

## Barley Lane School

*Hard work, humility, kindness*

### Barley Lane SEND report 2017-18

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 and logically interpreted in this specialist setting where all children have SEN as imbued in all our work and the policies and guidelines that both shape and describe it and these best summarised in the sister document our “SEN Policy” and this usefully supplemented and supported by our “Safeguarding” document (both available in the “About Us” section on our website [www.barleylane.devon.sch.uk](http://www.barleylane.devon.sch.uk)).

The most significant and impactful requirement to share and publish in this report is the steps we take; “to prevent pupils with SEN from being treated less favourably than other pupils” are set out in our SEN and stand-alone policies accessible on our website [www.barleylane.devon.sch.uk](http://www.barleylane.devon.sch.uk) that covers:

- The school’s culture and values
- Teaching and learning in our school
- The curriculum in our school
- Assessment in our school
- Personal development in our school
- Behaviour management in our school
- Keeping children and young people safe in our school
- Working with parents and carers in our school
- Working with our professional partners
- The Pupil Premium and its impact

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## SEN information

Vision Hard-work, humility and kindness are at the heart of all our work and imbue our vision

- A school where all children and young people are and feel valued, safe, cared for and happy and therefore can learn to care for themselves and others.
- A school where all children and young people develop self-reliance and self-discipline and good judgment.
- A school where all children and young people engage with and enjoy learning in all its diversity and secure knowledge and skills that prepare them for success and security as adults.

Our Ofsted rating

- “Good” April 2013: Ofsted are due to visit very soon...
- *“Staff are proud of working at the school and very committed to helping the pupils to succeed.”* Ofsted

Type of School

- We are a day primary and secondary special SEMH school for boys and girls and when we meet with parents and carers often their first concern is the other children in the school and this is not unreasonably prompted by the label we and they are given of “SEMH”; social, emotional and mental health and we would like to explain directly how we see this. All of us will experience times when how we feel and then behave negatively impacts our relationships and consequently our wellbeing and happiness and in school our learning.
- Our children and young people’s dignity and their enormous worth and their progress as people and learners are all better supported by the clear acknowledgment that we are all “SEMH” at some time but that it in no way defines or limits us and more than that it is often a characteristic of the most talented and good people and that is how we see our students and your son or daughters as talented and good.
- Many ultimately successful and happy young people and adults have needed help with: difficulties with literacy (SpLD or dyslexia), missing periods of school, family life can be tough and eventful and this is all normal stuff but it can of course disadvantage our children in school. Similarly all of us too are somewhere or sometimes on the autistic spectrum (ASD) or at least we experience that difficulty making sense of people and the world around us. Many people experience and experienced problems with attention and concentration before ADHD or attention deficit, hyperactivity disorder entered our vocabulary. Whilst less common difficulties in our childhoods can make forming trusting relationships with others hard, “attachment disorder”.
- All these terms are useful and they are likely emerging now for you as your child’s needs are considered but there is no avoiding they can also leave children and young people and their families feeling negatively labelled and ambitions and aspirations can be dented.
- It can be pragmatic and helpful for parents and carers in deciding could we be a good fit for their child to consider that in almost all cases our children and young people can and do return to “mainstream” education at sixteen and some before. If then you want and think it reasonable your child will later return to college and training and work with their mainstream peers as a young adult then finding out more about us makes good sense.

What we do to help our pupils who have special educational needs

- Please be reassured we know your child is unique and complex and we work hard with parents and carers and professionals to understand and support each youngster individually but there are common experiences and themes in both the challenges the children face and how we support them for example building good relationships with other pupils and teachers, autism, attention deficit, difficulties with reading and writing are all familiar to us and so creative teaching, embedded routines and strong and caring relationships are at the heart of our work.
- If you are looking for a school where there is a broad curriculum both academic and vocational with a range of GCSEs and vocational qualifications where students can have a variety of enriching experiences from abseiling (we offer the DoE award too) to opera then please come and visit us and we can explore together how we can help.
- If you are seeking a school where there is a hardworking, skilled and compassionate team who authentically care for the children and young people and their families and have a strong focus every day on how to change and develop and improve their work to meet a whole range of shifting and complex needs then please come and visit us and we can explore how we can help

