Gateways Education & Wellbeing Ltd

Paving the Way to Success

Gateways Alternative Provision

Learning your way

Gateways Tuition

Confidence through learning

Student Induction Process Policy

Policy owner:	Director
Lead responsible:	Carly Mason
Provision covered:	On-site, outreach and home-based non-school alternative provision
Date approved:	22/04/2026
Review date:	22/04/2027
Applies to:	All staff, tutors, volunteers, learners, parents/carers, commissioning schools, local authorities and relevant professionals

1. Statement of intent

Gateways Education and Wellbeing Limited is committed to providing a safe, welcoming and well-organised induction for every child or young person who starts on-site, outreach or home-based provision. A consistent induction process helps ensure that learners feel known, protected and supported from the outset, and that provision is matched appropriately to need.

This policy sets out Gateways' arrangements for gathering information before a learner starts, introducing the learner to provision in a calm and proportionate way, assessing need during the early stages of placement, and establishing safe, clear and well-communicated plans for learning, regulation and review. It is intended to support high-quality non-school alternative provision that is responsive to individual needs and

delivered in partnership with parents/carers, commissioning schools, local authorities and other relevant professionals.

Many learners supported by Gateways may have special educational needs and disabilities, anxiety, trauma-related needs, social, emotional and mental health needs, communication differences, medical needs or disrupted experiences of education. Induction must therefore be flexible, trauma-informed where appropriate, and rooted in safeguarding, reasonable adjustment and a relationship-first approach, while maintaining clear expectations, appropriate boundaries and safe working practices.

2. Aims of this policy

- help each learner feel safe, welcomed and understood from their first contact with Gateways;
- ensure sufficient information is obtained before provision begins so that teaching, staffing, safeguarding and risk management are appropriate;
- set out a clear induction pathway for on-site, outreach and home-based tuition;
- establish suitable baseline information, support strategies and learning priorities within the early weeks of placement;
- ensure parents/carers and commissioners understand how information will be shared, reviewed and acted upon; and
- support compliance with safeguarding, health and safety, equality and alternative provision expectations in England.

3. Legal and guidance framework

This policy should be read alongside Gateways' Safeguarding Policy, Health and Safety Policy, Behaviour Policy, Risk Assessments, Data Protection and Confidentiality arrangements, SEND procedures and any individual learner plans. It reflects current legal duties and guidance relevant to non-school alternative provision and tuition, including:

- the Children Act 1989 and 2004;
- the Education Act 1996, including section 19 where relevant to education otherwise than at school arrangements;
- the Equality Act 2010;
- the Health and Safety at Work etc. Act 1974;
- the Management of Health and Safety at Work Regulations 1999;
- Keeping Children Safe in Education;
- Working Together to Safeguard Children;

- the Department for Education alternative provision statutory guidance and related guidance on education for children who cannot attend school because of health needs; and
- guidance relevant to unregistered independent schools, out-of-school settings and safeguarding in tuition and commissioned provision.

Where a learner is placed by a school or local authority, Gateways will work within the agreed commissioning arrangements and will cooperate with the commissioner so that attendance, safeguarding information, risk information, placement aims and review expectations are clear from the outset.

4. Roles and responsibilities

4.1 Director / lead responsible

The Director has overall responsibility for ensuring that a suitable induction process is in place, implemented consistently and reviewed regularly. This includes ensuring that staffing, safeguarding information, risk assessment arrangements, communication systems and record-keeping are appropriate for each learner and placement type.

4.2 Staff, tutors and volunteers

Staff, tutors and volunteers involved in induction must read and follow relevant learner information, risk information and safeguarding procedures before the first session wherever possible. They must contribute to early observations, record concerns promptly, use agreed strategies, and help establish a calm, safe and purposeful routine for the learner.

4.3 Parents/carers

Parents/carers are expected to share relevant and accurate information about the learner's needs, presentation, medical issues, risks, strengths and preferred strategies, and to inform Gateways promptly if circumstances change.

4.4 Commissioning schools, local authorities and professionals

Where applicable, commissioners and relevant professionals should provide available reports, plans, safeguarding information, attendance information and placement aims, and should engage in review arrangements so that Gateways can deliver provision safely and appropriately.

5. Pre-start arrangements before the first session

Before provision begins, Gateways will take reasonable steps to gather and review information needed to deliver a safe and suitable start. This will ordinarily include:

- confirming the proposed start date, time, location, arrival and collection arrangements, and key contact details;
- requesting and reviewing available documents such as the EHCP, professional reports, behaviour or support plans, risk assessments, attendance information and reintegration aims where relevant;
- obtaining medical information, emergency contact details, allergy or medication information and any care plans that may affect delivery;
- seeking safeguarding information and key contacts, including the DSL link where provision is commissioned by a school or local authority;
- identifying known triggers, successful strategies, sensory needs, communication differences, interests, strengths and any reasonable adjustments likely to be required;
- allocating an appropriate staff member, key worker or session lead and confirming staffing arrangements;
- considering whether an individual risk assessment, lone working assessment, visit assessment or site-specific control measures are required before starting; and
- preparing introductory information, visuals or a social story where this is likely to reduce anxiety and increase predictability.

