



Be part of the family

The Regis Academy Case Study – RB January 2022

RB is a 10-year-old White British boy who is currently on roll at Lyng Primary School in Sandwell. RB receives Pupil Premium funding and is eligible for Free School Meals. RB has an Education, Health and Care Plan (EHCP) with his primary area of need being Social, Emotional and Mental Health. RB has been dual registered at The Regis Academy since 8th September 2021 when it was identified that he would be better suited to a calmer, more nurturing setting than his mainstream school.

Before RB started his placement at The Regis Academy, our Pastoral Manager went to observe him for a morning in his mainstream school to better understand his needs and behaviour triggers. During this observation, it was noted that there were 29 pupils in his class and he was constantly fidgeting with items on his desk. RB had to be reminded on multiple occasions to put his water bottle down and complete his work. The notes from this observation were fed back to teaching and support staff at The Regis Academy so that we could put the right support in place for him when he started.

'During the last term we have seen a number of incidents of verbal abuse towards members of staff and other children – this is mainly during unstructured times such as playtimes and lunchtimes and also during PE sessions' **RB Referral Form**



RB was said to lose his temper quickly and has little patience with other people. His behaviour had been consistently escalating over the past 2 years and his mainstream school were using his EHCP allocation to fund his placement at The Regis Academy until a permanent SEMH placement could be sourced for him.

It was agreed that The Regis Academy would transport RB to and from school as both Mom and Step Dad work shifts. This was a huge contributing factor for him achieving and maintaining 100% Attendance.

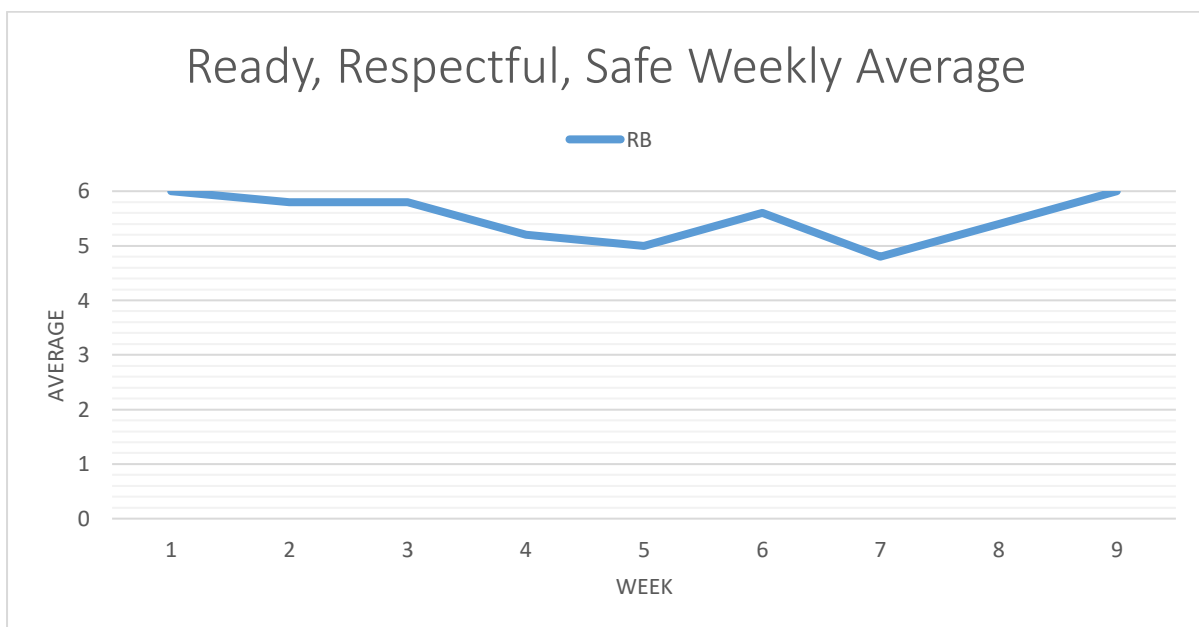
When RB started his placement at The Regis Academy there were only two other pupils in his class, 1 full time pupil and one pupil attending for 2 days per week. This benefitted RB as the classroom environment was much calmer than his mainstream setting. During the start of his placement RB seemed to thrive in a different environment and earned a daily 'Ready, Respectful, Safe' (RRS) average of 5.9 out of 6 in his first 3 weeks at The Regis Academy. During this time, RB was also having 1:1 mentoring with our Pastoral Manager to work on building relationships with others.

