

MY OASIS

Therapeutic Alternative Provision

Transition and Reintegration Policy 2026/2027

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Policy Overview

At My Oasis Therapeutic Alternative Provision (TAP) and Independent School, we recognise that transitions, whether into, within, or out of educational settings, can be complex, emotionally charged, and critical to the future well-being and progress of each student. Our student cohort includes those with SEND, SEMH, EBSA (Emotionally Based School Avoidance) profiles, and those at risk of exclusion. Effective transition planning is therefore a key safeguarding, therapeutic and educational priority.

This policy outlines our approach to supporting students during all key transition points, ensuring that every transition is planned, personalised, and promotes a sense of safety, stability and emotional readiness. We aim to achieve smooth, collaborative transitions through clear communication and joint working with students, families, mainstream schools, local authorities, external professionals, and alternative/specialist provisions.

Reintegration is a core element of this approach. From admission onwards, My Oasis TAP works towards supporting students to return successfully to mainstream education, specialist provision, or post-16 pathways where appropriate. Reintegration planning prioritises emotional readiness, consistency of support, and close collaboration with receiving settings to ensure transitions are positive, sustainable, and build upon the progress students have made.

Policy Aims

This policy aims to:

- Ensure a smooth, supported, and child-centred transition into My Oasis TAP.
- Plan and support students' transition from My Oasis back into mainstream schools, another alternative provision, or post-16 destinations.
- Facilitate effective reintegration by ensuring students are emotionally, socially, and academically prepared for their next educational environment.
- Promote continuity of care through personalised transition and reintegration plans, collaborative working, and follow-up support.
- Acknowledge and respond to the specific transitional needs of EBSA students.
- Provide all stakeholders with clarity around roles, responsibilities, and procedures.
- Ensure a consistent, therapeutic, trauma-informed and inclusive approach to transition/reintegration planning and delivery.

Policy Scope

This policy applies to:

- All students referred to and placed at My Oasis TAP
- Students transitioning from My Oasis to another educational setting or post-16 pathway
- Students with EBSA, SEND, and SEMH profiles
- My Oasis TAP staff
- Referring and receiving schools and colleges
- Local authorities
- Parents/carers
- External professionals involved in supporting students

The scope covers both transition into My Oasis and reintegration from My Oasis, ensuring all stages of a student's educational journey are planned, supported, and monitored collaboratively.

Definitions

Transition

Refers to a planned process of moving a student from one educational setting to another. At My Oasis, transitions include:

- Entry into My Oasis.
- Movement from My Oasis to another Alternative Provision or specialist school.

- Reintegration into mainstream school.
- Transition to post-16 education, training, or employment.

Reintegration

A supported process enabling a student to return successfully to a mainstream or long-term educational setting following a placement at My Oasis TAP. Reintegration focuses on emotional readiness, academic continuity, and consistent therapeutic support through close collaboration between My Oasis, the receiving setting, families, and professionals.

EBSA (Emotionally Based School Avoidance)

A pattern of school avoidance linked to anxiety, emotional distress, or mental health needs, often requiring flexible, trauma-informed transition planning.

Legislation and Statutory Guidance

Related Legislation and Guidance

- Children Act 1989 & 2004
- Education Act 1996 & 2002
- SEND Code of Practice (2015)
- Equality Act 2010
- Keeping Children Safe in Education (DfE, 2025)
- Working Together to Safeguard Children (DfE, 2023)
- Mental Health and Behaviour in Schools (DfE, 2018)
- Alternative Provision Statutory Guidance (DfE, 2023)
- 16–19 Study Programmes Guidance (DfE, 2024)

Related Policies

- Admission and Induction Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Accessibility Policy

Transition into My Oasis

Admissions and Induction Process

Transition into My Oasis is based on a collaborative process involving the referring school or local authority, the student, and their family. Before placement is agreed:

- A comprehensive assessment of need is completed, including academic, therapeutic and risk assessments.
- Information is gathered through meetings with the student, family, and referring professionals.
- Home visits and school tours are arranged where appropriate to reduce anxiety and promote familiarity.

For some students, particularly those with EBSA profiles, a phased transition may be appropriate. This may include:

- Reduced initial attendance hours.
- Flexible scheduling to manage anxieties.
- Allocation/Involvement of a key mentor.
- Gradual exposure to the learning environment and staff.

All students are assigned a dedicated mentor and provided with a Student Handbook outlining expectations, routines and key contacts.

Preparation for eventual reintegration begins at induction. Staff identify strengths, barriers, and effective strategies to inform the student's personalised reintegration planning from the outset.

Transition Support for EBSA Students

EBSA students require a highly flexible, trauma-informed approach. Our EBSA transition support includes:

- Personalised transition plans informed by the student voice and lived experiences.
- Therapeutic input during induction, throughout placement and transition periods.
- Close communication with the families and referring schools.
- Regular reviews to adjust the pace of integration and expectations.
- Individual risk assessments and tailored attendance plans.

Effective strategies used at My Oasis TAP, such as trusted relationships, emotional regulation tools, and structured routines, are documented and shared with receiving settings to ensure continuity of care during reintegration.

Transition from My Oasis and Reintegration

For students on short-term or time-limited placements, the primary aim is reintegration into mainstream education or progression to another suitable provision (including specialist schools or post-16 routes).

Reintegration Plan

Each student leaving My Oasis TAP receives a personalised Reintegration Plan, developed collaboratively with:

- The student
- Parents/carers
- My Oasis TAP staff
- The receiving setting
- Relevant external professionals

Reintegration Plans Outline:

- Academic support and curriculum bridging arrangements
- Therapeutic and well-being strategies that have proven effective
- Pastoral and social support needs
- Reasonable adjustments required in the receiving setting
- Named liaison contacts at My Oasis TAP and the receiving school
- Clear timelines, responsibilities, and review points

Reintegration is viewed as a continuation of the student's therapeutic journey. My Oasis TAP may remain involved post-transition through staff consultation, transition visits, mentoring, or emotional support as needed.

Roles and Responsibilities

My Oasis Staff:

- Ensure thorough induction and transition planning for all students.
- Maintain accurate and effective communication with stakeholders.
- Review and update transition and reintegration plans regularly.
- Deliver high-quality, therapeutic support to facilitate smooth transitions.

Referring Schools/Local Authorities:

- Provide accurate referral documentation and information.

- Participate in planning and review meetings.
- Support students in phased return and transition processes.

Parent/Carers:

- Engage with the transition/reintegration planning and process.
- Share insights about their child's needs and preferences.
- Attend reviews, maintain communication with staff and support routines.

Students:

- Participate in transition and reintegration planning as appropriate.
- Engage with induction activities and express their views.
- Set and review SMART goals with their mentor.

Monitoring and Review

- Transition and reintegration processes are reviewed termly with key stakeholders.
- Student and parent/carer feedback is collected post-transition and reintegration.
- Effectiveness is evaluated annually by leadership.
- This policy is reviewed every 12 months, or sooner if required by changes in legislation or practice.