

# Poplar Adolescent Unit

## Transition / Re-Integration Policy

Staff were consulted on Transition / Re-Integration  
Policy on:

25 / 6 / 15

It was accepted by the Management Committee on:

07 / 10 / 15

Chair of Management Committee  
viewed on above date (Review sheet signed)  
Louise Summers

## **Transition / Re-Integration Policy**

This policy is in line "Government Policy 2014", "Supporting Pupils at School with Medical Problems / Mental Health and Behaviour in Schools 2013" and also the "Local Authority's Policies and procedures on Equality and Diversity". The Unit's Equal Opportunities Policy states a commitment to ensure that learners or staff are not discriminated against on the grounds of sex, race, disability or marital status.

"Transition" refers to the process of becoming an inpatient on Poplar Ward, the separation from family and friends, the issues created by mental health problems and the resulting feelings of apprehension. We aim to minimise unease by providing information on the website and in the written forum materials at induction that have been designed with the young person in mind. This brochure will serve to inform the person of practical concerns and expectations in a simple but attractive format. During the 72 hour assessment process, the young person will be able to visit the education centre if they wish. They will meet with the teacher in charge as a matter of routine, filling out student-friendly questionnaires, forms and discussing their strengths, issues and personal interests. At this point they are assigned a "key teacher" who will oversee their educational and pastoral needs while in hospital, maintaining outside links and providing a first contact with queries. We aim to pair the person with a member of staff that has experience within a similar background, or who seems compatible in personality type.

Re-integration to the home school is the aim in mind from the first contact made with that school by a member of the Poplar Education team. Contact is usually made prior to admission when a young person has been referred to Poplar by CFCS in case of a planned admission from Tier 3.

When a youngster comes into class at Poplar it is important to check whether the contact in school is someone they feel knows them. When the youngster has not been in school, the key teacher makes the judgement as to the likelihood of the contact being supportive of the pupil. The aim is to plan a carefully managed return to school with minimised stress or disruption.

Contact by telephone and email with the school and by the schools attendance at CPA reviews. We work towards excellent contact between Poplar Adolescent Unit – and the home school, this includes visits by tutors to Poplar Adolescent Unit – Education Centre.

The range of assessments carried out by the Poplar Education team informs the key teacher as to any new requirements of education provision. Decisions over reintegration and discharge are made at the CPA.

- The first visit to the home school normally takes the form of a meeting with the contact member of staff at the school, the youngster and a member of the Poplar Adolescent Unit – Education Team and in some cases parents/carers. At the first meeting the young person's timetable is used to identify subjects and times which may be suitable for the next step. It is also vital that the school should be supported in working with the young person, and that any extra needs can be identified and sought as soon as possible.

### **Support Available**

Schools are expected to attend CPA's:-

- Where the Outreach Nursing team have been involved prior to admission they may be asked to help with re-integration.

- Other professionals such as a Social Worker, an Education Welfare Officer and a Connexions Adviser may also be involved in CPA meetings where appointments and their advice sought.
- Medical clearance to attend school from a ward doctor is always given before integration. Written clearance is available on request.
- Parents are encouraged to provide the transport to school for re-integration. Local authority and Trust procedures for providing transport are followed should this not be possible.
- The aim is to achieve gradual increasing attendance during re-integration. For some young people a full time return to school occurs after the first visit. For others this may occur in a scaled way, where very specific timetabling issues can occur; an agreed written outline is essential.
- Support within the school needs to be clear to both the staff in school and the young person. It may be necessary to identify a place to go to if managing in class becomes too difficult.
- Where appropriate, specific advice and strategies are given to staff to help with management of young people on return to their mainstream school which includes assistance in helping home schools complete Health Care Plans, Crisis Support and Guidance and initial visits from a member of the Poplar Adolescent Unit – Education Team.
- Where school placements have broken down or there is no school place advice is sought from the local authorities' admission/hard to place departments.
- When pupils' Special Educational Needs are not being or will not be able to be met from the current school provision then advice is sought from the Educational Psychology Services.

Poplar Education, in liaison with South Essex Primary Trust, provides a support and advice service to schools which may be accessed for any school related mental health issue during school terms through the Crisis Team.

Review of this policy is informed by the collection of evaluation data from young people who leave and return to education and from the receiving school staff. Evidence of progress is requested six week after discharge.

June 2015