

# Student Journey

## Admissions, Induction and Placement Pathways — Policy & Operational Reference

### Stabilise. Rebuild. Return.

Evolution Education provides two clear referral pathways into its Alternative Provision. Both pathways follow a structured admissions, induction and review process to ensure every student receives a safe, personalised and high-quality educational experience. This document sets out each pathway stage-by-stage, the THRIVE student intervention and progress meeting that drives ongoing support, and the intervention tracker and dashboard used to monitor every placement.

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## Pathway 1 — Direct School Referral

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1

### Referral

The referring school completes and submits an Evolution Education Internal Referral Form, providing all relevant educational, pastoral, safeguarding and behavioural information to support the referral.

#### Documentation includes:

- Evolution Education Referral Form
- Student information
- Attendance information
- Behaviour history
- SEND information (where applicable)
- EHCP documentation (where applicable)
- Safeguarding information
- Medical information
- Current risk information

2

### Admissions Review

Evolution Education reviews the referral to determine whether the placement is appropriate and whether the student's needs can be safely and effectively met. This includes consideration of:

- Educational needs
- Behaviour presentation
- Safeguarding
- Staffing requirements
- Available provision
- Risk management

**3**

### **Induction**

Once the placement is agreed, an induction meeting is arranged involving the student, parents/carers (where appropriate), the referring school and Evolution Education. The following documentation is completed:

- Home–Centre Agreement
- Student Induction
- Individual Risk Assessment
- Service Level Agreement (SLA)
- Consent documentation
- Initial baseline assessments

**4**

### **Individual Learning Plan (ILP)**

Following induction, an Individual Learning Plan (ILP) is developed to establish:

- Academic targets
- Attendance targets
- Behaviour targets
- Personal Development outcomes
- SEMH support
- Curriculum pathway
- Intervention plan

**5**

### **Placement Reviews**

Formal review meetings take place every 6–12 weeks throughout the placement. Reviews consider:

- Attendance
- Behaviour

- Academic progress
- Wellbeing
- Safeguarding
- Intervention impact
- Placement suitability
- Next steps

## **Pathway 2 — Local Authority Rapid Response Panel (100% Placement)**

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**1**

### **Referral**

Students referred through the London Borough of Barking & Dagenham Rapid Response Panel are accepted following Local Authority approval. Documentation received includes:

- Local Authority Referral Form
- Student Passport
- Educational information
- Behaviour information
- Safeguarding information
- Medical information
- SEND documentation
- Risk information

**2**

### **Admissions Review**

Evolution Education reviews all referral documentation and confirms the placement in partnership with the Local Authority and the named school.

**3**

### **Induction**

A structured induction meeting is undertaken with the student and relevant professionals. Documentation completed includes:

- Home–Centre Agreement
- Student Induction
- Individual Risk Assessment

- Baseline Assessments
- Consent documentation

**4**

### **Individual Learning Plan (ILP)**

An Individual Learning Plan (ILP) is produced following induction, setting out:

- Educational targets
- Behaviour objectives
- Attendance expectations
- Personal Development outcomes
- SEMH interventions
- Curriculum pathway
- Intended placement outcomes

**5**

### **Review Process**

#### **Key Stage 3 Placements**

Formal reviews take place every 6–12 weeks. In addition:

- Reintegration planning begins from Week 2
- Reintegration targets are reviewed regularly
- Close liaison is maintained with the referring school, parents/carers and Local Authority
- The reintegration plan is adapted according to student progress

#### **Key Stage 4 Placements**

Formal review meetings take place every 12 weeks, held with Evolution Education, Partner School, Parent/Carer and Local Authority (where appropriate). Review meetings consider:

- Attendance
- Academic progress
- Behaviour
- Personal Development
- Accreditation
- Destination planning
- Placement suitability
- Post-16 progression where appropriate

## Continuous Placement Monitoring

Throughout every placement, Evolution Education maintains ongoing monitoring through:

- Daily attendance monitoring
- Behaviour for Learning monitoring
- Safeguarding oversight
- Academic assessment
- Pastoral support
- Family engagement
- Multi-agency working
- Student voice
- Quality assurance reviews

## Student Journey Overview

| STAGE | DIRECT SCHOOL REFERRAL                             | RAPID RESPONSE PANEL PLACEMENT                                                                                                     |
|-------|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Referral received from school                      | Referral received from Local Authority                                                                                             |
| 2     | Admissions review                                  | Admissions review                                                                                                                  |
| 3     | Induction                                          | Induction                                                                                                                          |
| 4     | Home–Centre Agreement, Risk Assessment & SLA       | Home–Centre Agreement & Risk Assessment                                                                                            |
| 5     | Individual Learning Plan (ILP)                     | Individual Learning Plan (ILP)                                                                                                     |
| 6     | Review every 6–12 weeks                            | KS3: reviews every 6–12 weeks with reintegration planning from Week 2; KS4: reviews every 12 weeks with partner school and parents |
| 7     | Ongoing placement monitoring and quality assurance | Ongoing placement monitoring and quality assurance                                                                                 |

This format is suitable for inclusion in the Admissions Policy, Operational Handbook, School Improvement Plan, or as an inspection-ready process document for Independent School Status.

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## SECTION TWO

# THRIVE — Student Intervention and Progress Meeting

Tracking, Holistic Review, Intervention, Vulnerability & Evaluation

The THRIVE Meeting is repositioned as Evolution Education’s formal, evidence-driven Student Intervention and Progress Meeting — not a reactive discussion forum. Every discussion results in an action, an owner and a review date, the standard Ofsted, ISI and DfE inspectors expect from a well-led independent school.

