

STUDENT INDUCTION POLICY

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Approved by (Name, date, signature)



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POLICY FOR STUDENT INDUCTION

Mission

We believe in investing in people. As professionals in the teaching and training professions, we strive to provide a better future for the children, young people and families we work with. Success for us means unleashing the potential of each individual so they can grow, develop and reach the potential of which they are capable. Our values are grounded in our determination to be the change we want to see in the world, through passion, commitment and integrity. We strive to plant a seed of kindness and compassion in a generation that will produce resilience and hope, and enable them to aspire and achieve productive and fulfilled lives. Our success is measured in the lives we change.

At the Omnia Foundation, we create a secure and safe environment that encourages communication, self-belief, mutual respect and success. We provide a rich and balanced curriculum that develops every child, allowing them to reach their true potential.

Aims of the policy

- To give students a clear understanding of what induction into the foundation will look like for them
- To help students understand how they will be involved in planning and preparing their induction with their home setting and foundation staff
- To give a clear outline to home settings and local authorities of how student induction into the foundation will be managed
- To give staff a clear outline of their roles and responsibilities within the induction process for individual students

This policy should be read alongside the Me, Myself and I Policy, Rights & Responsibilities Policy and Admissions Policy

Aim of The Induction

The aim of the induction is to give the student the best possible opportunity to transition successfully to The Omnia Foundation. Not only will the Induction get the student ready to join the foundation but will also allow staff to give the student and their home setting the most well-rounded package including Education, Therapy and Whole-School experience. By the end of the Induction process, we believe the student will be well prepared to join on-site provision alongside their peers or to benefit from a bespoke outreach programme.

The Induction Process

All inductions regardless of the length are planned and led by the Emotional Wellbeing Team and will have a core structure to meet key outcomes. The core structure will include the following:

Induction Checklist

As soon as a new student is enrolled, an Induction Checklist is started. Staff are able to identify the steps in the induction process that have been completed. This will look different for each student: steps may not happen in the same order; some will be longer; some will be shorter. Where certain steps may be an anxiety factor, these will be noted and any concerns will be raised with the Emotional Wellbeing Team. For example, a student may not want to meet other students before attending the site for the first time. Where steps are skipped, this will not be a barrier to a student completing a successful induction.

Any necessary paperwork, eg copies of EHCPs, are uploaded onto our system. A One Page Profile and a Key Information Document are started in order to provide staff with a central, comprehensive overview of a student's history which will reduce the need to repeat details over again.

Visits to home settings

Visit 1 - Initial Student and home setting visit – led by the Head of Foundation and Head of Therapeutic Provision. This will be an informal conversation simply for all parties to get to know each other. Members of staff may share their one page profile with the student and their responsible adults. This is a pen portrait of the staff member and helps new students begin to familiarize themselves with the foundation staff and their journey and experiences.

Visit 2 – visit with responsible adult without student present – led by the Head of Therapeutic Provision. During these initial visits, staff will gather as much background information about the student as possible and begin to prepare the Key Information Document. This visit will be an opportunity for the HoTP to introduce members of the outreach team to the home setting as it will be them who lead on the individual student's induction.

Visit 3 - Initial "Get to know me" Outreach session – led by member of Outreach team. Any additional information gathered will be added to the Student Passport and Key Information Document. Again, this will be largely informal and may involve the member of staff taking the student out to a park or coffee shop, purely to provide an opportunity to talk. Staff will work with the home settings to discuss induction and potential challenges. The Head of Therapeutic Provision with their team will begin to identify key induction priorities. These will be based on the student's learning, social, emotional, and mental health needs and will include for example preparation for coming into a large community, identifying potential triggers and preferred strategies to address those.

Although using this information gives the team a good idea of how long the induction process may be, the individual needs of the student are always our top priority and therefore the length of induction will vary widely from student to student. This takes into account any anxieties they may have about coming on-site and integrating into a community.

