

Never look down on anybody unless you are helping him up. Jesse Jackson

## Barley Lane School

*Hard work, humility, kindness*



“The quality of teaching and learning is good and continues to improve. High expectations prevail... a sense of trust, respect and belonging that permeates the school.”

**Ofsted 2017**

Barley Lane is a special needs school: what follows then is not a description of some part or section of a larger whole but what we do. It seeks to describe the key things we do to meet the special needs of the young people in our care.

The matter of “access” and “accessibility” is then reasonably interpreted in this specialist setting where all the children have SEN as imbued in all our work with and for them.

The most significant and impactful requirement to share and publish in this report is to describe the steps we take; “*to prevent pupils with SEN from being treated less favourably than other pupils*” and these are also developed and described on our website [www.barleylaneschool.org.uk](http://www.barleylaneschool.org.uk)

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## SEN information

### Vision

#### Our core aspirations for the children and young people

They are simple and few but we'd rather have clarity and simplicity and so focus and they are expressed above and embedded in our core values but we can again unpack them a bit...

We model and promote and seek to imbue and embed these qualities and they are incrementally more evident in the children and young people in our care throughout their time with us:

- **Friendship:** kind-can cooperate-has fun with others-can recover and move on (resilient)
- **Optimism:** engages with work and play-can be happy-has hopes and dreams
- **Hardwork:** is increasingly able to do more and different and challenging things across school life

The children are more and more fluent in these core ambitions for them as people:

- **Be a good friend** and have good friends
- **Yes you can** because you are brilliant and talented and do loads of things well
- There is dignity and success always in **trying your best**; we learn and grow from our mistakes...

### Our Ofsted rating

- "Good" December 2017: **"The quality of teaching and learning is good and continues to improve. High expectations prevail... a sense of trust, respect and belonging that permeates the school."**

<p><b>Type of School</b></p>	<ul style="list-style-type: none"> <li>• The school is a day school with up to 80 places designated SEMH and works with and for diverse children in key stages 2, 3 and 4: we also work hard to offer practical and emotional support to our equally diverse families.</li> <li>• ACE ADHD, ASD, PDA, ODD SPLD and access to SALT these are common themes of need but equally many of our young people simply need the emotional security of a smaller and more child-centred school and stable relationships with skilled, caring and consistent adults.</li> <li>• A significant minority of our children and young people are in or have been in care and we are powerfully aware of our particular duty to live out what follows for them but mindful too that in a small special school of this nature children in care have much in common with their peers and we share the rationale set out by the Devon Virtual School for them...for all the children in our “care”. <ul style="list-style-type: none"> <li>▪ Supporting them to raise their aspirations;</li> <li>▪ Giving them a sense of the control they have over their own lives;</li> <li>▪ Fostering positive attitudes and behaviours;</li> <li>▪ Providing continuity and ‘normality’ for those who may have been subject to emotional distress, abuse and disruption.</li> </ul> </li> </ul>
<p><b>What we do to help our pupils who have special educational needs and...</b></p> <p><b>How do we make certain they have a “voice”?</b></p>	<ul style="list-style-type: none"> <li>• The school’s prevailing culture is rooted in building positive and compassionate relationships and recognising the children’s innate worth and celebrating their successes but also the challenges they overcome and it seeks to promote and embed the children’s happiness and wellbeing but there is also more targeted support and a school counsellor, staff trained in ELSA and access to mentoring.</li> <li>• The curriculum is increasingly bespoke and personalized and also necessarily broad to accommodate a diverse and able student body: it is both academic with GCSEs in core subjects and a range of accredited vocational courses at college are offered from year 9.</li> <li>• The curriculum is also enriched with activities of all kinds from DoE to drumming, mountain biking to opera and this contributes to the young people’s happiness and wellbeing; they have fun</li> </ul>

