

September 2022

Our Values:

Be Ready,

Be Respectful,

Be Safe



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

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Dear Parents and Carers,

We don't want this to be complicated and we need very few and simple things from you to help us do our work well.

- Please relentlessly tell your child they matter very much and they can achieve their goals.
- Please be respectful to and about us particularly around the children and young people or you damage our dignity and authority and therefore our ability to safely manage and educate them.
- Please trust and support us and respect our judgments; we do not demand this but we believe we have earned over time that trust and respect now.
- Please ensure your child attends school daily and punctually.
- Please send your child to school in uniform.
- Please do not allow them to bring mobile phones and other gadgets including smart watches or any other inappropriate items into school.
- Please accept and understand if your son is not suitably dressed for school or brings in prohibited items this is your responsibility not the school and if it persists it may result in suspension or confiscation and all the regrettable inconvenience that causes to you.

In return we will:

- Care for your child's safety, wellbeing and happiness.
- Encourage all children in our care to do their best and celebrate their achievements.
- Encourage all children in our care to respect each other and their environment.
- Provide clear lines of communication with parents/carers and all key professionals involved with each child that attends Barley Lane.
- Keep parents/carers and professionals informed of children's progress.
- Inform parents/carers of any concerns which might affect their child's work and or behaviour.
- Welcome children, parents and professionals into the school when appropriate.
- Be considerate in our planning towards the additional demands upon working parents/carers.

Above all, our expectations are we help each other to be **READY, RESPECTFUL, SAFE.**

Thank you.

