



**Richard Barnes
Academy**

SEND Information Report

November 2022-23



Richard Barnes Academy

SEND Information Report

Richard Barnes Academy is an alternative provision where we focus on developing individuals' strengths and celebrating every success.

Richard Barnes Academy (RBA) aims to identify and provide for a wide range of special educational needs under the four areas of SEND as stated in the SEND code of practice 0-25 years:

- ❖ Communication and Interaction
- ❖ Cognition and Learning
- ❖ Social, Emotional and Mental Health
- ❖ Sensory and Physical

At RBA we strive to ensure that all learners receive high quality educational provision through a curriculum that is relevant and appropriately differentiated and adapted. We aim to provide learners with inclusive, positive, and supporting experiences that promotes success and achievement in academic, social, and personal development. We strive to provide targeted support based on individual need.

Learners may have already been placed on the SEND register by their previous school. All learners are assessed when they join RBA to identify their strengths and needs using the RBA Graduated Approach. If learners are experiencing difficulties or not making the expected progress, this will be raised by the class teacher/tutor who will discuss their concerns with the SENCO. The SENCO may do a number of things depending on the concern raised. This could include observations, discussions with the learner, class teacher/tutor and parent/carer(s) and possibly assessments to further identify the learner's needs. An appropriate programme of intervention will be put in place to meet individual learner needs and ensure they are making the required progress. All learners have an Individual Learner Passport where strategies are recorded which is kept up to date by the class teacher/tutor/SENCO, learners are involved in this process. Learner Passports are reviewed on a regular basis by the class teacher/tutor with support from other RBA members of staff, including the SENCO where appropriate. We encourage parent/carers to be involved in the reviewing of Learner Passports and weekly phone calls home by the class teacher/ tutor provide an opportunity to review progress and their targets.

Where we identify that learners are still having significant difficulties in any of the 4 areas, despite the additional support from teachers and following appropriate intervention and other school-based support, we may consult other specialist teachers or services. Parents are always encouraged to be involved in this process so that they fully understand the decisions

made and the next steps we are taking to ensure learners have the best opportunities to allow them to overcome their difficulties and reach their full potential.

Campus SENCOs

RBA is a two campus provision: Fitzwilliam and Trinity.

At the Fitzwilliam Campus, we have two main programmes: Primary and Gems (a targeted programme predominantly for girls aged 12-16 years aimed at meeting their therapeutic and educational needs)

The Trinity Campus provides a programme predominantly for 12–16-year-old boys.

Fitzwilliam Campus:

SENCO: Mrs Tracey Hopkins

Contact Details: T.Hopkins@rjba.education (Monday – Thursdays)

Trinity Campus:

SENCO: Mrs Rachel Hebblewhite

Contact Details: Rachel.Hebblewhite@rjba.education

We try and give parent/carers as much information as possible about the processes and procedures for supporting learners with SEND through answering the following key questions:

What should I do if I think my child has special educational needs?

You will be given the opportunity to discuss any concerns during your child's admissions meeting where you will be asked to answer questions relating to SEND alongside other admissions paperwork. If you have further concerns following this meeting, you can contact the class teacher/tutor to discuss them.

How will the academy respond to my concern?

Your concerns will be discussed with the SENCO and a plan will be developed which will be communicated to you. The SENCO may decide that further discussions are needed and may discuss your concerns over the phone or offer you a meeting in school. You may be asked to give your consent if any assessments are required. Initial assessments will usually be completed by the RBA team.

How will the academy decide if my child needs extra support?

Following discussion with parents/carers the SENCO will meet with the relevant RBA staff to decide the next steps. This could include all or any of the following:

- ❖ Further assessments/ testing by RBA staff
- ❖ Observation in lessons
- ❖ Discussion with you and the learner to get their views
- ❖ An Early Intervention Plan providing short-term, targeted support alongside High Quality Teaching may be produced at this point

Once we have gathered the relevant information, we will decide what further support or intervention your child needs and appropriate targets will be set and recorded; this is the start of a longer term assess, plan, do, review (APDR) process.

We use a range of interventions and programmes which are delivered by both teachers and support staff and will form a part of the bespoke curriculum for your child. At the end of the intervention, the member of staff responsible will review progress and report back to the SENCO for further advice if needed.

Who will support my child in school?

All learners receive a high level of daily support from the RBA staff team who follow nurture principles and trauma informed practice. Your child's class teacher/tutor will be the named contact for you if you wish to discuss anything. They will contact you on a weekly basis to discuss progress, any issues and to celebrate the positive things your child has done that day/week.

What training and experience do staff have for the additional support my child needs?

Within the RBA team we have staff with a wide range of skills, experiences, training, and qualifications.

SENCO Tracey Hopkins has achieved the National Award for SEN Coordination and Level 7 Qualified Specialist Teacher for learners with SpLD

SENCO Rachel Hebblewhite has achieved the National Award for SEN Coordination

Charlotte Tomkins is currently working towards her ELSA (Emotional Literacy Support Assistant) qualification

Within the RBA team we have staff with training and experience in Emotional Literacy, ASD, ADHD, trauma and attachment, medical conditions, STEPS and Team Teach.

