

REINTEGRATION POLICY

July 2025

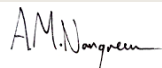
Policy Review

This policy will be reviewed in full by the Directors on an annual basis unless circumstances require policy update in the interim.

The policy was last reviewed and agreed by the Directors on 10.07.2026.

It is due for review on 01.09.2026 (up to 12 months from the above date).

Signature (CEO):



Date: 10.07.2026

Signature (COO):



Date: 10.07.2026

Version Control

Version	Date	Changes
V1	10.07.2026	Original document

Reintegration is rarely a standalone event; it is an incremental process. Progression toward returning to mainstream education relies heavily on steady engagement, predictable structures, growing self-belief, and an openness to transition.

When reintegration planning is deferred, the resulting transitions feel fractured and stressful. Early intervention changes this dynamic, giving students space to recover their educational confidence, embed daily routines, and prepare both psychologically and academically for what follows.

At EDIT Education we prepare students for reintegration through a structured, partnership approach involving the student, family/carers, schools and other relevant stakeholders. Reintegration is not an abrupt end point – it is a transition stage, which requires a phased, individualised approach. This is an ongoing process across the time of placement, shaped by individual need rather than fixed timescales.

We aim to

- Provide a high-quality, personalised placement to support successful reintegration
- Provide access to specialist support relating to the specific needs of a young person (e.g. literacy, behaviour management, long-term illness), including innovative uses of technology;
- Finalise plans with schools and partners to support and sustain reintegration;
- Build a positive environment for reintegration;

Support will/may include:

- **Dedicated support:** We provide a single, dedicated point of contact (Jamie Bentley) for the student and their family, tailoring our support directly to their unique situation.
- **Empowering students:** We use mentoring and coaching techniques that respect, value, and empower the young person, putting their voice at the centre of our approach.
- **Active advocacy:** We champion the student's needs, speaking up for them in meetings with schools and other education or care professionals.
- **Tailored school adjustments:** We identify and recommend reasonable school adjustments to give the young person the best possible chance of settling back into education successfully.
- **Expert multi-disciplinary team:** EDIT Education have a diverse team of professionals with wide-ranging life experiences and expertise to support each student.
- **Life and soft skill development:** We use our SETPD curriculum to teach our students practical tools - such as identifying feelings, using breathing exercises, or asking for space - while building a supportive network around them to ensure long-term success.
- **Readiness for reintegration and Record of progress:** We will complete a 'readiness for reintegration' quantitative assessment tool to help analyse behaviour; measure readiness to reintegrate; and highlight specific areas that need further development. (*Appendix 1*).
- **Action plan from reintegration scales:** We set transparent targets with strategies to support and evidence of success. (*Appendix 2*).
- **Ongoing transition support:** Hosting and/or attending reintegration meetings and working with the student and their new placement to ensure success. (*Appendix 3*).

Appendix 1

Readiness scale for reintegrating children with social, emotional and behavioural difficulties into mainstream classrooms

(Rebecca Doyle, Norfolk CC - BJSE vol 28, No3 (September 2001))

This assessment is a screening for suitability for inclusion and gives a diagnostic developmental profile. Used over time it gives a clear measurement of student development skills in each area.

The profile considers five main areas:

- Self-control and management of behaviour
- Social skills
- Self-awareness and confidence
- Skills for learning
- Approach to learning

Allocate a score of between 1 and 4 to each of the statements as follows:

- 1 = rarely fulfils this criterion
- 2 = sometimes fulfils this criterion
- 3 = frequently fulfils this criterion
- 4 = almost always fulfils this criterion

The numerical score at the end of each main area is totalled and plotted on the grid with a maximum score of 312; **an overall score of 218 (70%) or above gives an indication that the student may be ready for transition into their mainstream classroom.**

The profile will indicate areas of relative strength as well as areas for further development. The profile can therefore be used to inform IEP targets, track progress and inform planning for reintegration.

This profile is based on materials developed by Rebecca Doyle (2001) and Jane McSherry (1999).