If essential information is missing and this creates a material safeguarding or health and safety concern, Gateways may delay the start of provision until the risk can be properly assessed and managed.

6. First contact and staged introduction

Induction should be proportionate to the learner's age, presentation and needs. Where helpful, Gateways may begin with a short meet-and-greet, virtual contact, parent/carer discussion or another low-demand introductory approach before full teaching begins.

The aim of first contact is to reduce uncertainty, build trust and make the first session as predictable as possible. Depending on need, this may include introducing the staff member, showing the learning environment, explaining how sessions will work, clarifying practical arrangements and identifying immediate adjustments that may support engagement.

7. Early induction phase: baseline, settling and support planning

During the first sessions, Gateways will adopt a relationship-first approach while beginning to establish routines, expectations and baseline information. This phase should balance emotional safety with appropriate assessment and should not place unnecessary demand on a learner who is highly anxious, dysregulated or school-avoidant.

- welcome the learner calmly and explain safety routines, boundaries and practical arrangements in an accessible way;
- introduce and trial reasonable adjustments such as visual timetables, now-next boards, timers, movement breaks, sensory supports, processing time, reduced demand or transitional support;
- make baseline observations relating to engagement, communication, regulation, attention, learning behaviours, curriculum access and readiness to learn;
- capture learner voice using an appropriate method, for example conversation, visuals, drawings, choice-making or simple feedback tools;
- identify what appears to help, what may escalate anxiety or distress, and whether any immediate changes to staffing, timings, environment or approach are required; and
- maintain communication with parents/carers and, where relevant, the commissioner, about what is working and any concerns identified early in the placement.

8. Assessment, individual planning and reasonable adjustments

Gateways will complete a practical and learner-centred early assessment process appropriate to the placement. This may include baseline assessment in literacy, numeracy, science or other agreed curriculum areas, as well as assessment of communication, executive functioning, sensory regulation, SEMH presentation, attendance barriers and learning readiness.

Within the early weeks of placement, and ordinarily within four weeks unless a different timescale is agreed because of the learner's needs or the nature of the placement, Gateways will establish an individual learning and support plan or equivalent working document. This should set out the learner's starting points, agreed priorities, reasonable adjustments, support strategies, regulation approaches, risk controls, reporting arrangements and, where relevant, reintegration or transition steps.

Plans should be shared with parents/carers and commissioners as appropriate, and updated when new information emerges or when review indicates that the current approach is not effective.

9. Safety, safeguarding and working expectations during induction

Induction must always operate within Gateways' safeguarding and health and safety systems. As part of induction, learners should be supported in a developmentally appropriate way to understand who to go to for help, how sessions begin and end, what safe behaviour looks like, how regulated spaces or breaks can be used, and what happens in an emergency.

For on-site provision, this includes site entry and exit routines, supervision arrangements and any relevant fire or evacuation information. For outreach and home-based provision, this includes confirming the agreed teaching space, who will be present, arrival and departure arrangements, lone working controls where relevant, and the process for escalating any safeguarding or safety concerns.

Gateways will only use induction arrangements that are compatible with safer working practice. Staff must maintain professional boundaries, follow safeguarding reporting routes, and ensure any significant concern arising during induction is recorded and acted upon without delay.

10. Communication, reviews and induction sign-off

Communication during induction should be clear, proportionate and agreed with parents/carers and commissioners. Gateways will confirm how updates will be shared, what information will be reported routinely, and how urgent concerns will be escalated.

Induction review points should normally include an early check-in and a more formal review once the learner's routine, support strategies and initial planning arrangements are clearer. At review, Gateways will consider whether:

- the timetable, session length and placement type remain appropriate;
- adjustments and strategies are effective;
- any new safeguarding, medical or risk information has emerged;
- staffing or environmental changes are required;
- the individual learning and support plan is in place and workable; and
- attendance, progress and communication arrangements are understood by all relevant parties.

Induction will usually be regarded as complete when the learner has a working routine, the core support and safety arrangements are agreed and recorded, and parents/carers and commissioners understand how provision will move forward.

11. Learners who are not yet ready to engage

Some learners may present with emotionally based school avoidance, trauma-related needs, acute anxiety, dysregulation or other barriers that mean they are not ready for a

standard induction process. In such cases, Gateways will adapt induction to prioritise safety, trust and gradual engagement. This may include shorter sessions, reduced demands, parent/carer-supported introductions, greater predictability, sensory and regulation support, and closer liaison with involved professionals. Students will be placed on the nurture pathway at this point.

An adapted induction does not remove the need for safeguarding, risk assessment, record-keeping or review. Rather, it ensures these duties are fulfilled in a way that is proportionate and responsive to the learner's presentation.

12. Records management

Gateways will keep appropriate induction records, which may include attendance records, baseline notes, observations, learner profiles, individual plans, risk assessments, communication logs, consent information and incident records where relevant. Records will be held securely and managed in line with Gateways' data protection and confidentiality arrangements.

13. Policy approval

Approved by: CARLY MASON
Role: Director
Date: 22/04/2026
Next review due: 22/04/2027