



RE-INTEGRATION POLICY

2026-2027

Group Policy Document

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1.0 POLICY STATEMENT

1.1 ARK Inclusive Education is committed to the principle that **alternative provision should be an intervention, not a destination**. Our primary purpose is to support children and young people to successfully reintegrate into mainstream education or progress to a sustainable post-16 destination.

1.2 We recognise that each child and young person has unique needs and strengths. Our reintegration approach is person-centred, trauma-informed, and neurodivergence-affirming, designed to build confidence, resilience, and the skills needed for long-term success in education.

1.3 We work in genuine partnership with the child/young person, their family, their referring school, and the Local Authority to ensure a coherent and joined-up approach to reintegration.

2.0 INTRODUCTION

2.1 This Reintegration Policy sets out the graduated pathway for children and young people placed at ARK Inclusive Education, from referral and baseline assessment through to full reintegration back into mainstream education.

2.2 The policy reflects the national three-tiered model of alternative provision delivery:

- **Tier 1: Targeted Support** – early interventions to help at-risk pupils remain in mainstream school.
- **Tier 2: Time-limited Placements** – short-term placements to assess and address a pupil's needs, with the expectation of return to their home school.

Placements – placements for pupils who need support to move on to a new school or sustainable post-16 destination.

2.3 As an alternative provision, ARK Inclusive Education primarily operates at **Tier 2** (time-limited placements with reintegration to the referring school) and **Tier 3** (transitional placements to support moves to new settings).

2.4 Research indicates that early access to AP is linked to higher reintegration success, particularly for primary-aged pupils. Success in AP is measured by improvements in attendance, participation, reduced suspensions, and engagement, which can lead to academic progress.

3.0 OUR REINTEGRATION PRINCIPLES

3.1 Our reintegration approach is guided by the following core principles:

Principle	Description
Intervention, Not Destination	AP placements should be time-limited, focused on re-engaging children with education and preparing them for successful transitions back into school.
Person-Centred	Every child and young person has an individualised plan that reflects their unique needs, strengths, and aspirations.
Collaborative	We work in partnership with the child/young person, their family, their home school, and the Local Authority throughout the reintegration journey.
Outcomes-Focused	Reintegration plans are underpinned by clear, measurable goals and regular progress reviews.
Neurodivergence-Affirming	We recognise the strengths and challenges of neurodivergent learners and provide tailored support to meet their needs.
Trauma-Informed	Our approach acknowledges the impact of trauma on behaviour and learning, and we provide a safe, nurturing environment where behaviour is understood as communication.
Accountability	Schools retain a sense of responsibility and belonging for their children, even during an AP placement.

4.0 THE REINTEGRATION JOURNEY: OVERVIEW

4.1 The reintegration pathway at ARK Inclusive Education follows a structured, graduated model:

Stage	Description	Key Activities	Key People Involved
Stage 1: Referral & Baseline	The child/young person is referred; initial assessments are completed to establish a baseline.	Referral received; baseline Risk & Resilience Competency assessment; initial reintegration meeting.	Referrer, Parents/Carers, DSL, Director.
Stage 2: Planning & Target Setting	An Individual Reintegration Plan (IRP) is developed with SMART targets.	IRP created with clear goals and actions; risk assessment completed; support plan in place.	Child/Young Person, Parents/Carers, Home School, Director.
Stage 3: Intervention & Progress Monitoring	The child/young person attends the provision, receiving targeted support and regular progress reviews.	Delivery of the RISE 2 Recovery Curriculum; daily check-ins; weekly progress monitoring; half-termly review meetings.	Child/Young Person, Keyworker, Home School, Parents/Carers.
Stage 4: Preparing for Reintegration	Active preparation for return to mainstream begins, including transition activities.	Phased return plan; visits to home school; staff-to-staff handover; information sharing.	Child/Young Person, Home School, Keyworker, Director.
Stage 5: Reintegration & Transition	The child/young person returns to mainstream, with ongoing support as needed.	Formal transition date; attendance tracking; home school support; graduated reduction of AP support.	Child/Young Person, Home School, Director, Parents/Carers.
Stage 6: Post-Reintegration Follow-Up	Outcomes are monitored and evaluated to ensure sustained success.	Follow-up contact with home school; outcome data recorded; evidence of successful reintegration.	Home School, Director.