Student Name:

Student DOB:

Host School:

1. Self-Control and Management of Behaviour

Can accept discipline without argument or sulking	1	2	3	4
Can arrive in classroom and settle down quietly and appropriately	1	2	3	4
Does not leave the room without permission	1	2	3	4
Can accept changes to plans or disappointments with an even temper	1	2	3	4
Shows some self-discipline when others try to encourage deviation	1	2	3	4
Is aware of normal sound levels and can be reminded of them and respond appropriately	1	2	3	4
Does not seek confrontation during unrestricted times e.g. break	1	2	3	4
Behaves in socially acceptable manner in public e.g. outings	1	2	3	4
Can maintain appropriate levels of behaviour when the classroom routine is disrupted	1	2	3	4
Will abide by accepted rules of an organised game	1	2	3	4
Goes to and stays in designated areas when requested e.g. playground, hall, etc	1	2	3	4
Controls emotions appropriately when faced with difficulties e.g. does not fight, strike out immediately, run away and hide or become excessively withdrawn	1	2	3	4
Behaves appropriately in all areas of the school building	1	2	3	4
Score	/52			

2. Social Skills

Can cope with large numbers of people	1	2	3	4
Can accept that teacher time needs to be shared	1	2	3	4
Can ask a question and wait for the answer	1	2	3	4
Has appropriate communication skills e.g. asking questions and listening	1	2	3	4
Can work alongside others in a group situation without disruption	1	2	3	4
Interacts and plays in positive ways with peers	1	2	3	4
Apologises without reminder	1	2	3	4
Asks permission to use objects belonging to another person	1	2	3	4
Shows empathy for and comforts playmates in distress	1	2	3	4
Chooses own friends and maintains reciprocal friendships	1	2	3	4
Makes and accepts normal physical contact with others	1	2	3	4
Accommodates other children who ask to join in an activity	1	2	3	4
Is self-reliant in managing own hygiene and basic needs	1	2	3	4
Shows genuine interest in the news and activities of another child	1	2	3	4
Contributes actively to play with two or more children	1	2	3	4
Shows variation in the roles undertaken during co-operative play e.g. is not always in the role of dominant character, etc	1	2	3	4
Engages in appropriate conversation with another child, exchanging information and using appropriate dialogue	1	2	3	4
Addresses adults and children appropriately by name and with eye contact	1	2	3	4
Shares legitimately required equipment with another pupil	1	2	3	4
Can take turns in question and answer sessions	1	2	3	4
Score	/80			

3. Self-awareness and confidence

Willing to ask for help	1	2	3	4
Can accept responsibility for actions without denial	1	2	3	4
Can acknowledge own problems and is willing to discuss them	1	2	3	4
Can risk failure	1	2	3	4
States feelings about self, e.g. happy angry, sad, etc	1	2	3	4
Maintains appropriate eye contact	1	2	3	4
Contributes to class discussions	1	2	3	4
Participates in group work, making constructive suggestions and adapting ideas	1	2	3	4
Responds appropriately to stories, identifying the characters e.g. funny, kind, scary, bad, etc	1	2	3	4
Participates in large class activities e.g. dance, role plays, performances, etc	1	2	3	4
Accepts public praise and congratulation appropriately e.g. when good work is shown to peers, etc	1	2	3	4
Shows pride in achievements and presentation of work	1	2	3	4
Has self-esteem for self	1	2	3	4
score	/52			