### Rationale

The THRIVE Meeting is Evolution Education’s weekly multidisciplinary student intervention and progress meeting. Its purpose is to ensure that every student receives timely, coordinated and evidence-informed support through a structured cycle of assessment, intervention, review and accountability.

THRIVE provides a single forum in which educational, pastoral, behavioural, safeguarding and SEND information is brought together, enabling staff to identify emerging concerns early, monitor the effectiveness of interventions and ensure that no student is overlooked. Every student attending Evolution Education is allocated a named Key Worker who acts as the lead professional for coordinating support, monitoring progress and ensuring agreed actions are completed. The meeting promotes shared professional responsibility across the organisation and supports our commitment to providing inclusive, personalised and high-quality education for all learners.

### THRIVE contributes directly to:

- Student Progress
- Safeguarding
- Attendance
- Behaviour for Learning
- Personal Development
- SEND
- Mental Health & Wellbeing
- Reintegration
- Multi-agency Working
- Independent School Standards
- Quality Assurance
- Continuous Improvement

### Objectives

The THRIVE Meeting will:

- Ensure every student is reviewed weekly
- Identify emerging concerns at the earliest opportunity
- Allocate appropriate interventions
- Monitor intervention effectiveness
- Track attendance
- Monitor behaviour
- Monitor safeguarding
- Review academic progress
- Review EHCP provision
- Monitor Personal Development
- Allocate staff responsibilities
- Review external agency involvement
- Ensure statutory responsibilities are fulfilled
- Improve communication between departments
- Provide an auditable record of intervention

### **Membership**

- CEO (Chair)
- Deputy Centre Manager
- Student Services Lead
- DSL / Deputy DSL
- Teaching Team
- Mentors
- Attendance Lead
- SEND Lead
- Counsellor (where appropriate)
- External professionals (where appropriate)

### **Weekly Agenda**

#### **Student Overview**

Student Name · Year Group · Placement Type · Key Worker · Current RAG Rating

#### **Attendance**

Current attendance · Concerns · Actions

#### **Behaviour**

Behaviour stage (None / Report / Behaviour Contract / Final Behaviour Contract / Suspension Risk) · Review · Actions

#### **Academic Progress**

Current progress · Concerns · Interventions

#### **Safeguarding**

Current safeguarding status · CPOMS updates · Social Care involvement · Child in Need · Child Protection · LAC · Young Carer · Police · Health · Review

### **SEND**

EHCP · Learning Passport · Reasonable Adjustments · Annual Review · Interventions

### **Wellbeing**

Mental health · Counselling · Mentoring · External agencies · Family support

### **Interventions**

For every intervention, record: Intervention · Reason · Start Date · Review Date · Lead Professional · Outcome · Continue (Yes/No)

Examples: Focused Learning Zone, Reduced Timetable, Pastoral Mentoring, Daily Report, Behaviour Report, Attendance Report, Parental Meetings, Restorative Meetings, Educational Psychologist, CAMHS, Social Care, Speech & Language, Youth Justice, Alternative Curriculum, Academic Catch-up.

### **Reintegration**

Current status · Target school · Review date · Actions

### **Parent Engagement**

Meetings · Phone calls · Emails · Home visits · Concerns

### **Student Voice**

Student feedback · Student wishes · Student targets

### **Agreed Actions**

Every action must record: Action · Owner · Deadline · Status · Impact

### **RAG Rating**

#### **High Priority**

Immediate intervention, high safeguarding concern, serious behaviour, attendance below target, multiple agencies involved.

#### **Medium Priority**

Needs additional intervention — behaviour concerns, attendance concerns, academic concerns.

#### **Low Priority**

Making expected progress, monitored routinely.

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## SECTION THREE · APPENDIX

# Intervention Tracker & Dashboard

Recommended as a Bromcom-built tracker where possible; a standalone Excel workbook is an equally suitable operational tracker.

### Student Details

Student Name · Year · Referral Route · Key Worker · Mentor · Teacher · Parent · Partner  
School · Review Date

### Attendance

Attendance % · Trend · Concern flag

### Behaviour

Current Stage · Report · Contract · Final Contract · Incidents · Positive Points

### Safeguarding

CPOMS open? · DSL Review · Social Worker · Child in Need · Child Protection · LAC  
· Agency

### SEND

EHCP · Annual Review · Learning Passport · Interventions

### Wellbeing

Counselling · Mentoring · External Support · CAMHS · Educational Psychologist

### Current Interventions

| INTERVENTION | START | REVIEW | OWNER | OUTCOME | CONTINUE |
|--------------|-------|--------|-------|---------|----------|
|--------------|-------|--------|-------|---------|----------|

One row per active intervention — populated per student.

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### RAG

Academic · Attendance · Behaviour · Safeguarding · Wellbeing · Overall

### Review Actions

| ACTION | OWNER | DEADLINE | COMPLETED | EVIDENCE | IMPACT |
|--------|-------|----------|-----------|----------|--------|
|--------|-------|----------|-----------|----------|--------|

One row per agreed action — populated per review.

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### Whole School Dashboard

A front-of-workbook dashboard tracks, at a glance:

- Students on Roll
- Students on Report
- Behaviour Contracts
- Final Behaviour Contracts
- Attendance below 90%
- Attendance below 80%
- Safeguarding Open
- Child Protection
- Child in Need · LAC · EHCP
- Reduced Timetable
- Focused Learning Zone
- Mentoring · Counselling
- Parents Awaiting Meeting
- Reviews Due · Overdue Actions
- Red / Amber / Green Students