- Our community's happiness and success has been built on "relationships" and a feeling of "belonging" that Ofsted noted and this can only be achieved if our children and young people have a genuine "voice" and every member of staff strives to be "present" and engaged and accessible and it is often the small asks and wishes from our students that are the most powerful and empowering for example food and drink on demand or more BMX bikes for activities.
- The school is small and also operates a primary model right through key stages 2, 3 and 4 so teachers and pupils know each other well and that encourages and supports children being heard because they have stable and trusting relationships with the adults that care for them.
- There is a small school council but in practice and as happens often because the headteacher is highly visible and very accessible the children will and do freely express their wishes and preferences directly to him ;-)) and the whole team is warm and approachable and so those needs and wishes for example for a listening ear, some kindness, a cup of tea or an extra bowl of cereal these are where "voice" matters too not just should we have a drum kit or as happened recently some new go-karts.
- The annual review is child and person centred and offers a more formal opportunity for our children and young people to be heard and we return to our pupils often to ask how they feel about school and their teachers and feedback is consistently very positive.

**How we adapt our teaching to suit the pupils**

- Classes are small and nurturing and whilst we have specialist teachers most of our young people stay within a primary model and often with the same teacher over time as this stability undoubtedly promotes their wellbeing and so enables them to learn
- Where children are particularly complex and sometimes vulnerable there is limited access to very small and highly supported groups with a wholly bespoke and flexible curriculum

<p><b>How we decide what resources we can give to the pupils</b></p>	<ul style="list-style-type: none"> <li>Resources and staffing are distributed across the school community with some differences depending on key stage. In the primary school KS2 the children access small classes with comparable staffing and resources and this is true in the secondary school at KS3 and funding is pooled and staffing deployed for the benefit of all students.</li> <li>In year nine the last year of KS 3 greater personalisation begins and continues into KS 4 years ten and eleven. This is because the children and young people can access a range of vocational learning at college (we purchase college places for example auto-engineering, catering and construction) and in work placements.</li> <li>The children and young people can access pastoral support both in-house through counselling and mentoring. We also buy in mentoring services and therapeutic activities and this is done based on need and within budgetary limits.</li> </ul>
<p><b>How we check that a pupil is making progress and how parents are kept informed</b></p>	<ul style="list-style-type: none"> <li>When children arrive in school their teacher or teachers will take time to make a reliable and rounded assessment of their starting points; this is because our children and young people's special educational needs often make formal assessments unreliable for example testing and instead teachers will use a range of methods most powerfully the student's work in class over time and it might be an academic year plays out before a secure judgment is made as a benchmark.</li> <li>In the spring of each academic year progress so far is checked with at least "good" progress the goal for every child and young person across phases of the school and subjects. If progress is stalling teachers must both explain and make plans to accelerate learning.</li> <li>Your child's annual review and report should include where he started, where he finished, the extent of good progress and where his finishing point compares with his peers in mainstream school and the annual review meeting the opportunity to talk about this face to face and to plan for the year ahead...</li> </ul>

**Support we offer for the pupils health and general well-being**

- Simple but most powerful is plentiful and on demand good food, and drink and comfortable and welcoming surroundings and a prevailing atmosphere of warmth and kindness and optimism; without these there can be no positive behaviour, no happiness and so no learning.
- As described above the school's prevailing culture is rooted in building positive and compassionate relationships and recognising the children's innate worth and celebrating their successes but also the challenges they overcome and it seeks to promote and embed the children's happiness and wellbeing but there is also more targeted support and a school counsellor, staff trained in ELSA and access to mentoring.
- Every adult in our community is there to support your child not just teachers and support staff and you will often find students seeking out cook Phillippa in the kitchen or asking can I help Jason (the site and IT manager) and we work hard to provide an "extended family" environment where we all care for the children and young people.: the reality is children and young people will seek out those they trust.
- The children and young people are regularly asked for their feedback both formally and informally on the quality of care and education they are receiving and a dedicated governor visits to seek their views and understand their experiences.
- We buy in a range of accredited mentoring services and also therapeutic activities for example "Forest School".
- We will always support and continue any working with supporting professionals and also activities and opportunities a child has accessed prior to joining us for example horse riding
- Attendance is checked daily and every child accounted for; when absence is persistent or unexplained we will work supportively with parents and carers for example it is not uncommon for staff to make home visits to encourage and sometimes collect students. We will also engage with the educational welfare service and again initially seek to help and support but we will and do occasionally take steps to formally address absence and that can lead to the imposition of fines. We take a pragmatic case by case view of requests for term time absence but if we are to be supportive attendance overall and over time must be strong.

