

Liberty in the Wild Ltd – The Wilderness

Admissions & Induction Policy



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1. Introduction

Liberty in the Wild Ltd – The Wilderness is committed to providing high-quality, individualised educational opportunities for children and young people who may find it difficult to thrive within mainstream educational settings. Our Alternative Provision (AP) is designed to meet the diverse educational, social, emotional, behavioural, and wellbeing needs of students through a supportive, nurturing, and flexible learning environment.

We aim to provide meaningful educational experiences that build confidence, develop resilience, encourage positive relationships, and support students to re-engage with learning. Through personalised learning approaches, outdoor education, practical experiences, and therapeutic support where appropriate, Liberty in the Wild Ltd seeks to promote positive outcomes for every young person attending the provision.

This Admissions Policy outlines the principles, criteria, and procedures for admitting students to Liberty in the Wild Ltd. The policy is intended to ensure that admissions are managed fairly, consistently, transparently, and in the best interests of both the individual student and the wider provision.

The policy also supports effective partnership working between Liberty in the Wild Ltd, referring schools, local authorities, parents/carers, and other professionals involved in supporting the child or young person.

Liberty in the Wild Ltd operates as an Alternative Provision and does not replace a full-time school curriculum. Placements are designed to supplement, support, and re-engage students with education through personalised, therapeutic, and relationship-based approaches to learning.

2. Aims of the Admissions Policy

The aims of this policy are:

- To ensure that the admissions process is fair, transparent, consistent, and centred on the best interests of the child or young person.
- To provide clear and accessible admission criteria for referring schools, local authorities, parents and carers.

- To ensure placements are carefully considered to meet the individual educational, social, emotional, behavioural, and safeguarding needs of each student.
- To support positive outcomes by ensuring appropriate assessments, risk considerations, and support strategies are identified prior to admission wherever possible.
- To work collaboratively with referring schools, local authorities, parents/carers, and professionals throughout the admissions and induction process.
- To ensure Liberty in the Wild Ltd can provide a safe, supportive, and suitable environment for all students attending the provision.
- To promote equality of opportunity and prevent discrimination in accordance with the Equality Act 2010.

3. Admission Criteria

The Wilderness is designed to support children and young people who may benefit from an alternative educational environment.

Admission may be appropriate for students who:

- Are at risk of exclusion or have experienced exclusion from mainstream education.
- Have Special Educational Needs and Disabilities (SEND).
- Experience Social, Emotional and Mental Health (SEMH) needs.
- Present with behaviours that may act as barriers to learning within mainstream environments.
- Experience emotionally based school avoidance (EBSA) or attendance difficulties.
- Require a more flexible, nurturing, or therapeutic educational approach.
- Are part of vulnerable groups, including children in care, young carers, or young people who have experienced trauma or adverse life experiences.

4. Referral Process

Students may be referred to Liberty in the Wild Ltd – The Wilderness through:

- Referring schools
- Local authorities

- Parents/carers (usually in collaboration with the current school or local authority)

4.1 Referral Documentation

Referrals should be supported by relevant documentation where available, including:

- Completed referral forms
- Recent reports and attendance information
- SEND and EHCP information
- Risk assessments and behaviour support plans
- Pastoral or wellbeing support plans
- Safeguarding information
- Information from relevant professionals

5. Admission Process

5.1 Initial Assessment

Upon receipt of a referral, Liberty in the Wild Ltd will complete an initial assessment to determine whether the placement is appropriate and whether the provision can safely and effectively meet the student's needs.

This may include:

- Review of referral documentation
- Discussions with the referring school or local authority
- Meetings with parents/carers and the young person
- Assessment of educational, emotional, behavioural, and safeguarding needs
- Consideration of staffing, group dynamics, risk, and available support strategies

5.2 Decision-Making

Placement decisions will be based on:

- The suitability of the provision for the young person's needs
- Risk and safeguarding considerations
- Availability of appropriate staffing and support
- The impact on the existing cohort and learning environment

Liberty in the Wild Ltd reserves the right to decline a placement where it is determined that the provision cannot safely or appropriately meet the student's needs.

