



New Leaf Learning Trauma-Sensitive Admissions Policy

1. Introduction

New Leaf Learning is committed to providing an inclusive, nurturing, and trauma-sensitive environment for all participants. We recognise that children and young people who have experienced adversity, trauma, or unmet needs require compassionate and flexible approaches to education. This admissions policy ensures that all individuals are welcomed, supported, and given the best possible opportunity to engage in learning and personal development.

2. Aims and Principles

- To provide a safe, welcoming, and supportive environment for all learners.
- To recognise and respond to the diverse needs of children, particularly those who have experienced trauma.
- To prioritise connection, trust, and emotional safety in our admissions process.
- To ensure that all admissions decisions are made in the best interests of the child.
- To collaborate with parents, carers, and professionals to create a personalised support plan where needed.

3. Admissions Criteria

New Leaf Learning welcomes applications for children and young people who may benefit from our trauma-sensitive approach, including, but not inclusive to those who:

- Have experienced adverse childhood experiences (ACEs) or trauma.
- Experience anxiety or challenges in traditional educational settings.
- Have special educational needs or disabilities (SEND).
- Require a supportive, nature-based, and experiential learning environment.
- May have struggled with school attendance, social engagement, or emotional regulation.

4. Admissions Process

1. **Initial Enquiry** – School-based professionals or leaders of the SEMH (Social Emotional Mental Health) or HARPs (Holistic Approach to Reducing Permanent Exclusions) team within the Local Authority can contact New Leaf Learning to discuss the needs of the children within a group of their nomination to be discussed with the Lead Teacher at NLL to ensure suitability.
2. **Referral Submission and consultation meeting** – Made via meeting, online or by telephone conversation between the school/LA and Lead Teacher from NLL, to be supported with a Group Profile Document.
3. **Transition Plan** – If appropriate, a bespoke Individual Risk Assessment and safety plan will be developed, ensuring the child feels safe and supported as they begin their journey with us.



4. **Ongoing Review** – Regular check-ins with the child and relevant professionals to ensure continued support and adaptations as needed.

5. Trauma-Sensitive Considerations

- All staff involved are trained in trauma-informed practice and will approach every stage with sensitivity and empathy.
- Children will never be expected to disclose personal information or past experiences unless they choose to do so in a safe and supportive environment.
- The language and approach used in the admissions process will be positive, non-judgmental, and focused on strengths and possibilities rather than deficits.
- Adjustments will be made to accommodate sensory, emotional, or communication needs throughout the process.

6. Inclusivity and Non-Discrimination

New Leaf Learning is committed to ensuring that no child is discriminated against based on race, gender, disability, socioeconomic background, or any other characteristic. We actively seek to break down barriers to access and participation.

7. Safeguarding and Confidentiality

All information shared during the admissions process will be treated with the utmost confidentiality and in line with safeguarding policies. If safeguarding concerns arise, these will be managed in accordance with statutory guidelines and our safeguarding policy

8. Review of Policy

This policy will be reviewed annually to ensure it remains responsive to the needs of our learners and reflective of best practice in trauma-informed education.

Signed:

A handwritten signature in black ink, appearing to read 'Alex Preston', is written over a light grey rectangular background.

Alex Preston
Lead Teacher
18.2.25