



## **New Student Induction Policy**

### **1. Purpose**

The purpose of this policy is to ensure that every new student joining The Hub Educational Services CIC experiences a safe, structured, and welcoming introduction to our community. The induction process aims to help students settle quickly, understand our expectations, and access the support they need to succeed socially, emotionally, and academically.

### **2. Rationale**

Many students arrive at The Hub Educational Services CIC following a period of disrupted education or exclusion from mainstream school. They may have experienced trauma, low self-esteem, or difficulty trusting adults. A carefully planned induction process:

- Promotes feelings of safety and belonging
- Builds positive relationships between staff, students, and families
- Ensures that individual needs and risks are understood from the outset
- Supports a smooth transition into learning and behaviour routines

### **3. Aims**

The induction process will:

- Provide a clear and consistent welcome for all new students
- Gather key information to support personalised planning
- Introduce students and families to our values, expectations, and routines
- Assess academic, social, and emotional needs early
- Support successful engagement and attendance from day one

### **4. Responsibilities**

- Directors / Provision Manager – oversees induction procedures and ensures staff adherence.

- Provision manager – coordinates the induction timetable, risk assessments, and initial assessments.
- Family Support Worker / Mentor – provides one-to-one support and acts as the main point of contact for the student and their family.
- Operations Manager – manages paperwork, records, and communication with referring schools or agencies.

## 5. Induction Stages

### Stage 1: Referral and Pre-admission

- Referral received from school, local authority, or another agency.
- Background information requested: attendance data, EHCP (if applicable), safeguarding information, and previous assessments.
- Initial risk assessment completed and tender completed if we can meet need.
- Parent/carer contacted to arrange a meeting and tour of the provision.

### Stage 2: Admission Meeting

- Held with the student, parent/carer and Family Support Worker.
- Purpose: to discuss previous schooling, strengths, interests, and support needs.
- Policies and expectations shared, including behaviour, mobile phone use, internet use and attendance.
- Student and parent/carer sign all agreements.
- Induction timetable confirmed (part-time transition if appropriate).

### Stage 3: Initial Assessment

- Baseline assessments in literacy, numeracy, and social/emotional development.
- SEN screening (e.g., speech and language, cognition, and emotional wellbeing).
- Wellbeing questionnaire or self-reflection with key worker.
- Review and update of individual risk assessment and behaviour support plan.

### Stage 4: Induction Programme

- Tour of the site and introduction to key staff.
- Learning about daily routines (arrival, breaks, lessons, reflection time).
- Group sessions on relationships, respect, and restorative approaches.
- Target-setting with their key worker.
- Participation in supported lessons or small group activities.

### Stage 5: Review and Transition to Full Timetable

- Induction review meeting held within 4–6 weeks.
- Feedback from staff, student, and family collected.
- Timetable increased to full-time if appropriate.
- Individual Learning Plan (ILP) finalised.
- Ongoing mentoring and progress monitoring in place.

## **6. Communication with Families**

Parents/carers are key partners in the induction process. Staff maintain regular contact during the first few weeks (phone calls, texts, or meetings). A review meeting is held within the first half term to discuss progress, attendance, and wellbeing.

## **7. Support During Induction**

All new students will be assigned:

- A Key Worker who meets them daily for check-ins.
- Access to pastoral and therapeutic support, if needed.
- Opportunities for restorative conversations and reflection time.
- Consistent reinforcement of positive behaviour and attendance.

## **8. Monitoring and Evaluation**

Induction records (checklists, risk assessments, and baseline data) are stored securely. The Pastoral Team reviews induction outcomes each half term. Student and parent feedback informs improvements to the process.

## **9. Related Policies**

- Admissions Policy
- Safeguarding and Child Protection Policy
- Behaviour and Relationships Policy
- Attendance Policy
- SEND Policy

## **10. Review**

This policy will be reviewed annually by the Senior Leadership Team (SLT) or sooner if required by changes in statutory guidance or local authority procedures.