5.0 STAGE 1: REFERRAL AND BASELINE ASSESSMENT

5.1 Referral Process

5.1.1 Referrals to ARK Inclusive Education are made by the child/young person's current school (or the Local Authority) using the ARK Inclusive Education Referral Form.

5.1.2 All referrals are considered in accordance with the **Admissions Policy**.

5.1.3 On acceptance of a placement, the following information is gathered:

- Personal details and background information
- Educational history and current attainment
- SEND information (including EHCPs)
- Behaviour and attendance records
- Safeguarding and child protection information
- Parent/carer details and contact information

5.2 Baseline Assessment

5.2.1 Within the first 48-72 hours of placement, a comprehensive **Risk & Resilience Competency Baseline Assessment** is completed (see Section 12).

5.2.2 The baseline assessment covers the eight Risk & Resilience Competencies:

1. Loving Myself (Self-Awareness & Self-Worth)
2. Expressing Myself (Emotional Literacy & Self-Management)
3. Working It Out (Problem-Solving & Decision-Making)
4. Being Heard (Communication & Assertiveness)
5. Living Together (Social Awareness & Relationships)
6. Keeping Safe (Risk Awareness & Online Safety)
7. Getting Informed (Information Management)
8. Knowing Where I'm Going (Self-Efficacy & Aspirations)

5.2.3 The baseline assessment is used to establish clear starting points and inform the development of the Individual Reintegration Plan (IRP).

5.2.4 Entry Criteria for Placement: A child/young person is admitted based on the assessment that ARK Inclusive Education can meet their needs and that the placement is appropriate for supporting reintegration.

5.3 Initial Reintegration Meeting

5.3.1 An initial reintegration meeting is held within the first three weeks of placement.

5.3.2 The meeting is attended by:

- The child/young person (where appropriate)
- Parents/carers
- A representative from the referring/home school
- The Director (or nominee)

5.3.3 The purpose of the meeting is to:

- Share the findings of the baseline assessment
- Agree on the reintegration plan and timeline
- Clarify roles and responsibilities
- Establish communication arrangements

6.0 STAGE 2: PLANNING AND TARGET SETTING

6.1 Individual Reintegration Plan (IRP)

6.1.1 Every child/young person has an **Individual Reintegration Plan (IRP)** that is developed in collaboration with the child/young person, their family, and their home school.

6.1.2 The IRP includes:

- **Baseline Data:** Starting points from the baseline Risk & Resilience Competency assessment
- **SMART Targets:** Specific, Measurable, Achievable, Relevant, and Time-bound goals for reintegration
- **Actions and Interventions:** The support that will be provided to achieve the targets
- **Review Dates:** Regular review points to monitor progress
- **Exit Criteria:** The conditions under which the placement will end and reintegration will take place

6.2 Risk Assessment

6.2.1 A comprehensive risk assessment is completed for every child/young person prior to or at the start of placement.

6.2.2 The risk assessment considers:

- Risks to self and others
- Potential triggers and de-escalation strategies
- Safeguarding concerns
- Medical and health needs

6.3 Attendance Expectations

6.3.1 The IRP should set clear expectations for attendance at both the AP and the home school.

6.3.2 The aim is always to move towards full-time attendance as soon as possible, in line with the principle of AP as a time-limited intervention.

6.3.3 Where a child/young person starts on a reduced timetable (e.g., attending only one session per day), this must be formally agreed with parents/carers and the home school, and reviewed regularly.

7.0 STAGE 3: INTERVENTION AND PROGRESS MONITORING

7.1 Delivery of Support

7.1.1 The IRP is implemented with a focus on the RISE 2 Recovery Curriculum (see Section 11). This curriculum is based on a 12-week reintegration model, delivered through 90-minute sessions per day, 4-5 days per week.

