



New Horizons Outreach Service Reintegration Support and Intervention

The outreach service reintegration team provide support to all students returning or transferring to mainstream schools in the London Borough of Bexley from the following New Horizons Federation programmes or provisions;

- The REFOCUS Programme at Horizons Academy Bexley;
- Permanent Exclusion from mainstream schools and academies;
- Year 6-Year 7 transfer for students transferring from Primary Horizons to mainstream schools and academies;

All students returning to school receive a personalised reintegration plan to address behaviour difficulties that would otherwise place them at risk of exclusion from the new school. Our mission is to provide the support needed to overcome the barriers associated with reintegration and to help the student build the resilience needed to recognise, manage and respond appropriately to situations when dealing with peers and adults.

Preparing for Reintegration

All students referred to Horizons Academy Refocus Programme and those permanently excluded from school receive targeted support focusing on positive reintegration from the start of their placement. Students participate in the Reintegration Success Programme which is delivered as part of the curriculum each week. This programme is designed to address individual reasons leading to exclusion by targeting the underlying difficulties contributing to common behaviours exhibited by children and young people. Managing feelings and responses to situations, dealing with conflict, positive social interaction and accepting the direction of adults requires a level of emotional intelligence often lacking in students excluded from school. The aim of the programme is to support children and young people to build these skills using interactive group sessions as well as 1:1 sessions allowing for individual discussion and planning.

Partnership with the Mainstream School

The Refocus programme is a 14 week intervention that allows for the home/ new school team to work in partnership with the Horizons Academy team to share positive strategies so that reintegration can be supported when the student returns to the home/ new school.

Reintegration: Refocus Students

Where a school refers a student to the Refocus Programme, it is an expectation that the school team are involved in the student's journey throughout the placement to maximise reintegration success. This requires the school to attend review meetings and to allocate a key member of staff who will be responsible for providing support when the student returns to school.

From week 10 of the Refocus Programme, the key worker will be invited to Horizons Academy to participate in the Preparing for Reintegration sessions. These sessions are delivered by the outreach and reintegration officer and provide opportunity for the key worker and the student to discuss any concerns or worries the student may have regarding their return. This will provide reassurance to the student that the school team are ready to have them return and that their return will be a fresh start.

Reintegration: FAP Students

Where students have been permanently excluded from school, a new school place is decided through the Fair Access Panel. Students are naturally anxious about being allocated a new school because they often fear they will fail as they have done previously in their previous school. Sometimes students do not like the idea of the school allocated through FAP and will deliberately attempt to sabotage their place.

It is essential therefore that relationships with the new school are established at the earliest possible opportunity. A representative from the new school is invited to attend the 6 week review meeting to enable them to gauge understanding of the students' progress, attendance and behaviour. Parents and student attend the meeting and this provides opportunity for the new school to explain expectations and opportunities that will be offered to the student upon their transfer.

A decision will be made at the review meeting whether the student is ready to transfer immediately to the new school or whether the full 14 week programme is required. As time may not allow for the key worker to attend preparing for reintegration sessions, the outreach and reintegration team will provide support in the new school. It is expected that unless there are significant concerns, all KS4 students placed through FAP will transfer to the new school following the week 6 meeting. This is to enable the student to assimilate in to the year group quickly and prevent further gaps in their learning.

If a student has recently completed the Refocus Intervention Programme, transfer to the new school will take place following the allocation at FAP. Students do not attend the Refocus Intervention Programme for an additional 14 weeks.

Triangulation of Support

All students reintegrating are placed on a reintegration plan with SMART targets devised by addressing behaviour considered to be a potential barrier to positive reintegration. The targets are identified in partnership with Horizons Academy, the home/ new school, parents and student and may change throughout the reintegration programme. To ensure triangulation of support and continued partnership working, the school and parent are also set targets to ensure a holistic approach to support the student and maximise success. Parental engagement is an essential part of the programme and the home school will be expected to take appropriate action should parents choose not to engage with the plan.

