

Reintegration Policy Schools, Academies and Alternative Provisions

2026/2027

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Policy Version Control

Academic Year	Section Updated	Page	Summary of Change
2024/2025	Full Review	All	Policy refreshed and aligned to DfE guidance.
2025/2026	Sections 3-6	Various	Enhanced reintegration arrangements and planning process.
2026/2027	Full Review	All	Updated in line with DfE Suspension and Permanent Exclusion Statutory Guidance (July 2026), Equality Act 2010 and safeguarding requirements.

1.Introduction

Reintegration is a planned, personalised and collaborative process that supports pupils to successfully return to mainstream education or transition to another appropriate educational setting following a period of absence, alternative provision, medical provision, suspension, exclusion or other intervention. In accordance with statutory guidance, reintegration arrangements should be proportionate to the pupil's needs and include appropriate support, reasonable adjustments and safeguarding measures to promote sustained engagement, attendance, wellbeing and educational progress.

Where a return to the referring school or transition to another setting is the intended outcome, **reintegration planning should begin at the point the placement or intervention is agreed.** Clear objectives, responsibilities, support arrangements and review timescales should be established between the school, provider, parents/carers and relevant professionals to ensure a coordinated and successful transition.

This policy sets out the arrangements for supporting pupils returning to mainstream education following:

- Alternative Provision placements
- Medical provision placements
- Off-site direction placements
- Suspensions
- Managed intervention and inclusion programmes
- Extended periods of non-attendance where additional transition support is required

The London Borough of Havering is committed to ensuring that every child is given the opportunity to successfully reintegrate into education through a planned, supportive and child-centred approach.

Particular consideration must be given to pupils who are:

- Vulnerable to exclusion;
- Children in Need;
- Children Looked After;
- Previously Looked After Children;
- Children with an allocated Social Worker;
- Pupils with SEND;
- Pupils with medical needs;
- Young Carers;
- Pupils experiencing emotionally based school avoidance;
- Pupils known to safeguarding services.

2. Legislative Framework

This policy should be read alongside the following legislation and statutory guidance:

- **Suspension and Permanent Exclusion Guidance (DfE July 2026)**
[School Suspensions and Permanent Exclusions](#)
- **Alternative Provision Statutory Guidance**
<https://www.gov.uk/government/publications/alternative-provision>
- **Working Together to Improve School Attendance (DfE July 2026)**
<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>
- **Keeping Children Safe in Education 2026**
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- **Working Together to Safeguard Children**
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- **Equality Act 2010**
<https://www.legislation.gov.uk/ukpga/2010/15/contents>
- **Children and Families Act 2014**
<https://www.legislation.gov.uk/ukpga/2014/6/contents>
- **SEND Code of Practice: 0 to 25 Years (2015)**
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- **Education Act 1996**
<https://www.legislation.gov.uk/ukpga/1996/56/contents>

Schools, academies and alternative provisions must have regard to their statutory duties under safeguarding, attendance, SEND and equality legislation when planning and implementing reintegration arrangements and must ensure that decisions and support arrangements comply with these statutory duties.

3. Principles of Reintegration

All reintegration arrangements must be underpinned by the following principles:

Child-Centred Approach

The needs, strengths, views and aspirations of the child must be central to all planning.

Safeguarding First

Safeguarding must be considered in all reintegration arrangements. Where a child is subject to a Child Protection Plan (CP Plan) or Child in Need (CIN) Plan, the reintegration plan should clearly set out how the child's education arrangements support and align with their social care plan.

Educational Inclusion

All pupils should be supported to remain engaged in education and access a full, ambitious curriculum.

Partnership Working

Reintegration must involve:

- The pupil
- Parents/carers
- The school
- Alternative Provision
- Relevant professionals
- The Local Authority

Early Support

Interventions should be implemented at the earliest opportunity to reduce barriers and prevent further exclusions or placement breakdown.

Right Support, Right Time, Right Place

Support should be proportionate, targeted and tailored to the pupil's individual circumstances.