7.1.2 Support includes:

- **Active Learning:** Using concrete, engaging activities that are low-stakes and offer choice
- **Targeted Interventions:** Using the Assess-Plan-Do-Review cycle to meet individual needs
- **Literacy and Numeracy Integration:** Embedded within therapeutic and PSHE activities to build fundamental skills
- **Trauma-Informed Practice:** Delivered through principles of safety, trust, choice, collaboration, and empowerment

7.2 Progress Monitoring

7.2.1 The child/young person's progress is tracked and reviewed regularly using the Risk & Resilience Competency Tracking Tool (see Section 12).

7.2.2 Daily Monitoring: Attendance and engagement are monitored daily. Daily "check-ins" are used to assess emotional state and readiness to learn.

7.2.3 Weekly Progress Checks: A brief check-in is completed at the end of each week to monitor small, incremental changes in skills and confidence.

7.2.4 Half-Termly Reviews: Formal progress reviews are held every half-term to assess progress against the IRP targets.

7.2.5 12-Week Reintegration Model: The curriculum is designed for a 12-week period, with clear exit criteria and a plan for reintegration. Extensions may be granted in exceptional circumstances.

7.3 Review Meetings

7.3.1 Half-termly review meetings are held with the child/young person, parents/carers, and the home school.

7.3.2 The meetings consider:

- Progress towards reintegration targets
- Attendance and engagement data
- Any barriers to reintegration
- Adjustments to the IRP
- The reintegration timeline

7.4 The Home School's Role

7.4.1 The home school is expected to remain involved throughout the placement.

7.4.2 The home school:

- Receives regular updates on progress
- Participates in review meetings
- Is involved in preparing for reintegration
- May be expected to contribute to the cost of the AP placement

8.0 STAGE 4: PREPARING FOR REINTEGRATION

8.1 Transition Planning

8.1.1 Active preparation for reintegration begins when progress is being made towards the IRP exit criteria.

8.1.2 A Transition Plan is developed, detailing:

- The proposed reintegration date
- A phased return schedule (if appropriate)
- Information sharing arrangements
- Training or support required by the home school
- Post-reintegration support arrangements

8.2 Phased Return

8.2.1 A phased return may be used to support a gradual reintegration to the home school. This might include:

- Visiting the home school for specific lessons or activities
- Building up attendance time gradually
- Staff-to-staff handover meetings
- Joint working between AP and home school staff

8.2.2 The phased return is planned in collaboration with the child/young person, the home school, and the family.

8.3 Information Sharing

8.3.1 The Director ensures that relevant information is shared with the home school to support a smooth transition.

8.3.2 Information shared may include:

- The child/young person's progress and attainment
- Strategies that have been effective
- Information about any remaining needs or risks
- Recommendations for ongoing support

9.0 STAGE 5: REINTEGRATION AND TRANSITION

9.1 Formal Reintegration

9.1.1 The child/young person formally reintegrates to their home school or transitions to a new setting when the IRP exit criteria are met.

9.1.2 The reintegration date is agreed in advance with the child/young person, family, and home school.

9.2 Continuing Support

9.2.1 ARK Inclusive Education may continue to provide a period of follow-up support to ensure a successful transition.

9.2.2 This may include:

- Regular check-ins with the home school
- Access to staff for advice and consultation
- Gradual reduction of support over time

9.3 Rapid Reintegration

9.3.1 In line with the national model, a rapid response/reintegration package may be implemented where the child/young person is ready for a quicker return.

10.0 STAGE 6: POST-REINTEGRATION FOLLOW-UP

10.1 Outcome Monitoring

10.1.1 The Director will monitor outcomes for children and young people who have reintegrated to ensure sustained success.