How we adapt our teaching to suit the pupils

- Classes are small typically six children and there is strong support in class and beyond from a compassionate and assertive support team.
- Three priorities inform what we offer the children:
  1. Firstly the notion of equality of entitlement to as challenging and credible and diverse a curriculum as any student in mainstream including GCSE and equivalent accreditation consistent with our core belief that “The children and young people in our care are innately good, bursting with learning potential and as bright and capable as any student anywhere.”
  2. Secondly the need for each teacher to be flexible and innovative and make learning meaningful and accessible for young people often disconnected and disaffected from and by school and learning.
  3. Thirdly as a result of priorities one and two intelligent differentiation and dynamic and pragmatic personalisation that meets the diverse and shifting needs of an equally dynamic and eclectic student body as they mature and move through the school and key stages and with our support their future aspirations and plans start to coalesce so next steps beyond school become naturally clear and achievable.
- The curriculum is essentially a mainstream one but with access to a range of other support and experiences across five themes
  1. Critical core subjects to GCSE
  2. Options to tackle a range of other academic subjects to GCSE
  3. Vocational and work based learning\* with recognised accreditation for example BTEC
  4. Access to enriching sporting, social and cultural activities including accredited courses for example Duke of Edinburgh
  5. Access to mentoring, counselling and therapeutic support for example THRIVE
- What do we expect of specialist teachers in this specialist setting? Teachers have a particular responsibility in a SEMH setting to show leadership and initiative in managing behaviour with compassion, creativity and skill and it is reasonable to expect all teachers to embrace

1. They have chosen to work in a challenging SEMH setting therefore overcoming obstacles to learning, most obviously behaviour, is their responsibility and colleagues are a resource to help and assist not to take over duties and responsibilities;
  2. That maintaining good order and discipline in class is their responsibility in all but the most complex cases;
  3. That quality of teaching should be at least good always and expectations are quite reasonably higher commensurate with experience and pay and so support should be proportionate also;
- The dignity and credibility of our specialist work is built on all teachers being “leaders” in their classrooms and subjects and being resourceful, problem solving and creative not excuse making and at upper pay levels it is proportionate to expect sustained high performance.
  - The team has set out the characteristics of our best people and best work
    - The classroom environment hits visitors immediately the very best draw instant praise with its warmth and good order and care with attractive cared for displays and a tidiness and attention to detail.
    - You feel their energy and warmth and presence as you enter a lesson and as a result you feel the security and calm in the children and young people.
    - Praise and affirmation and celebration are ever present but also credible and supported by constructive criticism and a warm polite assertiveness about behaviour
    - It is clear the children and young people feel they belong and have an affiliation to their teacher and their classroom and their school.
    - Strong and familiar expectations, routines, rhythms are all embedded creating a climate in which...
    - ...the children are engaged and enthused and there is an element of risk and fun in learning and subject knowledge robust supporting and extending with confidence and skill.
    - Assessment for learning can happen freely and deep down and children and young people know where they are and what to do next in their learning and can tell you.
    - Support staff are embedded and confident and an extension of the teacher and able to operate independently and under direction.

How we decide what resources we can give to the pupils

- Resources and staffing are distributed across the school community with some differences depending on key stage. In the primary school Key Stage Two the children access small classes with closely comparable staffing and resources and this is true in the secondary school at Key Stage Three and funding is pooled and staffing deployed for the benefit of all students.
- In year nine the last year of Key Stage Three greater personalisation begins and continues into Key Stage Four years ten and eleven. This is because the children and young people can access a whole range of vocational learning at college (we purchase college places for example auto-engineering, 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 mentoring services and therapeutic activities and this is done based on need and within our budgetary capability.

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 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 and it might be an academic year plays out before a secure judgment is made as a benchmark.
- 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 report will include where he started, where he finished, the extent of good progress and where his finishing point compares with his peers in mainstream school.

