



EDClass Admissions Policy

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Approved by Sam Warnes

EDClass Admissions Policy

EDClass is an accredited online education platform and alternative provision purposefully built to break down barriers to learning. Through live tutorial support, qualified UK teachers, and bespoke digital learning tools, we deliver an inclusive, flexible education that places the wellbeing, academic progress, and personal development of every student at the centre of provision.

This policy sets out the principles, legal frameworks, and operational procedures governing student admissions to an EDClass "Learning Seat". We partner closely with mainstream schools, academies, Multi-Academy Trusts (MATs), and Local Authorities (LAs) to ensure that any child unable to access full-time, physical classroom learning receives an educational experience that matches the ambition and breadth of their mainstream peers.

Our admissions pathways provide structured, targeted support across a wide range of commissioning contexts:

- ✓ **Targeted Academic and Pastoral Interventions:** Timely, diagnostic learning to close academic gaps, rebuild self-esteem, support emotional resilience, and de-escalate challenging behaviours to prepare students for successful reintegration.
- ✓ **Emotionally Based School Avoidance (EBSA) and School Phobia:** Gentle, low-arousal, trauma-informed digital pathways for learners facing severe anxiety, panic, or mental health barriers.
- ✓ **Fixed-Term Suspensions and Statutory 6th-Day Provision:** Fast-turnaround admissions ensuring schools and MATs meet statutory full-time education duties from Day 6 of an exclusion, backed by restorative behaviour-reflection modules.
- ✓ **Off-Site Learners and Part-Time Timetables:** High-quality remote tuition for students learning off-site or accessing blended, phased-return, or dual-registered schedules.
- ✓ **Local Authority Section 19 Duties:** Statutory alternative education for children of compulsory school age who, due to physical or mental illness, exclusion, or other medical needs, would not otherwise receive suitable education.
- ✓ **EOTAS / EATAS Packages:** Formally agreed Education Otherwise Than At School arrangements commissioned under Section 61 of the Children and Families Act 2014, aligned with individual Education, Health and Care Plan (EHCP) targets.

Aligned with the Department for Education's (DfE) Online Education Accreditation Scheme (OEAS), Keeping Children Safe in Education (KCSIE), and statutory guidance on school attendance and exclusions, EDClass combines automated onboarding with real-time digital supervision, robust safeguarding, and regular multi-agency review cycles.

By defining the shared commitments between EDClass and our commissioning partners, this policy ensures every young person is afforded a safe, nurturing, and ambitious learning pathway that protects their educational entitlement and champions their future progression.

Legislation and Guidance

This policy reflects the statutory frameworks, guidance, and legal duties governing online education, alternative provision, and school attendance:

- ✓ The Department for Education (DfE) Online Education Accreditation Scheme (OEAS) and its inspection framework.
- ✓ DfE statutory guidance Keeping Children Safe in Education (KCSIE) 2026.
- ✓ Working Together to Improve School Attendance.
- ✓ Education Act 1996 (Section 19): Statutory duty on Local Authorities to arrange suitable education for children of compulsory school age who, by reason of illness, exclusion, or otherwise, would not receive it without suitable arrangements.
- ✓ DfE Statutory Guidance on Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement: Specifically fulfilling school and LA obligations for Day 6 provision (6th-day statutory education) following suspensions or exclusions, as well as off-site direction frameworks.
- ✓ Children and Families Act 2014 and SEND Code of Practice (0–25 years): Governing inclusion, equality, Special Educational Needs and Disabilities (SEND), Education, Health and Care Plans (EHCPs), and Education Otherwise Than At School (EOTAS / EATAS) packages under Section 61.
- ✓ Equality Act 2010 and the National Curriculum in England programmes of study.
- ✓ Behaviour in Schools guidance.
- ✓ UK Data Protection Legislation (UK General Data Protection Regulation and the Data Protection Act 2018).

EDClass Overview and Intervention Focus

EDClass is an accredited online education platform and alternative provision specifically designed to break down barriers to learning. We deliver online teaching and live pastoral guidance through UK-qualified teachers and trained tutors using personalised e-learning tools to re-engage young people and foster a positive attitude towards education. EDClass operates a robustly safeguarded and supervised digital classroom environment purposefully built to accommodate complex learning profiles while actively supporting learners' mental health, emotional stability, and overall wellbeing.