<p><b>Specialist external services we use when we think extra help is needed</b></p>	<ul style="list-style-type: none"> <li>• We work closely with many other professionals from a range of disciplines there to help children and young people for example the schools educational psychology and welfare services who are very active and supportive , speech and language and play therapists and we have excellent support from Careers South West</li> <li>• We have a school nurse who visits regularly for “drop in” sessions.</li> <li>• We work closely with colleagues in social care our most important partners in many cases.</li> <li>• We will work alongside parents, carers and professionals and in cooperation with them to widen that circle of expertise if necessary...</li> </ul>
<p><b>Staff expertise and training</b></p>	<ul style="list-style-type: none"> <li>• All teaching staff are educated to degree level and beyond as are a significant number of the support team:</li> <li>• There is a significant minority of highly experienced SEMH specialists within the teaching team in both the primary and secondary schools and in both leadership and classroom teaching roles and amongst them there is an elite group who have secured a range of “outstanding” judgments in their careers to date and there is a healthy mix of mainstream and special school backgrounds including key staff with a strong background in teaching children with autism.</li> <li>• In the secondary school a majority of teachers are subject specialists (including hard to get subjects like IT) and in the primary school teachers have had dedicated primary training.</li> <li>• We have and buy in staff with dedicated and accredited training in mentoring, counselling, emotional literacy and a whole range of outdoor education for example climbing and mountain biking.</li> <li>• See supporting document</li> </ul>



	<ul style="list-style-type: none"> <li>• We think it worth sharing also many staff have had successful careers outside teaching and that “work and life experience” invaluable as is the genuine diversity of the staff team with folk from a variety of backgrounds and cultures .</li> <li>• Staff training and development is regarded as an ongoing and central part of our work every day and the complexity and challenge that are truly diverse and hugely capable student body presents demands an ongoing conversation about best practice and we ask every day “what must we do reliably well, differently or better?”</li> </ul>
<p><b>Inclusion in school activities and trips</b></p>	<ul style="list-style-type: none"> <li>• Accessing a range of social, cultural and sporting activities and a range of off-site learning opportunities is central to our “curriculum offer” and we set out, “It is a healthy legacy of the residential model for SEMH the notion of having fun and developing esteem and insight and character by experiencing a range of physical, social and cultural experiences from abseiling to opera; rounded happy people have enthusiasms and interests.”</li> <li>• We budget for these activities and trips as an integral part of the children and young people’s school experience.</li> </ul>
<p><b>Our school environment</b></p>	<ul style="list-style-type: none"> <li>• The school buildings and grounds are modified in some ways to meet the needs of an SEMH student population but these modifications are few and often subtle as our student body is in practice “mainstream” in many aspects.</li> <li>• The school buildings are and can be made secure but equally we wish to avoid any sense of restriction.</li> <li>• Any damage or degrading of the environment is immediately put right and the team work hard to ensure the school is a cared for and</li> </ul>

comfortable place and this is reflected in classrooms that are attractive and comfortable some have soft seating areas.

- The primary school is a separate place and securely so with primary students accessing specialist rooms for example the school gym in a controlled and planned way.
- There are separate play areas for primary and secondary and in the latter KS3 and KS4 have separate hard play areas.
- There is widespread but discreet CCTV offering protection not for property but for people; students and staff alike.
- Contractors carry out work in holidays and any urgent work is carried out under the direct supervision of the site manager.

