



Positive Progress Tuition

Admissions and Induction Policy

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Review date	Changes made	Reviewed by	Information shared
Sept 2026			

Positive Progress Tuition
41A Mill Lane
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1. Mission Statement

Our mission is to provide all students with a unique and bespoke learning journey that develops their personal, social, emotional and academic skills to enable them to unlock their true potential and lead meaningful, happy lives.

2. Our Facilities

Positive Progress is situated across two sites. One in Widnes and one in West Derby.

The **Widnes Centre** is situated in Ditton, Widnes and is comprised of 7 classrooms.

The teaching spaces include:

- A food technology classroom to the rear of the building, which is also used by the students during their break times.
- A large sized classroom located at the front of the building. This is a multi-use space for IT, Art and Design, and larger group work. This also contains a library. Next to this room is a toilet, the safe exam room, and storage rooms.
- Five separate classrooms are in the centre of the building, accessed through the reception, that has a WC and small staff kitchen area. These classrooms are utilised for small groups, individual sessions or time out rooms.

The **West Derby Centre** is in West Derby Village in Liverpool, in which teaching and learning occurs over two of three floors.

The building is organised as follows:

- The ground floor houses the admin office and reception, next to which are the ladies and gents toilets.
- On the first floor there are three classrooms, one of which is a multi-use room for food tech, as well as academic lessons. There is also a staff kitchen
- The second floor (attic) is a medium-sized space where art can be taught. It is used also for mindfulness and has a store room.

Both centres are well situated for road and bus links into Widnes and Runcorn and Liverpool, and both sites are within walking distance of local amenities. Both sites have a car park.

3. Admission Criteria

Positive Progress can accommodate up to 15 students of mixed gender, aged between 11 - 18 years, upon admission. This applies to both centres.

The dynamics and balance of the other students will always be a consideration in any admission/discharge situation.

Referrals to Positive Progress are usually made directly by a school or by local authorities, via email at admin@positive-progress.co.uk, or via phone on 0151 226 2749. At this stage, Positive Progress will receive relevant information to make an initial decision, as to the likelihood Positive Progress is able to meet the student's needs, and therefore determine whether to proceed with the referral, either immediately or after further consultation.

Students will not be placed in our centres, even in emergency situations, without careful consideration by the admissions panel. There must be a positive decision that the placement can best meet the identified needs of the student, to ensure an adequate program can be provided.

The following criteria will be considered:

- Which are the needs of the student?
- Can the student's needs be met?
- Is the student age appropriate for Positive Progress?
- Is there an agreed and viable plan for the students short to medium term placement?
- Is the physical layout and daily structure appropriate for the student's abilities and level of understanding?
- The extent to which the wishes and views of the student and their parents (or those with parental responsibility) have been obtained and acted upon, i.e., if the student or parents are unsure or unhappy about the proposed placement, have alternatives been actively sought?
- Has funding for the placement been agreed?

4. Admission Process

If, after the previous criteria and factors have been considered, it is agreed that Positive Progress may be a suitable placement for a student, an induction and admission plan will be drawn up. This plan will usually consist of the following stages:

1. **Centre visit.** The prospective student accompanied by their parents/carers/close appropriate family member and/or Social

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Worker/Education Officer visit the centre. This meeting is designed to both assess the suitability of the placement and ensure the transfer of all relevant information.

2. **Submission of Application.** A referral form and risk assessment (see in the **Appendix**) will be sent to the referring body to be completed before the panel agrees to make a placement offer.

Positive Progress will require:

- Previous assessments of the student's needs, either educational, social, or emotional.
 - A copy of the student's latest Education, Health and Care Plan (EHCP)
 - Medical reports (if applicable)
 - Behavioural and support plans
 - Any other relevant documentation
3. **Panel Review and Decision.** The admissions panel (note: the panel is constituted by the senior leadership team, the SENDCO and the centre managers of the two Positive Progress centres) will then:
 - Agree a place for the student, or
 - Agree a trial, due to some behavioural concerns, or
 - Agree a place but as a 2:1 ratio due to specific needs (this will incur an increased fee), or
 - Agree but only if accompanied by a care worker (usually extreme cases or emergency cases), or
 - Refuse a place based on being unable to meet this student's needs

If successful, the following will be shared with the commissioner:

- The agreed support provisions
 - The start date and timetable
 - Copy of the Service Level Agreement, which includes the terms and conditions of the placement, and the fee structure and funding agreements
4. **Student Assessment meeting.** Students, if they have not already done so, will make an initial visit to the centre, usually during its working day. This will include a discussion of the student's needs and expectations and a full tour of the centre, in which they will meet the current students and

staff plus the centre manager. We request that the student visits Positive Progress accompanied by their parents/carers/close appropriate family member, and/or Social Worker/Education Officer.