A Structured Focus on Intervention:

EDClass is positioned as an early and targeted intervention service rather than a passive holding space. Utilising live diagnostics and knowledge-mapping tools, the platform identifies academic gaps, literacy/numeracy deficits, and emotional triggers. Our targeted interventions are structured to:

- ✓ Re-engage disaffected learners and stabilise attendance patterns.
- ✓ Address learning loss during medical episodes, suspensions, or transitional disruptions.

- ✓ De-escalate dysregulated behaviours through structured, self-paced, and tutor-supported modules.
- ✓ Facilitate a clear step-back and reintegration pathway into physical educational settings.

EDClass accommodates diverse learner profiles across Key Stage 3 and Key Stage 4 including:

- **Emotionally Based School Avoidance (EBSA):** Students experiencing severe anxiety, panic, or emotional trauma preventing physical school attendance.
- **Off-Site Learners:** Vulnerable pupils accessing education remotely from home, medical units, or designated off-site learning hubs.
- **Suspensions and Fixed-Term Exclusions (including 6th Day Provision):** Pupils requiring seamless interim curriculum access to prevent educational detachment during disciplinary suspensions.
- **Part-Time Timetables:** Students on formal, phased reintegration packages or split-site schedules.
- **Internal Alternative Provision (IAP) and Inclusion:** Learners placed in on-site inclusion hubs, isolation units, or reset rooms.
- **Local Authority Section 19:** Children requiring statutory education due to medical incapacity, pending school placement, or permanent exclusion.
- **EOTAS / EATAS:** Learners whose needs cannot be met in a mainstream or specialist school and are funded under Section 61 of the Children and Families Act 2014.

Statutory Framework and DfE Online Education Accreditation Scheme (OEAS) Requirements

This policy incorporates the statutory and regulatory requirements established by the Department for Education (DfE) and quality assurance frameworks:

Under the DfE OEAS framework and Ofsted inspection criteria, EDClass complies with the non-statutory national standards for online education providers:

- ✓ **Eligibility and Physical Presence:** Permanent online-only educational delivery, maintaining an active physical presence in England where leadership operates and Ofsted inspection activity is conducted, with learners of compulsory school age based in England.
- ✓ **Curriculum Breadth and Balance:** Provision of a broad, balanced full curriculum (linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic/creative education) tailored to students where EDClass acts as the main or sole source of education, while enabling appropriate adaptations for part-time, medical, or interim placements.
- ✓ **Quality of Teaching, Assessment and Review:** High-quality live teaching delivered by qualified professionals, systematic baseline assessments, continuous monitoring of learning gaps, and structured progress reporting.

- ✓ **Spiritual, Moral, Social and Cultural (SMSC) Development:** Active promotion of fundamental British values, mutual respect, self-confidence, personal responsibility, and healthy decision-making.
- ✓ **Online Safeguarding, Welfare, Health and Safety:** Context-specific digital safeguarding policies conforming to Keeping Children Safe in Education (KCSIE); rigorous filtering and monitoring; dual-supervision models; clear reporting pathways; and proactive child protection escalation protocols.
- ✓ **Suitability of Staff and Leadership:** Enhanced vetting, DBS Barred List checks, verification on the DBS Update Service, Single Central Record (SCR) maintenance, and effective governance oversight.
- ✓ **Provision of Information:** Transparent admissions policies, attendance tracking registers, behavioural expectations, and complaints procedures publicly accessible to parents, carers, schools, MATs, and Local Authorities

Understanding an EDClass Seat

An EDClass "Learning Seat" is a flexible, multi-occupancy digital education license designed to provide institutional capacity across multiple operational scenarios:

- ✓ **Whole-School Content and Intervention Deployment:** Purchasing an EDClass seat gives the entire school access to digital academic, vocational, and pastoral intervention content. The seat can be utilised interchangeably across Internal Alternative Provision (IAP), internal exclusion/isolation, reset rooms, detention catch-up, and off-site distance learning.
- ✓ **Seat Rotation Model:** A contracted Learning Seat is never restricted to a single student. Once a student achieves their intervention goals, completes a suspension period, or successfully reintegrates into mainstream lessons, the seat can be immediately reassigned to another learner without additional licensing fees.
- ✓ **Part-Time Timetables and Flexible Sharing:** A single seat can be shared across multiple learners accessing part-time timetables (e.g., Student A utilising the seat for morning core subjects, and Student B accessing the seat in the afternoon for vocational modules or restorative work).
- ✓ **Automated Onboarding and High-Impact Reviews:** To eliminate bureaucratic delays during admissions—especially for urgent 6th-day exclusion provisions or sudden EBSA breakdowns—account provisioning and baseline technical set-up are automated. This workflow frees operational capacity so EDClass teachers, SENCOs, caseworkers, and school leaders can focus on regular, high-impact student reviews and outcome tracking.

