



# Induction for new learners into WPES

A support manual for all service staff who provide induction (all Centres, Gateway, Pathways and Commissioned Roll)



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## Purpose of guide

This guide provides give a clear steer to all relevant service staff on the expectations in relation to the management and delivery of Induction to learners at WPES.

WPES is a service with several provisions and centres. WPES has an obligation to ensure equality of opportunity and equity in relation to the use of resources and securing consistent high quality provision across all WPES settings.

In essence, this guide exists to:

- Ensure that all learners get the same entitlement to consistent, high-quality provision across all WPES settings
- Provide clarity to service staff on expectations
- Ensure that Induction is robust, purposeful and impactful
- Ensure that there is transparency and accountability in the use of human resources
- Ensure that impact and outcomes are reported in a consistent manner across all settings
- Provide an evidence-based track record of success with Induction



## Purpose of Induction with WPES learners

Intervening regularly with WPES learners should have a clear, transparent purpose. It should be goal-orientated and the reason for intervening needs to be expressed coherently as a clear outcome or series of outcomes. These outcomes should be evidence-based and where possible, data-driven. Clearly, the broad expectation is that quality Induction at the start of a learner's journey through WPES seeks to ensure that a vulnerable learner is set up to achieve academically and personally in line with expectation and is enabled to make the progress in learning as well as emotionally.

The following are clear purposes of quality Induction:

- Gather clear information from any predecessor school on wellbeing, academic progress
- Gather visible evidence of the academic work that had been completed in the predecessor school
- Gather clear information on the parent's view of the learner and what they want for their future
- Set out a clear entitlement to the learner and parent / carer of the support that they will be offered during their child's time with WPES
- Gather clear, purposeful information for staff on ACEs, triggers, escalation and de-escalation so that staff provide personalised care and learning to match the learner's exact needs
- Enable any supporting professionals to wrap around the family and child at a transition point
- Complete the Traffic Light sheet, the ISP and the Positive Handling Plan
- Set clear SMART Targets for the learner from the outset which are meaningful and achievable

The broad range of outcomes for all learners who are Inducted into WPES are:

- Improved wellbeing and mental health
- Improved attendance and punctuality
- Improved engagement in learning
- Reductions in challenging behaviour incidents
- Reductions in fixed-term exclusions or off-siting
- Reductions in bullying incidents
- Improved self-esteem (attitude questionnaire)
- Improved academic / progress scores

## Induction – The Start-up Process

When a learner is referred to WPES for whatever reason, a Senior Member of staff needs to direct appropriate staff to:

- Contact any predecessor school to arrange for a face-2-face visit or an in-depth telephone call to discuss the learner, their progress and their wellbeing
- Arrange for the collection or dropping off as soon as possible, of evidence of English and Maths work and any other available subjects to assess the standards being achieved before WPES
- If relevant, ask the predecessor school to **complete the McSherry Scale, part 1 of the PDLP and provide targets for the ISP**, and to email this to a relevant WPES staff member. This can be done for all learners if felt appropriate but is always completed for PEX / 2 weeks plus Gateway referrals and Pathways referrals.
- Arrange a date and time, flexibly with parents / carers for an Induction Meeting to plan induction and the next steps (this appointment needs to be made in conjunction with parents / carers to ensure that it is not missed). Whether the appointment is made in the home or at WPES, there cannot be a delay in achieving a start date for a learner:
  - WPES is legally bound to meet the 6<sup>th</sup> day for PEX
  - WPES is legally bound to meet the statutory deadlines for other admissions such as EHCP learners
- All agencies that support the family / child should be invited to the Induction meeting or at least informed about it. To enable access, Microsoft Teams should be used to enable professionals to attend and support.

Any information gathered from the predecessor school should inform and support the Induction process in terms of steering the Induction Meeting with parents / carers and the learner.

The official start date is when the learner attends for their first day of induction, following the Induction Meeting with parents / carers.

## Engagement with Parents / Carers – Think Family!

Our mission is to make families, parents and carers feel welcome and safe across our service. We do not judge them, we do not overburden them. They are just as anxious and vulnerable in many cases as their child who will be attending with us.

The Induction Meeting is the start of The Family Journey with us. We need to ensure that:

- Parents / carers have a viewpoint and are listened to
- We accept parent's negative views of any predecessor school
- We listen to any anxieties and work within them
- We do not make parents / carers feel that they are to blame
- We build a solid trusting relationship founded on honesty, transparency and clarity
- We are able to signpost families for support and help if a need is identified.

*“Strong families help build strong communities, so they are crucial for a successful society”*

Think Family toolkit 2009

Families are the building blocks of our communities. As well as providing for the current generation, families bring up the children who will be the future of Hounslow.

In the majority of cases, families provide the positive nurturing, learning and care needed to enable children to lead healthy and happy lives. Good parenting leads to improved attainment, resilience, healthy lifestyles, confidence and feelings of self-worth. Through the provision of effective universal services in the community, such as GP and other community health services, good child care, nursery and school education, most families will flourish.

Some families however, need extra support. Too often cycles of intergenerational disadvantage can become established in families. Children and young people's problematic behaviour in school or the community has traditionally been treated as a child-specific issue, rather than one caused by

unmet parental need such as mental health, substance misuse, domestic abuse (hidden harm) or broader social circumstances such as housing and debt.