10.1.2 Outcome data will include:

- Attendance rates
- Exclusions (fixed-term and permanent)
- Attainment and progress
- Wellbeing data

10.2 Evidence of Success

10.2.1 The provision will maintain records of successful reintegration outcomes. Early research suggests 88% of pupils in effective AP can improve by two or more grades in English.

11.0 THE CURRICULUM MODEL: THE RISE 2 RECOVERY FRAMEWORK

11.1 Curriculum Structure

The **RISE 2 Recovery Curriculum** is a 12-week therapeutic intervention designed for children and young people in crisis or at risk of permanent exclusion. It is based on the Risk & Resilience Competencies and delivered through 90-minute sessions, 4-5 days per week.

11.2 Core Principles of Delivery

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- **Safety is the Foundation:** Physical and emotional safety is the primary goal. Every session begins with a "check-in" and ends with a "grounding" activity.
- **Relationships are the Vehicle:** The therapeutic relationship with the key adult is the primary agent of change. Staff use a coaching approach, modelling compassion and trustworthiness.
- **Behaviour is Communication:** Challenging behaviour is understood as a possible stress response to trauma, not as defiance.
- **Empowerment and Choice:** The model restores a sense of control by offering choices in activities and allowing opt-outs.
- **Focus on Strengths:** The emphasis is on identifying and nurturing strengths, coping strategies, and moments of success.

11.3 The 4-Week Rolling Programme

The curriculum is structured in a 4-week rolling programme, which can be repeated to meet individual needs within the 12-week placement.

Week 1: Foundation – Safety, Self, and Connection

Primary Goal: Establish safety, build trust, and develop self-awareness and the language for feelings.

Day	Risk & Resilience Competency	PSHE Association Focus	Trauma-Informed Activity Focus
1	Loving Myself & Being Heard	KS1/2: "What makes them unique and special" (p.10)	Creating a "Me" Collage; introduce "My Safe Place."
2	Expressing Myself	KS1/2: "How to notice and name a range of feelings" (p.12)	The "Feelings Thermometer"; begin a "Feelings Journal."
3	Living Together	KS1/2: "What a family is and who is in our family" (p.8)	"My Circle of Trust"; explore safe and trusted adults.
4	Working It Out	KS1/2: "Simple ways to resolve arguments between friends" (p.9)	"Solving a Puzzle Together"; teamwork and conflict resolution.
5	Knowing Where I am Going	KS1/2: "To recognise their achievements and personal strengths" (p.19)	"My Strengths Shield"; identify and celebrate personal strengths.

Week 2: Relationships and Resilience

Primary Goal: Explore healthy relationships, identify harmful ones, and develop strategies for resisting peer pressure.

Day	Risk & Resilience Competency	PSHE Association Focus	Trauma-Informed Activity Focus
1	Living Together	KS1/2: "What friendship is and what makes a good friend" (p.9)	"Recipe for a Good Friendship"; explore trust and kindness.
2	Keeping Safe	KS1/2: "How to recognise bullying... the importance of telling an adult" (p.10)	"Bullying vs. Banter"; use scenarios and role-play.
3	Being Heard	KS1/2: "How to recognise peer influence" (p.9)	"Saying 'No' with Confidence"; practice assertiveness.
4	Working It Out	KS1/2: "Ways to reconcile differences and conflict" (p.10)	"The Peaceful Problem-Solver"; conflict resolution steps.
5	Loving Myself	KS1/2: "To recognise when they feel lonely or excluded" (p.9)	"Building an Inclusive Community"; kindness challenge.

Week 3: Health, Wellbeing, and Safety

Primary Goal: Introduce foundational knowledge about physical health, managing risks (including online safety), and puberty.

Day	PSHE Association Focus	Trauma-Informed Activity Focus
1	KS1/2: "What being healthy means" (p.13)	"My Body, My Temple"; healthy lifestyle basics.
2	KS1/2: "What rules are, some basic safety rules" (p.15)	"Risk and Consequence"; explore safe vs. unsafe risks.
3	KS1/2: "Basic rules to keep safe online" (p.15)	"Online Safety Scenarios"; discuss privacy and reporting.
4	KS1/2: "The emotional and physical changes during puberty" (p.14)	"Growing Up and Changing"; normalise puberty.
5	KS1/2: "How images in the media can be manipulated" (p.15)	"Real vs. Fake"; analyse adverts and social media.