Admissions Pathways and Statutory Provisions

Students access EDClass seats through distinct admissions pathways, each with defined operational and statutory parameters:

Admissions Referral

The process begins when a commissioning body—a mainstream school, a Multi-Academy Trust (MAT), or a Local Authority—submits a referral. This establishes the statutory ground and purpose for the placement, determining whether the provision is funded under school-level budgets, high-needs funding, or local authority statutory duties.

Automated Intake Setup, Wonde Sync and Baseline Profiling

Once referred, onboarding is automated directly through the platform:

- ✓ **Management Information System (MIS) Synchronisation:** Student demographic data, contact information, and attendance markers sync automatically via Wonde, eliminating manual data entry delays and transcription errors.
- ✓ **Baseline Profiling:** The platform establishes the learner's profile, including prior attainment, specific learning needs (SEND/EHCP), medical flags, and safeguarding context. This ensures provision starts without administrative bottlenecks.

Provision Pathway Allocation

Depending on the learner's statutory context and needs, the placement diverges into one of two operational routes:

- ✓ **Interim / Short-Term Pathway:** Designed for rapid, temporary educational continuity and behavioural resetting.
 - ✓ **Day 6 Exclusion Provision:** Fulfilling statutory duties to provide full-time education from the sixth day of a suspension.
 - ✓ **Fixed-Term Suspensions:** Maintaining curriculum access during temporary disciplinary exclusions.
 - ✓ **Internal Reset / Internal Alternative Provision (IAP):** Providing structured academic tasks and behavioural repair modules within the school building for internal isolation or reset rooms.
- ✓ **Medium / Long-Term Pathway:** Designed for sustained, adapted educational delivery.
 - ✓ **EBSA Step-Down Timetables:** Graduated remote learning to rebuild engagement and stamina for students facing Emotionally Based School Avoidance.
 - ✓ **Part-Time Blended Delivery:** Shared timetables split between physical school attendance and remote learning.
 - ✓ **LA Section 19 (Medical):** Statutory education for children unable to attend school due to illness, injury, or medical conditions.
 - ✓ **LA / SEND EOTAS Package:** Formal Education Other Than At School arrangements outlined in Section F of an Education, Health and Care Plan (EHCP).

Targeted Diagnostic and Pastoral Intervention

Both pathways converge into active delivery on the platform:

- ✓ **Diagnostic Assessment:** Academic tasks baseline core competencies, pinpoint curriculum knowledge gaps, and assign tailored learning modules.
- ✓ **Pastoral Support:** Continuous safeguarding oversight, live teacher interactions, attendance tracking, and wellbeing monitoring run concurrently to support the student's emotional and behavioural stability.

Scheduled Reviews and Reintegration Transition

The final stage focuses on continuous assessment rather than static placement:

- ✓ **Review Cycles:** Automated attendance, task telemetry, and behavioural notes feed into weekly data audits and scheduled multi-agency progress meetings involving schools, caseworkers, and families.
- ✓ **Reintegration and Next Steps:** Data gathered during the placement determines the transition outcome—whether stepping up hours, returning full-time to the home school, transitioning to a specialist setting, or updating statutory documentation (such as EHCPs or Personal Education Plans).

6th Day Provision for Exclusions and Fixed-Term Suspensions

- ✓ **Statutory Requirement:** Under DfE statutory exclusion guidance, governing boards and local authorities have a legal duty to arrange suitable, full-time alternative education from the **6th school day** of any suspension or permanent exclusion.
- ✓ **Rapid Activation:** Utilising automated onboarding, EDClass seats can be assigned immediately, ensuring that suspended students receive accredited teaching and supervised curriculum access from Day 6 (or earlier), preventing gaps in learning and compliance breaches.
- ✓ **Restorative Behaviour Modules:** While accessing core academic learning on Day 6 provision, learners complete bespoke behaviour-reflection and social-emotional modules designed to facilitate successful post-suspension reintegration.

Emotionally Based School Avoidance (EBSA) and School Phobia

- ✓ **Trauma-Informed Approach:** For students unable to cross the school gate due to extreme anxiety, sensory distress, or mental health crises, EDClass provides a low-arousal, safe remote learning interface.
- ✓ **Graduated Exposure:** The seat facilitates an agreed phased approach, starting with non-intrusive asynchronous modules, moving to live tutor chat support, progressing to live audio-visual lessons, and ultimately bridging back toward physical school attendance.

