

Barley Lane School

Ready, Respectful, Safe

Barley Lane SEND report 2024-26.

“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**

“Ready, respectful and safe’ is at the heart of Barley Lane School. Leaders prioritise this so that pupils feel safe and are ready to learn. Pupils value the difference that the school has made to them. They describe how staff listen and give them the help they need to manage their emotions successfully. Pupils appreciate that, even when they have shown challenging behaviour, staff understand them and there is always a fresh start.” **Ofsted 2023**

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.

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

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SEN information

Vision

Ethos and Vision

Vision Statement – 2022-2024

Ready, Respectful and Safe

We work together to provide a stimulating environment to ensure our pupils achieve to the best of their ability. We understand that all pupils are unique, and we empower them to achieve independence and success in the wider world. We prepare them for the transition to adulthood through our core values, our understanding and experience of SEN and a high-quality education that seeks to equip them with key skills to for further education, employment and transition to independence.

Mission Statement

- The children feel safe the school environment provides facilities and staff that have a wide range of skills to meet the complex needs of all of our individual pupils.
- Teaching and learning are matched to each pupil's needs and present challenge towards their learning and meaningful outcomes
- From their relative starting points, pupils are supported and encouraged to make their own choices and are supported in how to see through the challenges of daily life.
- Staff support pupils and families in their resilience as they grow into adulthood
- School empowers pupils and their families to secure the support they need for their future lives
- By securing progression throughout, pupils leave school with the skills to access the adult world confidently and with the highest possible level of independence.
- All children must feel they have a sense of belonging and hope.

- We are committed to providing a safe, stimulating and happy environment that seeks to teach the skills and knowledge that will allow learning to be part of a lifelong process, ensuring our pupils grow into ambitious young adults who are excited about the world around them.
- We look after and care for them and provide them with the opportunities and experiences with the high expectation that we would want for our own families.
- A curriculum that can evidence sequential learning across keys stages in all subjects.
- Teaching and learning that motivates, inspires and critically, engages the most complex of youngsters.

Our Ofsted rating

“Good” 2023 –

“Ready, respectful and safe’ is at the heart of Barley Lane School. Leaders prioritise this so that pupils feel safe and are ready to learn. Pupils value the difference that the school has made to them. They describe how staff listen and give them the help they need to manage their emotions successfully. Pupils appreciate that, even when they have shown challenging behaviour, staff understand them and there is always a fresh start.”

Opportunities to strengthen pupils’ character are wide ranging. Pupils develop their confidence and self-awareness well. This enables them to articulate their views and reflect on their educational journey.

Staff want the best for pupils. Leaders focus on meeting pupils’ social and emotional needs. As a result, pupils are generally calm and purposeful in the way they conduct themselves around the school. Staff place high importance on knowing pupils well.

Pupils develop well because staff work skilfully to overcome their barriers to learning.

Pupils’ wider development contributes well to their readiness to learn. Leaders ensure that the opportunities for older pupils, such as the Duke of Edinburgh’s Award, work experience and college placements, strengthen the enrichment that younger pupils experience through

	<p>their trips and visits. As pupils increase in their independence, ability to manage risks and unpredictable situations, staff encourage them to increase their own aspirations. This prepares them well for the next stage in their education or employment. Ofsted 2023</p>
<p>Type of School</p>	<ul style="list-style-type: none"> • 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. • ACE ADHD, ASD, PDA, ODD SPLD and Speech & Language difficulties; 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. • A significant minority of our children and young people are in or have been in care and we are aware of our particular duty to live out what follows for them. 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"> ▪ Supporting them to raise their aspirations; ▪ Giving them a sense of the control they have over their own lives; ▪ Fostering positive attitudes and behaviours; ▪ Providing continuity and ‘normality’ for those who may have been subject to emotional distress, abuse, and disruption.
<p>What we do to help our pupils who have special educational needs</p>	<p>The school’s 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 from staff trained in ELSA, Emotional Literacy, Literacy Intervention, Lego Therapy, Chroma Therapy and access to mentoring.</p> <ul style="list-style-type: none"> • The curriculum is increasingly bespoke and personalized and 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.