### **What is Think Family?**

It is recognised that where families have multiple and complex needs, historically services have worked in isolation of each other. 'Thinking Family' means taking a broader view by ensuring that all members of the household and their wider community are able to get the support they need, at the right time, to enable them to achieve positive changes and improve their lives. It means making sure that families receive integrated, coordinated, multi-agency, solution focused support. By identifying problems early, all services can work closely together to help prevent a family's needs escalating and requiring more intensive, specialist intervention. This means breaking down multi-agency barriers, facilitating better communication between professionals and smoothing the journey for families with complex needs. By taking an integrated approach, we will meet needs in a more effective and efficient way. Practitioners who work in partnership with families are able to recognise their strengths and promote resilience to build their capabilities.



## The Induction Meeting

A Senior Leader should lead on the Induction Meeting. It is vital that attending parents / carers and family members are made to feel welcome and as relaxed as possible. They should be offered tea / coffee and the selected room should ideally be relaxed and not too austere.

The following agenda might need to be amended depending on the nature of the type of learner (PEX, EHCP, Pathways, Gateway, CAHMS):

1. Welcome and introductions
2. Establish WPES principles:
  - We put the needs of the child first
  - We listen and take on board family and child views and wishes
  - We do not blame or judge
  - We accept families and children for where they are at
  - We exist to support children and families to make things better
3. Explore together reasons for referral into WPES and what everyone wants to achieve during time at WPES:
  - Child
  - Family
  - Professionals
  - View of predecessor school (could discuss Mcsherry Scale results if available)

**Capture these views briefly at the start of the Personal Learning and Development Passport.**

4. Discuss plans for the 'up to 1 week' induction and hours.
5. Provide the family with the WPES service guide and any centre information, explain behaviour expectations and any uniform – explain rules on mobile phones, smoking and personal electronic equipment.
6. Any questions
7. Ask family complete Behaviour Questionnaire and child to complete the Wellbeing Questionnaire at start of passport.
8. Ask the family if there are any traumatic events / incidents that they could let us know about which might have had an adverse impact on the pupil (ACEs)
9. Check that address, contact details are correct and get completed any service paperwork with regard to personal details, data, having photographs taken.
10. If required, book a follow-up appointment with family at end of induction to get any Risk Assessment or Positive Behaviour Plan signed and agreed before the child begins attending usual lessons.
11. Ask the family if they feel they need any support (Early Help, etc – a cup of tea and chat every now and then with WPES staff)



## The Induction Week

A HOC can decide to use the Personal Learning and Development Passport as an information gathering toolkit for all learners being inducted into the service. The PLDP is always used as a structure for Induction and for continued target setting and review during a learner's time at WPES for: Pathways, PEX, Gateway (more than 2 weeks), Assessment Placements (Bridge, KS3 and KS4).

If following the Personal Learning and Development Passport, during the induction week, Induction staff will work through pages 1-18, consulting with a Senior Leader on the completion of the ISP and associated Targets, the Positive Handling Plan. The Head of Centre needs to decide towards the end of the Induction Week, what pathway or timescale is required in terms of approximate duration within WPES (not for EHCP learners).

As part of the Induction week, Induction Staff should ensure that any centre checklist of what a new learner needs to see, know and who they need to meet is completed, and several detailed tours of the building should take place.

During the Induction week, ideally, the new learner should be introduced to some normal lessons and learning to reduce their anxiety for when they begin in lessons at the start of the next week.

If a learner clearly requires an additional Intervention Programme, Induction Staff should alert the Head of Centre to this when they present their information / Personal Learning Development Passport towards the end of the Induction week.

Whether the PDLP is followed or not, the Induction week, needs to secure:

- Clear understanding of the emotional state of the learner and any triggers for anxiety, anger and aggression
- Completion of any CAT4 baselining assessments
- Completion of PASS survey
- Completion of any reading age / spelling assessments
- Setting up of learner on Lexia online SPAG programme
- Completion of ISP
- Completion of Positive Handling Plan (if appropriate)
- Decision on where a learner starts on Pupil & Curriculum Development Model

The Head of Centre should make available securely in writing and verbally in a briefing, all available information on the new learner before they start in lessons during week 2.

## **Continued target setting and review following Induction – Learner and Family Journey**

If a learner has a Personal Learning and Development Passport from Induction, this is assigned to a relevant member of staff:

- Remains with Head of Centre
- Assistant Headteacher
- Senior Associate Staff

The assigned member of staff is responsible for following the PLDP procedures for regular reviews of targets and how the learner is succeeding with supporting agencies and the family (parents / carers) present.

The assigned member of staff should contact home as soon as possible to introduce themselves and provide an email address so that the parent / carer can get in touch when they need to. Assigned staff should make parents / carers feel welcome, not judged and make themselves available where practicable to invite them in for tea / coffee and a chat if needed at any point.

The Head of Centre should meet with all relevant staff who oversee PDLPs at least fortnightly to discuss progress and look at the need for intervention or changes required to improve academic and social outcomes for learners.

If a learner is not on a PDLP, all new learners and their families from September 2020 are entitled to the following universal support:

- Parents / Carers assigned a Key Worker and email address provided
- Clear targets set for personal and academic development
- A fortnightly review with agencies and parents / carers invited after first 2 weeks in service
- From 2<sup>nd</sup> week in service onwards, at least half-termly reviews to assess success, concerns, etc, with agencies, parents and carers invited (use online portals to enable access if necessary) with opportunity for parent / carer and learner voice which is captured and taken on board – these reviews should also provide an opportunity to check that the family needs additional support and enable any signposting to external agencies such as Early Help
- Clear targets set for personal and academic development



## The WPES Learner / Family Journey