**How we prepare for children and young people to join our school**

- Our children and young people are placed in the school by the local authority (Devon County Council) specifically the 0-25 team. When parents and carers approach us directly they are redirected to our contacts: [david.sanders@devon.gov.uk](mailto:david.sanders@devon.gov.uk) and [velda.woodruff@devon.gov.uk](mailto:velda.woodruff@devon.gov.uk)
- Often parents, carers and families need support navigating the sometimes daunting process of having a child placed in a Devon special school and we alert them too to the Devon Parent Partnership there to support and guide them: [www.parentpartnershipdevon.org.uk](http://www.parentpartnershipdevon.org.uk)
- Throughout this process parents can seek the support and guidance of the Devon Information, Advice and Support (DIAS) service who offer free, confidential, impartial and legally based information to children aged between 0-25 who have special educational needs, as well as parents or carers of children with special educational needs or disabilities (also known as SEND) <https://www.devonias.org.uk/about-us/what-we-do/>
- We will be sent a formal request alerting us that the team in the council judges our school a suitable placement for a young person and parents will be similarly written to. We will receive paperwork describing the child's needs and what we must provide . It is at this point our

own in-house procedures begin.

- The person key to the process is Chloe Harber supported by admissions and pastoral care officer Katrina Campbell Crocker 07848 457022 [kccrocker@barleylane.devon.sch.uk](mailto:kccrocker@barleylane.devon.sch.uk) and the head-teacher will do everything possible to be present at this meeting and answer your questions and if not offer at the parents convenience an additional meeting and is available to you throughout the process ([djones@barleylane.devon.sch.uk](mailto:djones@barleylane.devon.sch.uk) 07848 457025)

At this point you will be offered:

- An initial informal meeting in school (we can make a home visit if you prefer) where your priorities, questions and concerns can be addressed because we understand moving from the mainstream to a special school can be a tough and challenging and emotionally bruising process.
- We welcome any family members and or professionals working with and supporting families to attend and support them throughout the admissions process.
- You can see the school in operation and meet the staff; we will all seek to make you feel welcomed and supported and valued.
- With your support and agreement we will then meet with you and your son or daughter and at this point we can also agree with you to discreetly visit and observe you child in his current school.
- If and as your confidence in us builds and we all come to understand each other better up to two “taster” sessions will follow for the child or young person so they can experience the school and experienced staff can observe and feedback (in our experience such human interaction an essential element as paperwork and documents lack the humanity and insight meeting and working together bring).

- Parents are welcome to stay in school for these visits, have a cup of tea and continue their discussion with the school’s admissions officer.
- A conversation will continue throughout this process and in the vast majority of “referrals” a consensus does emerge and parents and carers seek a place and the school happy to offer one. It is true not all parents wish to take up a place and equally the school may sometimes feedback early and or during the process that it does not believe it can meet the child’s needs.
- If we are proceeding together any induction is explored and negotiated with parents and each student’s method of entry to the school is personalized and rooted in their needs and the views of their parents and carers.
- From the time of the referral to the school this process should happen within a fifteen days.

**How we prepare for children and young people to leave our school**

- The school builds a curriculum package (see below) for each youngster and as they enter Y9 and then into KS4 there is a sharp eye on what next and children can take an academic route or a vocational one and mix up their “package” and this a key part of the preparation for next steps beyond school to college and work
  1. Critical core subjects
  2. Options to tackle a range of other academic subjects
  3. Vocational (college based) and work based learning
  4. Access to enriching sporting, social and cultural activities
  5. Access to mentoring, counselling and therapeutic support
- A very large majority of our students go on to a college environment they are already familiar with and often courses and tutors they have already accessed.

