

P25 SKAPE Student Re-integration and After-Care Policy

At SKAPE, we strongly believe that the use of an Alternative Provision (AP) for a child's education and well-being is most successful when it is used as part of a continuum of their journey through their education. We see the use of APs a little like a revolving door, with those students who can be successfully reintegrated, supported to do so in a timely fashion, allowing for continued capacity at the AP to help others.

Re-integration Process

Some student placements at SKAPE may be for a temporary, short-term basis and re-integration is planned and expected to occur after the time period requested by the commissioning school.

However, in other cases, an end-date for the placement is not decided upon at the outset and so will be discussed after an appropriate duration. It is for these cases that the procedure is explained below.

The re-integration process starts with communication between the commissioning school, the parents/carers and the SKAPE team.

At SKAPE, we consider a number of factors to be important for successful re-integration:

Child Factors:

- Understands the re-integration process
- Positive self-esteem
- Actively engaged in the process
- Wants to be successful
- Reflective

Parent/Carer factors:

- Understands the re-integration process
- Responsibility and ownership of the process
- Positive and supportive
- Realistic views and hopes

Systemic Factors:

- Timely and individualised approach to re-integration
- Clear, regular, and honest communication
- Continued support offered by SKAPE to mainstream school/setting
- Child-centred approach with an individual support package
- Clear and explained roles and boundaries

Each child receives a key worker at SKAPE who is an integral part of the re-integration process. The key worker will liaise with the commissioning school as, at SKAPE, we understand that each child's journey will

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look different. The main role of the key worker in the re-integration process is to implement a plan of transition back to mainstream setting (or equivalent).

After-care plan

In addition to implementing the initial transition back to school, the key worker will also devise a timetable for themselves to visit the child at their mainstream setting, once the child has settled there, in order to aid inclusion and progress. This process might look different for every child, and will be a be-spoke, child-centred approach that focuses on the individual child's needs. SKAPE is committed to clearly and honestly communicating with the commissioning school and parents to devise/revise a plan of visitations and support that aims to result in successful reintegration.

Signed: L. James
Print Name: L. James
Reviewed: Annually
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Date	Reason for Change	Approved By	Revision Number
02/07/24	Initial Policy Written	K Watson	Rev 1
15/08/25	Policy review	K Watson	Rev 2



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Date	Person/s involved	Description of Concern	Actions Taken



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