



# Purple Ruler Learner Referral and Enrolment Policy

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Document Version Control	
Creation Date	July 2024
Review and Revision Date	May 2025
Next Review Date	May 2026

## 1. Introduction

At Purple Ruler, we inspire and empower learners through a holistic and inclusive approach to online education. Our mission is to ignite passions, foster curiosity, and promote critical thinking with bespoke learning journeys and live interactive lessons. We are committed to a positive, engaging educational experience tailored to individual needs, guided by our core values of versatility, curiosity, respect, ingenuity, integrity, compassion, and empowerment.

We maintain high standards of educational excellence and continuous improvement, offering robust support to learners who are unable to access mainstream education due to behavioural reasons, Social, Emotional and Mental Health (SEMH) or Special Educational Needs and Disabilities (SEND). Our admissions process identifies learners who will benefit from and contribute positively to our community, helping them achieve their full potential.

This Admissions Policy outlines the principles and procedures for admitting learners to our online programme, ensuring compliance with relevant legislation and promoting fairness, transparency, and accessibility for all applicants.

## 2. Objectives

Purple Ruler aims to provide an inclusive and empowering education that aligns with the UK Department for Education (DfE) accreditation and quality assurance standards for online education providers.

We are committed to:

1. Providing clear and transparent admissions procedures, ensuring compliance with relevant legislation and statutory guidance.
2. Ensuring equal access to education for all learners, regardless of background or circumstances.
3. Supporting learners with special educational needs and disabilities (SEND) through tailored educational experiences.
4. Fostering a safe, supportive, and engaging online learning environment that encourages active participation.
5. Collaborating with all stakeholders to support learner success and personal growth.
6. Maintaining high standards of academic excellence and continuous improvement.

## 3. Enrolment Principles

PurpleRuler provides online tuition and alternative provision for pupils who may find mainstream classroom challenging. Admission is open to all—regardless of race, gender, disability, religion or belief—and we promote an inclusive culture. Because learning is fully remote, it may not suit learners with complex disabilities; commissioners are briefed on our support capacity during referral.

Places are currently available only via local-authority or school referrals.

Referrals are accepted year-round, and we aim to confirm placements within three working days. Enrolment policies and guidance are reviewed regularly to keep the process clear,

up-to-date and swift.

## 4. Definition of Provision

Purple Ruler offers a range of educational services designed to meet the needs of learners referred by schools, local authorities, or other commissioning bodies. These services vary in intensity, scope, and legal responsibility. Understanding the type of provision being commissioned is essential to determine who holds responsibility for safeguarding, curriculum breadth, and compliance with Department for Education (DfE) standards.

Our provision falls into three categories, listed below from least to most extensive in terms of educational responsibility.

### 4.1 Subject Tutoring

**Definition:** Subject tutoring refers to specialist support in a specific subject (e.g. English, Maths, or Science), delivered in 1:1 or small-group of no more than 6 learners per group. It is a supplementary service and does **not replace or constitute full-time education**.

#### Key Features:

- Typically a few hours per week.
- Focused on attainment, catch-up, or exam readiness.
- Learner remains fully enrolled and engaged in a mainstream timetable by a school or another registered provider.

#### Purple Ruler Responsibilities:

- Deliver high-quality subject tutoring aligned with national curriculum or commissioner objectives.
- Track attendance and learner engagement during sessions.
- Provide feedback on progress and any concerns.
- Report any safeguarding concerns raised or observed during tutoring.

### 4.2 Online Alternative Provision (AP)

**Definition:** A part-time education package designed to support learners unable to access full-time mainstream education due to social, emotional, behavioural, or medical needs. Alternative Provision complements, but does not replace, the commissioning body's educational responsibility.

#### **Key Features:**

- Typically under 18 hours per week.
- Time-limited or transitional in nature.
- Focused on re-engagement, stability, or bridging gaps.
- The school or local authority remains responsible for full-time education.
- Where Purple Ruler is providing 18 hours+ or a substantial amount of a child's full time education, however, a reintegration or transitional plan is in place to evidence this is a time limited arrangement, typically within 4 weeks. It would still be constituted as Alternative Provision.

#### **Purple Ruler Responsibilities:**

- Deliver the agreed subjects and weekly hours in a structured, supportive online setting.
- Maintain safeguarding oversight during sessions and report concerns in line with policy.
- Monitor learner engagement and progress; share reports with the commissioner.
- Support reintegration planning or onward placement where relevant.

## **4.3 Full-Time Education Provision**

**Definition:** A programme in which Purple Ruler provides all or substantially all of a learner's education. This may occur when the learner receives 18 or more hours of education per week from Purple Ruler, or when the learner's primary education—regardless of hours—is being delivered through our provision alone.

