

# Student Induction Policy

## **Background**

VLC'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 VLC. 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 VLC'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.

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.

## **Student Information**

Commissioning parties (ie. a student's school/the local authority) must complete a Learner Information Form (LIF) or a copy of VLC's New Student Information Form for each student. Commissioners are also responsible for providing VLC with a risk assessment covering for the student, together with details of student's academic results and targets, and bespoke information regarding their unique learning needs. 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 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 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.

Every student at VLC has an Individual Learner Plan. We complete this on their first day. This will include:

- Why does the student think they are with us? Do they know their exit plan?
- Agree educational targets during their time with us
- How does the student think VLC 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/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)

Students should be helped to understand VLC'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 VLC's Attendance and Behaviour Policy, 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.

As a part of student's induction, they should be informed that VLC is a Christian organisation supported by churches. 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.

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). VLC will work with a student's commissioning body to ensure that this transition fits the needs of the student. VLC 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), VLC will undertake initial informal assessments to ascertain the student's needs, both academically and otherwise.

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