



Learner Induction Policy 2026 - 2027

1 Purpose

Bay Learning Academy CIC provides a structured, personalised induction so that every learner understands the provision, feels welcomed and safe, knows how to access support, and can contribute their views from the start. Induction begins before or on entry and continues through the learner's initial settling-in period.

2 Scope

This policy applies to all learners and programmes delivered by Bay, including onsite, online and blended provision. The format may be adapted to age, communication needs, SEND, course type, placement length and individual circumstances.

3 Principles

Induction will be welcoming, accessible, trauma-informed and relational. It will:

- place the learner's safety, wellbeing, views, feelings and wishes at the centre;
- support a successful academic and social transition;
- identify strengths, aspirations, support needs and reasonable adjustments;
- provide clear information about rights, responsibilities and available help; and
- give learners repeated opportunities to ask questions, express concerns and influence their support.

4 Responsibilities

The Senior Leadership Team is responsible for ensuring that induction arrangements are effective and appropriately resourced. Tutors and relevant staff deliver course, curriculum, safeguarding and practical elements of induction. The Student Welfare Lead leads the initial welfare and student voice conversation, coordinates relevant wellbeing support and helps the learner understand how to access the wellbeing room and further check-ins.

5 Induction Process

5.1 Welcome

The learner is welcomed, shown around the areas they will use and introduced to key staff. They receive an age-appropriate explanation of the timetable, curriculum, daily routines, attendance, positive behaviour and relational expectations, safeguarding arrangements, emergency procedures, facilities and how to ask for help. Parents and carers are included where appropriate.

5.2 Student Welfare Lead One to One

Every learner is offered a private one-to-one meeting with the Student Welfare Lead as an early part of induction. This is the first formal step in Bay's student voice and relational practice process. The conversation explores the learner's views, feelings and wishes across the important areas of their life and education, including their transition into Bay, relationships and belonging, learning, personal development, home and community experiences, and hopes for their next steps.

The conversation is responsive to the learner's age, communication style and needs. Learners may choose how they communicate and are not pressured to disclose personal information. They are told that their views matter, how information will be recorded and used, and that information may need to be shared if there is a safeguarding concern.

The Student Welfare Lead records relevant themes and agreed actions proportionately. These may inform transition support, reasonable adjustments, the Individual Learning Plan, welfare support and referrals to other staff or services. A safeguarding concern or disclosure is passed promptly to the Designated Safeguarding Lead in line with Bay's safeguarding procedures.

5.3 Wellbeing Room and Support

During induction, every learner is introduced to the wellbeing room and told how and when it can be accessed. The room provides a calm, supportive space for regulated time, private conversation and wellbeing support in accordance with staffing, supervision, safeguarding and individual risk arrangements. It is not a sanction or exclusion space.

Learners are introduced to the Student Welfare Lead and other trusted adults they may approach. Staff explain the range of support available and agree any individual arrangements needed to help the learner participate safely in education.

5.4 Learning Baselines and Planning

Appropriate baseline activities are completed to understand starting points in English, maths and other relevant areas. Additional assessment may include reading, communication, vocational interests or wellbeing where this is necessary and proportionate. Findings are used with referral information and learner voice to agree initial targets, support strategies and reasonable adjustments.

5.5 Policies Rights and Responsibilities

The learner receives and is supported to understand relevant information, including:

- safeguarding and how to report a concern;
- attendance, punctuality and absence reporting;
- positive behaviour and relational expectations;
- equality, inclusion and reasonable adjustments;
- assessment arrangements and how progress is reviewed;
- online safety, acceptable use and use of the Virtual Learning Environment where applicable;
- complaints, concerns and advocacy; and
- student voice, feedback and participation opportunities.

5.6 Course Resources and Digital Access

Learners receive the resources and equipment needed for their programme and guidance on accessing Moodle or other digital systems where these are used. Online materials support induction but do not replace personal introductions, safeguarding information or the one-to-one welfare conversation.

6 Ongoing Student Voice and Wellbeing Check Ins

Induction is the beginning of an ongoing dialogue. Learners have multiple opportunities to share their views, feelings and wishes through planned check-ins with the Student Welfare Lead, informal conversations with trusted staff, access to the wellbeing room, learning reviews, pastoral discussions, questionnaires or feedback activities, and transition or destination planning.

The frequency and format of check-ins are matched to need and may increase during periods of change, concern or difficulty. Staff follow up agreed actions and, where appropriate, explain to the learner what has changed because of their feedback. Learners can request a check-in at any point and are not required to wait for a scheduled review.

Where a check-in identifies a need for targeted or specialist support, staff follow Bay's safeguarding and referral arrangements and involve the parent or carer, commissioner and relevant services as appropriate. Immediate safety concerns are escalated promptly.

7 Recording Confidentiality and Information Sharing

Induction, student voice and wellbeing information is recorded accurately, proportionately and securely. It is shared only with people who need it to support education, welfare or safeguarding, in accordance with data protection and safeguarding requirements. Learners are helped to understand the limits of confidentiality.

8 Review of Induction

Staff review how the learner is settling in and whether initial support and adjustments are effective. The learner is asked for their perspective and agreed changes are recorded. Concerns about attendance, wellbeing, relationships, engagement or access to learning are addressed promptly with the learner, family, commissioner and relevant professionals as appropriate.

9 Monitoring and Review of This Policy

The Senior Leadership Team will monitor the quality and consistency of induction, including whether learners meet the Student Welfare Lead, understand access to the wellbeing room, receive appropriate check-ins and can show that their voice has been heard. This policy will be reviewed annually or sooner if practice, legislation or organisational arrangements change.