Part-Time Timetables and Phased Reintegration

- ✓ **Blended Scheduling:** Where a reduced or part-time timetable has been agreed with parents and commissioners (in line with DfE attendance guidance), EDClass bridges the educational entitlement.
- ✓ **Timetable Coordination:** The Referrer specifies exact access hours (e.g., mornings off-site on EDClass, afternoons on-site for practical subjects or therapy), ensuring statutory attendance marks are logged accurately.

Off-Site Learners and Medical Needs (Section 19)

- ✓ **Local Authority Duty:** Fulfills Section 19 statutory requirements for pupils medically unfit for school, certified by medical professionals or CAMHS.
- ✓ **Continuity of Curriculum:** Students receive consistent, qualified-teacher instruction in core and optional exam subjects, mitigating learning loss while physical recovery takes place.

EOTAS / EATAS Provision

- ✓ **Bespoke Alternative Packages:** Formally agreed under Section 61 of the Children and Families Act 2014 where educational settings are unsuitable.
- ✓ **Specialist SEND Targeting:** Learning pathways directly map to the learner's EHCP Section F provision and specific therapeutic outcomes.

Service Provision by EDClass

- ✓ EDClass provides education and targeted intervention to students commissioned by Mainstream Schools, Academies, Multi-Academy Trusts (MATs), and Local Authorities (LAs) across Key Stage 3 and Key Stage 4 (and agreed KS2/KS5 transitions) presenting with EBSA, anxiety, medical/physical illness, school phobia, persistent absenteeism, behavioural challenges, fixed-term suspensions (including 6th Day statutory provision), Section 19 medical criteria, EOTAS/EATAS plans, or off-site educational requirements (not an exhaustive list).
 - ✓ Addressing the individual social, emotional, behavioural, and academic needs of the student, building confidence, resilience, and self-esteem.
 - ✓ Engaging students in academic and vocational pathways with positive outcomes, supporting Referrers in delivering recognised examination and accreditation entries.
 - ✓ Challenging, modifying, and de-escalating inappropriate behaviour through targeted pastoral modules to empower appropriate choices.
 - ✓ Providing a rigorous, supportive curriculum designed to facilitate successful reintegration back into the referring school/MAT setting or onto further education and training.
 - ✓ Suspending or terminating a placement strictly in accordance with the criteria set out in this policy and the EDClass Service Level Agreement (SLA).
- ✓ EDClass is registered (No: 12612936) as an alternative online provision and registered UK Learning Provider (UKPRN: 100088488), operating in compliance with

the DfE Online Education Accreditation Scheme (OEAS) and subject to inspection by Ofsted under the OEAS framework.

- ✓ **Dual Supervision and Extended Hours:** EDClass provides qualified teacher supervision, live lesson delivery, and pastoral chat support during normal school hours and extended study periods. EDClass support teachers are contracted until 5:00 PM on operational school days to support independent study, homework, and intervention catch-up.
- ✓ **Vetting and Safer Recruitment:** All teaching staff, tutors, pastoral assistants, and personnel interacting with students on EDClass undergo enhanced Disclosure and Barring Service (DBS) checks with Barred List checks, vetted under DfE Keeping Children Safe in Education (KCSIE) guidance, and maintained on the DBS Update Service.
- ✓ **Attendance and Registers:** EDClass maintains digital admissions and attendance registers complying with DfE regulations. Live session tracking, daily AM/PM register marks, login timestamps, and engagement durations are provided to the Referrer in real time to satisfy statutory attendance reporting.
- ✓ **Progress Tracking and Interventions:** Student progress, completion rates, and assessment scores are monitored and logged continuously. EDClass issues formal half-termly reports and participates in multi-agency review meetings with the student, parents/carers, and the Referrer to evaluate intervention efficacy, review safety plans, and adapt targets.
- ✓ **SEND and EHCP Reviews:** EDClass coordinates with school SENCOs and LA SEND Officers, adapting pathways to individual EHCP targets and submitting written academic and pastoral evidence for statutory EHCP Annual Reviews.
- ✓ **Safe Learning Environment:** EDClass conducts continuous technical and safeguarding monitoring, enforcing digital filtering, session recording, and secure communications to maintain a compliant online environment.
- ✓ **Operational Communication:** EDClass informs the student, parent/carer, and Referrer of:
 - ✓ Curriculum delivery schedules, live teacher timetables, and available intervention support.
 - ✓ Term dates, scheduled inset days, and planned system maintenance.
 - ✓ Significant adjustments made to a student's learning pathway or timetable.
 - ✓ Student non-attendance, disengagement, or patterns of concern.
 - ✓ Platform emergency closures or service interruptions.

