



Student Admissions and Induction Policy

Introduction

VLC aspires to a non-selective admissions policy and does not discriminate between applicants on grounds of physical or intellectual ability, gender, religion, ethnic origin or any other reason other than its capacity to meet the applicant's educational needs and this is achieved by adhering to the Equality Act 2010 and The Human Rights Act 1998.

Our school wishes to treat all applicants fairly and openly, and to be timely and effective in its communication with them. We have an open policy of recruitment that does not demand a particular level of academic attainment to gain entry.

We ask that students want to come to us and are keen to learn and take responsibility for their learning. Applicants for admission to VLC are assessed by referral forms in order to acquire as much background information on the individual as possible, to determine suitability and support needs. VLC will be sensitive to any requests for confidentiality.

Referral to join VLC's roll - Appendix 1

On receipt of a request to consult from SEND brokerage, VLC will seek to gather as much information on the potential student as possible, in order to determine whether we can meet need (this will include whether we have capacity). If appropriate, an offer will be sent and we will then await the panel decision.

Once a student's place has been confirmed by the panel, and VLC is named in the student's EHCP, a start date will be confirmed. At this point Centre Leaders will contact the student and their parents/carers to introduce themselves. This is an opportunity to discuss the student's needs and programme, as well as previous barriers to learning, and identified triggers. Arrangements for any additional resources or alternative provision will be put in place.

Following this, the student will then begin their transition to VLC, as per an agreed transition programme (see VLC's Part Time Timetables and Transitions Policy).

Referral to Alternative Provision - Appendix 2

On receiving an enquiry whether by telephone or email from a commissioning school or the Local Authority considering placing an alternative provision student at VLC, a provisional offer will be made dependent on capacity. This offer will stand for 8 working days, after which time no guarantee can be made that there will still be capacity. To confirm the place, the following must be completed:

- A Learner Information Form (LIF), including a full risk assessment
- VLC's Sharing Safeguarding Information Form
- Signed SLA and/or PO number, if needed
- An initial visit with the student, parent/carer and the commissioning school

During the initial visit, there will be an opportunity to look around the facilities, ask questions and discuss the educational programme. Parents must disclose any known or suspected circumstances relating to their child's health, development, allergies, disabilities and learning difficulties. The meeting will be conducted by a Centre Leader or the Principal. .

Part of the discussion will include a conversation regarding a student's needs and programme, as well as previous barriers to learning. Students themselves will be given the chance to input.

A key part of this meeting will be for the student to "buy in" and choose that VLC is the right learning environment for them. This is key to our therapeutic behaviour management. Students must want to be part of us and agree to our rules.

If the admission is appropriate then confirmation of a place will be made by email or letter to the commissioning school and/or parent/guardian. Fees will be agreed with the commissioner and a provisional place will be offered with dates proposed to start and complete an induction process.

In the event of a request for an alternative provision placement being declined at this stage, the commissioning school and/or parent/guardian will be notified of the decision by letter/email.

Admissions Criteria

Places are usually offered for the start of the academic year in September. However, VLC recognises that students may be out of education for a range of reasons, at times throughout the year. Therefore, VLC does take admissions at other times of the year, subject to the Principal's discretion. All referrals and admissions are considered on an individual basis, on a first-come-first-served basis. A place will not be offered if it is considered that VLC is not the most suitable provision to meet the student's specific educational, pastoral or social needs.

We do accept students where English is not their first language. All our lessons and instructions are in English.

The eligibility criteria for students seeking a placement, before a referral will be taken forward, include:

- VLC has space in an appropriate class/peer group. VLC has a maximum of 40 places per year. We do not hold a waiting list, as it is felt this may hinder the process of students being placed at other suitable provision, and potentially remaining out of education.
- Those with parental responsibility must be in support of the placement and in agreement with the vision and ethos of the school. Continued support of those with parental responsibility and partnership with our school are essential for the success and viability of any placement. It is recommended that those with parental responsibility visit the school so they are happy with arrangements and agree to the education provided.
- The student will be local authority funded.

All referrals are considered on an individual basis. Admissions maybe declined if:

- Admissions exceed the number of places available
- The placement would be incompatible with the provision of efficient education for others, and/or the efficient use of resources.
- VLC considers itself unsuitable to provide the full range of facilities and support for students requiring learning support and/ having special educational needs.
- The availability and suitability (including year group) of a place in the class appropriate to the applicant.
- If the student is deemed high-risk for safeguarding following completion of a risk assessment

The Equality Act 2010 applies to all schools and school admissions, and VLC does not discriminate on any of the protected characteristics, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We will take reasonable steps to avoid the substantial disadvantage to a student with disability under the Equality Act 2010. It will use its best endeavours to make reasonable adjustments, where possible, to ensure equality of outcomes for those with a disability, including students, parents, staff and others.

Appeals

When VLC is unable to offer a place to a child, either on-roll or alternative provision, it must include the reason why admission was refused, information about the right to appeal, the deadline for lodging an appeal and the contact details for making an appeal. Parents must be informed that if they wish to appeal they must set-out their grounds for appeal in writing.

Induction

First Day

On arrival at VLC, it is important that each student is put at ease and introduced to VLC, in order for them to become familiar with our expectations and processes. This should be done by a staff member (usually a Centre Leader or Outreach Worker) on the student's first day.