- Some access work with training and their vocational courses and work placements simple but very powerful and useful preparation for next steps beyond school.
- The school works closely with Careers Southwest planning with their support the transition to college and training and monitoring in the months and years after leaving school.
- The school consults with parents and carers as curriculum options become available in Y9 and then a member of the senior team chairs a key review with children and young people and families and supporting professionals about what lies beyond school and how that will shape their learning in KS4.
- Informally and in the spirit of “going extra miles” that imbues the team and community practical help for example enrolling students and continuing to support them and their families beyond their official “leaving” is not uncommon and we stay in touch and encourage students to do likewise with many visiting informally in those first challenging months.
- Worth sharing too is a small but significant minority of children and young people return to mainstream school with bespoke support put in place to achieve this including their place held open to instil confidence in both student and his new school.
- Some children need a more specialist setting and we work with parents and carers and the 0-25 Team at Devon County Council to manage supportively any change to another special school.

**How parents are involved in school life**

- Parents are an essential part of the school community and the school has a pro-active approach to involving parents in decision-making and the day-to-day school life and so we communicate with them through various ways. Everyone at Barley Lane wants parents and carers to feel valued and listened to.
- In addition to the formal meetings for example annual reviews the mercurial and complex nature of many of our students demands a willingness to share and talk with parents and carers and them with us freely and frequently.
- We are a small and specialist school and we should be more like the local Post Office on the corner than the giant supermarket on the out of town trading estate and we want to provide a more personalised human service to you as parents and carers.
- Please therefore be aware that you can ring us anytime about anything that is important to you and if you cannot get through and find yourself battling with answer-phones and voicemails please let me know.....I know how irritating it is (07848 457025 [djones@barleylane.devon.sch.uk](mailto:djones@barleylane.devon.sch.uk))
- Equally we are available to you for face to face meetings any and every day from 1530 onwards and if visiting us is difficult we can help with transport or visit you at home.
- Even if you just turn up (and many parents do) we will always do our very best to spend time with you because without your understanding and support we can achieve nothing and equally importantly our students, your sons or daughters, need and deserve a high level of flexibility and speediness of response.
- Texting and emailing are increasingly favoured by parents and we welcome communication and contact in whatever way is best.

- Kat Campbell Crocker (07848 457022 [kccrocker@barleylane.devon.sch.uk](mailto:kccrocker@barleylane.devon.sch.uk)) our school counsellor and admissions officer because of the latter is for most parents threat first contact and the admissions process builds trust and rapport and many parents maintain contact with Kat and some drop by for a cup of tea and a catch up and we welcome these visits.
- Senior teacher Julian Credgington has a key role in making sure we are staying in touch as we should for example annual review meetings and he is most concerned to build rapport and trust and make contact with parents and carers who for a variety of reasons both home and school based we are not in regular contact with. Julian is always happy to make a home visit as are all the senior team and so much can be achieved and better understood over a cup of tea in the kitchen...[jcredgington@barleylane.devon.sch.uk](mailto:jcredgington@barleylane.devon.sch.uk) (07860 846267)
- If you ever feel we are not delivering this promise and commitment to be prompt, accessible, responsive and open please call or e-mail me (my details and those of other key staff are attached/below) and I will work hard to address your immediate concerns or questions and improve our response to you in future.

**Who to contact for more information or to discuss a concern**  
(for full staff contact list see page 20)

- **The safety and wellbeing and happiness of the children and young people**  

Dave Jones	07848 457025	<a href="mailto:djones@barleylane.devon.sch.uk">djones@barleylane.devon.sch.uk</a>
Carl Moore	07436 104050	<a href="mailto:cmoore@barleylane.devon.sch.uk">cmoore@barleylane.devon.sch.uk</a>
- **Want to work with other professionals involved beyond the school and bring people together to support a student?**  





Julian Credgington	07860 846267	<a href="mailto:jcredgington@barleylane.devon.sch.uk">jcredgington@barleylane.devon.sch.uk</a>
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- **Seeking a student place at Barley Lane?**  

