

# Leamington Vineyard Learning Centre

## Student Induction Policy

### **Background**

LVLC's aim is to release the potential of every student. Therefore we need to ascertain what the barriers to learning have been for each student, from both the point of view of the student as well as the school.

### **Prior to enrolment**

#### **Tour**

Prior to starting, each student will take part in a tour of the LVLC centre where they will be based. Wherever possible, students should be accompanied by a parent/carer and a member of staff from their school/the local authority. The tour will be hosted by a senior member of LVLC's staff.

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

### **New Student Information Form**

To assist this, each commissioning party (ie. a student's school/the local authority) will complete a copy of LVLC's New Student Information Form. This will provide us with a picture of the student which will help us to start their learning journey most effectively.

### **First Day**

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

The familiarisation process should begin with the offer of a beverage and snack. Staff should then outline the process for the student's first day.

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.

As a part of this, we want to find out:

- Why does the student think they are with us?
- How does the student think LVLC could benefit them?
- What are the students 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 is available for all students, but students should prepare their own lunch and refreshments unless they are eligible for FSM and agreement has been made with their commissioning body)
- Do they smoke? If so, draw up a smoking agreement

Students should be helped to understand LVLC's aim for students to be able to pass their exams and learn to learn in a way that suits them.

Students should be made familiar with the expectations and ambitions outlined in LVLC's Attendance and Behaviour Policy, which can be viewed and downloaded from LVLC's website. Students should be informed that LVLC has no system of exclusion but that there is a queue of students wanting the places and the schools will select another student if they waste their place.

As a part of student's induction, they should be informed that LVLC is a Christian organisation supported by all the churches in Leamington so that there would be somewhere for someone in their situation to go where they could be happy and succeed.

### **Transition**

All students will have a phased introduction to LVLC, unless there is a specific reason to dictate otherwise.

This will involve shorter days to begin with, starting with 2 hours (9.30-11.30), building up to full-mornings (9.30-12.45) and finally to full-days (9.30-2.30). LVLC will work with a student's commissioning body to ensure that this transition fits the needs of the student. LVLC reserves the right to exercise discretion in order to ensure that a student is settled before transitioning to full-days. It is noted that for some students this transition may take an extended period, whereas other students may settle much quicker.

### **Assessment of Student's Needs**

In their first week (this may take longer if a student is only in 1 day per week), LVLC will undertake initial informal assessments to ascertain the student's needs, both academically and otherwise.

Within the first month, each student will create an Individual Education Plan (IEP) in conjunction with a key member of LVLC's staff. This will outline student's needs and situation and create targets for their learning.

Going forward, a student will review their IEP with a key member of staff each term. This will allow for students and LVLC to review their progress and ensure the best possible outcomes for each student.