5.3 Offer of Placement

Where a placement is agreed, a formal offer letter will be issued outlining:

- Placement arrangements and start date
- Attendance expectations and timetable
- Placement objectives and support arrangements
- Behaviour and engagement expectations
- Relevant policies and procedures

5.4 Acceptance and Enrolment

- To accept the offer, the student and their parents/carers must sign and return the acceptance documentation included within the offer letter.
- A formal enrolment meeting will be arranged to complete any remaining documentation, discuss the student's individual needs and placement arrangements, and introduce the student to the staff, routines and learning environment.
- Individual support plans and placement objectives will be developed during the induction period in collaboration with the referring school, family, local authority and the young person where appropriate.
- These plans may include short-, medium- and longer-term targets linked to engagement, emotional wellbeing, attendance, reintegration, independence, EHCP outcomes and transition goals.
- Targets and support strategies will be reviewed regularly to ensure the provision continues to meet the young person's needs and promotes positive progress and engagement.

6. Induction

Following admission, students will take part in an induction programme designed to help them feel safe, welcomed, and supported within the provision.

The induction process aims to:

- Build positive relationships
- Reduce anxiety and uncertainty

- Support emotional regulation
- Introduce routines, expectations, and boundaries
- Promote engagement and belonging

The induction programme may include:

- A tour of the provision and outdoor learning spaces
- Introductions to key staff members
- Overview of routines, curriculum support and timetables
- Safeguarding, wellbeing and online safety information
- Discussions around interests, strengths and support needs
- Completion of baseline assessments, risk assessments and support planning

Some students may require a phased or gradual induction timetable to support successful transition into the provision. Induction arrangements will be adapted to reflect the individual needs of the young person.

7. Ongoing Review and Monitoring

The progress, wellbeing and engagement of each student will be monitored regularly to ensure the placement remains appropriate and supportive.

Reviews may consider:

- Attendance and engagement
- Emotional wellbeing and regulation
- Social communication and relationships
- Independence and resilience
- Progress towards agreed targets
- Reintegration or transition planning
- EHCP outcomes where applicable

Placement reviews will typically take place at least every six weeks unless an alternative arrangement has been agreed with commissioners or professionals.

Students will be encouraged to contribute to discussions regarding their progress, targets and aspirations wherever appropriate.

Liberty in the Wild Ltd is committed to collaborative working with families, schools, local authorities and professionals to support positive outcomes and effective transition planning.

8. Appeals

Where a referral is declined, the referring school, local authority, or parents/carers may appeal the decision in writing within 14 days.

Appeals will be reviewed by the senior leadership team and a final decision communicated within 14 days of receipt.

9. Safeguarding

Liberty in the Wild Ltd is committed to safeguarding and promoting the welfare of children and young people. Safeguarding considerations will remain central throughout the admissions, induction and review process.

All staff receive safeguarding training in line with statutory guidance.

10. Equal Opportunities

Liberty in the Wild Ltd is committed to promoting equality, inclusion, and diversity throughout all aspects of the provision. We believe that every child and young person should have fair and equal access to educational opportunities, support, and positive experiences, regardless of their background or individual circumstances.

Admissions decisions will be made fairly, consistently, and without discrimination on the grounds of race, ethnicity, culture, religion or belief, gender, gender identity, sexual orientation, disability, special educational needs, social background, family circumstances, or any other protected characteristic in accordance with the Equality Act 2010 and the provision's Equal Opportunities Policy.

Liberty in the Wild Ltd will make reasonable adjustments wherever possible to ensure that students with disabilities or additional needs are able to access the provision safely and successfully. The provision is committed to creating a respectful, inclusive, and supportive environment where all students feel valued, safe, and able to achieve their potential.

11. Review of Policy

This policy will be reviewed annually, or sooner where necessary, to ensure it remains compliant with current legislation, guidance, operational practice and the needs of our children and young people.

