



# Admissions and Pupil Induction Policy

## 1. 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 pupils want to come to us and are keen to learn, understand our values and want to be part of our community of learning. Applicants for admission to VLC are assessed by referral forms, induction conversation and baseline assessment 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.

## 2. Referral Process

On receiving an enquiry whether by telephone or email from a parent or carer, commissioning school or the Local Authority considering placing a pupil at VLC, a Learner Information Form (LIF) should be sent out to the most recent school for them to complete with all relevant information pertaining to the individual (including a full risk assessment). When completed, the LIF should be returned to VLC's Principals PA. Upon receipt of the LIF, the staff member will make contact with the commissioner or parent to arrange a visit with the pupil, parents or guardians and commissioners.

Parents or carers must disclose any known or suspected circumstances relating to their child's health, development, allergies, disabilities and learning difficulties. The visit will be conducted by a Centre Leader or the Principal. There will be an opportunity to look around the facilities, ask questions and discuss their potential bespoke VLC package. Part of the discussion, will also include a conversation regarding a pupil's specific needs and potential barriers to learning.

A key part of this discussion, pupils will be given the opportunity to learn about VLC's ethos, and it will be for the pupil to decide whether or not to choose that VLC is the right learning environment for them. This is key to our therapeutic behaviour management pupils must want to be part of us and agree to our values.

If the placement seems appropriate then fees will be agreed with the commissioning school or the Local Authority or the parent or carer and a provisional place will be offered with a date proposed to complete an induction process.

### **3. Offer of a Placement**

If the admission is appropriate then confirmation of a place will be made by email or letter to the commissioning school and/or parent or carer.

Full time pupils who will be solely on VLC's role, must attend the Whitnash centre to access the full curriculum. Bespoke full time curriculum must include an experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

Pupils will only be admitted to sister sites upon strict agreement with the commissioning school to provide the full access to a diverse curriculum offer.

In the event of a request for admission being declined, the commissioner and/or parent or carer will also be notified of the decision by email or letter. VLC reserves the right to refuse entry if the placement does not meet the educational, pastoral and social needs of the pupil concerned.

Admissions may be declined if:

- Admissions exceed the number of places available
  - VLC does not have the capacity to meet the pupil's educational needs, considering its responsibility to the pupils already in the class.
  - VLC is unable to provide the full range of facilities and support for pupils 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 pupil is deemed high-risk for safeguarding following completion of a risk assessment

#### **4. Appeals**

When a parent or carer is informed of a decision that refuses their child of a place, 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 or carers must be informed that if they wish to appeal they must set-out their grounds for appeal in writing to the Chair of Trustees.

#### **5. First Day**

On arrival at VLC, it is important that each pupil 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 pupil's first day.

The pupil 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. pupils 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.

Pupils should be walked through the fire evacuation procedure.

Every pupil at VLC has an Individual Learner Plan. We complete this on their first day.

Pupils should be helped to understand VLC's aims for pupils to be able to pass their exams and learn to learn in a way that suits them.

Pupils should be made familiar with the values, expectations and ambitions outlined in VLC's Attendance and Behaviour Policy, which can be viewed and downloaded from VLC's website. Pupils should be informed that VLC does not reject any pupil based on prior behaviour, but that each pupil needs to choose to be with us and follow our rules.

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

## **6. Transition**

All pupils 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 pupil's commissioning body to ensure that this transition fits the needs of the pupil. VLC reserves the right to exercise discretion in order to ensure that a pupil is settled before transitioning to full- days. It is noted that for some pupils this transition may take an extended period, whereas other pupils may settle much quicker.

## **7. Assessment of pupil's Needs**

In their first week (this may take longer if a pupil is only in 1 day per week), VLC will undertake initial informal assessments to ascertain the pupil's needs, both

academically and otherwise.