

TRAINING CAVE



Policy Title	Admission Arrangements Policy
Version	2.0
Original Effective Date	23.01.2026
Current Issue/Review Date	28.09.2026
Next Review Date	28.09.2027
Approved By	Jack Sunderland Director Training Cave Club Ltd

1. Purpose

Training Cave Club Ltd provides part-time, boxing-based education, intervention and re-engagement programmes commissioned for children and young people. This policy explains how referrals are received, how suitability and risk are assessed, what information is required before attendance, and how placements are agreed, reviewed and brought to an end.

The purpose of the process is to ensure that each proposed placement is safe, purposeful and capable of meeting the learner's identified needs. An offer of a place is not automatic. Training Cave may request more information, propose conditions or adjustments, defer a decision, or decline a referral where the proposed placement cannot be delivered safely or effectively.

2. Organisational Status and Scope

Training Cave is an independent non-school alternative provision and boxing provider. It is not a maintained school, academy, independent school or pupil referral unit. It does not operate a school admissions register or statutory school admissions arrangements and does not replace the commissioning school or local authority's legal responsibilities.

This policy applies to compulsory-school-age learners referred by schools, academies, local authorities and other authorised commissioners for sessions delivered at Training Cave's premises. Training Cave does not currently deliver educational visits or off-site alternative provision under this policy.

The policy does not apply to ordinary public gym memberships or community boxing sessions unless attendance forms part of a commissioned alternative provision placement.

Training Cave will not accept or structure a placement that would cause it to operate as an unregistered independent school. The Director will monitor the nature, hours and pattern of provision and seek appropriate advice where registration requirements may be engaged.

3. Provision Offered

Training Cave offers structured, part-time programmes using boxing, physical activity, mentoring, theory work and, where commissioned, sports leadership learning. Programmes are intended to support engagement, emotional regulation, confidence, resilience, positive behaviour and access to learning. They are not used as a punishment or disciplinary placement.

The exact programme, attendance pattern, intended outcomes, reporting arrangements and review dates will be agreed with the commissioner for each learner. Training Cave does not guarantee that every programme or activity will be appropriate for every learner.

4. Legal and Guidance Framework

This policy has regard to the law and guidance relevant to Training Cave's role as a non-school provider, including:

- Education Act 1996, including the duties of local authorities to arrange suitable education in relevant circumstances;
- Children and Families Act 2014 and the SEND Code of Practice;
- Equality Act 2010;
- UK GDPR and Data Protection Act 2018;
- Keeping Children Safe in Education 2026, used as relevant safeguarding guidance and commissioner assurance;
- Working Together to Safeguard Children 2026;
- DfE Arranging Alternative Provision guidance, updated February 2025; and
- DfE Non-school Alternative Provision Voluntary National Standards, August 2025.

Where a commissioning agreement, local authority framework or safeguarding procedure sets a higher or more specific requirement, Training Cave will follow that requirement where it is lawful and agreed.

5. Admission Principles

Training Cave will operate a referral and admission process that is fair, clear, documented and focused on individual need. Decisions will be based on the information available, the proposed programme, reasonable adjustments, staffing and group compatibility, health and safety, safeguarding, the physical environment and Training Cave's competence and capacity.

Training Cave accepts learners by referral and commissioning agreement only. A visit, discussion or trial activity does not itself create a placement or guarantee acceptance. Essential safeguarding, medical and risk information must be available before any learner takes part in an activity.

6. Roles and Responsibilities

6.1 Training Cave

- Provide accurate information about its offer, environment, staffing and limitations;

- Review the referral and record a suitability decision;
- Seek clarification rather than make assumptions where information is incomplete;
- Identify required risk controls, support and reasonable adjustments;
- Confirm the decision, agreed start arrangements and reporting routes in writing; and
- Notify the commissioner promptly if information changes or the placement may no longer be safe or suitable.

6.2 Referring School, Local Authority or Commissioner

- Decide whether alternative provision is appropriate and carry out its own due diligence;
- Provide complete, accurate and current information needed to assess suitability and risk;
- Retain responsibility for statutory registration, attendance coding and overall oversight where applicable;
- Consult the parent or carer and learner and obtain any authority or consent required for the placement;
- Remain available to act on safeguarding, attendance, behaviour or placement concerns; and
- Participate in reviews and arrange suitable alternative education if the placement does not proceed or ends.

6.3 Parent, Carer and Learner

- Provide relevant and accurate information, including changes in health, medication, risk or contact details;
- Understand the purpose, timetable and expectations of the placement;
- Raise questions, worries or accessibility needs as early as possible; and
- Participate in induction and reviews where appropriate.

