# Reintegration

Not all Alternative Provision is the same.

"…a relatively high proportion of primary (65%) and Key Stage 3 (64%) pupils return to their previous or another mainstream school, but this figure diminishes as pupils get older, particularly in Key Stage 4. This figure drops to 53% in Year 10 and then sharply to 10% in Year 11."

"…29% of primary-age pupils go on to a special school, but this drops to 17% for Key Stage 3, 9% for Year 10 and 4% for Year 11."

**DfE (2018)**

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# Key ingredients of successful approaches to reintegration

**A clear and widely understood expectation that reintegration into mainstream education was a key component of a placement in AP** – fostered through maintaining the previous or destination school's connection with the pupil placed in AP and recognising that AP is a finite resource and that reintegration is necessary if AP is to be able to respond quickly to needs.

**Close working with the pupil and family** – ensuring the pupil and parents had the same expectation of reintegration into mainstream school was underscored by AP providers and LA officers. If a pupil had had a positive experience in AP, this could mean they and their parents would be reluctant for them to leave AP.

**Effective access and reintegration protocols, including a role for fair access and inclusion panels** – robust decision-making panels, meeting regularly, with good engagement from school leaders, as well as AP providers and the LA, and underpinned by a strong sense of trust and fairness. The regularity of meetings was seen as particularly important in order to avoid a pupil staying in AP and missing the "window" where reintegration was most likely to be successful.

**A clear reintegration plan, backed up by an offer of support for pupils and the mainstream schools** – where reintegration appeared to be working best, the AP providers and schools worked closely together, supported by the LA, to put in place what was often a phased, graduated plan for the pupil to make the transition to a mainstream school. **Ongoing, regular monitoring**

DfE (2018)

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# Excluded from school: Autistic students' experiences of school exclusion and subsequent re-integration into school

"Making considerable adjustments to the physical environment, fostering strong relationships with students and parents, and having staff who were competent and accepting of the students were felt to contribute towards promoting children's mental and emotional well-being, which staff felt was a necessary precursor to enhancing their learning, especially their social and academic skills."

**Brede et al (2017)**

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# What helps?

An inclusive school…..

A genuine (well informed) fresh start.

Understanding the underlying causes of behavior and what can be done to help.

Peer groups that are positive and supportive.

Practical help e.g. how the timetable works, locations of rooms.

Continued support from the AP setting.

A school-based mentor.

Support strategies if a transition is not successful – does this mean it ends?

Clear success criteria and target setting for Alternative Provision help you understand what has been achieved during a period with AP and ensure you have an audit trail in place.

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# 9 ways to minimize exclusions – Tim Brighouse

1. Focus on the quality of form-time and tutors – it affects all pupil outcomes especially attendance.

2. Avoid streaming and minimise setting in key stage 3. Research is unambiguous that streaming doesn't improve academic outcomes but does worsen behaviour for bottom streams.

3. Ensure that any setting that does take place is organised as fairly as possible to avoid any hint of streaming.

4. Develop a strong "house" system and involve all teaching and support staff. Link it to tutor groups with competitive team outcomes for attendance, behaviour and agreed extra-curricular activities as well as the academic. Focus pastoral responsibility on house or year leadership.

5. Identify on entry those whom primary schools say are least likely to cope with secondary school. The SLT should adopt three each and have two conversations a week with them in the corridors at break and lunch time.

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# Continued….

6. Staff on break and lunch duty should have four "positive" conversations with different pupils each time. If pupils haven't got a worthwhile relationship with at least one adult they aren't really at school.

7. Create a coherent rationale for a "second timetable" to cover the one-off days and weeks when the main timetable is suspended: include at least one residential experience in it. Make sure the vulnerable take part.

8. Make sure awards assemblies and evenings celebrate a wide range of contributions and achievements, not just the academic. Instead of asking, how intelligent is this pupil, ask how is this pupil intelligent?

9. When it comes to the sanctions system have as many levels as possible before it gets to the ultimate "exclusion". Include "community service in and out of school" as an option before exclusion and involve parents and guardians early.

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# Appelton (2006) Student Engagement Instrument

"Given that school personnel cannot alter family circumstances (e.g., income, mobility), we must focus on alterable variables, including those related to the development of students' perceived competence, personal goal setting, and interpersonal relationships to offer students optimism for a positive outcome."

# Appelton (2006) most influential factors

Overall, adults at my school treat students fairly. Adults at my school listen to the students.
At my school, teachers care about students.
My teachers are there for me when I need them. The school rules are fair.

Overall, my teachers are open and honest with me.
I enjoy talking to the teachers here.
I feel safe at school.

Most teachers at my school are interested in me as a person, not just as a student.

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# Examples from our experience

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# Discussion

What can we do to improve transition?

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