

## Transition and Reintegration Policy

### 1. Policy Statement

Learn With Confidence (LwC) is committed to supporting vulnerable young people who have been persistently absent from mainstream education. This reintegration procedure ensures that students, families, schools, and local authorities work together to create a supportive and collaborative transition back into mainstream or independent school environments. The procedure is designed to prioritise the wellbeing, educational progress, and long-term success of the student, ensuring that parents, carers, and families are integral to the process.

### 2. Aims

The aims of this procedure are to:

- Facilitate a smooth and supportive transition for vulnerable young people back into mainstream or independent schools.
- Involve parents, carers, and families throughout the reintegration process to ensure that they have input into decisions about their child's transition.
- Collaborate with schools and local authorities to ensure that the student's needs are fully understood and supported.

### 3. Referral Process

The reintegration process begins when LwC identifies that a student is ready to transition back to mainstream or independent schooling. This may be initiated by:

- Positive progress in the student's behaviour, attendance, and academic performance.
- Agreement between LwC, the family, the referring school, and/or the local authority.
- A request from the family or external partners for the student to return to a school setting.

#### 3.1 Initial Discussion and Planning

- **Collaboration:** LwC will arrange an initial meeting with the family, local authority, and/or the referring school to discuss the possibility of reintegration. During this meeting:
  - The family's views and preferences for the reintegration process will be sought and valued.
  - LwC will share a report detailing the student's progress, including:
    - Academic achievements.
    - Social, emotional, and behavioural improvements.
    - SEN or SEMH support needs.
    - Successful support strategies and accommodations.
- **Information Sharing:** A clear plan for sharing information between LwC, the receiving school, the local authority, and the family will be established to ensure transparency and collaboration.

#### 3.2 Personalised Reintegration Plan (PRP)

A **Personalised Reintegration Plan (PRP)** will be developed in collaboration with the family, the receiving school, and the Local Authority. The PRP will be tailored to the student's individual needs and will include:

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- **Student Needs Assessment:** An overview of the student's current needs, including academic, social, emotional, and behavioural aspects, with input from the family.
- **Individualised Support:** Support strategies tailored to the student's needs, which may include:
  - Pastoral support (e.g., mentoring, counselling).
  - SEN/SEMH interventions, agreed with the family.
  - Classroom accommodations (e.g., quiet space, flexible timetable).
- **Phased Reintegration:** If a phased approach is deemed beneficial, the PRP will outline a part-time timetable and gradual increase to full-time attendance, with input from the family to ensure comfort and readiness.

### 3.3 Key Roles and Responsibilities

- **LwC:** Will coordinate the reintegration process, ensuring that the student's needs and family's views are clearly communicated and supported.
- **Family/Carers:** The family's role is central throughout the process. They will participate in all meetings, contribute to decision-making, and share concerns or insights about their child's needs.
- **School:** A key staff member (e.g., SENCO, Head of Year) will oversee the reintegration at the receiving school and maintain regular communication with the family and LwC.
- **Local Authority:** The local authority will provide any additional oversight and resources, particularly in cases involving high levels of need or complex challenges.

## 4. Implementation and Support

### 4.1 Pre-Reintegration Visits

- **Family Involvement:** Parents, carers, and families will be invited to attend pre-reintegration visits with their child to help them feel comfortable in the new environment. This may include:
  - School tours.
  - Meetings with key staff members.
  - Opportunities to ask questions and provide input into the reintegration process.
- **Student Visits:** The student will visit the receiving school as part of their reintegration process, with the family's support if necessary. These visits will be reviewed to assess the student's readiness for a full transition.

### 4.2 Trial Period

- LwC can support, by request, a trial period of reintegration to school or other educational setting.
- The responsibility of this lies with the new school or setting.

### 4.3 Ongoing Monitoring and Support

- Where a learner has reintegrated back into a school, the school will hold responsibility for ensuring that family engagement and support plans are put into place.
- LwC will support when requested by the school or educational organisation the student has transitioned to

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## 5. Key Legislation

This procedure is guided by the following key legislation to ensure compliance and best practices in supporting vulnerable young people during reintegration:

- **Children and Families Act 2014**
- **SEND Code of Practice (2015)**
- **Equality Act 2010**
- **Education Act 1996**
- **Keeping Children Safe in Education (KCSIE) 2024**
- **Children Act 1989. Key Policies Referenced**

This procedure should be read in conjunction with the following Learn With Confidence policies:

- **Safeguarding and Child Protection Policy**
- **Attendance Policy**
- **Mental Health Policy**
- **Behaviour Policy**

## 6. Monitoring and Review

This reintegration procedure will be reviewed annually by LwC leadership to ensure it reflects best practices in collaboration with families, schools, and local authorities, and to improve the reintegration experience for all involved.

Version Control			
Version No.	Date	Author	Notes
1.0	15 <sup>th</sup> October 2024	K Perry	Initial Draft
1.1	September 2 <sup>nd</sup> 2025	KP	