Induction Policy

Date created: November 2025

Created by: Mr P Marsden

Review date: November 2026

1. Purpose

The purpose of this policy is to ensure that all students entering the Alternative Provision are supported to settle in safely, understand expectations, and begin their learning journey with a clear and personalised plan. Our induction process aims to:

- Welcome students into a safe and inclusive environment.
- Establish shared expectations for behaviour, attendance, and engagement.
- Identify and address individual learning, social, emotional, and safeguarding needs.
- Ensure effective communication between students, parents/carers, and commissioning schools.

2. Legal and Policy Context

This policy aligns with:

- Equality Act 2010
- National guidance on alternative provision from the Department for Education.
- Our safeguarding and behaviour policies.

3. Principles of Induction

- Every student will experience a structured and supportive induction process.
- Students will know how to raise concerns and understand their rights to feel safe.
- Induction will be personalised to reflect the student's background, needs, and aspirations.
- Information will be shared with all stakeholders — students, parents/carers, and commissioners — to support consistency.

4. Induction Stages

Stage 1: Pre-Induction (Information Gathering)

- Referral information is received from the commissioning school.
- Staff review background details, attendance, behaviour, SEND information, and safeguarding notes.
- A risk assessment is completed if required.
- A suitable induction timetable is planned.

Stage 2: Initial Induction Meeting

- The student, parents/carers, commissioning school representative, and a key staff member attend the meeting.
- The purpose and structure of the provision are explained.
- Behaviour, attendance, and safeguarding expectations are clearly outlined.

- Students are introduced to staff, site facilities, and key routines.
- Students receive a welcome pack including the behaviour policy and safeguarding information.

Stage 3: Baseline Assessment

- A baseline evaluation is completed to identify individual needs.
  This includes:
    - Barriers to learning and engagement (e.g., SEND needs, literacy levels)
    - Strengths and areas for development (academic and social/emotional)
    - Attendance and engagement history
    - Interests, hobbies, and aspirations
- An individual education and support plan is created using the student education plan template.

5. Personalised Education Plan Development

Once the induction process is complete, achievements and progress will be evidenced in an Individual Education Plan (IEP).

- The student's voice is recorded, ensuring their views and goals are central.
- Shared objectives are agreed between student, school, and provision staff.
- A timetable is established, including academic learning, interventions, and enrichment.
- Parents/carers and commissioning school are provided with the plan

- Key staff review progress weekly during the first half-term.
- Any issues with attendance, engagement, or wellbeing are addressed swiftly.
- Mid-placement and end-of-placement reviews are conducted to measure impact, with opportunities to adjust plans as required.

6. Roles and Responsibilities

- **Induction Lead / Key Worker:** Coordinates induction, completes baseline and induction plan.
- **Safeguarding Lead:** Ensures risk assessments and safeguarding procedures are in place.
- **Commissioning School:** Provides relevant information and participates in induction meetings.
- **Parents/Carers:** Support attendance and engagement and contribute to planning.
- **Students:** Participate actively in their induction, share their views, and agree to expectations.

7. Monitoring and Review

- Induction records will be kept securely and shared appropriately with relevant parties.
- Induction effectiveness will be reviewed regularly as part of quality assurance and safeguarding procedures.
- Feedback from students and stakeholders will inform policy updates.

8. Related Documents

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Student Education Plan
- Attendance Policy
- Equality and Diversity Policy

Appendix A – Students/Parent Induction Guide

Welcome to Active Futures Academy

Induction Guide for Students and Parents/Carers

1. Why We Have an Induction

Starting somewhere new can feel exciting — and a little scary. Our induction process is here to make sure you:

- Feel safe, welcome, and supported.
- Know what to expect from your time with us.
- Understand our routines and expectations.
- Get the right support to help you learn and achieve your goals.
- Have your voice heard — your opinions matter here.

2. What Guides Us

We follow national guidance and laws that protect your rights, including:

- Equality Act 2010 (this makes sure everyone is treated fairly).
- Government guidance for alternative provision.
- Our safeguarding and behaviour policies to keep everyone safe and respected.

3. What You Can Expect from Induction

- A friendly and structured welcome when you start.
- Time to get to know the staff, the building, and how things work.
- Clear explanations about behaviour, attendance, and how to get support.
- A chance to talk about what's important to you — your strengths, worries, and goals.
- A personal plan to help you learn, grow, and succeed.

4. How Induction Works (Step by Step)

Step 1: Before You Arrive

- We get some information from your school to help us understand how best to support you.
- If needed, we'll complete a risk assessment to make sure everything is in place to keep you safe.
- We'll plan your induction timetable so your first days feel calm and organised.

Step 2: Your Induction Meeting

- You and your parent/carer meet key staff and find out more about your placement.
- We explain our rules and how we'll keep you safe.

- You'll have a tour of the site and meet staff who will support you.
- You'll receive a welcome pack with key information.

Step 3: Getting to Know You

We'll do some short assessments and have conversations to learn about:

- What helps or makes it harder for you to learn.
- Your strengths and interests.
- How you feel about school and learning.
- Your future goals and ambitions.

We'll then create your Individual Education Plan — a personalised plan to support your learning and wellbeing.

5. Your Personal Plan

- Your views will be at the centre of your plan.
- We'll agree clear goals together with you, your school, and your family.
- You'll have a timetable with lessons, support sessions, and enrichment activities.
- We'll check in with you weekly to make sure things are going well.
- If something isn't working, we'll adjust the plan together.

6. Everyone Has a Part to Play

Who	What They Do
Key Worker	Welcomes you, helps with your plan, and supports you every step of the way.
Safeguarding Lead	Makes sure everyone is safe and supported.
Your School	Shares information and works with us to help you succeed.
Parents/Carers	Support you with attendance and learning.
You	Share your views, attend regularly, and get involved.

7. How We Keep Improving

- We keep secure records of your induction.
- We ask for your feedback so we can make things better.
- We review your progress regularly to make sure the support is working.