4. Identifying Pupils Requiring Reintegration Support

A formal reintegration plan should be considered where a pupil is returning from:

- Alternative Provision
- Medical tuition
- Hospital education
- Off-site direction
- Suspension
- Education programmes commissioned by the Local Authority

Enhanced reintegration planning must always be considered for pupils who:

- Have an EHCP
- Are undergoing an EHC assessment
- Are Looked After
- Have an allocated Social Worker
- Have significant attendance difficulties
- Have safeguarding concerns
- Have experienced multiple suspensions

5. Roles and Responsibilities

Schools must:

- Lead the reintegration process
- Nominate a key professional
- Identify and implement reasonable adjustments
- Monitor attendance, behaviour and wellbeing
- Convene review meetings
- Ensure safeguarding arrangements are effective

Alternative Providers must:

- Participate in reintegration planning
- Share assessment information
- Provide recommendations and successful strategies
- Attend review meetings when required

Parents/carers should:

- Participate in planning
- Support agreed actions
- Share relevant information

Pupils should:

- Contribute to planning
- Have their views recorded
- Be supported to identify areas where additional help is required

The Inclusions Team may:

- Provide advice and guidance
- Support complex reintegration cases
- Monitor vulnerable pupils
- Facilitate multi-agency working

6. Reintegration Planning Process

Before a pupil returns to school, a Reintegration Planning Meeting should be held and recorded using the Local Authority Reintegration Plan (Form 10A) for 2026/27. The meeting should agree the support, safeguarding arrangements, attendance expectations and review schedule required to support a successful reintegration. Plans must be reviewed regularly and amended where necessary.

The meeting should consider:

- Academic needs
- Attendance history
- Behaviour support requirements
- Safeguarding concerns
- SEND needs
- Health and wellbeing
- Risk assessments
- Support strategies

7. Reasonable Adjustments and Additional Support

Under the Equality Act 2010, schools must consider whether reasonable adjustments are required for pupils with disabilities or additional vulnerabilities.

Reasonable adjustments may include:

Curriculum Support

- Modified curriculum.
- Differentiated learning.
- Catch-up support.

Pastoral Support

- Key worker allocation
- Daily check-in/check-out
- Safe space provision
- Mentoring

Attendance Support

- Graduated attendance support plan
- Reintegration timetable where professionally justified
- Family support interventions

Environmental Adjustments

- Seating arrangements
- Sensory adjustments
- Movement breaks
- Reduced transition demands

Social and Emotional Support

- Therapeutic interventions
- Emotional wellbeing support
- Peer mentoring
- Restorative approaches

Where a pupil has an EHCP, schools must ensure the provision specified within the EHCP is being delivered and remains appropriate.

Schools should be able to demonstrate that support, interventions and reasonable adjustments have been considered and implemented.

8. Monitoring and Review Arrangements

Schools should review reintegration arrangements:

- Within the first two weeks
- At six weeks
- At twelve weeks
- Earlier, if concerns arise or the pupil's needs or circumstances change

Reviews should evaluate:

- Attendance
- Behaviour
- Academic engagement
- Wellbeing
- Safeguarding
- Effectiveness of adjustments

Any emerging concerns should prompt a review of the support in place and, where appropriate, further multi-agency discussion.

Before considering a further AP placement, off-site direction or exclusion, the school should review the pupil's needs, the effectiveness of previous interventions and support, any reasonable adjustments made, and the reasons for the previous intervention or placement. This should inform decisions about the most appropriate next steps.

Where immediate action is required to safeguard pupils or staff, safeguarding procedures and statutory duties must take precedence.

9. Expected Outcomes

Successful reintegration should result in:

- Improved attendance
- Improved engagement
- Reduced exclusions
- Improved wellbeing
- Positive relationships
- Increased educational achievement
- Greater inclusion within the school community

The aim is to ensure that every pupil, particularly the most vulnerable, has access to stable, high-quality education and is supported to achieve their full potential.