

## Student Induction Policy (Alternative Provision)

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|--------------|--------------------------------------------------|
| Policy title | Student Induction Policy (Alternative Provision) |
| Applies to   | All pupils, parents/carers and staff             |
| Policy owner | Head of Centre / DSL                             |
| Approved on  | 22 September 2025                                |
| Review cycle | Annual                                           |

### 1. Purpose and ethos

Our induction ensures every learner joining [provision name] experiences a safe, welcoming and structured start. We recognise that many pupils placed in Alternative Provision have faced disruption, exclusions, poor attendance or contextual risks. Induction therefore focuses on safety, belonging and clear routines as much as on academic assessment. It provides early help, builds trust with families and establishes the behaviours and supports that enable success.

### 2. Legal and policy framework

This policy sits within Keeping Children Safe in Education (2025), Working Together to Safeguard Children (2023, updated 2025), the DfE Non-school Alternative Provision Voluntary National Standards (2025), the Equality Act 2010 and GDPR. Safeguarding is everyone's responsibility and the DSL oversees all aspects of student induction and information-sharing.

### 3. Scope

The policy applies to all learners placed with us by local authorities, schools or other commissioners, including part-time or medical placements. It covers pre-admission engagement, the first day, the first four weeks and the handover to steady-state provision.

### 4. Pre-admission (days –10 to –1)

Once a referral is agreed in principle, the Admissions Panel instructs the DSL to coordinate pre-admission checks. The referrer supplies a full chronology (attendance, attainment, behaviour, risk history), safeguarding information, EHCP/SEND documents, and any therapeutic or medical plans. We meet the pupil and parent/carers—ideally on site—to explain our offer, tour the setting and gather the learner's voice. Reasonable adjustments are identified and recorded. Where risks are significant (e.g. exploitation, violence, weapons, self-harm), the DSL convenes a multi-agency discussion to agree mitigations before start. Transport arrangements and timings are confirmed in writing.

### 5. First day experience

On arrival the student is greeted by name and introduced to a trusted adult. A calm, scripted welcome covers essentials—where to store belongings, how breaks work, who to ask for help, and what to do if worried. The DSL or deputy provides a short safeguarding briefing, including reporting routes, trusted adults, online safety and expectations around attendance, phones and conduct. A fire safety orientation shows exits, alarms, assembly points and first-aid locations. The learner signs a simple behaviour and relationships agreement written in accessible language; parents/carers sign a parallel home-school agreement. We complete initial wellbeing and engagement screens and agree a same-day check-out call with home.

### 6. Baseline assessment and initial plan (week 1)

During the first week we complete curriculum baselines in English, maths and any specialist vocational areas the pupil will access. Staff observe learning habits and regulation needs. The SENCo reviews SEND history and updates the pupil passport, with EHCP outcomes translated into practical classroom strategies. Where health or therapy is involved, we confirm consent and information-sharing protocols. The DSL finalises a safeguarding and risk management plan that includes arrival/departure security, community risks, and triggers/early warning signs with agreed de-escalation strategies.

### 7. Induction curriculum and routines (weeks 1–4)

Learners follow a settling-in timetable that mixes high-success learning experiences with coaching on routines—



punctuality, equipment, transitions, restorative conversations and digital responsibility. A key worker meets the pupil at least twice weekly to review goals, attendance and wellbeing, and to coach problem-solving. Parents/carers receive weekly contact to reinforce attendance and celebrate progress. Where attendance dips or the pupil goes missing, we follow the Attendance and CME escalation pathway immediately and liaise with the referrer.

#### **8. Placement review and handover (end of week 4)**

At the end of week four the key worker coordinates a multi-agency review with the pupil and family. We evaluate attendance, conduct, curriculum engagement and safeguarding. The plan is then converted into the longer-term placement plan with measurable targets (academic progress, qualification pathway, behaviour, attendance). Any adjustments to timetable, transport or specialist support are confirmed in writing.

#### **9. Recording and quality assurance**

All induction activities are recorded on our MIS and safeguarding system. The Provision Lead samples induction files each half-term against this policy and the DfE AP standards, with actions tracked to completion. Induction content is updated following audits or changes to statutory guidance.

#### **10. Equality, diversity and inclusion**

We make reasonable adjustments so that induction is accessible for all learners, including those with SEND, EAL or disabilities. Materials avoid jargon and are provided in alternative formats upon request.

#### **11. Data protection and information-sharing**

We collect and share only what is necessary, proportionate and lawful under GDPR/DPA 2018 and safeguarding exemptions. Privacy information is issued to families at admission and consent captured where required.

*Version: V03 • Approved on: 22 September 2025 • Next review: September 2026*