



Rise Academy

Alternative Provision response to The Coronavirus Crisis.

Rise Academy is an Alternative Provision with specialist provision for students with Social, Emotional and Mental Health needs. In line with DfE guidance the school will remain open during this crisis. This document should be read in conjunction with the Covid 19 amended safeguarding and SEND policy.

What does this look like in reality? How has the school assessed which students can be safely cared for at home? How is Rise continuing to support vulnerable children and their families? How can a balanced curriculum be provided which provides structure and routine be delivered to children at home? How is the provision monitored and how is Rise remaining flexible and responsive as actual risk and perception of risk alters daily? How are vulnerable young people with challenging behaviour kept safe in school when social distancing is paramount? Finally, how does Rise maintain the its child centred approach and family relationships?

DfE Guidance

The DfE guidance states that if at all possible, then children who can be safely cared for at home should stay at home. DfE guidance also states that social workers will work with parents to decide whether their child should go to school. Parents are not required to take up a school place.

Vulnerable pupils refer to children who are supported by social care and those with safeguarding and welfare needs, including:

- Pupils who are considered to be a Child in Need
- Pupils on child protection plans
- Children in the Care of the Local Authority
- Young carers
- Disabled children
- Pupils with Education, Health and Care plans (EHCP)
- Support for other children facing 'social difficulties'

Maintaining standards and the Rise Academy values



Our priority has been to reassure our pupils and families that we have them in mind and Rise will continue to be a trusted support during this crisis.

- Personalisation – keeping every child part of the Rise family
- A balanced curriculum – including SEMH support for individual students
- Maintaining connections – support and transitions between home and school
- Safeguarding
- Engaging families – protection from social isolation and feeling connected

Personalisation

- Learning curriculum tailored to student needs
- Supporting transition between in school learning and learning at home
- Weekly assessment of pupil's well-being and learning needs including information from teacher, parents/carers and other agencies

Maintaining contact

- Daily phone calls to parents from staff
- Weekly contact from tutors
- Weekly contact from additional needs practitioners to support emotional well-being

Balanced curriculum

- Providing a timetable that creates opportunities for a daily and weekly routine
- Curriculum driven by the National Curriculum but in tune with the reality of remote delivery with a focus on future examinations

Safeguarding

- Recording and sharing information on CPOMs
- Links to social care teams maintained
- Links to CAMHs and Youth Justice teams maintained
- Staff teams on a rota system
- Staff maintaining social distancing according to government guidelines
- Home visits carried out according to risk assessment by senior staff

Parental Engagement

- Daily contact to maintain social connection to school
- Zoom or facetime using safeguarding protocol for vulnerable families

Maintaining the quality of support for our vulnerable cohort



Vulnerability Level	Profile	Number
1	EHCP and LAC (may include high risk in the community) See amended SEN Policy	12
2	EHCP without social care and LAC but not SEND. Carer is a key worker. See amended SEN Policy	38
3	CIN, CP plan, at risk in the community or at home	29
4	All other students	156

Vulnerability Level	Safeguarding offer See updated Safeguarding Policy	Education offer
1	Child seen in school. EPEP completed remotely, and annual review completed remotely. If children do not attend then daily call is made to each setting/child and any concerns followed as per normal procedures. If complete non-attendance in a week a direct or face to face conversation will be held.	Five day offer of education including a mix of vocational qualifications and English and Maths. Therapeutic support will also be available for those who need it. This will be delivered on either Fountain Road site or Cleveland Street site.
2	Child seen in school but also a daily call on the days not in school. EPEP completed remotely, and annual review completed remotely. If children do not attend then daily call is made to each setting/child and any concerns followed as per normal procedures. If complete non-attendance in a week a direct or face to face conversation will be held.	Three day offer for two hours per day 10am to 12pm or 1pm to 3pm. This will be delivered on either Fountain Road site or Cleveland Street site. Therapeutic support will be available for those who need it. Work provided for completion at home.
3	Child is seen in school but also a daily call to each child on the days not in school. Conferences and core groups attended as required or reports sent. If complete non-attendance in one week a direct or face to face conversation will be held. Any concerns followed as per normal procedure.	One day offer per week for two hours. Each student will be given an individual slot throughout the week. Therapeutic support will be available for those who need it. Work provided for completion at home.
4	Each parent/child is contacted daily. Work is provided weekly. Every week a face to face or direct conversation with the child will be held. Any concerns are followed up as per normal procedures.	Work provided by teachers to complete at home and monitored throughout the week for completion. Email work and offer from providers towards vocational qualifications.

Monitoring contact with staff, students and their families



All contacts are recorded on Integris, the school information system. This is available to all staff at home or on site.

Welfare calls (see appendix 1)

- Each staff member has a group of students assigned to them for daily updates
- Each Learning and Engagement Practitioner is also linked a caseload and can be requested by staff to contact parents on their behalf
- Interactions with other agencies will be updated on Integris as usual
- Safeguarding concerns will be reported on CPOMs as usual

Suggested parent/carer/student scripts

Hello is this a good time to call? I just want a quick chat about how you and (Student name) are coping during this strange time?

We want you to know that although (Student) isn't in school that they are still part of the Rise family.

Academic

How are they managing the work? Are there activities that they are enjoying more than others? Is there anything they are struggling with? Is there anything you would prefer them to have?

Well-being

How does your child seem in themselves? Are they sleeping the same as usual? Are they eating more or less than they did before? Have you got any concerns?

Teachers

- Tutors are contacting students through email and phone contacts weekly
- No personal information will be shared through email
- Concerns are reported through CPOMs as usual

Home visits

- Students who are not spoken to or seen over a period of three days will be reported through daily monitoring to LEPS and CP Co-ordinator
- LEPS will try and intervene and maintain contact
- Home visits will only be carried out on the advice of senior staff



Guidance on phoning pupils

- Use work phones if possible
- If you use a personal phone hide your number using 141
- Try and speak to the child as well as the parent
- Log all interactions on Integris
- Any CP concerns should be reported to DSL or DDSL and logged on CPOMs

Calls using web cams or social media

These should only occur on advice from senior leaders and should be used with the explicit agreement of parents/carers.

- All calls must have the child with an adult
- Calls must have a witness
- Only make these calls appropriately dressed
- Only make these calls if the parent and child are appropriately dressed
- All calls must be in a normal living area eg kitchen or living room

Curriculum offer

Work is set by individual student tutors This can be in a range of formats:

- Work packs posted to the home
- Support in school depending on the child's level of risk
- Emotional well-being support for individual students
- Online learning using a range of:
 1. Century
 2. Doodle
 3. MyMaths
 4. BKSB

In school lessons

Staffing is arranged on a rota system with as broad a range of curriculum expertise as possible. However, this may mean students do not always have their usual teacher. Social distancing must be adhered to by staff and students, despite the challenges this may present for vulnerable students.

Students must wash their hands, on entry to the school and between lessons.

Classroom door handles and IT facilities must be wiped clean between lessons and classrooms rotated every day and not used again for 72 hours.

Monitoring academic progress

Subject leads are continuing to track work set and completion by all students. Feedback to parents is through weekly conversations with the child's tutor.

Integris is used to monitor as usual.

Staff training



Each department lead is responsible for holding weekly team meetings remotely and providing a range of training options. In addition there will be training every Wednesday by Dr LJ Dicksbury and will provide a range of training options including:

- Attachment refresher
- Chimp Paradox refresher
- Motivation refresher
- Self-care, support for staff well-being
- Bereavement

Concern Flowchart



Appendix 1