#### **Key Features:**

- 18+ hours per week **or** majority of curriculum delivery.
- May be time-limited or long-term depending on the intention of the learner's referral.

- Learner may or may not remain on roll at a mainstream school.
- Purple Ruler assumes the responsibilities of a full-time provider as per OEAS standards set out by the DfE.

### **Purple Ruler Responsibilities:**

- Deliver a broad and balanced curriculum, including but not limited to English, Maths, Science, PSHE (including RSE), PE, SMSC development, British Values, artistic expressions and Careers Education where applicable.
- Maintain full safeguarding responsibility and act as the lead agency where appropriate.
- Track attendance comprehensively and share data with commissioners and parents or guardians.
- Provide regular academic and wellbeing reports.
- Contribute to or lead on multi-agency work such as EHCP reviews, placement planning, and reintegration pathways.
- Ensure statutory entitlements are accessible and embedded across the programme.

## **4.4 Interpreting Provision Type**

While Alternative Provision and Full-Time Provision differ primarily in scope, there is no fixed duration at which one becomes the other. However, where Purple Ruler is delivering the majority of a learner's education—even for a temporary period—we may be treated by the DfE and Ofsted as the full-time provider.

The commissioner and Purple Ruler should review the intended purpose, weekly hours, and division of educational responsibility at the point of referral. Where full-time responsibilities are delegated to Purple Ruler, appropriate systems and standards will be followed in accordance with OEAS guidelines.

## **4.5 Determination of Provision Type**

The following questions help to qualify the provision type and agreed responsibilities between **Purple Ruler** and the **Commissioning Body** (school or local authority) and in the delivery of statutory and non-statutory curriculum elements for each referred learner. This ensures compliance with the expectations of the Department for Education (DfE), the Online Education Accreditation Scheme (OEAS), and relevant statutory guidance. Upon referral, the commissioner will be required to provide the following qualifying information for this determination.

Question	Yes / No
1. Is Purple Ruler delivering 18 or more hours per week of education for this learner during the school day?	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Is Purple Ruler delivering the majority of the learner' s overall education, even if under 18 hours per week?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Is the learner receiving core academic subjects (e.g. English, Maths, Science) primarily or solely from Purple Ruler?	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. Is the learner receiving little or no other timetabled education from the school or another provider?	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. Is Purple Ruler expected to support the learner longer than four weeks?	<input type="checkbox"/> Yes <input type="checkbox"/> No
6. Is Purple Ruler expected to meet the learner' s full curriculum needs, including statutory areas like PSHE, PE, and Careers Education?	<input type="checkbox"/> Yes <input type="checkbox"/> No
7. If your answer to question 6 is 'No', we will require for you to provide evidence that the child is receiving these aspects of the curriculum elsewhere, this may include their timetable, progress reports. Would you be able to provide this information?	<input type="checkbox"/> Yes <input type="checkbox"/> No

## 5. Enrolment Requirements

### 5.1 Who can apply

- We accept learners of all abilities, needs and backgrounds. We also accept learners who require EAL provision.
- Our Subject Tutoring services are open to learners of all year groups from KS1 - 5.
- Our Alternative Provision services, where we are NOT the learner's sole provision or provide less than 18 hours a week, are open to learners of all year groups from KS1-5.
- Our Full Time Provision service, where we are either/or the learner's sole educational provider or provide 18 or more hours of provision a week are only open to learners between 14 and 16 years old (Key Stage 4).
- Learners must be referred by a Local Authority or School.

### 5.2 Enrolment Information

#### 5.2.1 Commissioner Information



Upon completing the enrolment form, please ensure to provide the following information with as much and accurate detail as possible. This will ensure we can create the course quickly and smoothly, it also fulfils our safeguarding requirements to ensure the wellbeing of the learners. The following list contains the key information we require, it is not an exhaustive list, more information we obtain the more personalised support we can provide.

1. Name and contact details of the course manager (the person who is filling in the enrolment form), IT manager at the commissioner's organisation, Finance Department and DSL.
2. Address and general contact information of the commissioner's organisation.
3. Specific safeguarding requirements, requests or information that we should be aware of. Contact information for emergencies.
4. Details on the enrolment, including: the purpose, type, start and end date, etc.

## 5.2.2 Learner Information

Depending on the programme learners are enrolled on, we require the following learner information and personal data. This information is necessary to ensure we provide suitable support for the learner and compliance purposes. The following list contains the key information we require, it is not an exhaustive list, more information we obtain the more personalised support we can provide.