4. Skills for learning

Can work alone without constant attention for brief periods	1	2	3	4
Can attempt to listen to explanations and instructions and attempt to act on them	1	2	3	4
Understands the structure of the day	1	2	3	4
Understands the role of the teacher and other adults in the room	1	2	3	4
Understands the structure of discipline – what happens if he/she does not complete work, does not conform to playground rules etc	1	2	3	4
Understands that there are different places for lessons other than the classroom e.g. library, hall, etc and behaves appropriately	1	2	3	4
Can constructively use unstructured time in the classroom	1	2	3	4
Can organise him/herself if help is not immediately available	1	2	3	4
Responds appropriately to personal request from teacher	1	2	3	4
Will work alongside another pupil without attempting any distractions	1	2	3	4
Can organise the materials needed for a task and clear them away appropriately	1	2	3	4
Shows appropriate levels of curiosity when changes to the room routines are observed	1	2	3	4
Reading and numeracy up to level that can be coped with in a mainstream classroom given reasonable support	1	2	3	4
Shows a willingness to improve own literacy and numeracy	1	2	3	4
Can read sufficiently well to understand basic instructions needed for completion of tasks	1	2	3	4
Has developed some self-help strategies (at own level) e.g. using reference materials as word banks	1	2	3	4
Does not get up and wander around the classroom without a purpose	1	2	3	4
Needs a mainstream curriculum	1	2	3	4
Does not get impatient if help is not immediately forthcoming	1	2	3	4
Is willing to try complete a task independently	1	2	3	4
Pays attention to class discussion and instructions	1	2	3	4
Score	/84			

5. Approach to learning

Is prepared to work in lessons	1	2	3	4
Uses appropriate language and gestures	1	2	3	4
Wants to be reintegrated	1	2	3	4
Has parental support	1	2	3	4
Is courteous, and shows positive attitude towards staff	1	2	3	4
Can show an interest in lessons	1	2	3	4
Treats school property with care	1	2	3	4
Listens with interest to class explanations	1	2	3	4
Can accept disappointments e.g. when not chosen to participate in an activity	1	2	3	4
Will sit appropriately without causing a disturbance in both class and general school areas on request	1	2	3	4
Shows a sense of humour	1	2	3	4
Score	/44			

(Appendix 1).

Record of progress

Student name:

Date of Birth:

Medical conditions which may impact on assessment scores:

Does their attachment profile suggest some learning loss which may also affect scores?

Start date at EDIT Education:

Date	Colour pen	Date	Colour pen
Date	Colour pen	Date	Colour pen
Date	Colour pen	Date	Colour pen
Date	Colour pen	Date	Colour pen

100					
90					
80					
70					
60					
50					
40					
30					
20					
10					
0					
↑ Score for Areas of learning →	Self-control	Social skills	Self- awareness	Skills for learning	Approach to learning

(Appendix 2). **Action plan from reintegration scales:**

Immediate

Target	Aiming to move from number ...to....	Who/when	Strategies to support	Evidence of success
Student personal target				

Long term

Target	To support/develop skills of:	Who/when	Strategies to support	Evidence of success
Student personal target				

(Appendix 3).

Reintegration Meeting – Data Checklist

Student Name:	Date of Birth:
Host School:	Provision: EDIT Education

Data	Provided? Yes/No & by whom	Comments
Pupil profile (general) – interests, strengths and areas for development, preferably compiled in partnership with pupil and parents/carers		
Information about learning levels		
Information about identified SEN – reports e.g. SENSS/EP/ SALT/CAMHS		
Examples of pupils' work in core subjects and information to support continuity and progression in the curriculum		
Information about approach to learning / learning style / response to teaching style etc		
Any SEB assessment scores/reports e.g. Boxall, SDQ, RRS, and any other SEBD information		
Any safeguarding issues		

Additional information/comments:

(Appendix 3).

Reintegration Planning Meeting

Student Name:	Date of Birth:
Host School:	Provision: EDIT Education
Present:	
Current situation:	

Summary of Discussions	Next Actions	By who?
Preparing pupil:		
Preparing parents/carers:		
Preparing receiving staff:		
Arrangements for arrival:		
Transition timetable:		
Additional information/comments:		
Date of follow-up reintegration review meeting:		

(Appendix 3).

Reintegration Review Meeting

Student Name:	Date of Birth:
Host School:	Provision: EDIT Education
Present:	

Has the student settled?

School:
Centre:
Pupil views:
Parent Views:
Changes/additions to reintegration plan and additional support arrangements agreed:
Other information/comments:
Date of next reintegration review: