



# Ramsden Hall Academy

## Statement of Purpose

### **Welcome to our “Outstanding” residential provision**

Ramsden Hall Academy (RHA) is a day and residential special school for boys aged 10 to 16 years who have a wide range of Social, Emotional and Mental Health (SEMH) needs and will all have an Educational Health Care Plan (EHCP).

At RHA we commissioned to admit up to 100 boys, however can go 10% over this is required, and are located in Ramsden Heath, near Billericay, Essex. Our students come from across Essex and beyond with transport provided by Essex or their local authorities.

Families have told us: -

*We have ‘helped her son understand his anger and how to deal with it’*

*They ‘wished the school could train mainstream schools in how to deal with students with SEMH.’*

Everything we do at Ramsden, including in the residential provision, is based on building positive relationships. Our dedicated and experienced staff team guide and support the pupils both in the academy and residential setting.

In general, our students EHCP has identified almost around 60% with Attention Deficit Hyperactivity Disorder, 37% on the Autistic Spectrum and the remainder with Oppositional Defiance Disorder or with Conduct Disorder, though many have co-occurrence of multi needs, commonly referred to as neurodiverse. As a result, we group our pupils according to need and learning styles in all areas. Many pupils have complex needs and come from a variety of backgrounds, but all have experienced some form of disadvantage and trauma, either within their families, or through their past experience of education.

All staff receive specific therapeutic training, including Trauma Perceptive Practice (TPP). This is an Essex approach to understanding behaviour and

supporting emotional wellbeing in children and young people enabling staff to recognise and support pupils within both the school and boarding provision. All residential staff undertake this training within their probationary period.

Our commitment to safeguarding is a reflection of the focus we have to ensure pupils are receiving the best possible care as well as ongoing well-being support.

We provide part-time counsellors to pupils with additional need who spend time getting to know the pupil and offer an individual package of support.

All staff also complete CPI (Crisis Prevention Institute) training which is a leading provider of evidence-based de-escalation training. CPI programs equip staff with crisis intervention and de-escalation skills that reduce challenging behaviour and help prevent future incidents.

We aim to nurture confidence and give our pupils the chance to succeed where previously they may have been at risk of not achieving their potential, to fill the gaps from their primary education and to prepare them for life in the adult world.

The Academy works with families to put in place aspirational yet achievable targets for all learners and celebrate the achievements of pupils to reinforce their success and achievement, in line with their EHCPs.

In April 2021 an extension was complete to the Academy which added to the existing main building, Academy offices and learning areas with the addition of therapy rooms, access to education, ready to learn teaching area, additional classrooms, reception and office areas, meeting rooms and library. The main teaching block was constructed in 2009 plus the heritage building and out buildings house design technology classroom, gym and animal care facilities. This is all set in 14 acres of grounds which includes a playing field, hard play areas, outdoor gym, swimming pool, and woodland.

Pupils in Years 6-7 begin their school life in the “Ready to Learn” area with staff that come to Redwood or Birch to guide their transition from primary to secondary education. They benefit from our nurture base within our Ready to Learn programme where English, Maths, Humanities, Life Skills and Forest schools are delivered through a thematic, project based approach. In their second year in the school, generally in years 7-8 they progress to the KS3 curriculum, then KS4 at years 9-11. In addition to this, and for all years, we provide a range of trips and off-site activities, as well as the chance for older pupils to complete work experience.

We provide a safe, secure environment where pupils are cared for, valued, respected, challenged where appropriate, and supported to achieve and make positive progress. We believe that every student can have, and is entitled to, a positive future, and so the academy offers a variety of academic and vocational qualifications to ensure that all pupils can achieve at their individual level and access their chosen destinations after Year 11.

In the last five years every student that has completed Year 11 has gone onto a college placement or linked to a full time apprenticeship. Our curriculum is flexible and is designed around student needs and interests with a practical element wherever possible to support pupils with neurodiverse needs. Any of the pupils demonstrating the skills and attainment required to successfully reintegrate into a mainstream school are supported in the transition.

Our academy staffing includes the Head Teacher, Senior Leadership Team, qualified teachers, instructors, HLTA's and LSA'S, engagement team, safeguarding team, administration team, catering team, building and facilities team and the Residential team.

The strong bond between Residential Care and Academy is a key feature of our 24-hour curriculum. It allows pupils to benefit from both the educational and social learning experiences of academy life.

### **Residential**

The residential provision, called Ramsden Lodge, has been rated as **"Outstanding"** by Ofsted since 2023. In the latest report, Ofsted said:

"Children make exceptional progress because of the actions of the staff. The support children receive motivates them to do more and to achieve more"

"Children who lacked confidence and self esteem before boarding are now confident to learn"

We have facilities for up to 40 boarding pupils. The provision is a 'flexi boarding' option for the boys and their families, in consultation and agreement with the academy. While all pupils, and their parents, are encouraged to give boarding a try, all year 6 & 7, are further positively encouraged to consider boarding and are given the opportunity to visit before admission to the school.