5. **Transition Plan and Induction.** Once the placement is accepted, a phased integration will be discussed and agreed with the commissioner and parent/carer.
6. If students have anxieties regarding new placements and change of setting, we will initially invite them in when other students are not present to support their needs and view the centre before inviting them back with other students present in the centre.
7. **Ongoing Review and Support.** Regular progress reviews will be held with the local authority, parents/guardians, and any other relevant professionals to ensure the student's needs are met effectively. Adjustments to the support plan will be made as necessary.

5. Induction Process

Positive Progress fully accepts and understands that any move for a student is a traumatic experience, and that every effort must be made to welcome and reassure the young people on their arrival. As such we will try to ensure the following:

- That the student is introduced and welcomed by a senior member of staff
- That time is taken to explain to the student what will happen next
- That their immediate physical needs are met
- That other students are around where possible to welcome the new student

The induction process includes:

- All About Me booklet
- Health and Safety induction, including fire evacuation procedure
- Safeguarding procedures, including name of DSL and dDSL
- Personalised learning pathway/timetable
- Signing a behaviour contract, which outlines the expectations of all students
- Baseline assessments (see **Curriculum Policy** for more details)

Care is taken that this process is both informal and child centred. It is designed to reassure the students, not to confuse or pressurise them.

In most cases, a phased integration may be suitable in supporting a student to become settled. This will be determined on a case-by-case basis and, in all situations, any phased integration will be stepped up with a view to new students attending the requested time, and following their timetable after the first couple of weeks of admission. This approach is adopted based on most students' past experiences of education and, in a lot of cases, designed to bridge the gap from periods of non-attendance at previous placements to attending Positive Progress.

6. Fast Track Admissions

Positive Progress will always endeavour to admit a student in a planned way. However, the following emergency circumstances will be considered:

- A student has been moved into area for safeguarding reasons
- No other alternative appropriate placement can be found
- The present placement is deteriorating to such an extent that it is detrimental to the student's needs.

In these circumstances, the following procedure will apply:

1. Contact is normally made by phone through Positive Progress' Head of Provision. At this stage as much information as possible regarding the child/young person is required.
2. If it is possible to offer a placement, the student will be brought to visit and a meeting will be held to agree the short-term aims.
3. The placement and student will be closely monitored and, if required, the student will have a supporting adult with them.



Positive Progress Tuition Offer

Section 1: Student Information			
Name:	D.O.B:	School Year:	Gender:
Address:	Unique Learner Number:		
Parent/carer:	Mobile:		
Emergency contact person:	Mobile:		
Commissioning body: (School/SEN/Section 19/Virtual School)	Lead contact email and number:		
Current school:	Lead contact email and number:		
DSL name:	Email and contact number:		
DDSL name:	Email and contact number:		
Looked After Child: Y/N	Status: Accommodated/Care Order/Interim Care Order/Supervision Order/Ward of Court		
Number of hours requested per week. (maximum 15 minimum 10)			
Proposed start date:			
Proposed end date:			
What additional education will be provided when they are not with Positive Progress?			

Section 2: Student support information	Yes	No
No known SEND		
SEND support required (please provide further information)		
EHCP is in place (please send alongside this form)		



Positive Progress Tuition Offer

Are there any underlying health conditions we need to be aware of? (If yes please provide further information below.)		
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2A: Any other relevant information which will help support the student.

2B: Adverse Childhood Experiences and/or recent experiences that may impact on engagement or behaviour.

Section 3: Educational focus			
Subject	Qualification and exam board	Current Grade	Target Grade
English			
Maths			
Science			
Other subjects requested:			

Fees and payments: per hour plus VAT	
Positive Progress will invoice weekly for any services provided. As a small business we cannot accept students where fees are not being paid in a timely and regular manner. Therefore, our fees terms are 7 days from date of invoice.	
Main contact for invoicing:	
Email address for invoices:	

Parental Approval		
Are parents/carers fully aware of what provision is in place for their child? y/n (comments if appropriate)		



Positive Progress Tuition Referral Pack

Individual risk assessment

Name of Child:	Age / DOB:	Gender:	Ethnic Origin:
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Name of person completing this form:	Relationship to student:
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Potential Risk Areas:

On site ☐ Classroom ☐ Corridors ☐
 Toilet ☐ Kitchen ☐ Bus (Stop) ☐

<u>Risks:</u>	L	M	H	<u>Details</u>	<u>Action to minimise risk (referrer)</u>	<u>Action to minimise risk</u> (To be completed by Positive Progress)
Verbal aggression						
Threatening Behaviour						
Physical aggression towards pupils/staff						
Wandering off or absconding						
Offending behaviour (criminal behaviour such as property damage and possession of a weapon)						
Self-harming behaviour						

Positive Progress Tuition

West Derby: 41a Mill Lane, West Derby, L12 7HZ / Widnes: 298 Hale Road, Ditton, Widnes, WA8 8PX

Tel: 0151 226 2749 Mobile: 07782 553144 / 07804 880811



Positive Progress Tuition Referral Pack

Medical issues						
Substance/drug misuse						
Sexualised behaviour towards other children						
Sexualised behaviour towards adults						
Allegations						
Problems when transporting child						
Other:						
Activities to be avoided:				Other:		
Comments:						