Yours sincerely,

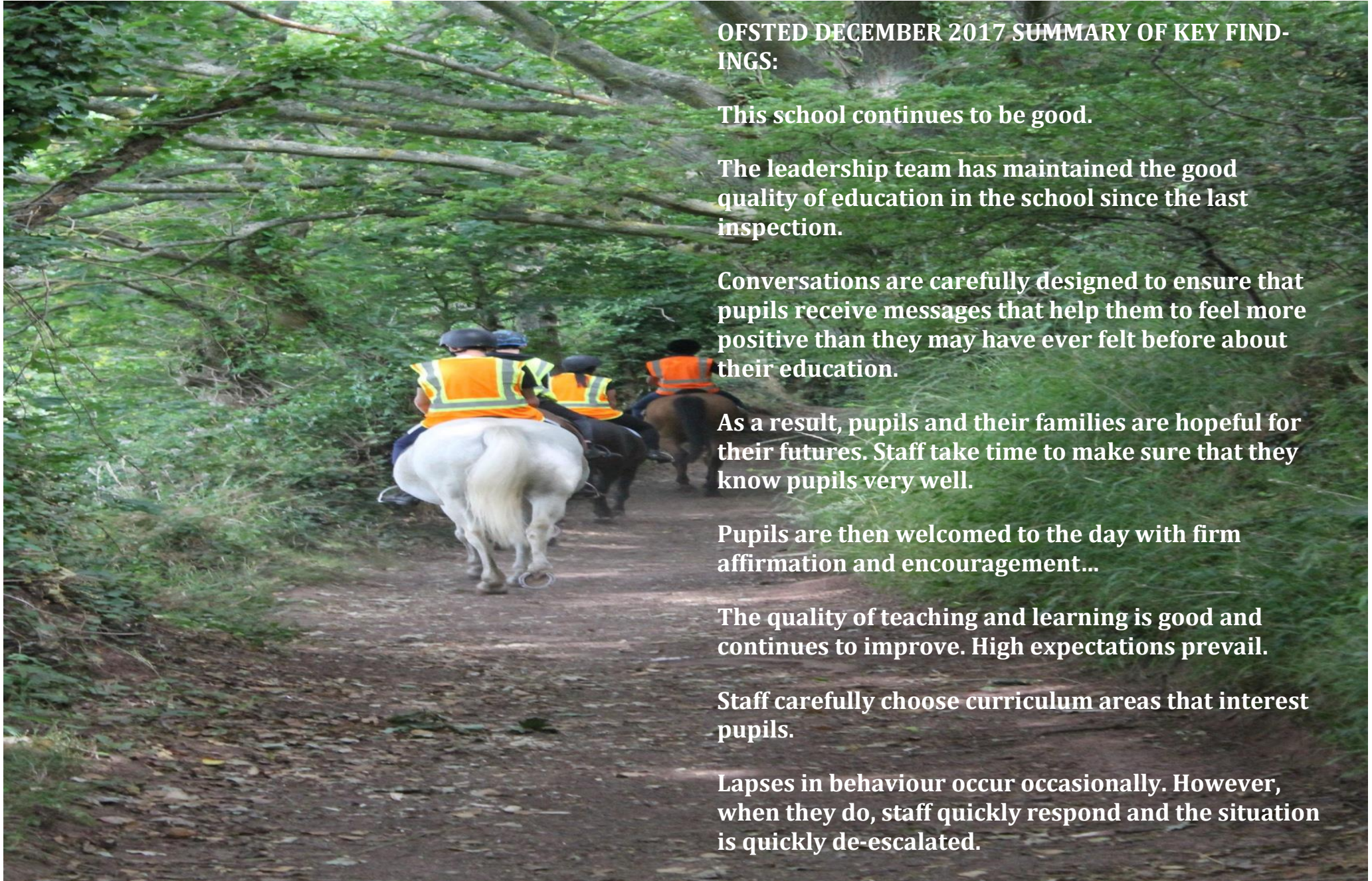
The Team at Barley Lane

A brief introduction...

- Barley Lane is an SEMH school for up to 80 boys and we work with children across key stages 2, 3 and 4.
- Attention Deficit & Hyperactivity Disorder (ADHD), Autistic Spectrum Condition (ASC), Pathological Demand Avoidance (PDA), Oppositional Defiance Disorder (ODD) and Specific Learning Difficulties (SpLD) are all conditions our staff have an in-depth understanding of. These are common themes of need but also many of our young people simply need the emotional security of a smaller and more child-centred school where they can build stable relationships with our skilled, caring and consistent staff.
- The school's culture is based upon building positive and compassionate relationships and recognising the children's interests, talents and abilities but also the challenges they need to overcome. It seeks to promote the children's happiness and wellbeing, primarily, and there is also more targeted support through a dedicated school counsellor, plus we have staff trained in ELSA and there is also access to mentoring.
- The curriculum is increasingly bespoke, personalised and also necessarily broad to accommodate a diverse and able student body; it is both academic, with GCSEs in core subjects, and we offer a range of accredited vocational courses at college are offered from year 9.
- The curriculum is also enriched with activities of all kinds; from DofE to mountain biking and fishing. This contributes to our young people's happiness and wellbeing - they have fun!
- 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 as this stability undoubtedly promotes their wellbeing and so enables them to learn.
- Where children's needs are particularly complex, and sometimes vulnerable, there is limited access to very small and highly supported groups with a wholly bespoke and flexible curriculum.
- Some of our children return to mainstream school and almost all successfully transition to college for post-16 provision.

Welcome to Barley Lane School

Trust, respect and belonging permeates the school, Ofsted 2017



OFSTED DECEMBER 2017 SUMMARY OF KEY FINDINGS:

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection.

Conversations are carefully designed to ensure that pupils receive messages that help them to feel more positive than they may have ever felt before about their education.

As a result, pupils and their families are hopeful for their futures. Staff take time to make sure that they know pupils very well.

Pupils are then welcomed to the day with firm affirmation and encouragement...

The quality of teaching and learning is good and continues to improve. High expectations prevail.

Staff carefully choose curriculum areas that interest pupils.

Lapses in behaviour occur occasionally. However, when they do, staff quickly respond and the situation is quickly de-escalated.

“Good leadership and great communication”

“Very supportive with the children and families they are dedicated within their role”

“Always keep you up to date with child's progress.”

“The teachers really care about the students. They work overtime and give their all to ensure the students have the best opportunity to improve personally and with their learning.”

“They’ve managed to get my son to learn”

“Dynamic - Always prepared for change (Plan B,C & D)”

“The staff! Friendly, approachable and really good with the kids”

“Keeping in contact with updates and approachable with any issues”

“Listening and patience”

“Good communication. Very approachable /understanding head teacher. Understanding of pupils’ difficulties”

“Emotional support”

“Communicating with parents”

We asked the parents to describe a particular strength of the school (Feb 2022)

“Mr B”

“Communication is good”

“caring and understanding”

“Compassion for the children and their learning”

“Very good at understanding my child’s behaviour.”

“Giving praise to my child and outdoor activities”

“...Positive feedback often given along with regular updates.. Academic and social progress made. Always feel well supported and my son has felt extremely safe since being at Barley Lane. Never feel judged as a parent.”

“School enables students to feel safe within an educational setting”

“Tutors are very approachable, messages are answered quickly, help always offered, quick to help find a solution to any problems, understanding

“A good strength is the relationship between teachers and pupils”

We asked the children about how safe they feel at school, and about kindness and friendships – 61 replied...

I feel safe in school

[More Details](#)

[Insights](#)

Yes	47
No	3
Sometimes	11



I have friends in school

[More Details](#)

[Insights](#)

Yes	47
No	5
Sometimes	9

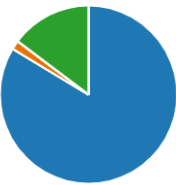


I know who I can speak to in school

[More Details](#)

[Insights](#)

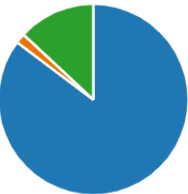
Yes	51
No	1
Sometimes	9



I know how to keep myself safe and others safe

[More Details](#)

Yes	52
No	1
Sometimes	8



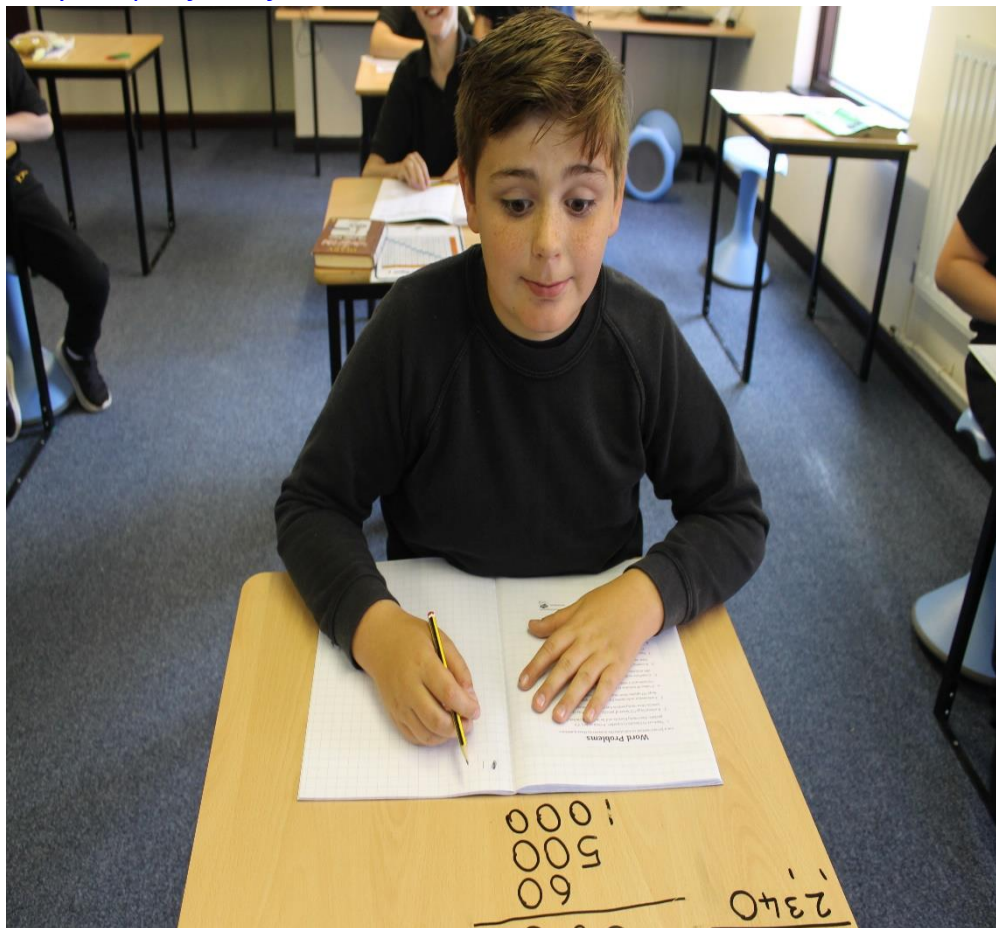
I know how to be friendly and kind to other people

[More Details](#)

[Insights](#)

Yes	39
No	0
Sometimes	22





School Dinners

We employ our own staff and run our own kitchen. We offer freshly cooked meals made on site daily. The kitchen can cater for dietary requirements with notice. Menus change termly and children can choose whether they are having a school dinner or a packed lunch on a daily basis. If your child is

not entitled to free school meals then dinners are charged at £2.20 per day and can be paid by cash, cheque or via School Comms.