Chloe Harber		<a href="mailto:charber@barleylane.devon.sch.uk">charber@barleylane.devon.sch.uk</a>
Katrina Campbell-Crocker	07848 457022	<a href="mailto:kccrocker@barleylane.devon.sch.uk">kccrocker@barleylane.devon.sch.uk</a>

	<ul style="list-style-type: none"> <li>• <b>General enquiries when or if you are not sure who to speak to Judith will guide and support you and make sure you get to speak with the right person.</b></li> </ul> <p>Judith Ford                      0743104121                      <a href="mailto:jford@barleylane.devon.sch.uk">jford@barleylane.devon.sch.uk</a></p>
<p><b>The Local Offer</b></p>	<ul style="list-style-type: none"> <li>• To understand the local authority and a school’s responsibility and ability to meet your child’s needs <a href="https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer">https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer</a></li> <li>• To get support and guidance contact f the Devon Information, Advice and Support (DIAS) service who offer free, confidential, impartial and legally based information to children aged between 0-25 who have special educational needs, as well as parents or carers of children with special educational needs or disabilities (also known as SEND) <a href="https://www.devonias.org.uk/about-us/what-we-do">https://www.devonias.org.uk/about-us/what-we-do</a></li> </ul>
<p><b>Date of document</b></p>	<ul style="list-style-type: none"> <li>• Our offer to children/young people with special educational needs was prepared on 20.07.21</li> <li>• It will be reviewed on 20.07.22</li> </ul>



**Pupil feedback post lockdown 3 63/75 84%**

The adults in my class make sure...	I agree a lot 	I agree 	I disagree 	I disagree a lot 
1. I feel safe	40	22	0	1
2. There is someone I can talk to if I am fed up and need help.	40	17	6	0
3. I feel respected and cared for and valued	36	22	5	0
4. I learn new and different and sometimes difficult things	39	24	0	0
5. I can have fun and do things I enjoy	36	24	2	1

## Parent and carer feedback post “Lockdown 3” 16.03.21

63/75 84 % of parents and or carers fed-back

	agree strongly	agree	agree strongly/agree	disagree	disagree strongly
1. I felt listened to and my views respected	58/63	5/63	63/63	0/63	0/63
	92%	8%	100%	0%	0%
2. My child and I were given practical and emotional support	56/63	6/60	62/63	1/63	0/63
	88%	10%	98%	2%	0%
3. I have a strong and trusting relationship with my son’s teacher and or other key staff	60/63	3/63	63/63	0/63	0/63
	95%	5%	100%	0%	0%

How is the team feeling post lockdown 3?

<b>LOCKDOWN 3: throughout this recent time of crisis, challenge and risk</b>	<b>Agree strongly</b>	<b>agree</b>	<b>disagree</b>	<b>Disagree strongly</b>
1. I felt listened to and my views respected	31	-	-	-
2. I was given practical and emotional support	29	2	-	-
3. Decisions and actions about how we work have been shared and explained openly and reasonably and in a spirit of consultation and cooperation not imposition.	28	1	-	-
4. My contribution has been authentically valued and supported both as a professional and a person	30	1	-	-
5. I have had a clear sense of purpose and direction: I know what I am doing and why and what I am a part of	30	1	-	-
6. I have had a say in how I work as an individual and how the school works as an organisation: I am listened to and authentically so.	26	5	-	-
7. I feel and have felt equipped and supported to meet the considerable risks and challenges that we have faced whether working at home or at school	30	1	-	-
8. I am proud of what we have achieved together so far (there is a way to travel yet...	29	2	-	-

