

Example Reintegration Plan

Outcomes for the support are personalised and co-produced.

The plan typically involves developing the student's resilience and confidence about school through the negotiation of **small brave steps**. I co-ordinate the **steps** on a daily basis to enable the student to:

- develop **trust** in an adult outside of family who then acted as a 'bridge' to school, supporting managed separation from the care-giver
- feel safer outside of the home and into school through the practice of **graded exposure** (to social situations and environments).

I work directly with:

- a key member of staff to co-ordinate the school-based support and together we engage key staff and peers to support the process.
- the student – teaching a personalised topic based on curriculum objectives and incorporating therapeutic techniques to support improvements in mental health and to provide continuous engagement with learning.
- the student, parents and school to agree each step into school.

We start in the home then move to the local library and gradually take small steps into the school – reception, a small room, into the school library or Learning Support and finally into lessons.

The learning sessions are structured to include a high number of 'comfort zone' factors aimed to minimise anxiety. The activities aim to develop trust and confidence in the social situation and gradually increase time on a co-constructed learning task. Every aspect is negotiated and each session always culminates in reflection and planning the next step. Therapeutic approaches are integrated into the activities and the teaching style, making accommodations for the impact of anxiety and other conditions such as Selective Mutism.

Social communication skills are worked into social sessions, gradually involving key staff and same age peers, to develop social confidence. The role of another student who acts as a supporter can be critical to provide the 'social shield' that a young person with social anxiety needs but this is not always the case. Some students need adult support before engaging more comfortably with peers.

As the student becomes more mentally well the activities also help the student to reflect on own resilience and to become more self-directed.

A weekly plan may look like this:

| Week beginning _____ Scaling 0-5 between the 15 minutes activities. | 0 | 1 | 2 | 3 | 4 | 5 | Attendance/ Reason for absence |
|--|--|-----------|---------|--------------------|-------------|---|--------------------------------------|
| | Happy Comfortable | Ok Coping | Worried | Feeling alarmed | Overwhelmed | | |
| <p>Monday 9-10 am Local library. Poster – preparation – research. Use of texts in library. Maths – statistics on the theme. Organising 6 figures data for a bar or line graph. Challenge : School visit - walk in to reception together and leave parent in reception. Show peer how we do an Origami butterfly in small room by reception for half an hour.</p> | <p><i>How did we get on?</i> We need to stop at a 3 or below</p> | | | | | | 100 % |
| <p>Tuesday 9-10 am local library. Poster – preparation – choosing pictures using Google – making notes on each animal independently– fact-finding. Use of texts in library – get up and find independently. Graphs -rounding decimal places and significant figures. Challenge : repeat School visit - walk in to reception together and leave parent in reception. Show peer how we do an Origami butterfly in small room by reception for half an hour.</p> | | | | | | | 100 % |
| <p>Wednesday 1-2pm local library. Design drawings or paintings of sea flora and fauna for the background to the picture on the poster. Consideration of audience and visual effects. Challenge: walk around school grounds with peer after school hours.</p> | | | | | | | 100 % |
| <p>Thursday 9-10am local library Critically review poster so far. Add eye catching features, any titles or word art. Prepare for school visit. Plan responses. Challenge : School visit - walk in to reception together and leave parent in reception. New Origami challenge – working alongside peer in small room by reception for half an hour. Home learning – edits to poster.</p> | | | | | | | 100 % |
| <p>Friday 9-10 am local library Same topic– poetry – comparing accomplished authors with children’s poems – reading and reviewing with Y/N answers to closed questions. Next week or home learning – choosing vocabulary for an acrostic poem. Planning next week’s learning and social challenges.</p> | | | | | | | 100 % |