Making an application for free school meals

Children whose parents are getting any of the following are entitled to free school meals:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of Pension Credit Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than

£16,190)

- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax [Credit](#)
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)
- Children who get paid these benefits directly, instead of through a parent or guardian, can also get free school meals.
- Your child may also get free school meals if you get any of these benefits and your child is both: younger than the compulsory age for starting school and in full-time education.

****If you are unsure, please ask! ****

Counselling and Emotional Support

We offer the opportunity to see a counsellor and other staff professionals to pupils who feel they need it.

Counselling is open to pupils, who would like someone to listen to them and support them through difficulties or changes they are facing. Some may be concerned about their behaviour or how others are behaving towards them.

The school counsellor is a member of the BACP (British Association of Counsellors) ethical guidelines. This means that young people are offered confidentiality unless there is a need to involve others, where their permission will be asked on a majority of cases. This is normally if there is a risk of significant harm to them or to someone else?

The counsellor always checks whether the young person wishes to come to counselling and encourages them to talk to their families about coming along. Where a child is not yet considered 'Gillick-competent' (also known as 'Fraser-competent') we need your permission as well as the young person's agreement about counselling support. Being Gillick-competent means that a young person has the capacity to understand and make their own decisions, including the consequences of those decisions.

Should you be asked for your written consent, you may withdraw your consent at any time in the future.

Approaches that are designed to engage and inspire each and every one of you.

‘Staff carefully choose curriculum areas that interest pupils’.