Week 4: Future, Purpose, and Moving On

Primary Goal: Build hope for the future, develop self-efficacy, explore aspirations, and prepare for transition.

Day	Risk & Resilience Competency	PSHE Association Focus	Trauma-Informed Activity Focus
1	Knowing Where I am Going	KS1/2: "To identify skills that might help them in their future" (p.19)	"My Goal Ladder"; set a small, achievable goal.
2	Knowing Where I am Going	KS1/2: "There is a broad range of different jobs" (p.19)	"My Future Self"; discuss careers and create a vision board.
3	Working It Out	KS1/2: "When and how children can make choices" (p.13)	"Independent Living Skills - Budgeting"; needs vs. wants.
4	Getting Informed	KS1/2: "Who they can talk to if finding things difficult" (p.12)	"My Support Network"; identify key people and services.
5	All Competences	Review and Reflection	"My Resilience Journey"; celebrate progress and create a "Takeaway Toolkit."

12.0 BASELINING, MONITORING AND TRACKING TOOL

12.1 Purpose of the Tool

This tool serves three key functions:

- **Baseline Assessment:** To understand the child's starting point within the first 48-72 hours of placement.
- **Weekly Progress Monitoring:** To track small, incremental changes in skills and confidence.
- **Exit/Transition Tracking:** To capture progress made and identify ongoing support needs at the end of the placement.

12.2 Key Principles for Use

- **Strengths-First Approach:** Always begin by identifying what the child can do.
- **Trauma-Informed Language:** Use neutral, non-judgemental phrasing.
- **Observational Focus:** Base assessments on observed behaviours and participation.
- **Child's Voice:** Include the child's own self-assessment where possible.
- **Small Steps:** Recognise that progress may be non-linear; celebrate small changes.

12.3 Competency Assessment Matrix

For each of the eight competencies, use the following scale:

Rating	Descriptor	Indicators
1 - Beginning	The child rarely or never demonstrates this skill, even with prompting.	Requires significant adult support; may actively resist or avoid.
2 - Developing	The child sometimes demonstrates this skill with prompting, support, or in familiar situations.	Responds to encouragement; can practice the skill in safe conditions.
3 - Secure	The child often demonstrates this skill independently, even in new or mildly challenging situations.	Can apply the skill across different contexts; shows confidence.
4 - Exceeding	The child consistently demonstrates this skill across a range of situations, including challenging ones.	Shows initiative; skill is well established and becoming automatic.

12.4 Competency Indicators

Competency 1: Loving Myself (Self-Awareness & Self-Worth)

- 1.1 Positive Self-Description
- 1.2 Body/Appearance Awareness
- 1.3 Identity Recognition
- 1.4 Self-Worth Maintenance
- 1.5 Media Awareness
- 1.6 Peer Comparison

Competency 2: Expressing Myself (Emotional Literacy & Self-Management)

- 2.1 Feelings Vocabulary
- 2.2 Recognising Physical Sensations
- 2.3 Expressing Needs
- 2.4 Managing Strong Feelings
- 2.5 Thoughts-Feelings-Behaviour Link
- 2.6 Seeking Help for Feelings

Competency 3: Working It Out (Problem-Solving & Decision-Making)

- 3.1 Problem Identification
- 3.2 Solution Generation
- 3.3 Decision-Making
- 3.4 Reflection on Actions
- 3.5 Independent/Group Work
- 3.6 Financial Awareness

Competency 4: Being Heard (Communication & Assertiveness)

- 4.1 Expressing Ideas/Views
- 4.2 Listening Skills
- 4.3 Negotiation & Compromise
- 4.4 Assertiveness
- 4.5 Resisting Peer Pressure
- 4.6 Asking for Help