Monitoring and Tracking

To ensure the plan is producing positive outcomes and improved behaviour, formal reviews are coordinated with the school, parent and student throughout the plan. If behaviour continues to cause concern, an urgent meeting is convened to prevent escalation. In the event of fixed term exclusion, the Outreach Service Manager will attend the school reintegration meeting where discussion may include increasing the duration of the programme or referral to external agencies for additional support or assessment.

Questionnaires

In addition to the initial meeting and target setting, questionnaires are disseminated across the teaching and support staff to gain further information regarding the student's strengths and difficulties. Questionnaires are used in line with the frequency of review meetings to measure the impact and effectiveness of the reintegration support and to monitor progress. It is the responsibility of the home school to ensure all questionnaires are available to the Outreach Service Manager at each review.

Where questionnaires indicate progress in some areas but not in others, further exploration can be made by the school. This may include sharing positive teaching strategies, best practice across the team or as an indicator for further assessment to explore possible learning difficulties.

The student is an active participant throughout the programme and will be required to complete a self-evaluation questionnaire in line with those completed by staff. It is important the student feels part of the process to help promote and emphasise the 'support' element of the plan, whilst understanding the seriousness and possible consequence should they choose not to participate or adhere to the targets set.

Observation

It is important to ensure the student is using the positive behaviour strategies throughout the school day. Where difficulties arise or sanction is imposed, the Outreach Service Manager will observe the student to identify the areas of concern, what support is required or changes needed to help the student manage their behaviour and access learning in the classroom.

Observations are carried out routinely throughout the plan and data collated is shared with parents and the school during review meetings. Areas of difficulty highlighted can be used to inform change such as new group or setting, seating plan or as an indicator of a learning difficulty. Where progress is highlighted this can be celebrated with the student and shared with all parties at the review meetings.

Structured Assessments

Behaviour is communication and it is important to explore all possible developmental and behavioural difficulties to ensure the reason for behaviour is not due to a specific difficulty. Where appropriate as part of the Reintegration Plan the following assessments may be undertaken by the reintegration team.

Goodman's Strengths and Difficulties Questionnaires

The SDQ is a brief behavioural screening questionnaire which can be used for both primary and secondary aged students. The questionnaire is completed by the student, parent and school and explores 5 areas of development including emotions, conduct, hyperactivity, peer relationships and pro social behaviours.

The assessment is used to identify areas of difficulties and can help inform the intervention used to support the student. Follow up questionnaires are completed throughout the intervention and progress is measured. The outcome can determine what support is offered by the school support an application for statutory assessment or further assessment for diagnosis. A personalised support programme is provided to support students where a SDQ has been completed.

The Boxall Profile

The impact and lasting effects of poor attachment is now recognised by many educationalists and health professionals as a barrier to behaviour placing young people at risk.

The Boxall Profile is a structured assessment of the developmental progress of primary and secondary aged children and young people. The Boxall assesses developmental areas and provides both a developmental and diagnostic profile of a young person. This profile highlights specific areas requiring support and intervention.

This includes organisation of experiences, internalisation of controls, self-limiting features, undeveloped behaviours and unsupported development. Repeated

assessments are completed throughout the intervention and progress measured. A personalised support programme is provided to support students where a Boxall Profile has been completed.

Weekly Progress Reviews

Whilst the reintegration plan is coordinated and supported by the Outreach Service Manager, the home/new school appointed key person oversees and delivers internal support and monitors the progress of the student on a daily basis.

An Outreach Service Intervention Booklet is supplied and we request the student is provided an opportunity each week to sit with the key person to reflect and discuss behavioural progress and areas of development. This process allows for consistent monitoring and also helps the student to build relationship with the key person in school. This is essential for continued progress once the reintegration plan has completed and reintegration team support is completed.

The intervention booklet must be completed by the home school key worker and be made available for review at all formal meetings. The information will help inform the review meetings in line with the questionnaires completed by staff and student.

Reintegration Support

Refocus Intervention Programme

All schools referring students to the Refocus Programme are expected to plan for their return from the start of the Refocus Placement. This requires partnership planning and attendance at review meetings and preparing for reintegration sessions.