Responsibilities of the Referrer (All Referrers)

- ✓ **Statutory Duty of Care and Full-Time Entitlement:** The Referrer maintains statutory duty of care and overall responsibility for any student placed on an EDClass Learning Seat. It is the referring body's legal responsibility to ensure a full-time educational entitlement where appropriate for any days or times the student is not accessing EDClass (such as during part-time blended schedules), and to secure all specialist SEND/EHCP provisions. EDClass shares operational responsibility with the Referrer for supporting academic success, attendance, safeguarding, and progression.

- ✓ **Roll Maintenance:** The Referrer must maintain the student on their official school roll, PRU register, Virtual School roll, or Local Authority central register throughout the placement duration.
- ✓ **Safe Environment, Hardware and IT Access:** The Referrer is responsible for providing suitable hardware (laptop/PC, webcam, audio headset) and stable internet access to enable remote participation. The Referrer must verify that the student accesses online learning from a safe, secure, and appropriate environment (in accordance with Working Together to Improve Attendance Clause 252).
- ✓ **Risk Assessments and Home Welfare Visits for Off-Site Learners:** For all off-site and home-based learners (including EBSA and Section 19 cohorts), the Referrer is solely responsible for conducting formal risk assessments and initial home Health and Safety checks. The Referrer must conduct regular, scheduled physical home welfare visits, bearing all associated costs, and supply written copies of risk assessments and visit reports to EDClass in accordance with the EDClass SLA.
- ✓ **Emergency Availability Until 5:00 PM:** Because EDClass support teachers are contracted and active until 5:00 PM to assist learners with interventions and extended study, the Referrer must designate a qualified safeguarding/pastoral lead who remains actively contactable until 5:00 PM on every operational school day for emergency welfare escalations.
- ✓ **Pre-Admission Data and Setup:** Prior to placement activation, the Referrer must complete all intake information via Wonde integration or encrypted transfer. Required data includes:
 - ✓ Recent academic attainment, progress records, and historic attendance data.
 - ✓ Timetable schedule when not attending EDClass (especially for part-time timetables).
 - ✓ Examination entries, exam board specifications, and tiers of entry.
 - ✓ Multi-agency or third-party service involvement.
 - ✓ Current and predicted target grades.
 - ✓ Specific learning difficulties, medical reports, and educational psychologist profiles.
 - ✓ Pastoral support plans (PSP), individual education plans (IEP), or behaviour support plans.
 - ✓ SEND status and direct contact details for the SENCO.
 - ✓ Full EHCP documentation and statutory outcome objectives.
 - ✓ Personal Education Plans (PEP) and Virtual School contact details for Looked After Children (LAC).
 - ✓ Court orders, bail restrictions, or pending youth justice hearings.
 - ✓ Three verified emergency contacts for the learner.

Proactive Risk Disclosure: The Referrer must proactively disclose all known behavioural, personal, and social risks, including:

- ✓ Extreme, aggressive, or sexually harmful behaviours.
- ✓ Truancy, chronic absenteeism, and specific EBSA triggers.
- ✓ Substance misuse, drug involvement, or possession of weapons.
- ✓ County Lines or Child Criminal Exploitation (CCE).

- ✓ Child Sexual Exploitation (CSE).
- ✓ Assigned Social Worker or Early Help caseworker contacts.

Attendance Follow-Up and Non-Attendance Action: Where a student fails to log into scheduled sessions or shows irregular attendance patterns, the Referrer must follow their statutory attendance procedures, coordinate with EDClass safeguarding leads, and conduct welfare checks as required.

Daytime Supervision during Placement Suspension: Where a student is removed from EDClass due to medical crisis, extreme distress, or severe behaviour violations, the Referrer must provide daytime supervision and care.

Responsibilities of Multi-Academy Trusts (MATs)

Strategic Capacity and Cross-Trust Seat Allocation: MAT leadership retains the authority to purchase and pool EDClass Learning Seats centrally across the trust, reallocating seats across constituent academies to manage unexpected suspension spikes, 6th-day provision requirements, or sudden EBSA pressures without administrative delays.