	<ul style="list-style-type: none"> The curriculum is also enriched with activities of all kinds from DofE to Horse riding and this contributes to the young people's happiness and wellbeing; they have fun! We have introduced a Forest School and Outdoor education to our own curriculum to teach them essential work related skills such as teamwork, self-reliance, leadership, decision making and problem solving are just some examples.
<p>How we adapt our teaching to suit the pupils</p>	<ul style="list-style-type: none"> Classes are small and nurturing and whilst we have specialist teachers most of our young people stay within a primary/nurture model and often with the same teacher over time as this stability undoubtedly promotes their wellbeing and so enables them to learn. We have created learning pathway documents for each subject that clearly sets out the curriculum according to age and ability. We set our groups by stage (not age) and compliment this with ability levels that encompass learning pathway level 1, 2 and 3 across all subjects. 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. This is our nurture provision and works alongside Maslow's Hierarchy of Needs and the Trauma Recovery model (Skuse and Matthews)
<p>How we decide what resources we can give to the pupils</p>	<ul style="list-style-type: none"> Resources and staffing are distributed across the school community with some differences depending on Key Stage. In KS2 the children access small classes with comparable staffing and resources and this is true at KS3. Funding is pooled and staffing deployed for the benefit of all students. We have grown the staff team to include a dedicated Sendco, Family Liaison Officer in addition to a specialist Literacy Intervention support assistant. We have also expanded our PE provision to enrich opportunities for physical and mental health. In Year 9, the last year of KS3, greater personalisation begins and continues into KS4; Years 10 and 11. This is because the children and young people can access a range of vocational learning at college (we purchase college places for example Mechanics, Barbering, Catering and Construction) and in work placements. The children and young people can access pastoral support both in-house through counselling and mentoring. We also buy in alternative provision where required. This is based on need and within budgetary limits.

How we check that a pupil is making progress and how parents are kept informed

- When children arrive in school their teacher or teachers will take time to make a reliable and rounded baseline 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. Instead, teachers will use a range of methods - most powerfully the student’s work in class over time. This means it might be that an academic year plays out before a secure judgment is made as a benchmark. We review at each February half term although depending on subject, this can be completed more frequently for example in English.
- 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.
- Your child’s annual review and report should include where he started, where he finished and the extent of progress. The annual review meeting is a fantastic opportunity to talk about this face to face and to plan for the year ahead. In addition to this the annual parents evening held in February. We pride ourselves on weekly communication with parents also. The school website can be accessed for half termly updates.

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

- We have a relational approach to understanding needs, scaffolded in routes to redemption and a fresh start mentality. We have limits and sensible, fair and robust boundaries are in place also to protect the community from persistent breaches of the schools’ values, simply READY, RESPECTFUL, SAFE. Welcoming surroundings and a prevailing atmosphere of warmth and kindness; without these there will be no positive behaviour, no happiness and so no learning. This is the principle of our ethos of; ‘ready, respectful, safe’. We recognise at times, there is no particular order that these essential values must be privileged. Safeguarding is given the highest priority.
- As described above the school’s prevailing culture is rooted in building positive and compassionate relationships and recognising the children’s innate worth, celebrating their successes but also the challenges they overcome. We seek to promote and embed the children’s happiness and wellbeing but there is also more targeted support with staff trained in ELSA, Counselling, Art and Music therapy in addition to access to mentoring and a ‘trusted adult.’

- Every adult in our community is there to support your child not, just teachers and support staff. You will often find students seeking out our heads of pastoral care and we work hard to provide an “extended family” environment where we all care for our young people. The reality is that children and young people will seek out those they trust.
- Students 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 in April 2024, we are opening our own onsite “Forest School”.
- We will always support and continue working with other professionals and endeavour to offer 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; 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; 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.

Specialist external services we use when we think extra help is needed

- We work closely with many other professionals from a range of disciplines there to help children and young people. These include the schools Welfare Services, Speech and Language Therapists and we have excellent support from Careers Southwest.
- We also work with the School Nurse, when needed.
- We work closely with colleagues in social care and these are our most important partners in many cases.