teaching team				
Ahern	Tim	College mentor and Art	tahern@barleyleane.devon.sch.uk	07860846263
Bushin	Harry	Primary	hbushin@barleyleane.devon.sch.uk	07848457083
Brown	Steph	Whole School Science	sbrown@barleyleane.devon.sch.uk	
Credgington	Jules	IT and EHCP/review lead	jc credgington@barleyleane.devon.sch.uk	07860846267
Harber	Chloe	Primary CIC/admissions	charber@barleyleane.devon.sch.uk	07436104114
Jones	Dave	HT DSL	djones@barleyleane.devon.sch.uk	07848457025
Lee	Alyssa	Secondary PSHE lead	alee@barleyleane.devon.sch.uk	07848457269
Long	Chris	Secondary	clong@barleyleane.devon.sch.uk	08760846255
McDaid	Michael	Secondary/KS3 lead	mmcdaid@barleyleane.devon.sch.uk	07848457024
O'Riley	Clare	Secondary/English	coriley@barleyleane.devon.sch.uk	07436104113
Richards	Sam	Primary	srichards@barleyleane.devon.sch.uk	07999116416
Stuckey	Alan	Secondary	astuckey@barleyleane.devon.sch.uk	07860846277
Sessions	Vicki	DHT (DDSL) curriculum lead	vickisessions@barleyleane.devon.sch.uk	07860846270
Wells	Ben	Secondary /Maths	bwells@barleyleane.devon.sch.uk	07860846271
Burnard	Caroline	Primary	c.burnard@barleyleane.devon.sch.uk	07436104059
Spry	Laura	Primary	lauraspry@barleyleane.devon.sch.uk	07938377337
Deane	Rob	Outdoor education	rdeane@barleyleane.devon.sch.uk	07436090650
Oxenham	Dave	Outdoor education	dave.w.oxenham@gmail.com	07581 559219
HLTA team				
Barrett	Gabbie	Primary	gbarrett@barleyleane.devon.sch.uk	07848457023
Butler	Angela	Secondary /exams officer	abutler@barleyleane.devon.sch.uk	07436104060
Hunter	Jess	Secondary	jhunter@barleyleane.devon.sch.uk	07848457270
Miah	Raz	Well-being lead	rmiah@barleyleane.devon.sch.uk	07436104055
Moore	Carl	Well-being lead DDSL	cmoore@barleyleane.devon.sch.uk	07436104050
Parr	Vicki	Secondary / ELSA	vparr@barleyleane.devon.sch.uk	07860846285
Townsend-Green	Patrisha	Secondary/behaviour	ptownsendgreen@barleyleane.devon.sch.uk	07436104075
Tonks	Abi	Secondary	a.tonks@barleyleane.devon.sch.uk	07860846289
Berisford	Nicky	Primary	nberisford@barleyleane.devon.sch.uk	
Ewart	Laura	Primary	lewart@barleyleane.devon.sch.uk	
Schoelkopf	Rich	Primary	rschoelkopf@barleyleane.devon.sch.uk	
Alphonse	Carys	Secondary	calphonse@barleyleane.devon.sch.uk	
Mentoring team				
Guy	Andy	Mentor/tutor	aguy@barleyleane.devon.sch.uk	07860846279
Sprague	Ben	Mentor/LSA	bsprague@barleyleane.devon.sch.uk	
Office team				
Campbell-Crocker	Kat	School counsellor/ pastoral care/admissions	kccrocker@barleyleane.devon.sch.uk	07848457022
Ford	Judith	School Business Manager	jford@barleyleane.devon.sch.uk	07436104121
Seal	Emma	SBM support	eseal@barleyleane.devon.sch.uk	
TBC		Reception		
Kidney	Helen	Safeguarding officer	hkidney@barleyleane.devon.sch.uk	07848028342
Site team				
McCarthy	Jason	Manager	jmccarthy@barleyleane.devon.sch.uk	07395887217
Smith	Lawrence	Site support part-time		

**Catering**

Richards	Philippa	Manager / advanced first aider	prichards@barleylane.devon.sch.uk	07860846281
Hughes Thomas	Alice	Cook	ahughesthomas@barleylane.devon.sch.uk	
Spragg	Rosie	Assistant Kitchen Manager	rspragg@barleylane.devon.sch.uk	

**Coaching team**

Fraser	Freddie	L&F multi-sports		
Davies	Lewis	L&F multi-sports		