Subject Tutoring	Alternative Provision	Full Time Provision
<ol style="list-style-type: none"> <li>1. Student Name</li> <li>2. Student school email</li> <li>3. Year group</li> <li>4. Attainment</li> <li>5. SEND Needs</li> <li>6. Availability/Schedule</li> <li>7. Required focus subject and focus area</li> <li>8. Exam board</li> </ol>	<ol style="list-style-type: none"> <li>1. Student Name</li> <li>2. Student school email or personal email depending on where they are logging in from.</li> <li>3. Year Group</li> <li>4. Attainment</li> <li>5. SEND Needs</li> <li>6. EHCP if available</li> <li>7. Availability/Schedule</li> <li>8. Focus subject and area, exam board</li> </ol>	<p>Learners who will be enrolled for more than 15 hours a week or more will be considered as a Full time learner at Purple Ruler. We will need to ensure their enrolment is compliant with OEAS Standards in addition to the other regulatory guidances.</p> <p>We will require to obtain all the information a school holds on their admissions register.</p> <ol style="list-style-type: none"> <li>1. Full legal surname and forename(s)</li> <li>2. Name used in school (if different)</li> <li>3. Sex</li> <li>4. Date of birth (day/month/year)</li> <li>5. Home address</li> <li>6. Parent / carer details <ul style="list-style-type: none"> <li>• full name and address of each parent</li> <li>• which parent(s) the pupil normally lives with</li> </ul> </li> </ol>

<p>9. Commissioner's objectives for the course</p>	<p>9. If the learner is accessing the course from home we require their parent or guardian's contact details, as well as their address.</p> <p>10. If the learner is accessing the course from a registered site, children's home or something similar, we require the name and contact of the person responsible at the site.</p>	<ul style="list-style-type: none"> <li>• at least one emergency telephone number for each such parent</li> </ul> <p>7. Date the pupil was first placed on roll (starting day at the school)</p> <p>8. Name and address of the last school attended (if any)</p> <p>9. Boarder or day-pupil status (only if the school has boarding provision)</p> <p>10. EHCP and SEND information if available</p> <p>11. Subsequent changes are also required:</p> <ul style="list-style-type: none"> <li>• new address, parent(s) at that address, and the date the pupil will live there</li> <li>• name of any new school the pupil will attend and the start date</li> </ul> <p>Purple Ruler understands that the commissioner may not be able to provide the full list of information upon enrolment in an urgent situation, however this must be collected within 10 working days of the learner starting with Purple Ruler.</p> <p>If the learner is accessing the course from home we require their parent or guardian's contact details, as well as their address. If the learner is accessing the course from a registered site, children's home or something similar, we require the name and contact of the person responsible at the site. This information must be provided upon enrolment.</p>
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## 6. Priority Admissions

In the event that Purple Ruler is oversubscribed, priority for admission will be given to learners who have been referred by the local authority. This ensures that those learners who require immediate educational placement due to specific circumstances or needs are given the opportunity to access our tailored online education programme.

Local authority referrals are prioritised to support our commitment to inclusivity and educational support for vulnerable learners, including those with special educational needs and disabilities (SEND). By giving precedence to these referrals, we aim to address the urgent educational requirements of these learners, ensuring they receive the necessary resources and support to thrive in our online learning environment.



## 7. Commissioner Onboarding and Enrolment Process

1. Commissioners are encouraged to have a consultation meeting with our Partnerships Outreach Team before making any referrals. This will ensure commissioners understand the types of support we provide and whether this is suitable for their pupils.
2. All referrals are registered through our enrolment portal:  
<https://purpleruler.larksuite.com/share/base/form/shrus1sQDc4LW4xpAQvpThPAO1c>  
Commissioners can use this link any time they want to refer a new learner.
3. Our Client Engagement team will review the referral and respond with a course overview (including the preliminary schedule, quote for the course and our Terms and Conditions) or with an enquiry letter if they require additional information first.
4. Commissioners are required to review the information included in the Course Overview carefully and confirm via writing. We will only begin to create the courses once we have received this confirmation.
5. We typically need 5-10 working days to set up bespoke courses (Purple Ruler Blue Print). The turn around time is usually 1 working day for Purple Ruler Academy for KS4 year groups.

### 7.1 Learning Pathway Design Considerations

When designing the learning pathway for the learner during the enrolment process, we will consider the following to ensure that Purple Ruler is a suitable option for the learner as well as the instructional designs we should add to ensure what we set up for the learner optimises their learning experience with us.

We may provide suggestions to the commissioner based on the conclusions of these considerations.

#### 7.1.1 Purple Ruler Blue Print Programmes:

This is our bespoke programme, it can be used for Subject Tutoring or Alternative Provision. Consideration variables and its priorities differ in each programme.