Tracey Hopkins and Rachel Hebblewhite are both part of a two year project funded by the Looked After Team called 'Connected Communities'; the aim of which is to enhance the RBA's expertise around nurture principles and developmental trauma.

Throughout this school year, staff will receive in-house and external training to further develop and refine our delivery of the RBA Graduated Approach.

Planned staff training 2022-23:

High Quality Teaching and differentiation

Learner passports

Working Memory

Movement Breaks

Blank Levels for instructions

Boxall Profile

Targeted Phonics (Primary) and reading intervention

Connected Communities Project half termly in-house training

Clicker (Primary Phase)

Early Intervention & APDR (individual needs led)

Who else might be involved in supporting my child?

We work closely with the following external agencies to ensure we meet individual learner needs:

- ❖ Support for Learning
- ❖ Health Services – Neurodevelopmental service, occupational therapy, speech and language therapy, school nurse, CAMHS
- ❖ Complex Case Management Team
- ❖ Social Care – including social services and other family support services
- ❖ Peterborough Behaviour Panel
- ❖ Peterborough SEN services – specialist teachers, SAMS team (support around EHCP process, parent support service)
- ❖ Peterborough Looked After Team

What support is there for my child's emotional and social well-being?

In addition to class teachers/tutors and support staff, we also have pastoral staff who can offer additional support to you and your child. They offer the opportunity for an additional adult in school for your child to check in with and discuss any worries or concerns. They will attend TAC, CIN and CP meetings and are also available to complete Early Help Assessments with parents who would like the additional support of outside agencies to address any worries

or concerns. We have designated attendance staff whose aim is to ensure that all learners achieve the maximum possible attendance and that any problems are acted upon promptly.

We have trained First Aiders at each campus. If your child has regular medication, please discuss this at admissions meeting and also with your child's class teacher/tutor.

We are endeavouring to ensure that all new learners will have a Boxall Profile completed, which helps us to identify their social and emotional needs and target support.

How will my child be involved in the process?

All learners are invited to add their voice to their Learner Passport. Their class teacher/tutor is their key person who will meet with them regularly to check in and also gain their learner voice to share at all review meetings.

How will the curriculum be matched to my child's needs?

We believe in quality first teaching and matching the curriculum to children's needs through inclusive classroom practice. This will include differentiation, additional adult support, seating arrangements, peer support, trauma informed practice. We strive to meet learners at their developmental stage, focusing on personal development and literacy skills whilst developing an engaging and appropriate curriculum.

The Core Curriculum	
Enabling learners to engage and enjoy a broad and balanced curriculum	
Personal Development Developing learner's social, emotional, and mental health	Literacy Ensuring learners make progress in spoken language, reading and writing

How will I know how well my child is progressing?

You will receive weekly phone calls from your child's class teacher/tutor. You will have the opportunity to meet with staff formally at least 3 times a year to review your child's progress and targets as well as looking at their work and displays in the classroom.

How does the academy know how well my child is doing?

Your child's previous school will provide us with information about attainment as part of the transition process. In addition to this we will also complete baseline assessments on entry to ensure we have accurate information about your child's current levels. Progress will be tracked by your child's teachers and the Senior Leadership Team.

How accessible is the school environment?

School accessibility can be discussed with you once your child has been allocated a placement. Please see accessibility plan.

How will RBA prepare and support my child to transfer to a new setting?

If your child is moving on to special school, the SENCO alongside the Local Authority's SEN team, will coordinate a transition plan to the new school, supported by other relevant members of the SEN team.

If your child is returning to mainstream as a result of a short-term placement then the school will follow its internal transition procedures to ensure a smooth transition is in place, with the support of Peterborough Behaviour Panel where needed.

In the case where it is felt appropriate that a Permanently Excluded child is ready to have a fresh start in a mainstream setting, then the academy will apply to Peterborough's Fair Access Panel for a new school.

In all three scenarios, you will be invited to be involved and contribute to this process. This will include pastoral work with your child around transition, including visits to the new school to become familiar with new staff and setting to ensure they are fully prepared for the move. These plans are developed on an individual's needs.

How can I be involved in supporting my child?

We are very keen to develop positive home school relationships. We encourage you to be involved in supporting us in identifying needs at the admissions meeting and to be available each week to be in phone contact with the class teacher/tutor.

How can I access support for myself and my family?

Your child's class teacher/tutor can advise on possible support services or can contact the SENCO for further advice.

Parents can access support through Peterborough's SEND Information Advice and Support Service (SENDIASS): SENDIASS@peterborough.gov.uk or 01733 863979

Alternatively, you can access all of the information about the early help services provided by the local authority through the Peterborough Local Offer:

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>

Additional external services contact details:

Autism Specialist Teaching team 01733 864009

Educational Psychology Service Helpline 01733 863690

Neurodevelopmental Service 01733 777939

Occupational Therapy 01733 777937

School Nursing Service 01733 777937

Speech and Language Service 01733 758298

Statutory Assessment and Monitoring Service 01733 863733/
senteam@peterborough.gov.uk

Making a Complaint

In the first instance, please discuss your concerns with your child's class teacher/tutor.

If the complaint is not resolved, then please email/telephone school or follow our complaints procedure.