Internal Alternative Provision (IAP) and Inclusion Quality Assurance: The MAT central school improvement team must ensure that constituent academies deploy EDClass within a structured, time-limited intervention framework with clear entry and exit criteria, avoiding indefinite isolation or off-site placement.

Standardised Safeguarding Governance: The MAT central safeguarding lead must verify that all trust academies maintain an active Designated Safeguarding Lead (DSL) contact reachable until 5:00 PM, and enforce consistent trust-wide home visit protocols for off-site and EBSA learners.

Trust-Wide Data and Performance Monitoring: MAT executive teams oversee quality assurance across their academies, auditing review milestones, tracking attendance improvement across trust seats, and ensuring that Wonde integration is properly maintained across all academies.

Local Authority Statutory Integration

Section 19 (Medical/AP) and EOTAS/EATAS (Section 61) Pathways

This operating framework integrates Local Authority (LA) statutory duties into the standard EDClass Admissions Workflow, defining roles, automated onboarding interfaces, clinical coordination, and review governance.

Admissions Referral and Statutory Commissioning

Admissions referrals originating from Local Authorities enter the admissions pathway under two formal statutory routes:

Section 19 Statutory Medical and Alternative Provision Duties

- ✓ **Statutory Duty to Secure Education:** Under Section 19 of the Education Act 1996, the LA must arrange suitable, full-time alternative education for pupils unable to attend mainstream school due to illness, permanent exclusion, or other reasons, securing provision from the earliest opportunity and no later than the 6th day of exclusion.
- ✓ **Referral Authority:** The LA Section 19 / Medical Needs / Access to Education Team acts as the commissioning body.
- ✓ **Designated Lead Caseworker:** The LA must assign a named officer/caseworker at the point of referral to serve as the single point of contact for attendance audits, welfare alerts, and reintegration planning.

Pathway B: EOTAS / EATAS Packages

- ✓ **Formal Commissioning:** Where education in an institutional school setting is determined to be unsuitable or inappropriate, the package is formalised under Section F of the child's Education, Health and Care Plan (EHCP).
- ✓ **Referral Authority:** The LA SEND Team acts as the formal commissioning referrer.
- ✓ **EHCP Alignment:** Referral paperwork must supply current Section F outcomes to allow EDClass academic leads to map bespoke curriculum targets directly to the student's statutory plan.

Safeguarding Oversight and Home Environment Checks

- ✓ **Unplaced Section 19 Pupils:** Where a learner is not on a school roll, the Local Authority coordinates mandatory home welfare visits and environmental risk assessments via LA Education Welfare Officers (EWOs) or designated safeguarding teams.
- ✓ **Platform Questionnaire Completion:** The visiting officer must complete the digital Home Visit Risk Assessment Questionnaire within the EDClass portal, verifying physical safety, emergency egress, adult supervision, and What3Words coordinates before live remote sessions activate.

Dynamic Timetabling and Multi-Agency Health Coordination

Provision delivery is tailored to learner stamina through structured timetabling:

- ✓ **Clinical Coordination:** For Section 19 medical placements, the LA Medical Needs Team liaises with CAMHS, medical consultants, and treating specialists to approve part-time, phased, or full-time schedules matching the pupil's clinical capacity.
- ✓ **Flexible Seat Allocation:** Commissioning authorities can rotate EDClass seats dynamically. A single purchased seat can be shared across phased, part-time morning/afternoon schedules, or rotated between interim home medical provision and inclusion/reset settings as pupil stamina increases.
- ✓ **Pastoral and Safeguarding Primacy:** Operational child protection is overseen by **Kim (Head of Safeguarding)**, holding operational authority over the Head of SEND. Safeguarding thresholds, distress monitoring, and KCSIE compliance strictly supersede curriculum pacing or SEND accommodations.

Operational Admissions and Review Alignment Matrix

Admissions Workflow Stage	Section 19 Medical / AP Operational Detail	EOTAS / EATAS (Section 61) Operational Detail
Referral and Intake	LA Sec 19 Team issues referral; Day 6 statutory duty applied; named caseworker assigned.	LA SEND Team submits formal referral linked to Section F of the EHCP.
IT and Home Baseline	LA EWO conducts home visit; completes EDClass environmental risk assessment questionnaire.	LA SEND Team funds/delivers managed device, connection, and assistive technology.
Timetable Model	Clinical capacity signed off via CAMHS/consultant; phased or blended timetable configured.	Modular learning pathway calibrated to sensory tolerance and EHCP targets.
Targeted Delivery	Continuous attendance tracking; live UK teacher support; automated inactivity alerts.	Specialised subject modules mapped to EHCP Section F targets; diagnostic gap tracking.
Scheduled Reviews	Six-Week Reintegration Reviews: Named caseworker reviews attendance and placement stability.	Statutory Annual Reviews: EDClass diagnostic and attendance logs integrated into EHCP reviews.