Competency 5: Living Together (Social Awareness & Relationships)

- 5.1 Empathy
- 5.2 Diversity Awareness
- 5.3 Relationship Building
- 5.4 Relationship Maintenance
- 5.5 Managing Conflict
- 5.6 Understanding Power

Competency 6: Keeping Safe (Risk Awareness & Online Safety)

- 6.1 Safe/Unsafe Discrimination
- 6.2 Risk Understanding
- 6.3 Boundary Setting
- 6.4 Online Safety Knowledge
- 6.5 Consent Understanding
- 6.6 Trusted Adults

Competency 7: Getting Informed (Information Management)

- 7.1 Identifying Reliable Information
- 7.2 Accessing Support
- 7.3 Confidentiality Awareness
- 7.4 Media Literacy
- 7.5 Critical Media Analysis
- 7.6 Service Knowledge

Competency 8: Knowing Where I'm Going (Self-Efficacy & Aspirations)

- 8.1 Achievement Recognition
- 8.2 Goal Setting
- 8.3 Strengths Application
- 8.4 Aspirations
- 8.5 Agency/Belief in Self

12.5 Tracking Schedule

Assessment Point	Timing	Purpose
Baseline	Within first 48-72 hours of placement	Establish starting point, identify immediate needs, set initial goals
Weekly Check-In 1	End of Week 1	Monitor early engagement, identify emerging strengths
Weekly Check-In 2	End of Week 2	Track progress, identify patterns, inform planning
Weekly Check-In 3	End of Week 3	Assess consolidation of skills
Exit/Transition Review	Final 2-3 days of placement	Capture overall progress, identify ongoing support needs

13.0 WORKING WITH PARTNERS

13.1 ARK Inclusive Education works in partnership with a range of agencies to support successful reintegration:

Partner	Role in Reintegration
Referring/Home School	Remains the child/young person's registered school; participates in planning and review; receives reintegrating child/young person.
Local Authority (LA)	Commissioning and quality assurance; funding; participation in reintegration planning.
Children's Social Care	Provides support for children in need or with child protection plans.
CAMHS	Provides mental health support for children and young people.
SEND Services	Supports children and young people with EHCPs or SEND needs.
Early Help	Provides early intervention support for families.

13.2 The provision will engage with the **Local Authority** for quality assurance against the new national standards for alternative provision.

14.0 ROLES AND RESPONSIBILITIES

14.1 The Director is responsible for:

- Overall oversight of the reintegration process
- Ensuring that IRPs are in place and reviewed regularly
- Ensuring that staff are trained in reintegration practice and trauma-informed delivery
- Quality assurance of reintegration outcomes
- Reporting on reintegration outcomes to the Local Authority

14.2 The Keyworker (or Lead Tutor) is responsible for:

- Supporting the development and implementation of the IRP
- Building a trusting relationship with the child/young person
- Monitoring daily progress and wellbeing
- Delivering the RISE 2 Recovery Curriculum sessions
- Liaising with the home school and family
- Contributing to review meetings

14.3 The Home School is responsible for:

- Maintaining a sense of responsibility and belonging for the child/young person
- Participating in reintegration planning and review meetings
- Receiving the child/young person back into school
- Providing ongoing support post-reintegration

14.4 Parents/Carers are responsible for:

- Supporting their child/young person through the reintegration process
- Maintaining communication with the provision and the home school
- Supporting attendance

15.0 MONITORING, EVALUATION AND REVIEW

15.1 The effectiveness of this policy will be monitored through:

- Review of IRP outcomes
- Analysis of reintegration success rates (including attendance, exclusions, and attainment post-reintegration)

children/young people, families, home schools, and Local Authorities

- Regular self-evaluation and quality assurance
- Analysis of progress data from the Risk & Resilience Competency Tracking Tool

15.2 This policy will be reviewed annually by the Director to ensure it remains fit for purpose and compliant with current legislation and best practice guidance.

End of Policy Document