INDUCTION PROCESS

EFFECTIVE: SEPTEMBER 2026 | REVIEW: SEPTEMBER 2027

SAFE PEOPLE • POSITIVE PATHWAYS • COMPLIANT PRACTICE | Impact Alternative Learning - commissioned alternative provision.

1 CONFIRM READINESS BEFORE DAY ONE

- Check signed commissioning, agreed timetable/fee, venue, transport and required staffing; receive relevant safeguarding, medical and EHCP information.
- Do not commence if critical protection, health or site arrangements are unconfirmed; escalate immediately.

2 NAMED CONTACTS AND PLANNING

- Allocate a key adult, DSL contact, emergency contacts and commissioner contact; agree learner-specific adjustments and risk controls.
- Create an accessible learner profile with interests, strengths, support, communication and regulation needs.

3 WELCOME AND SAFE ORIENTATION

- Greet learner and family/carer appropriately; show toilets, first-aid, quiet/regulated spaces, activities, entry/exit, staff rooms and support routes.
- Explain fire alarm and evacuation in an accessible way, including individual assistance where necessary.

4 SAFEGUARDING AND EXPECTATIONS

- Introduce trusted adults and ways to report concerns; explain boundaries, anti-bullying, digital safety, behaviour and privacy in accessible formats.
- Do not overwhelm learners with written material; check understanding through conversation or visuals.

5 FIRST-SESSION READINESS

- Confirm attendance, identity/collection plan, allergies, medicine instructions and planned activities with staff; assess emotional and sensory needs.
- Record actual arrival, engagement, incidents, adjustments and immediate next steps.

6 EARLY LEARNING ASSESSMENT

- Within the first sessions gather proportionate academic, functional, vocational and wellbeing starting points without undue testing pressure.
- Set goals against individual plan/EHCP outcomes and commissioner objectives.

7 FAMILY AND COMMISSIONER UPDATES

- Agree updates and review timetable; communicate any non-arrival, health or safeguarding concern promptly in line with the placement agreement.
- Confirm that transport and timetable are workable after first visits.

8 COMPLETION AND REVIEW

- Key adult and DSL check learner understanding, risk plans, staff competence and baseline after initial settling period.
- Record date, learner/family voice, actions, owners, review date and sign-off; maintain an auditable induction checklist.

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Before start, first day, early weeks and recorded sign-off

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9 LINKED STATUTORY AND DFE GUIDANCE

- Keeping Children Safe in Education 2026 (in force 1 September 2026); DfE Non-school alternative provision voluntary national standards (August 2025; non-statutory); SEND code of practice: 0 to 25 years This policy is a provider operational policy; the primary guidance and any commissioner requirements take precedence where applicable.

10 POLICY OWNERSHIP AND REVIEW

- Policy owner: Kate Willis, Principal and Proprietor. Effective date: September 2026. Next review: September 2027, or sooner if legislation, safeguarding guidance, commissioning requirements or provision changes.
- The Principal manages implementation and policy review, with governance oversight where appropriate; relevant staff are informed of updates and confirm understanding.