Review Cycles and Reintegration Transitions

Administrative resources are directed toward continuous, scheduled multi-agency reviews rather than manual onboarding tasks:

- ✓ **Weekly Attendance Audits:** Automated telemetry (login times, completed hours, active engagement) is exported directly to the LA Section 19 / SEND monitoring officers to satisfy statutory attendance duties.
- ✓ **Six-Week Section 19 Caseworker Reviews:** The named LA caseworker reviews EDClass progress reports every six weeks to evaluate educational engagement, assess medical recovery and reintegration readiness, and plan transitions into permanent educational placements.
- ✓ **EOTAS Statutory Annual Reviews:** The LA SEND Team coordinates the statutory EHCP Annual Review, embedding EDClass diagnostic tracking data, attendance analytics, and teacher qualitative reports directly into the formal review documentation to measure progress against Section F outcomes.

Reference to the EDClass Service Level Agreement (SLA)

Contractual Primacy: This Admissions Policy must be read and executed in direct conjunction with the **EDClass Service Level Agreement (SLA)**. All commissioning bodies—Schools, MATs, LA Section 19 teams, and SEND/EOTAS departments—are contractually bound by the standards and protocols set out in the SLA.

Standards Detailed within the SLA: The SLA sets out:

- ✓ Technical uptime, data security, and platform service availability parameters.
- ✓ Emergency safeguarding response windows, multi-agency escalation pathways, and statutory police notifications.
- ✓ Frequency and documentation standards for home welfare visits and off-site risk assessments.
- ✓ Structured scheduling and protocols for half-termly reviews, termly evaluations, and multi-agency meetings.
- ✓ Contractual notice periods and operational processes required prior to ending or suspending a seat placement.

Financial Arrangements

- ✓ EDClass charges an annual or fixed-term fee to the Referrer for continuous and multiple student access to an EDClass 'Learning Seat'. The fee includes all teaching, learning, intervention modules, supervision, curriculum administration, and delivery fees during normal school hours and extended study periods, including tailored tuition, pastoral support, and digital educational resources.
- ✓ The Referrer agrees to indemnify EDClass and make payment on demand of any reasonable contingency costs incurred by EDClass in respect of the student being placed at EDClass.
- ✓ The Referrer must provide an official Purchase Order (PO) number for their agreed number of EDClass 'Learning Seats' prior to activation.
- ✓ EDClass will invoice the Referrer within 7 calendar days of purchase order receipt.
- ✓ EDClass does not offer discounts or refunds for student non-attendance. If a student is withdrawn, reintegrates, or concludes their placement, the Referrer may rotate the vacated EDClass 'Learning Seat' to another student at no additional licensing charge.
- ✓ The Referrer will pay any EDClass invoice within 14 calendar days of the invoice date. If payment is not received within 14 days, platform access will be suspended until payment is received in full.

Ending a Placement

EDClass Early Termination Rights: EDClass may end the placement of a student before the agreed date where a Director of EDClass deems it strictly necessary. Early termination is exercised only as a last resort where:

- ✓ There has been a severe or persistent breach of the EDClass Behaviour Policy.
- ✓ It is clear to EDClass staff that the student's wellbeing, mental state, or emotional presentation prevents safe participation in online learning.

- ✓ The home or remote learning environment is deemed unsafe, unsuitable, or unmonitored.
- ✓ The Referrer fails to participate in scheduled review processes or fails to supply essential risk documentation.
- ✓ The Referrer fails to complete mandatory physical home welfare visits or fails to share visit records.
- ✓ The Referrer commits a material breach of the EDClass Service Level Agreement (SLA).
- ✓ The placement has broken down irretrievably despite multi-agency intervention.
- ✓ **Notice of Concern:** EDClass will notify the Referrer in writing of emerging concerns putting a placement at risk. Where early termination becomes likely, EDClass will provide written notice in accordance with the EDClass SLA to enable the Referrer (School, MAT, or LA) to secure alternative educational arrangements.
- ✓ **Last Resort Principle:** EDClass will only end a placement as a last resort after all reasonable adjustments, pastoral interventions, and multi-agency strategies have proven unsuccessful.
- ✓ **Referrer Early Termination:** The Referrer (Principal, Headteacher, MAT Director, or LA Section 19/EOTAS Lead) may end a placement early by providing written notice to EDClass in accordance with clause 68 and clause 71. The Referrer must only end a placement early after alternative educational strategies have been evaluated.
- ✓ **Joint Decision Support:** Where evidence indicates a placement cannot safely continue, the Referrer agrees to support EDClass in the decision and coordinate a safe transition.
- ✓ **Placement Expiry:** A Learning Seat agreement terminates in accordance with the fixed duration stipulated in the SLA and the agreed contractual purchase term.

