



REINTEGRATION POLICY

Date of last review	25 September 2024
Review cycle	Annual
Policy due for review and approval by Local Governing Body	September 2025

MISSION STATEMENT

The Saffron Valley Collegiate (SVC) seek to provide a personalised educational experience that identifies and responds to the circumstances and needs of each individual young person and in doing so will enable them to fulfil their potential and become successful young people.

EQUALITIES STATEMENT

All who work at The Saffron Valley Collegiate are committed to the celebration of diversity, and the challenging of disadvantage and discrimination, in all its forms.

These values are explicit to the ethos of the Saffron Valley Collegiate and implicit in all policies and practice.

Introduction

Students are encouraged to return to full-time education in a mainstream/special school at the earliest and most appropriate opportunity. When a student is reintegrating back into a mainstream/special school there will be clearly agreed support and timeframes.

SVC offers a varied and balanced curriculum which is designed to improve resilience and self-esteem of students and show that opportunities for progression to mainstream settings are both realistic and achievable. In practice, the Pupil Referral Unit (PRU) will actively work towards reintegrating all students within its remit when appropriate.

Key Stage 3 and 4 Students

(see appendix 1 for the process)

At **Key Stage 3** we aim to either return to a mainstream school setting or if their needs warrant it, make an application for an Education, Health and Care Needs Assessment (EHCNA) application, to ensure they return to an appropriate educational placement. The assessment will be based on the professional judgement of staff who will take into account how the student has related to their peers, staff and their engagement with academic work and therapeutic assessment and support. Reintegration staff will work with schools, parents and carers to formulate a reintegration plan.

Students who are excluded or are referred to us via SIP in Year 10 or 11 will be assessed for a return to mainstream school in the same way as described above. The return to mainstream at the end of Year 10 and the beginning of Year 11 may be difficult, as GCSEs are 2/3-year courses and students starting a new school after this time will find it very difficult to catch up on missed work. The student may also have to take new subjects or subjects they have not been taught for some time.

Students who remain at SVC in **Key Stage 4** are offered a variety of educational opportunities including academic and vocational options which prepare them for progression at post 16.

12-Week Intervention Programme

(Offered at Key Stages 3 and 4)

The aims of the Intervention Programme are:

- To provide timely short-term intervention for students who are struggling to manage their learning in a mainstream school setting.
- To provide opportunities for students to make social, emotional and academic progress within an appropriate environment, in preparation for returning to mainstream school.
- To work with mainstream secondary schools to support and sustain students within a mainstream provision.
- To provide opportunities for students to have time to develop the skills to thrive in a mainstream classroom.
- To support schools to manage the support needs of students as part of their transition from the PRU back into mainstream education.

The Intervention Programme

(see appendix 2 for the process)

- Students will remain dual registered with their mainstream school.
- Students will receive a time-limited intervention from SVC. This will typically be 12 weeks, or 6 weeks in exceptional circumstances.
- At the end of the intervention period, SVC will provide detailed reports with recommendations to support the school to continue working with the young person.
- The student will return to their mainstream school.
- There will be ongoing post-reintegration support from SVC for 6 weeks.
- Students who have completed an intervention programme at SVC will not be accepted for an additional period of support. Extensions to the agreed intervention period may be agreed, under exceptional circumstances.
- Should the referring school, young person, and their family feel that a fresh start in a new school would be more appropriate, the mainstream school will negotiate a managed move via the Secondary Inclusive Practice Forum.

