

Cirk Hes Ltd.

EOTAS Student Induction Policy & Process

Dear Parents, Guardians and Professionals,

Please find below an outline of the Cirk Hes admissions and induction process for students referred through Cornwall Council's EOTAS (Education Other Than At School) Team. This document explains what families and professionals can expect from referral through to the start of a provision.

1. Initial Referral and Meeting

Following a referral from the EOTAS Team, families will be invited to arrange an initial meeting at Cirk Hes.

Where possible, this meeting takes place face-to-face in our circus space at a quiet time between classes. Families will meet with:

- The **Designated Safeguarding Lead (DSL)** (also a Lead Tutor), and/or
- The **SEND Lead** (also a Lead Tutor)

The purpose of this meeting is to:

- Build rapport in a calm, welcoming environment
- Understand the student's individual needs and strengths
- Discuss any physical considerations or medical information
- Learn about the student's interests, hobbies, and previous activities
- Explore how circus activities may best support their EHCP outcomes

If attending in person is not possible, this meeting can take place online or by telephone.

2. Exploring Circus Activities

During the consultation, we will discuss the types of circus activities that may be most appropriate and beneficial. Cirk Hes offers a wide range of disciplines, including:

Object Manipulation

Juggling, object play, hula hooping, poi spinning and other prop-based skills.

Acrobatics (Acro)

Acrobatics and acrobalance in a fully matted, well-equipped and safety-focused environment.

Balancing Skills

Stilt walking, unicycling, tightwire and related balance disciplines.

Aerial Arts

From seated spinning hammocks to trapeze, aerial hoop and silks. We offer progressive, supported access to aerial equipment.

Physical Theatre

Drama games, movement exploration, clowning, dance and creative performance work.

3. Making Circus Accessible

Cirk Hes is committed to inclusive practice. Our experienced team has worked extensively with children and young people with a wide range of additional needs.

We support accessibility through:

- Small and large sensory tents
- Sensory toys and calming equipment
- Bean bags and designated quiet/chill-out spaces
- Specialist rigging systems and harnesses enabling supported aerial access
- Adapted equipment and differentiated teaching approaches

We recognise that every student is different, and provisions are tailored accordingly.

4. Parent, Guardian and Caregiver Involvement

Primary caregivers (including parents, guardians or personal assistants) are welcome to remain in the main circus space during sessions.

For some students with higher levels of need, it may be a requirement (following risk assessment) that a caregiver remains present for the duration of sessions. This is determined on a case-by-case basis in discussion with families and the EOTAS Team.

5. Session Formats

EOTAS provisions typically run for 1–2 hours and may take one of the following formats:

Small Group Sessions

Relaxed, supported engagement in varied circus activities with a small number of students.

One-to-One Sessions

Individual sessions with a dedicated tutor in a private or shared space, allowing personalised focus.

Two-to-One Sessions

For students requiring additional support to engage safely and effectively, with two members of staff present.

6. Documentation and Agreement of Provision

Before a final offer of provision can be confirmed, Cirk Hes must receive:

- The student's current EHCP from the EOTAS Team

A provision will then be agreed collaboratively between:

- The Cirk Hes SEND Lead
 - The Designated Safeguarding Lead
 - The allocated Lead Tutor
 - The Cornwall Council EOTAS Team Lead for the student
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7. Induction and Ongoing Review

At the first session, where appropriate, the student will take part in a friendly, zero-pressure conversation to explore:

- Their interests in circus
- Their "Dreams" (long-term aspirations)
- "Goals" (medium-term achievements)
- "Aims" and session "Focus" areas

This framework helps break larger ambitions into manageable, achievable steps.

If a student prefers to explore activities before engaging in structured discussion, this is fully respected.

Progress is reviewed at the start of each term in a supportive and informal way. In addition, a formal end-of-term report is completed by the Lead Tutor for submission to the EOTAS Team. These reports are intended for official use; however, families are welcome to contact us for clarification about the reporting process.

This admissions process has been prepared by Ross Wheeler, SEND Lead.

For further information or questions regarding the induction process, please contact:

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Kind regards,
Cirk Hes

EOTAS Student Induction Policy & Process – Reviewed and agreed by SEND Lead Ross Wheeler & Charity Manager Naomie Lewis 02/03/26