7. Referral Information

The commissioner must provide enough information for Training Cave to make an informed decision. This will normally include:

- The learner's full name, date of birth, home address and emergency contacts;
- The current school, year group, registration status and commissioning contact;
- The reason for referral, intended outcomes and proposed days, times and duration;
- The learner's strengths, interests, views, communication needs and successful support strategies;
- Attendance history and any known barriers to attendance or transport arrangements;

- Learning levels, relevant progress information and any planned qualification outcomes;
- SEND information, including the relevant parts of an EHC plan, SEN support plan or other learning plan;
- Medical conditions, allergies, medication, individual healthcare plans and emergency arrangements;
- Behaviour history, known triggers, de-escalation strategies, prohibited items concerns and relevant risk assessments;
- All relevant safeguarding information, including social worker, early help, looked-after child or child protection status and agreed reporting routes;
- Relevant exclusions, incidents, police involvement or risks to or from other people; and
- Any reasonable adjustments, personal care, mobility, supervision or arrival and collection arrangements required.

Information must be relevant, proportionate and shared securely. Training Cave may pause the process until missing information has been supplied. Deliberate or material non-disclosure may make a placement unsafe and may lead to an urgent review.

8. Essential Information Before Attendance

Before the learner attends, including for an induction or trial session, Training Cave must have as a minimum:

- Verified identity and emergency contact details;
- The named commissioner and safeguarding contacts;
- Relevant safeguarding, behaviour, medical and risk information;
- Clear arrival, departure, transport and authorised collection arrangements;
- The proposed activity and any restrictions or adjustments; and
- Confirmation that the parent or carer and learner have been informed about the placement, except where a lawful arrangement provides otherwise.

No planned activity will proceed where Training Cave does not have the information or controls reasonably required to protect the learner, staff or other people.

9. Suitability, Assessment and Decision

A nominated manager will review each referral. The Designated Safeguarding Lead will contribute where safeguarding information, vulnerability or risk requires specialist consideration. Relevant coaches, tutors or support staff may be consulted on a need-to-know basis.

The assessment will consider:

- Whether the proposed programme can contribute to the intended educational and personal-development outcomes;

- The learner's age, aptitude, SEND, communication, health, mobility and emotional or behavioural needs;
- Medical suitability for the proposed physical activity and any professional restrictions;
- The likelihood and possible impact of harm to the learner, other learners, staff or members of the public;
- Reasonable adjustments, individual support, supervision and staff competence required;
- Compatibility with the premises, equipment, current group and staffing capacity;
- The learner's views and the information provided by the parent or carer and professionals; and
- Whether the proposed hours and arrangements remain within Training Cave's non-school operating model.

The decision and reasons will be recorded in a Suitability Decision Record or equivalent admissions record. The outcome may be acceptance, conditional acceptance, a phased start, a request for further information, deferral or decline. A conditional or phased offer will identify the controls, review point and circumstances in which the arrangement must be reconsidered.

10. Equality, SEND and EHCPs

Training Cave will not unlawfully discriminate because of a protected characteristic. It will consider reasonable adjustments for disabled learners and will work with the commissioner, parent or carer and relevant professionals to understand how identified needs can be supported.

A diagnosis, disability, special educational need, EHC plan or safeguarding history will not by itself lead to refusal. The decision will be based on the individual learner, the proposed placement and whether needs and risks can be met safely and effectively with reasonable adjustments.

Where a learner has an EHC plan, the commissioner must provide the relevant current information, including Sections B and F and any applicable health, social care or placement information. The school and local authority remain responsible for their legal duties relating to the plan. Training Cave will only deliver the provision and outcomes it has expressly agreed and is competent and resourced to provide.

If the proposed use of Training Cave may require review or amendment of an EHC plan, EOTAS consideration or local authority approval, the commissioner must confirm that the appropriate process has been followed before the placement begins.

11. Safeguarding, Health and Risk arrangements

Safeguarding is central to the decision. Training Cave will agree with the commissioner who will take action on safeguarding concerns, how information will be shared, and who must be contacted if a learner is absent or cannot be located. This agreement does not prevent Training Cave from making a direct referral or contacting emergency services when necessary to protect a child.

Individual risk assessments or support plans will be completed where the referral identifies significant concerns. Controls may include staffing arrangements, group or timetable restrictions, adjustments to boxing or fitness activity, equipment restrictions, arrival and departure arrangements, medication procedures, positive behaviour support and an agreed emergency response.

Information about medication and medical needs will be managed under the First Aid Medication and Supporting Medical Needs Policy. Training Cave may require professional advice or written confirmation of fitness to participate where this is reasonably necessary for safety.

12. Parent, Carer and Learner Involvement

The commissioner should consult the parent or carer and learner before the placement begins and explain why it is being proposed. Training Cave will provide clear information about the programme, premises, expectations, support, reporting and how concerns or complaints can be raised.

The learner's views will be considered in planning and review. A learner's reluctance or anxiety will be explored and supported; it will not be treated simply as misconduct. The commissioner remains responsible for deciding and documenting the legal basis for attendance and any consent that is required.