We have an emphasis on social interaction to support routines and lifelong learning to encourage compassion, kindness, hope, connection and belonging. We try our best to make sure boarding is fun plus we give the boys appropriate structured freedom to interact with their boarding peers. We focus on the development of social skills and emotional wellbeing. This can be seen as residential pupils consistently show improved outcomes in terms of both attendance, academic achievement and social skills.

Historically, school attendance has historically been low for many of our pupils though it increases to over 90% when they become, and remain residential pupils.

Residential pupils benefit from increased confidence, improved social skills, the feeling of being part of a social group and acceptance from their peer group,

In 2021 the purpose-built residential building, Ramsden Lodge, was complete and in May 2021 we were able to move in. Our building consists of 40 beds, 24 in single en-suite bedrooms including several en-suite accessible bedrooms, plus 8 twin bedrooms, however, if your son is in a twin room they will not be staying on the same night as the another boy in their bedroom as they do not share. There are four social lounges with Large TV, sofas and kitchen areas. In addition, we have a cooking / quite lounge, an American style 50's diner, cinema room and a games / senior room. Staff also have two sleep in rooms, two offices and a staff meeting room.

Bedroom doors have door sensors to monitor them being opened, once each student has settled for the night, to alert the night awake staff should a pupil need support. There is internal CCTV in the residential corridors plus CCTV and audio recording around the external areas of Ramsden Lodge. Please speak to the Head of Care if you have any questions or concerns about this.

The residential provision enthusiastically supports the development of new skills and experiences both using the schools facilities such as the playing field, cooking, playing "IT", biking and gym. As well as in the community for swimming, ice skating, play parks, cinema and beaches. This has a twofold benefit of new experiences and interacting with young people of a similar age in supported age-appropriate play.

The residential staff lead the 'Family Hub' which enables experienced staff to support families by sharing experiences and ideas of positive routines to gain individualised support for their son. We aim to work collaboratively to support the holistic and individual needs of each pupil through positive communication.

The Residential team is made up of a Head of Residential Care, Senior Care officers, Care officers and Night Awake officers all of whom are experienced in their field or with newer staff, being led and guided by experienced staff. Residential staff receive supervision at least on a ½ termly basis, or more frequently if they are still within their probationary period, by experienced and senior staff who have been trained by the Head of Residential Care in supervision.

The Head of Residential Care has worked full time with young people since 1998 and in this time completed level 3 in residential childcare, level 4 in care, The Registered Managers Award, plus Level 7 Diploma in Leadership and Management in Health and Social Care. All staff have completed their level 3 in caring for children and young people, except those still in their probation period or those that are currently on the course.

Care staff are also often joined by academy day staff each evening and morning to give support and consistency to and from the school day.

The Residential team are expected to undertake all training that is offered to the academy teaching staff plus there is also a robust induction programme specifically for the residential team. With the training received, in particular the Trauma Perceptive Practice, this gives all staff the foundation knowledge to give the best possible service to the residential pupils.

### **Residential staff structure and line Management**

Head Teacher	Antony Clements
Head of Residential Care	Tara Cordrey
Senior Care Officer	Caroline Evenett
Senior Care Worker	Nikki Dovovan
Senior Care Worker	Tash Beard
Care worker	Sandra Wren
Care worker	Chloe Scott
Care worker	Mia Smith
Care worker	Chel Jones
Night awake (lead)	Matt Baker
Night awake	Kane Vanner

### **What we will aim to do as an Academy and Residential Provision:**

We will provide a safe, secure environment where pupils are valued, respected, challenged and supported to achieve and make progress.

Through our actions we will engage and support pupils who are:

- Respectful of themselves, each other, and the academy.
- Trustworthy, polite, honest and helpful.
- Tolerant of others, open minded and without prejudice.
- Resilient, determined and have a strong work ethic.
- Responsible, independent and supportive of each other.
- Empathetic, thoughtful, compassionate and caring.
- Good communicators who are equally good as leaders, as they are team players.
- Confident, having both self-belief and high aspirations.
- Good role models.

## **Ramsden Hall Academy Mission Statement**

We aim to give all our pupils and their families the **hope, compassion, experience and qualifications** to enable them to **take their place in the World.**

We will build their skills and confidence so that they can learn to recognise their emotions, self-regulate, and develop strategies to express themselves safely ensure that everyone is seen and known as an individual, and offer them tailored pathways to meet their individual goals.

We will do this by ensuring:-

**We are Respectful**

**We are Resilient**

**We Reflect**

**We Repair**

**We hope that you enjoy our Academy.**