'I completed a first visit with one of our pupils and the work that the child has produced is great...I am so glad that this provision is in Sandwell, with such hardworking people.' **Laura Beresford – SENCO – Lyng Primary School**

RB has always been very capable during lessons in class and this was never seen as an area for improvement for him. The reason for the referral was to help support RB with his struggles outside of the classroom so that it does not have a negative effect on his academic progress.

After another pupil was referred into his class this started to have a detrimental effect on RB's behaviour. During the following 2 weeks, his daily RRS average dropped from 5.9 to 5.1 out of 6. RB was struggling to manage his emotions and was constantly making derogatory comments towards both pupils and staff. It was then decided that some work needed to be done with Reegan around his emotions and attitude towards others. This became the focus in his 1:1 mentoring sessions with our Pastoral Manager.

After October Half Term we made slight changes to the way lunch, break times were structured, and with the other pupil having moved on to a more suitable provision for his needs, RB began to settle again. The table below shows the improvement in RB's RRS Weekly Average and the increase after October Half Term (Week 7-9)



Some of the 1:1 mentoring work completed with RB has been a huge success in helping him to see which areas he needs help to improve and allow him to see where he has already improved. During a review session with our Pastoral Manager RB gave the following answers:

Detail the improvements you have made – *Not lashing out, controlling myself better, thinking before I speak.*

Tell me what you need help with to improve more – *Removing myself from situations, learning to read someone's emotions, things that I can and can't control.*

'RB has made good progress this term, not only academically but also in terms of his personal development. He has a good attitude to his learning and often completes his work to a good standard. He is beginning to take pride in his work and can respond appropriately to adults when discussing his work. He listens carefully to instructions given by an adult and can respond suitably to those instructions. RB is able beginning to regulate his emotions in situations he finds challenging, however, this should remain a target for Spring Term. RB, you should be very proud of progress you have made this term. Keep up the great work.' **Overall Comments from RB's End of Term Report**

Subject	Baseline Assessment	End of Term Assessment
Reading	Working Towards	Working Towards
Writing	Working Towards	Working Towards
Maths	Working Towards	Working At

The table below shows the significant improvements in RB's Wellbeing during his time at The Regis Academy (0 = Very Unhappy 10 = Very Happy)

How happy are you with...	08/09/21	03/12/21
Your relationships with your family?	7	10
How much choice you have in your life?	5	8
Your relationships with your friends?	1	6

RB is a huge West Bromwich Albion fan so we have used this during his time at The Regis Academy as an incentive. As part of our 'Class Dojo' classroom reward system, RB has earned 275 points, which was enough to attend a WBA FC Fixture. He attended WBA FC v Middlesbrough FC with his family. RB has also taken part in a ground tour of The Hawthorns as part of learning around Black History Month. RB got to meet his favourite player, Callum Robinson, during a recent player visit around a maths topic based on player's squad numbers.



'Today has been the best day of my life' RB – Meeting Callum Robinson

Staff at The Regis Academy complete a 'Readiness for Reintegration' scale for all pupils during their time with us. This is completed every 6 weeks and gives a clear measurement of pupil development skills in each area. It is a specific, assessment tool to help analyse behaviour; measure readiness to reintegrate; and highlight specific areas that need further development. An overall score of 218 (70%) or above gives an indication that the pupil may be ready for transition into their mainstream classroom. Below are RB's results since he started at The Regis Academy.

Highlights from this assessment are a 31% increase in his self-control and a 41% improvement in his social skills, both areas being the main reason for his referral to The Regis Academy.

Date (DD/MM/YY)	Admission	04/11/2021	13/12/2021
Self control	29	35	38
Social skills	34	41	48
Self awareness	25	29	32
Skills for learning	72	75	77
Approach to learning	27	28	32
Total of Totals	187	208	227
Overall %	60%	67%	73%

Plans for RB are to secure him a permanent placement at an SEMH setting; however, with time in the academic year running out this may not be possible and we are working on the possibility of him being with us until the end of the academic year. If this is the case then our focus will shift and we will work towards a successful transition to high school. We will continue to work with his referring school to support RB's Social and Emotional needs.