These may include:
 - Additional engagement strategies to increase participation.
 - Welfare checks to assess barriers to attendance.
 - Adjustments to learning plans to improve re-engagement.

Attendance reporting and communication:

- Referring partners receive regular attendance reports and can access student attendance, progress and engagement across all lessons at any time via the Parent portal.
- If an absence remains unexplained, referring partners may be contacted to follow up and take appropriate safeguarding action.

Flexible attendance tracking:

- Students with medical needs or SEND may have adapted attendance expectations.
- Individual attendance plans can be arranged with the referring partner to reflect the student's circumstances.

Real-time attendance tracking helps ensure full engagement and immediate intervention where necessary, maintaining high levels of student participation and safeguarding.

6.6 Inclusion and SEND support

Tute cannot be directly named as a provider on an EHCP (section I), as statutory responsibility for the plan remains with the student's physical school or local authority. This ensures stability and continuity in meeting a child's needs. Instead, Tute operates as an alternative provision supporting the named provider and family to help meet EHCP outcomes, often by delivering a structured curriculum tailored to the student's individual requirements.

Tute is committed to inclusive education by offering:

- **Personalised learning plans** for all students, ensuring their individual needs are met.
- **Small group and one-on-one tutoring** to provide targeted support where needed.
- **Interactive and differentiated lesson approaches** designed to enhance accessibility for all learners.
- **Ongoing pastoral and well-being support** to promote student engagement and emotional resilience.

6.7 Transition and exit process

Tute provides structured support for students transitioning back into mainstream education or moving on to another provision. Our reintegration approach ensures that students remain engaged in learning while developing the confidence and skills needed to succeed in their next educational setting.

- **Flexible reintegration plans:** Tute works with referring partners to design a transition plan tailored to each student's needs. This may include reducing online lessons gradually as students reintegrate into a school environment.
- **Steps to School programme:** This enrichment initiative supports students in developing social skills, emotional resilience, and confidence, ensuring they are prepared for face-to-face learning.
- **Academic and pastoral support:** Students receive ongoing guidance to maintain their progress and engagement during the transition process. Teachers and mentors provide reassurance and targeted learning support where needed.
- **Exit reporting:** A final report detailing student progress, achievements, and recommendations is provided to referring partners to ensure a smooth handover to the next educational setting.

By maintaining a strong focus on education and well-being, Tute ensures that students experience a seamless transition while continuing to thrive academically and socially.

7 Exceptional circumstances and exclusion

Tute is committed to supporting all students in achieving positive outcomes through clear expectations, structured interventions, and collaboration with partners. Permanent deregistration or exclusion is not a typical course of action, as our approach prioritises support and intervention to help students re-engage successfully. This may be a change in provision, offering one-to-one lessons, or adapt provision further to meet requirements. Tute will only exclude students where there is a serious safeguarding concern.

However, in rare and extreme cases, where all reasonable strategies have been exhausted, it may be necessary to discuss further with our partners. If a partner believes that permanent deregistration is in the student's best interests, Tute will:

- Provide guidance and recommendations to ensure the decision is made in alignment with the student's welfare.
- Offer support in exploring alternative options in provision where appropriate.
- Ensure that the integrity of the learning environment is maintained for all students.

This process will always be handled with careful consideration, fairness, and collaboration, ensuring that the best possible outcome is reached for both the student and the wider learning community.

8 Annual review

This policy is reviewed annually to ensure it aligns with OEAS and national education standards, taking into account any legislative updates or procedural refinements.