If in the centre, the student should be shown around the facility, told where everything is where they are allowed and not allowed to go and who else might be on the premises on any given day.

They should be introduced to all the adults on site. Students should be introduced to the Designated Safeguarding Lead(s) and told who they should speak to should they have any concerns over their safety/wellbeing.

Students should be walked through the fire evacuation procedure.

Students should be helped to understand VLC's aims for students to be able to gain the knowledge and skills they need to gain qualifications and/or move on to their next stage (be it post-16, a return to mainstream, transition to another setting) and to learn in a way that suits them.

Students should be made familiar with the values, expectations and ambitions outlined in VLC's Relationships and Praise, and Maintaining a Safe Environment Policies, which can be viewed and downloaded from VLC's website. Students should be informed that VLC does not reject any student based on prior behaviour, but that each student needs to choose to be with us and follow our rules in order for us to meet their needs.

As a part of student's induction, they should be informed that VLC is a Christian organisation. Education is secular, but students should be aware that the whole organisation is supported by the church.

Transition

All students will have a phased introduction to VLC, unless there is a specific reason to dictate otherwise. Details can be found in VLC's Part Time Timetables and Transitions Policy. Students on part time timetables will be reviewed at least fortnightly with a view to increasing their timetable wherever possible.

VLC will work with the student, parents and the commissioning body to ensure that this transition fits the needs of the student.

During the transition period, if not before, staff will formulate an Individual Learner Plan for each student. This will involve discussing:

- Why does the student think they are with us? Do they know their 'exit plan'?
- Agree educational targets for their time with us.
- How does the student think VLC could benefit them?
- What are the student's dreams and ambitions?
- How does the student best like to learn?
- What is the student interested in?
- Who is supporting the student ie. what is their family network and how effective is it?
- Does the student's family know they are here?
- What would they like for lunch/breakfast/snacks? (Toast and tea/coffee is available for all students. Students should prepare their own lunch and refreshments unless they are eligible for FSM and agreement has been made with their commissioning body)

Assessment of Student's Needs

In their first week (this may take longer if a student is in part time), VLC will undertake initial assessments to ascertain the student's needs, both academically and otherwise. For KS4 students this will include baseline assessments in Maths and English. For KS3 students this will include GL assessments in Maths, Reading and Spelling. All students will be screened for emotional literacy to identify further support, if any, needed. The results of these assessments will help to shape the students' learning programme going forward.

Safeguarding

In order to meet its duty to safeguard our children and young people, and to best work with the student and their families, it is vital that VLC is provided with safeguarding history on each student before they start at VLC. For this reason commissioners and/or the student's previous school will be asked to complete VLC's Safeguarding Information Form, to ensure an effective sharing of information.

VLC is committed to working with students' existing support networks (including family, social services, other professionals) to ensure positive outcomes for the student's safety and wellbeing.

Appendix 1: VLC Admissions Procedure - SENDAR

Business Manager	SLT	Centre Leaders
Consult through from SENDAR		
	SLT to read EHCP and decide if there is capacity in the required centre and whether we can meet the need?	
	Identify gaps in EHCP and liaise with commissioner	
	SLT to confirm with SENDAR if there is availability	
	SLT to request visit from SENDAR	
	Reply with full offer and await panel decision	
Assessment place or permanent place? Transfer files within 5 days.		
Safeguarding Sharing Info Form to previous school		
Complete New Student Checklist		
	SLT to inform centre leaders of start date	
		Centre leaders to reach out and introduce themselves as key worker to parents and student. Find out initial triggers and key strategies, interests, food requests etc.
		Box and resources prepared for student, any additional requirements order, i.e play dough, lego etc
		Students starts at VLC on a two- three day transition period, initially.

Parent/carer permission/medical forms sent to home/whatsapp		
		Centre leader to discuss with SLT the need to extend transition period or move to full time
		Student moves towards a full time (or preagreed) timetable
CLM updated		
		Centre leader prepares ILP & Half Term Plan
		KS4 Baseline diagnostic assessments in maths and English KS3 GL Reading screening completed initially GL Maths screening
		Emotional literacy screening completed
		KS3 GL spelling screening completed
		Update parent and commissioner weekly at least
Attendance checks		
	Review placement	

Appendix 2 - VLC Admissions Procedure - Alternative Provision

Business Manager	SLT	Centre Leaders
Commissioners to make contact with VLC		
Request to see LIF and required days		
	SLT to read LIF and decide if there is capacity in the required centre	
	Identify gaps in LIF and liaise with commissioner	
	SLT to confirm with commissioners if there is availability. Initial offer made which will be held for 8 working days, subject to receipt of completed LIF and Sharing Safeguarding Information Form, and an initial visit.	
	SLT to arrange visit with student, parent and commissioner	
Discuss with commissioner and SLT length of intended placement and start date, include transition plan over two/three days depending on number of days at centre.		
Prepare and send SLA		
Complete New Student Checklist		
	SLT to inform centre leaders of start date	
		Centre leaders to reach out and introduce themselves as key worker to parents and student. Find out initial triggers and key strategies, interests, food requests etc.
		Box and resources prepared

		for student, any additional requirements order, i.e play dough, lego etc
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