When a student returns to the home school following the Refocus Programme, the home school key person will be responsible for providing the support required to maximise reintegration success. The Outreach Service Manager will oversee the process and a specialist intervention practitioner from the outreach and reintegration team will work in partnership with the key worker providing guidance and advice based on the successful strategies the student developed during the Refocus Programme.

In addition to advice and guidance, our specialist practitioners will model positive strategies and recommend appropriate activities and resources to help maintain the student's success. The Outreach Service Manager will collate information from the home school each week on the impact and effectiveness of the reintegration plan and this will be reviewed at regular meetings between the home school, Horizons Academy, parent and student.

FAP Placed Students

Reintegration can at times be difficult for students who have been placed in to a new school through the FAP process. Unlike the Refocus programme, students do

not always attend Horizons Academy for the full 14 weeks which means building relationships with the new school team can be difficult.

To help the student successfully transfer to the new school a reintegration officer is allocated to the student to provide 1:1 support. The aim of the support is to provide continuity by ensuring the student has a familiar adult from Horizons Academy helping them on their journey in to a new school environment. The reintegration officer will have built a relationship with the student during their time at Horizons Academy and will be the conduit in building positive relationships with the new school's key worker.

1:1 sessions with the student will be arranged over the 12 week reintegration period in accordance with need. The Outreach Service Manager will schedule sessions during the initial reintegration planning meeting and these will include support both in and outside of the classroom where required. To ensure relationships are built with the new school staff team, 1:1 sessions with the allocated key worker will be included with a planned handover introduced over the course of the reintegration period to allow for the allocated key worker to take over delivery of the support.

Collaborative Reintegration Support

The outreach and reintegration team supports the reintegration of all students returning to mainstream school from Horizons Academy intervention programmes.

Whilst the delivery of 1:1 support will be the responsibility of the home/ new school allocated key worker, strategic advice and practical support will be offered to the home school to help create personalised programmes that meet the needs of the student. This includes delivery of sessional activities targeting specific areas of difficulty, resources created to engage hard to reach students, access to the menu of programmes targeting addictions, anti-social and risk taking behaviours.

Special Educational Needs and Mental Health

Where a student is identified with SEND, is undergoing statutory assessment or is awarded an EHCP during their time at Horizons Academy, it is expected the home or new school SENCO works in partnership with the Horizons Academy SENCO to plan for supported reintegration. This may require the home/ new school to convene a professionals meeting so that a team around the child can be created to address all areas of concern and to secure multi-agency support.

The Outreach Service Manager in partnership with the home school SENCO and Horizons Academy SENCO will create a reintegration plan informed by the EHCP. The home school will deliver the reintegration support to the student and the Horizons Academy SENCO will provide advice and guidance where required. Where appropriate, access to the SEN outreach menu of service may be offered to address concerns outside of the identified areas of difficulty.

Outcome and Further Action

Once the reintegration plan has completed a full review and discussion will take place with the school, parent and student. Upon reviewing the students' progress, one of three outcomes will be determined;

1. Sufficient progress- the student has successfully reintegrated to the new school and the reintegration plan can close,
2. There has been some progress noted but not sufficient to close the programme- extended for a further 3 or 6 weeks. The reintegration plan will not be extended beyond 12 weeks.
3. There has been no improvement and the student is deemed at risk of permanent exclusion- A professionals meeting may be required to address broader difficulties , a manage move may be considered for a fresh start or referral for external assessment to explore unmet or undiagnosed need may be required. Where students are in KS4, a referral to Horizons Academy for a long term placement may be considered.

If it is decided the Reintegration Plan will close, an Individual Behaviour Plan will be devised in partnership with the school to help the school provide continuity of support by identifying and targeting areas of behaviour still to develop.

Record of Progress

All information regarding students placed on a Reintegration Plan is collated and an 'Inclusion Record' is provided to the school. This information can further inform internal support or can be used to inform assessment for statutory processes and community paediatrician.

For further information please contact;

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