	<ul style="list-style-type: none"> • We will work alongside parents, carers and professionals and in cooperation with them to widen that circle of expertise if necessary.
<p>Staff expertise and training</p>	<ul style="list-style-type: none"> • All teaching staff are educated to degree level and beyond as are a significant number of the support team. • We have some highly skilled SEMH specialists within the teaching team, in both Primary and Secondary. This is across the range of functions from leadership and classroom teaching roles, to specialist support roles. We also have a healthy mix of mainstream and special school backgrounds including key staff with a strong background in teaching children with Autism. • 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, mountain biking and DofE. • We think it worth sharing also many staff have had successful careers outside teaching and that “work and life experience” is invaluable as is the genuine diversity of the staff team with folk from a variety of backgrounds and cultures. • Staff training and development is regarded as an ongoing and central part of our work every day. The complexity and challenge that our 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?”.
<p>Inclusion in school activities and trips</p>	<ul style="list-style-type: none"> • Accessing a range of social, cultural and sporting activities and a range of off-site learning opportunities is central to our “curriculum offer” and personal development. The notion of having fun and developing self-esteem, insight and character by experiencing a range of physical, social and cultural experiences from abseiling to swimming; rounded happy people have enthusiasms and interests.”

	<ul style="list-style-type: none"> • We budget for these activities and trips as an integral part of the children and young people’s school experience. • We have built in curriculum enrichment weeks at the end of each term to support and reinforce experiences of learning for example; visits to Tiverton WW2 Memorial museum, Dartmoor prison, the local Zoo are some examples.
<p>Our school environment</p>	<ul style="list-style-type: none"> • 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. • The school buildings are and can be made secure but equally we wish to avoid any sense of restriction. • 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 comfortable place and this is reflected in classrooms that are attractive as well as the corridors. • Primary is a separate place and secure sopPrimary students access the specialist rooms in Secondary, such as the gym, ICT, the Science room 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.
<p>How we prepare for children and</p>	<ul style="list-style-type: none"> • 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: amanda.graham@devon.gov.uk and her team of case workers

**young
people to
join our
school**

- 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 who are there to support and guide them: 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. At times, we make the decision that our provision is not appropriate and this is a wholly child centred approach.
- The people key to the process are admissions lead, Chloe Harber charber@barleylane.devon.sch.uk (primary admissions), Laura Spry lspry@barleylane.devon.sch.uk (Secondary admissions)
The head-teacher will do everything possible to be present at any visits or meetings and answer your questions. If you require additional help or information, contact can be made via email; djones@barleylane.devon.sch.uk

At this point you will be offered:

- An initial informal meeting in school 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 to visit and observe your child in his current school.
- As your confidence in us builds and we all come to understand each other better, “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 if necessary, 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 fifteen days.

**How we
prepare for
children and
young**

- The school builds a curriculum package (see below) for each youngster and as they enter Year 9 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

**people to
leave our
school**

1. Critical core subjects
 2. Options to tackle a range of other academic subjects and literacy support
 3. Opportunities in Forest School and Outdoor education
 4. Vocational (college based) and work-based learning
 5. Access to enriching sporting, social and cultural activities
 6. Access to mentoring, counselling and/or therapeutic support via ELSA (Emotional Literacy Support Assistance)
 7. Careers Education
- 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, we stay in touch and encourage students to do likewise with many visiting informally in those first challenging months once they leave us at the end of Year 11.

- Worth sharing too is that 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.
- 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. djones@barleylane.devon.sch.uk.
- Equally we are available to you for face-to-face meetings any and every day from 15:30 onwards.
- 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.

- 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

- **Safeguarding concerns?**

Helen Kidney hkidney@barleylane.devon.sch.uk

- **Any concerns about student happiness, welfare or safety? Any worries about behaviour or how we are dealing with it?**

Dave Jones djones@barleylane.devon.sch.uk

- **Concerned about what your child is learning and his progress and the quality of teaching he is getting? Want to talk to a particular teacher?**

Vicki Sessions vickisessions@barleylane.devon.sch.uk

- **Want to work with other professionals involved beyond the school and bring people together to support a student?**

- **Seeking a student place at Barley Lane?**

Chloe Harber (Primary) charber@barleylane.devon.sch.uk

Laura Spry (Secondary) lspry@barleylane.devon.sch.uk

- **General enquiries when or if you are not sure who to speak to Reception staff will guide and support you and make sure you get to speak with the right person.**

Barley Lane Reception 01392 430774 admin@barleylane.devon.sch.uk

The Local Offer	<ul style="list-style-type: none">• To understand the local authority and a school's responsibility and ability to meet your child's needs https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer• 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) https://www.devonias.org.uk/about-us/what-we-do
Date of document	<ul style="list-style-type: none">• Our offer to children/young people with special educational needs was prepared on 02.04.24• It will be reviewed on 02.04.26