Legal, Data Protection and General Terms

Entire Agreement and Third-Party Rights

- ✓ This Agreement constitutes the entire agreement between EDClass and the Referrer regarding the student's Learning Seat placement and supersedes all prior agreements, negotiations, warranties, or representations.
- ✓ Neither party shall be liable for failure to comply with obligations due to circumstances beyond reasonable control (Force Majeure).
- ✓ Contracts (Rights of Third Parties) Act 1999: The parties do not intend that any term of this Agreement shall be enforceable by any third party.
- ✓ Severability: If any part of this Agreement is held to be invalid or unenforceable, all remaining clauses continue in full legal effect.
- ✓ Variations: Any variations to this policy or placement agreement must be made in writing and mutually signed by authorised representatives.

UK Data Protection and GDPR Compliance

- ✓ All student, family, and staff personal data will be processed confidentially under the UK General Data Protection Regulation (UK GDPR) and Data Protection Act 2018.

- ✓ **Independent Data Controllers:** For the purposes of UK Data Protection legislation, EDClass and the Referrer both act as independent Data Controllers.
- ✓ Each party warrants that all required privacy notices and lawful bases are established to permit the transfer of student personal and sensitive data for educational delivery and safeguarding.
- ✓ Data will be processed strictly for agreed educational purposes and protected by technical and organisational safeguards. Wonde integration or secure encryption must be utilised for data transfers.
- ✓ Personal data will not be transferred outside the UK without prior written consent.
- ✓ Mutual assistance: Each party will promptly assist the other with Data Subject Access Requests (DSARs), data breach notifications, and Data Protection Impact Assessments (DPIAs).
- ✓ Both parties agree to indemnify the other against liabilities and costs incurred as a result of a direct breach of UK Data Protection legislation.

Dispute Resolution

The parties shall attempt in good faith to resolve any dispute arising from this Agreement. Escalation proceeds through the following levels:

Tier	EDClass Operational Lead	Referrer Governance Lead
Tier 1	Operations Director	Referrer Primary Contact / SENCO
Tier 2	Director of EDClass	Principal / Headteacher / LA Team Lead
Tier 3	Chief Operating Officer (COO) / CEO	Chair of MAT / Governing Body / Assistant Director of Education
Supporting Policies	EDClass Complaints Policy, Safeguarding Policy, EDClass SLA	Referrer Complaints and Safeguarding Policies

Mediation: If a dispute cannot be resolved within one month of escalation, it may by agreement be referred to an independent mediator. All mediation negotiations will remain strictly confidential.

Legal Recourse: If mediation fails or a mediator is not agreed within one month, either party may exercise remedies available under English law.

Non-Assignment: EDClass shall not assign or subcontract this Agreement without the prior written consent of the Referrer.

Notices, Contacts and Governing Law

Notices must be delivered in writing by hand, pre-paid first-class post, or email to the addresses specified below:

EDClass: The Admissions Team, EDClass Limited, Aston House, Campbell Way, Dinnington, Sheffield, South Yorkshire, S25 3QD. Email: admissions@edclass.com.

Referrer: To the Referrer's registered address and designated primary email address.

Deemed Service: Notices are deemed served:

- ✓ By hand on the date of delivery.
- ✓ By first-class post on the second business day after posting.
- ✓ By email on the date sent if transmitted before 5:00 PM on a business day, or the next business day if sent after 5:00 PM.

Key Contacts

EDClass Primary Contact: Chief Executive Officer (CEO) — sam@edclass.com

EDClass Invoicing / Accounts: finance@edclass.com

EDClass Admissions: admissions@edclass.com

The Referrer's Primary Contact: _____

Email: _____

The Referrer's Senior Safeguarding Lead (accessible until 5:00 PM):

Tel: _____