##### 7.1.1.1 Subject Tutoring:

1. The objectives of the programme.
2. Learners' SEND needs
3. Select teachers who are the strongest in meeting these objectives. Typically we will choose teachers who are subject specialists.
4. Learner and teacher's availability match.

##### 7.1.1.2 Alternative Provision:

1. The reason/context of the referral. Learners could be referred to us due to behavioural, social/emotional, or health reasons. This influences the objective of the course.
2. Learners' additional SEND needs and EHCP to the above circumstances.
3. Access location
4. Select teachers who's teaching approach and personality is most suited to learners with the above needs. Qualified teachers who have additional learner profile training and experience.

### 7.1.2 Purple Ruler Academy:

Our Academy programme is a standardised programme with our own set timetables and curriculums. This is the most suitable for urgent cases such as 6 day provision.

The pathway consideration for this option is more focused on safeguarding:

1. Is the learner accessing from home or from an approved location? Who would be the point of contact when a safeguarding issue arises.
2. The reason and context of the learner joining this programme. How would their admission impact the existing learners.
3. Which group is best suited to the learner's situation, this may be their admission context and timetable.

## 8. Pre-Commencement Procedures

1. A welcome email is sent to both the learner and any appointed liaison. This email includes welcome video's from the learner's facilitators, their personalised timetable, an introduction to Purple Ruler, and detailed instructions on how to access the lesson, learner's handbook including safeguarding information.
2. Where possible, a welcome email is also sent to the parent including the parent guide book.
3. On the start date, the learner begins their new timetable, joining their first live interactive online lessons as scheduled. To ensure a smooth transition, a member of the learner support team conducts an initial check-in during the first week. This check-in addresses any initial questions or concerns and provides an opportunity for the learner to receive personalised support. A review meeting with the commissioner within the first 2 weeks is also encouraged to iron out any technical or logistic challenges.

4. Baseline Assessments are conducted in the first or second lesson to assess prior knowledge and understanding of the subject if existing attainment scores are not provided. This may not be applicable for Alternative Provision or SEND learners to avoid aversion towards the programmes.
5. For learners who are non-native English speakers and cannot provide previous English proficiency test scores, Purple Ruler will administer an English Proficiency test within the first session to assess their language skills. The results of this test will be used to plan lessons and tailor instruction to the learner's language abilities. If adequate previous data is unavailable, the cost of the test will be charged to the commissioner.

## 9. Appeals Process

We currently operate an open referral policy. Other than in cases where we believe online provision is not suited to learner's specific needs, we accept all referrals. Thus, an appeals process specifically for admissions is not required.

We refer you to our complaints policy if you are unsatisfied with our service.

## 10. Data Protection and Privacy

Please review our full Data Protection and Privacy Policy here: [Purple Ruler Data Protection and Privacy Policy](#)

## 11. Monitoring and Review

### 1. Annual Review:

- The admissions policy undergoes a comprehensive review annually to ensure that it remains in compliance with current legislation and best practices in the field of education. This includes adherence to the Data Protection Act 2018, GDPR, and other relevant legal requirements.
- The review process includes a thorough examination of any changes in legislation or regulatory guidance that may impact admissions procedures. This ensures that the policy remains up-to-date and legally compliant.

### 2. Continuous Improvement:

- The admissions team regularly monitors the effectiveness of the admissions policy throughout the year. This involves tracking key metrics such as application processing times, acceptance rates, and the satisfaction levels of applicants and referrer.

- The team conducts detailed analyses of admissions data to identify trends, potential issues, and areas where the process can be streamlined or improved. This data-driven approach ensures that adjustments are evidence-based and targeted for maximum impact.
- Continuous efforts are made to ensure that the admissions process is inclusive and accessible to all learners, regardless of their background or circumstances. This includes reviewing and enhancing procedures to support learners with special educational needs and disabilities (SEND).
- Based on the insights gained from monitoring and feedback, the admissions team makes necessary adjustments to the policy and procedures. These changes are aimed at improving the overall admissions experience, reducing barriers to entry, and ensuring fair access for all learners.

## 12. Conclusion

This Admissions Policy underscores our dedication to providing equal access to quality online education, ensuring a fair, transparent, and inclusive admissions process for our diverse learner population. At Purple Ruler, we celebrate diversity and prioritise inclusivity, supporting learners with special educational needs and disabilities (SEND) through tailored approaches and personalised learning plans. We continuously improve our admissions process based on regular reviews and stakeholder feedback to maintain high standards of fairness and effectiveness. Our dedication to collaboration, academic excellence, and holistic education inspires and empowers every learner, fostering curiosity and critical thinking to help them achieve their full potential in a supportive online environment.