The Induction Programme

Once the priorities have been identified, the outreach team will deliver the induction programme off-site. There will be a number of milestones within the process, as follows:

- Friday Afternoon “Empty School Visit” – this happens when the student body has returned home for the weekend and is led by a member of the outreach team giving the opportunity for the new student to meet their staff team and see their learning spaces. The student may be accompanied on this visit by a responsible adult from their home setting and/or a member of staff from their current educational establishment if appropriate.
- Two weekly outreach sessions working towards the Key Induction Objectives. These are led by the outreach team and will include opportunities to meet other students from the foundation. Staff will bring a student or student(s) from the site out to meet the inductee on a few occasions. This provides an opportunity for the students themselves to begin to form positive relationships on neutral ground before the new student fully integrates with on-site provision. These sessions will also include guided and supported activities and off-site, (for example, rehearsing routines such as screen and search and introduction to the mobile phone charter), in order to familiarize the new student with ways of working and to form strong, positive relationships with staff before integrating into foundation life. The sessions will increase in time as the induction progresses to ensure that the student is engaging for longer periods of time.
- Following these “new starter” sessions, the outreach team will advise senior leaders about the new student’s learning style, abilities, preferences and typical responses and reactions in stressful situations. Senior leaders will then make a decision on which hub the new student will join. Once this is identified, the outreach team will facilitate off-site sessions with the hub team in order for the student to begin to form strong relationships with on-site staff.
- Gradual integration into on-site provision – as soon as the outreach team feel that the new student is as prepared as possible for the routines and relationships that they will encounter in on-site provision, the hub team will arrange to bring the new student onto site for increasing lengths of time during the working day.
- During the induction process, there will be planned opportunities to review progress and identify further areas for development. Students and their home settings are involved in these reviews at every step of the way.

Supporting Transition from Induction into hubs

Once the student is beginning to feel ready to come onto site, the outreach team will make a suggestion as to which hub the student might feel comfortable joining. The member of staff leading the induction will email that suggestion to the Senior Leadership Team and those staff who would therefore be working with that student. SLT will meet and consider any concerns or adjustments that may be needed to be made and then liaise with the suggested hub team.

An email is then sent to all foundation staff from a member of SLT to confirm that a new student will be transitioning onto site. This will allow all staff to prepare other students and familiarize themselves with the student’s Key Information and One Page Profile.

The hub lead will arrange a meeting with the hub team and outreach team to introduce the student and handover essential information. A plan is prepared and shared with the student to ensure that they are fully orientated and meet all members of the on-site community.

The remainder of the Induction Checklist will be completed by all staff working with the student until they are on-site full time. Considerations will be given to transport and implications for gradual transition on to site shared with the Student Support Officer who is responsible for liaising with transport companies.

As the plan changes to reflect the student’s needs, this will be updated and shared on a weekly basis with the home setting and staff. Regular progress meetings are held to ensure that staff are aware of the smallest changes.

Therapeutic Induction

Through the information gathered within the Student EHCP, the initial induction visits and a Thrive assessment, the Head of Therapeutic Provision will put together an Individualised Therapeutic Plan that will be led and assessed by a member of the wellbeing team. The Thrive Assessment is a tool used by the foundation to provide a baseline of social and emotional needs and identify key induction priorities. This assessment will give the wellbeing lead the opportunity to appropriately check the initial therapeutic package and make any necessary alterations to the intended therapy plans. Following the assessment, the student will have a “walk and talk” introductory session with an assigned qualified counsellor.

Travel Preparations

An important factor of the induction process will be preparing the student for travelling to the foundation site. Throughout the induction, the teams will begin to introduce safe travel skills as well as deadlines on pick-ups to ensure that the young person has an understanding of how the transport company will work and to equip them with the skills to be up and ready for transportation. If the home setting requires support with this aspect of foundation life, the Outreach team and Emotional Well-being Coordinators will provide them with tips and resources to make the morning transition less stressful.

Induction Reporting

Throughout the induction process, the outreach team and assigned emotional well-being coordinator will produce detailed/informative reports to ensure that the progress is evaluated and gaps identified so that provision can be reshaped accordingly. All reports will be written in line with the Key Induction Objectives which are set after the initial meetings with the young person and their home setting. Reports will be completed after each visit and will inform the hub team and assigned on-site staff of what needs to be put in place to support the transition into on-site life. All reports will be structured with the following headings/topics:

- Dates and times of sessions
- Activities completed
- Outcomes in line with induction objectives
- Key information gathered
- Next steps

Monitoring & Review

This policy will be monitored regularly by the Head of Foundation and reviewed biennially by the Executive Director.