The Back-to-School Programme

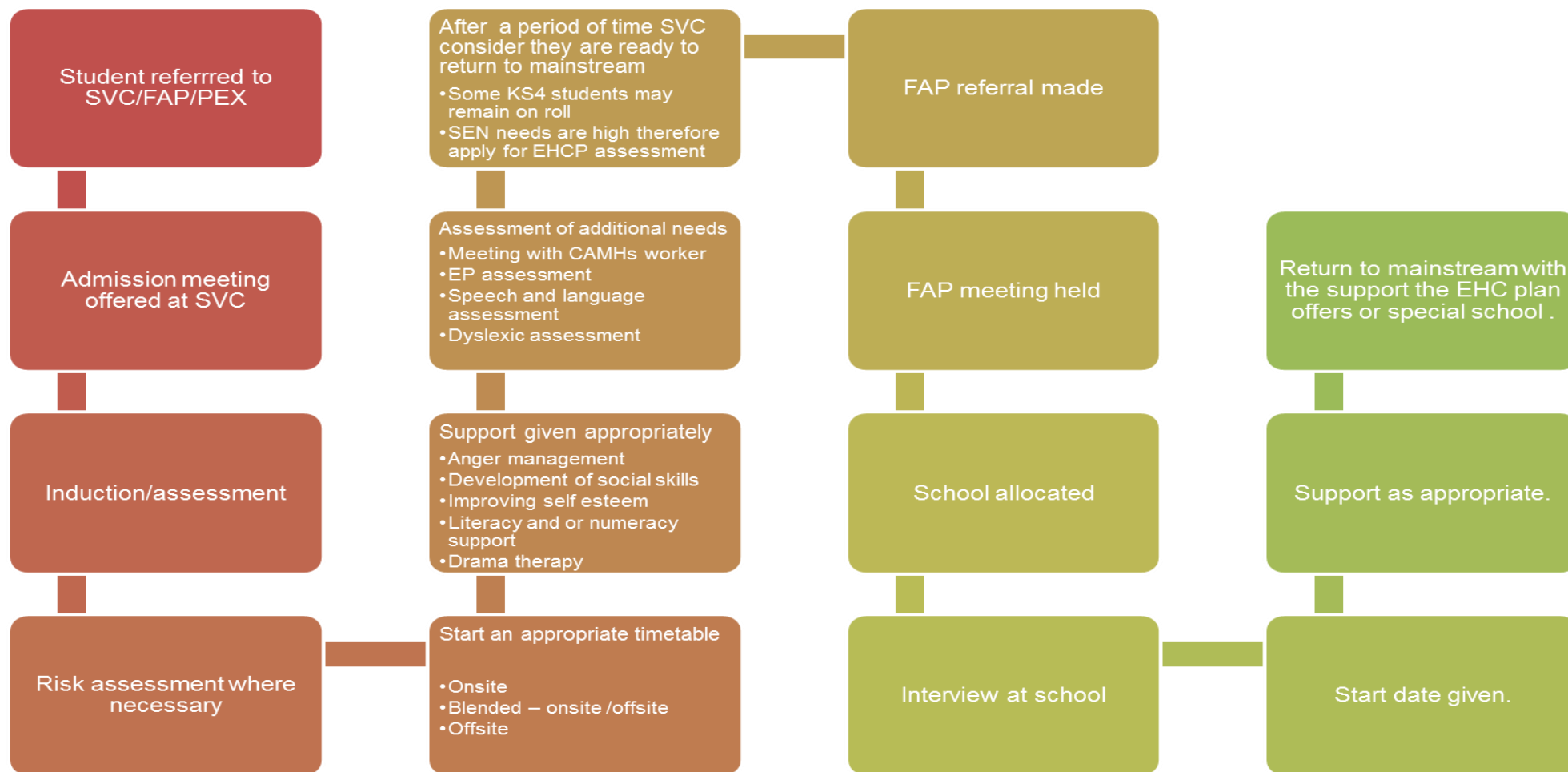
The Back-to-School Programme will involve being supported by an Induction and Reintegration Coordinator. The focus of the support will include how to cope in a mainstream environment; ELSA support to avoid repeating inappropriate behaviours that may have contributed to their referral to SVC. The programme could include the following support:

- Anger Management
- Development of appropriate social skills
- Improving self-esteem and confidence
- Drama therapy
- Literacy and or numeracy support.
- How to be successful in a 'back to school interview'
- Support from Taskforces where appropriate to include assessments of need

Reintegration workers will attend the reintegration interview and support the young person and mainstream school colleagues for the first 12 weeks back. Students will compile their own back to school portfolio, with evidence of school readiness, including weekly reports.

The students will be presented for a mainstream school placement via the SIP forum. This may take time, as meetings are held only once a month.

APPENDIX 1: Summary of process for permanently excluded students.



FAP: Fair Access Panel, **EHCP:** Education Health Care Plan, **SEN:** Special Educational Needs, **EP:** Educational Psychologist, **CAMHs:** Child & Adolescent Mental Health

APPENDIX 2: summary of process for intervention students