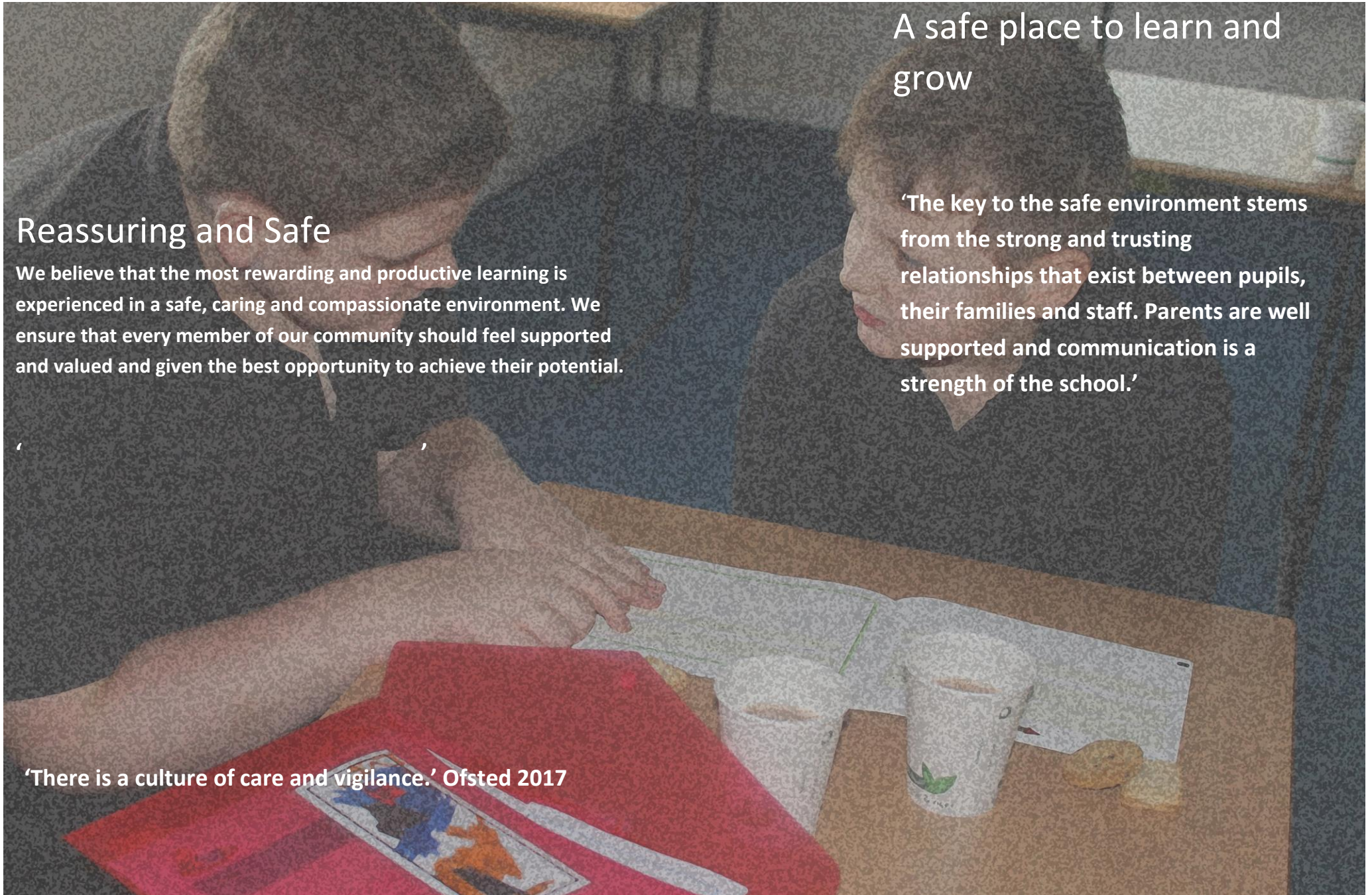
Tailored Learning

Our approach to personalised learning delivers a diverse educational experience that is designed to meet the needs of every child. Our aim is to continually develop the curriculum in order to make it as inspirational, motivational, engaging and fun as it possibly can be, whether that's in the classroom, at college, outside exploring Devon's diverse countryside, cooking, playing sport, climbing and kayaking, walking or mountain biking.

We offer a wide range of accreditation to suit the learning styles of all pupils both academically and Vocationally, including GCSE's and other programmes

Whether you're using your brain or your hands we believe you are just as talented, bright and capable as any pupil, in any school and we will support you through to young adulthood in realising your huge potential.

Teachers are learners as well and so we are all on the same team.



Reassuring and Safe

We believe that the most rewarding and productive learning is experienced in a safe, caring and compassionate environment. We ensure that every member of our community should feel supported and valued and given the best opportunity to achieve their potential.

A safe place to learn and grow

‘The key to the safe environment stems from the strong and trusting relationships that exist between pupils, their families and staff. Parents are well supported and communication is a strength of the school.’

‘There is a culture of care and vigilance.’ Ofsted 2017

Relationships and values

Relationships are central to any schools' success and not least ours. Ours school is built upon relationships and community as these values are vital to our pupils' well-being and personal development. Only then can learning begin because safety and security are essential human basic and psychological needs.

From the very first visit, lesson or day in school, we begin that process of shared understanding so that some of our core values including 'friendship, Optimism' can have a more solid platform for children and young people to live happy and successful lives.

'People follow people, not rules and so positive relationships, fresh starts and forgiveness are key'

