

RBA SEND Information Report 2023-24



Content

Section 1

Key Information

Section 2

Frequently Asked Questions

Section 1: Key Information





**Richard Barnes
Academy**

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



**Richard Barnes
Academy**

RBA is split over two sites:

***Fitzwilliam:** Primary provision, Gems (a targeted provision predominately for girls in Key Stages 3 & 4) and Day 6-15 provision*

***Trinity:** predominately for Key Stage 3 & 4 boys.*

SENCOs

SENCO stands for Special Educational Needs Coordinator.

There are 2 qualified SENCOs at RBA who work closely together across both sites:

Tracey Hopkins (Monday – Thursday)

Kim McDonald (Full time)

Communication

- ❖ *At RBA, we believe that strong relationships between home and school are vital in supporting our learners.*
- ❖ *If you have a concern about your child, we always encourage you to speak to the class teacher/tutor in the first instance.*
- ❖ *Should you need to contact a SENCO, please call the office to arrange an appointment on 01733 978224 or email senco@rjba.education*

Information Sharing

- ❖ *We endeavour to make all information that we share with you clear and easy to understand.*
- ❖ *Our SEND policy, accessibility plan and information reports are all available on the academy website. Should you prefer a paper copy, please let us know.*
- ❖ *We keep confidential records of all outside agencies involved with your child. It is also helpful to be provided with copies of any medical notes that may help us to support your child.*
- ❖ *The education committee review our SEND policy annually.*

Areas of Need

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

Inclusion

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.

Initial identification of need

- ❖ *Learners may have already been placed on the SEND register by their previous school and all historic information is requested by RBA SENCOs to ensure we have a detailed picture.*
- ❖ *All learners are assessed when they join RBA to identify their strengths and needs using the RBA Graduated Approach (which is illustrated on the next slide).*
- ❖ *If learners are experiencing difficulties or are not making the expected progress, this will be raised by the class teacher/tutor who will discuss their concerns with a SENCO.*
- ❖ *The SENCO may do several things depending on the concern raised. This could include observations, further assessments, discussion with the learner, tutor and parent/carers to ensure that the appropriate adjustments or interventions are put in place.*

A. Teacher assessments/data/observations/ABCC charts/phase/curriculum lead involvement. Class teacher to discuss with parent/carer. Reasonable adjustments implemented following a discussion with SENCO

B. SENCO discussion with parent as to when more specialist involvement is required

C. SENCO makes a request for EHCP if applicable

High Quality Teaching & Learning (1)

Early Action, Short Term Interventions (2)

SEN Support (K) Long Term Intervention & support from SENCO

EHCP (E)

Students can move up and down, depending on the provision

- What **every** student is entitled to at RBA
- Baseline assessment completed
- Class teacher has implemented HQT strategies and can evidence across **over half a term**
- Liaise with the SENCO over any initial concerns. Student recorded as (1) on SIMS where a concern can be evidenced.

- Not making expected progress despite HQT and reasonable adjustments.
- Evidence gathered for SEN passport implementation.
- Short term interventions required (specialist, class, or curriculum) and logged on PM. Review after half a term.
- Student recorded as (2) on SIMS
- Review after short term intervention and decide if long term intervention is required

- Student recorded as (K)
- In depth assessment by SENCO to establish area of SEN
- Evidence based intervention monitored SENCO
- APDR and Learning Plan with measurable targets & provision outlined.
- Specialist support from outside agency as required.
- SENCO involved in coordinating provision, assessment and measuring impact.
- Additional intervention logged on PM
- Review after 2 APDR cycles if EHCP assessment is needed.

- Support over and above, additional and different.
- Highly personalised and closely monitored
- Specialist support from external services
- SENCO facilitates process, working closely with parents
- Students recorded as K on SIMS and then E if EHCP is agreed
- Appropriate placement is sought

Learner Passports

- ❖ *All learners have an individual learner Passport where strategies are recorded which is kept up to date by the class teacher/tutor/SENCO. All 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 through half termly 'Structured Conversation' meetings and through weekly phone calls home by the class teacher/tutor.*

SEND Register

- ❖ *Where we identify that learners are still having significant difficulties in any of the 4 areas, despite the additional support from teachers and following the appropriate reasonable adjustments and early interventions, we may consult other specialist teachers of services and complete further in house assessments.*
- ❖ *It is at this point, where a learner is formally placed on the SEN register at 'SEN Support' (K) and a Learning Plan is regularly monitored and reviewed.*
- ❖ *Parents are also 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.*

Outside Agencies

RBA has enjoyed close working relationships with outside agencies for several years. These are some of the agencies we liaise with to support our SEND learners:

- ❖ Speech and Language Therapy (SALT)*
- ❖ Occupational Therapy (OT)*
- ❖ Support for Learning*
- ❖ Educational Psychology Service (EP)*
- ❖ Child and Adult Mental Health services (CAMHS)*
- ❖ Complex Case management*
- ❖ Neurodevelopmental Services*
- ❖ Autism & ADHD Outreach team*

EHCP (Education, Health and Care Plan)

- ❖ *In some cases, an EHCP may be appropriate.*
- ❖ *One of the RBA SENCOs will guide you through the 20 week process in applying for an EHCP.*
- ❖ *An EHCP is a document outlining the specific needs of the learner and the resources required to support them to achieve their targets.*
- ❖ *EHCP's are granted by the Local Authority following the presentation of evidence and a detailed assessment.*
- ❖ *EHCP's are reviewed annually and can be amended to reflect the learner's changing needs. EHCP's cover the ages of 0-25 years.*
- ❖ *For more information about EHCP's please contact one of the RBA SENCOs.*
- ❖ *Support and information for parent/carers is also available from SENDIASS Peterborough:
01733 863979 or sendiass@peterborough.gov.uk*

Supporting SEND Learners

We offer a range of intervention to support each learner's individual needs. They include but are not limited to:

- ❖ Whole group adaptations*
- ❖ Individually adapted work and resources*
- ❖ Small group or individual support in lessons*
- ❖ Small group or individual support outside the classroom*
- ❖ Access to nurture support, ELSA and counselling*
- ❖ Implementing support programmes set by outside agencies*

The impact of all interventions are closely monitored and regularly reviewed by the class teacher/tutor and SENCO.

Section 2: Frequently Asked Questions



Frequently Asked Questions

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.*
- ❖ *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 RBA 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. A reasonable adjustment or 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 be my main contact at RBA?

- ❖ *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.*
- ❖ *One of the SENCOs may also be in regular contact with you.*

What 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 Kim McDonald has achieved the National Award for SEN Coordination*
- ❖ Charlotte Tomkins is a qualified ELSA (Emotional Literacy Support Assistant)*
- ❖ 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 Allister Thomas 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.*

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

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 2023-24:

- ❖ High Quality Teaching and differentiation*
- ❖ Learner passports*
- ❖ Working Memory*
- ❖ Sensory Circuits*
- ❖ Boxall Profile*
- ❖ Precision Teaching*
- ❖ Trauma Informed practice*
- ❖ Zones of Regulation*
- ❖ 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 pastoral support is available for my child and our family?

- ❖ *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.*

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 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 and 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.

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

How is progress monitored?

- ❖ *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.*
- ❖ *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 accessible is the school environment?

School accessibility can be discussed with you once your child has been allocated a placement. Please see accessibility plan on the school website for further information.

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 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>

How can I access support for myself and my family?

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.*



**Making SEND
everybody's
business**