

## Reintegration Service update

### Service impact: the first 14 months

1. All eight partner school are now engaged with the Outreach Team and have a full understanding of the framework re submission of evidence, placement and transition/ reintegration. Meetings have been held with Sandymoor School, but they are not anticipated to place with us until summer term 2022.
2. Cohort numbers and engagement with the programme have increased steadily over the last 12 months: 5 learners placed in Term 1, 9 in Terms 2/3 and 13 starters in September 2021. The anticipated intake for January 2022 is 14 learners.
3. PX's at KS3 were significantly lower at the end of the first year (down from 22 in 2018-19, to 3 in 2020-21). There were a number of contributory factors, which supported this drop, other than the existence of the Outreach team and the Reintegration service. However, an illustration of the impact of the team can be seen in the rescinding of two PXs following my intervention. PXs are expected to be higher this academic year, but estimated to come in well below the figures seen in 2018-19.
4. A clear transitional process has been established, both prior to and following placement.
5. Mentors have early involvement with learners on a 1:1 basis. This continues through placement and continues once the learner returns to their parent school.
6. Prior to placements beginning, Bridge School teachers, TAs and keyworkers now receive passports and readiness scales for all learners who enter via the Reintegration pathway (there was obviously issues around ARs entry pathway, which are addressed below). Those documents are developed by staff during the learners' time at The Bridge School and returned, along with other relevant supporting documents to the parent school at the end of placement (see below).
7. Interim progress reports are compiled and distributed to all schools at the halfway point of the placement.
8. Prior to the learner's final two weeks in placement, an End of Placement Report (EOPR) is created. This includes teacher, mentor, keyworker and lead teacher reports and a comprehensive list of strategies which have proven effective whilst the learner was at the Bridge. This is now sent to schools, along with Boxall and Readiness data, a learner passport, a one page strategy sheet and an at-a-glance strategy sheet to be distributed to all staff working with the learner in question. The response to both Interim reports and EOPR documentation has been very positive
9. These are also distributed to parents and discussed in detail at an end of placement transition review, attended by all stakeholders.
10. Prior to placement, an induction meeting is held at the Bridge School. The SLA is signed off at this meeting and the induction packs are handed out to parents/carers.

11. A transition day for new students has been established at The Bridge School and this follows the model of a Year 6 into 7 transition day. Learners returning to mainstream school are offered a bespoke transition process, tailored to their individual needs. This is developed in liaison with the parent school.
12. All schools have clear documentation, outlining what evidence is required in order to access a placement at The Bridge School. This is discussed with school contacts on a regular basis and schools are offered support where necessary.
13. A quality control document has been established and discussed with individual schools, where the quality of schools' submitted evidence is assessed against a list of standards. This then provides a focus for the individual schools and I for improvement. The aim is that, over the next 12 months, the quality of all schools' evidence will improve. The desired outcome is that schools have a clear understanding of what represents good evidence, making the process of gathering evidence less onerous (which will hopefully support continued engagement with the programme). It also means that evidence received will be of a more consistent standards across all schools.
14. Due to the paucity of available EP appointments, I am going to carry out a specialist teacher observation, report and recommendations where an EP report is not available, but placement is considered to be appropriate (schools are currently being offered 9 EP appointments per year, if we were to expect all learner coming onto the programme to have EP reports, we would be asking schools to commit six out of those nine slots to our learners. This isn't feasible, as schools would only be left with one appointment per term for all EHCP applications and Woodview referrals).
15. The Outreach team (in conjunction with the Behaviour Service) has piloted an SEMH surgery at St Chad's School. Following analysis of feedback, it is hoped that all schools can be offered such surgeries, in order to support good practice for learners with SEMH (particularly those who have engaged with then Reintegration programme), support staff to develop quality first teaching strategies for learners with SEMH and, as a by-product, raise the profile of the Outreach Team and Reintegration Service in order to increase take up of strategies. The first step in this process is to establish surgeries in four of the eight schools by the end of the academic year.
16. In the first fourteen months of the service, eighteen learner observations have been carried out, in seven of the eight schools and reports and recommendations /strategies written and submitted for each.
17. In the first three weeks following reintegration, the Outreach Team will hold meetings in all partner schools with staff who will be teaching returning Reintegration learners. Meetings will be learner-specific and their one page profile will be discussed (and updated if required) and teachers will be offered additional strategies if needed.
18. Prior to placement, Mentors meet with mainstream school staff and create Readiness for Reintegration reports and baseline student passports for all incoming learners. These are then passed to Bridge School staff to aid transition. The

documents are updated whilst the learners are at The Bridge and then returned to the mainstream settings along with one page profiles and End of Placement reports, to allow the staff to work more effectively with learners when they return.

**Next steps/ Areas to address:**

1. Following the recent situation with a CIC placed at The Bridge School, an extra level of scrutiny will be applied to referral documentation, should the following situations arise:
  - The learner having under 70% attendance (not linked to medical issues)
  - The learner having CLA status;
  - The learner living out of borough, but attending a Halton school.
  - The learner having any Community order/ DOLs order etc

In these cases, further details and information will be sought before the referral process can proceed. It is proposed that the referral documentation is amended, where required, to identify said issues at the earliest point possible.

2. Quality of referral documentation will be monitored via the process established in July and schools offered appropriate documented support in order to make improvements where required.
3. MJ to offer schools specialist teacher observations and reports where EP reports are unavailable in order to inform the referral process. This was discussed with HBC before the summer and Rhona Hobson and Vanessa Nice were made aware at the same point.