13. Placement Confirmation and Agreement

An accepted referral is not confirmed until the commissioner and Training Cave have agreed the placement in writing. The placement agreement, service order or equivalent record will include:

- The start date, expected end date, days, times and delivery location;
- The programme, intended outcomes and any accreditation;
- Responsibilities for education, safeguarding, attendance follow-up, transport and communication;
- Support, reasonable adjustments, risk controls and emergency arrangements;
- Attendance, incident, safeguarding and progress reporting arrangements;
- Named contacts and escalation routes;
- Review dates, normally at least every six weeks or half-termly;
- Fees, cancellation terms and other contractual arrangements; and
- The process for variation, temporary pause or ending the placement.

A learner attending Training Cave normally remains on the admission register of their home school. Training Cave records attendance for its own sessions and reports it to the commissioner; it does not determine statutory attendance codes for the home school's register.

14. Induction and Initial Planning

Each learner will receive an induction appropriate to their age, communication and additional needs. Induction will cover:

- The purpose and intended outcomes of the placement;
- The timetable, staff, premises and daily routines;
- Behaviour, relationships, attendance and punctuality expectations;
- Boxing, gym, equipment and changing-area safety rules;
- Fire and emergency arrangements;
- Safeguarding, trusted adults and how to report a concern; and
- The complaints process and how the learner's views will be heard.

Training Cave will use information from the referral and induction to establish an appropriate baseline and individual plan. The plan will record relevant targets, timetable, support, risk controls and review arrangements. A phased start may be used where it supports safe integration and has been agreed with the commissioner.

15. Attendance, Progress and Placement Review

Attendance will be recorded for every scheduled session and shared promptly under the agreed attendance procedure. Unexpected absence, non-arrival, late arrival and early departure will be followed up and reported in accordance with the Attendance and Punctuality Policy and the placement agreement.

Training Cave will monitor learning, engagement, behaviour, wellbeing and progress against the agreed outcomes. Reviews will normally take place at least every six weeks or half-termly and sooner if needs, risks or circumstances change. Reviews should involve the commissioner, learner and, where appropriate, the parent or carer and relevant professionals.

A review may confirm the placement, change targets or support, amend attendance arrangements, plan transition or reintegration, pause activity while further information is obtained, or conclude that another provision is required.

1.6 Temporary Suspension and Ending a Placement

Training Cave is not a school and does not suspend or permanently exclude a pupil from a school roll. It may, however, end a session, temporarily pause delivery or recommend that a commissioned placement ends where this is necessary for immediate safety, where agreed controls are unavailable, where essential

information has not been disclosed, where the provision cannot meet the learner's needs, or where contractual arrangements have materially broken down.

Except where immediate action is required to prevent harm, concerns will first be discussed with the commissioner and an urgent review will be considered. Reasonable adjustments, additional support, a revised plan or a managed transition will be explored where appropriate. Poor attendance or behaviour will not automatically end a placement without considering underlying needs, safeguarding and barriers to engagement.

Any decision by Training Cave to cease delivery will be confirmed in writing with the reasons, effective date, relevant records and transition or safeguarding information. The commissioner remains responsible for the learner's education, school registration and arrangements after the placement ends.

17. Reconsideration and Complaints

A commissioner may ask Training Cave to reconsider an admission decision if relevant information was unavailable or circumstances have materially changed. Reconsideration does not guarantee acceptance and may require a new suitability and risk assessment.

Concerns about whether the process was followed fairly may be raised under the Compliments Comments and Complaints Policy. Safeguarding concerns must be reported immediately under the Child Protection and Safeguarding Policy and must not wait for a complaint to be considered.

18. Records, Confidentiality and Information Sharing

Referral, decision, consent, risk, placement, attendance, review and closure records will be accurate, proportionate, securely stored and accessible only to people who need them for their role. Information will be shared with commissioners, safeguarding partners, parents or carers and professionals where there is a lawful basis and a legitimate need.

Records will be retained and disposed of in accordance with Training Cave's data protection and record-retention arrangements. Safeguarding information will be kept separately or appropriately restricted and transferred securely when required.

19. Monitoring and Policy Review

Management will monitor referrals, decisions, declined or ended placements, incidents, attendance, outcomes, complaints and equality information where appropriate. This will be used to identify patterns, review capacity and improve the quality and fairness of admissions practice.

This policy will be reviewed annually and sooner following a material change in law, guidance, commissioning requirements, service delivery or learning from an incident or complaint.

20. Related Documents

- Child Protection and Safeguarding Policy;
- SEND and Inclusion Policy;
- Equality Diversity and Inclusion Policy;
- Attendance and Punctuality Policy;
- Behaviour Management and Relationships Policy;
- First Aid Medication and Supporting Medical Needs Policy;
- Health and Safety Policy and relevant risk assessments;
- Compliments Comments and Complaints Policy;
- Data Protection Policy;
- Referral Form, Suitability Decision Record and placement agreement; and
- individual risk assessments, healthcare plans and support plans where required.

21 Contact details

For referral and admission enquiries, please contact:

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