What exactly is an SEMH school?	Forget the label we are just like a mainstream school but smaller and we are here for young people who are not thriving in a mainstream school; children who need to know their teachers better in smaller classes and need more support and encouragement to be happy and learn.
How does a young person get to a special school like yours?	Their teachers notice they are not coping or thriving in a mainstream school and with other professionals, typically an educational psychologist, produce an Education Health and Care Plan (EHCP). Then the child or young person can attend a special school. The formal admissions process is led and managed by Devon County Council's 0-25 team.
How old are the children?	The age ranges are from 7-16 years old.
Will my child miss out academically because he is in a special school?	There is no reason for this to happen and we offer a wide range of GCSEs and other academic and vocational courses and our exams results are good and compare with similar schools locally and nationally.
Will my child miss out on other activities because he is in a special school?	Actually, it works the other way with more opportunities to do all sorts of social and sporting activities because we frequently reward, there are many and varied outings, visits activities from a family type meal at a pizza restaurant to sports opportunities and tournaments...
Can I see the school in operation?	Yes absolutely, you will be reassured and encouraged by what you see and we want you to spend whatever time with us you need to and to ask all the questions that matter to you.
Okay I want to go ahead but how is my child introduced into the school?	Visiting, talking, sharing and experiencing the school in action so you your child will already have a good feel for the school before he officially starts and this we negotiate with you: some parents and children simply want to go for it and others want a more gradual entry and we are fine with both. Together we can agree what is the best way for your child to begin their time with us.
How will he get to school?	Our young people travel from all over Devon. Those within a few miles walk or take public transport and many have taxis. Those further away tend to travel by taxi unless public transport links are good. Younger children who qualify do travel by taxi but older students in KS4 aged 14-16 are actively encouraged to use public transport as a part of their personal development.
Is there a uniform?	There is and we supply a black school sweat-shirt and t-shirt at a subsidised cost of around £15 for both as a starter pack. We ask parents and carers to provide black or dark grey trousers or tracksuit bottoms and black shoes or trainers that are mostly black. Black shorts can be worn in the summer term.
Will someone keep touch with me?	We have a dedicated team and all staff are happy and encouraged to talk with you formally or informally: phoning, texting, emailing, home visits as well as more formal meetings are all a part of being a small and friendly and welcoming school.
Do you hold children?	Yes, we do and rarely but only to keep them or other children safe and we keep a close eye on why we are holding children and how safely we are doing it.

#Is there bullying?	There is because it happens in all schools everywhere and any school that says otherwise is likely to be unsafe: what is important is that students tell us and they do because there are open and trusting relationships between staff and students here because we will do something, we will support and protect you and challenge those who bully.
Is there much to do outside class?	We prefer to prevent bullying by having lots of staff around all the time and students are always supervised and busy learning in class and having fun out of class and we have pool tables, games consoles, bikes and sports going on every break time.
What are the rules?	We don't do rules, more, values (things that are important to people) we ask everyone to be reasonable, fair and treat others kindly and respectfully and if you do that you are rewarded and if not, we take it very seriously. Happiness is important to everyone.
What kind of rewards can you earn?	You can earn prizes by collecting points for learning and good behaviour in class. There are regular reward trips for example visits to theme parks. Each week ends with activities and visits to the local skate park and golf driving range and indoor football at the local leisure centre are all popular and regular choices.
What happens if you behave badly?	Instead of activities you are put in catch up to make amends and do your work. At morning break, lunchtime and afternoon activities there is catch-up and if it is not done respectfully and reasonably there is the option of after school detention.



Curriculum

Our young people take a wide range of GCSEs and other qualifications including vocational courses, plus we do lots of other challenging and fun stuff too like canoeing and rock climbing and a number of the youngsters have achieved both Bronze and Silver Duke of Edinburgh Awards.



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

Joining us as a pupil

As long as your son has an EHCP, the admissions process starts with a council referral being made from the 0-25 team.

We then carefully consider whether we are able to meet a young person's needs, through discussion with the 0-25 team, parents/carers, the young person's current school or provision and a wide range of other professionals if necessary.

If we can all agree that we can meet needs, then a transition and induction plan is then agreed to enable a smooth and successful transition.

The relationship building process begins and is key and then we work with the young person and their families to get off to the best start possible.



The school day

Monday:

Gates open

Taxi – 10.30am – 10.45am

Lesson 1 – 10.45am - 11.25am

Lesson 2 – 11.25am -12.05pm

Lesson 3 - 12.05pm – 12.45pm

Lunch – 12.45pm – 13.15pm

Lesson 4 – 13.15pm – 13.55pm

Lesson 5 – 13.55pm – 14.35pm

Reading
and PSHE – 14.35pm – 14.45pm

Taxi – 14.45 – 15.20pm

Tuesday- Friday:

Gates open –

Taxi - 0900-0920am

Lesson 1 – 0930am – 10.15am

Lesson 2 – 10.15am – 11.00am

Break – 11.00am- 11.20am

Lesson 3 – 11.20am – 12.05pm

Lesson 4 – 1205pm – 12.50pm

Lunch – 12.50pm – 13.35pm

Lesson – 13.35pm – 14.20pm

Break – 14.20pm – 14.30pm

Reading
and PSHE -14.30pm – 14.45pm

Taxi – 14.45pm – 15.20pm



Barley Lane School
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Email: admin@barleylane.devon.sch.uk
Headteacher: David Jones

For more information about the school, please visit
www.barleylaneschool.org.uk