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

- 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 Marilyn in the kitchen or asking can I help Kevin (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 whole community is focussed on the recurrent themes and challenges our students' face: developing greater self-awareness and self-control; accepting adult direction; developing positive relationships with peers and adults.
- There are also specific people in the school community to help and staff trained in mentoring, counselling and Thrive.
- 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
- Medicines are administered only when essential by an advanced first aider also trained in child protection and the school works alongside medical professionals to better understand and look after students.
- The children and young people are regularly asked for their feedback both formally (see our website "About us" section) 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 work hard to avoid exclusions and use a range of alternatives but sometimes they are appropriate and "restorative" for example we will not accept knowing and calculated racism or homophobia.
- Securing good behaviour is at the very heart of our work and is managed in the following core and key ways: effective teaching, well planned and delivered and the equivalent in best learning support practice; safe and positive relationship building through opportunities for success and achievement and their celebration and the building of both self-esteem and self-control in the student.;

- Attendance is checked daily and every child accounted for it is then reviewed weekly and every half term; 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.

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 for example the school educational psychology service.
- We have a school nurse who visits regularly for “drop in” sessions.
- We work closely with colleagues in social care our most important partners in many cases.
- We will work alongside parents, carers and professionals and in cooperation with them widen that circle of expertise if necessary...

Staff expertise and training

- All teaching staff are educated to degree level and beyond as are a significant number of the support team.
- In the secondary school all teachers are subject specialists (including hard to get subjects like Science and IT) and in the primary school teachers have had dedicated primary training.
- We have staff with dedicated and accredited training in mentoring, counselling, emotional literacy and a whole range of outdoor education for example climbing and mountain biking.
- 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 (see “About Us” section of our website).
- 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.
- 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?”

<p>Inclusion in school activities and trips</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 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>Our school environment</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 comfortable place and this is reflected in classrooms that are attractive and comfortable some have soft seating areas.</li> <li>• 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.</li> <li>• There are separate play areas for primary and secondary and in the latter KS3 and KS4 have separate hard play areas.</li> <li>• There is widespread but discreet CCTV offering protection not for property but for people students and staff alike.</li> <li>• Contractors carry out work in holidays and any urgent work is carried out under the direct supervision of the site manager.</li> </ul>
<p>How we prepare for children and young people to join our school</p>	<ul style="list-style-type: none"> <li>• 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: <a href="mailto:sue.lewis@devon.gov.uk">sue.lewis@devon.gov.uk</a> , <a href="mailto:ryan.merchant@devon.gov.uk">ryan.merchant@devon.gov.uk</a> and <a href="mailto:velda.woodruff@devon.gov.uk">velda.woodruff@devon.gov.uk</a></li> <li>• 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: <a href="http://www.parentpartnershipdevon.org.uk">www.parentpartnershipdevon.org.uk</a></li> <li>• The importance of those currently teaching and supporting a child or young person; head-teacher, SENCO, the link educational psychologist in exploring and deciding change is shared with parents. Parents need to know too a panel will meet and consider the best fit for a student and only then is the school engaged with.</li> </ul>

- 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 judged our school a suitable placement for a youngster and parents will be similarly written to. We will receive paperwork describing the child's needs and history. It is at this point our own in-house procedures begin.
- Firstly and most significantly the person key to the process is admissions and pastoral care officer Katrina Campbell Crocker 07848457022 [kccrocker@barleylane.devon.sch.uk](mailto:kccrocker@barleylane.devon.sch.uk) with significant others being listed below also.
  - Your child is in KS2 (primary) Mike McDaid 07848457024 [mmcdaid@barleylane.devon.sch.uk](mailto:mmcdaid@barleylane.devon.sch.uk)
  - Your child is in KS3/4 (secondary) Simon Robinson 07436104049 [srobinson@barleylane.devon.sch.uk](mailto:srobinson@barleylane.devon.sch.uk)
  - General enquiries when or if you are not sure who to speak to? Wendy Hoaken will guide and support you and make sure you get to speak with the right person; 07848028342 [whoaken@barleylane.devon.sch.uk](mailto:whoaken@barleylane.devon.sch.uk)

At this point you will be offered:

- An initial informal meeting in school (we will make a home visit if you prefer) where your priorities, questions and yes 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 sometimes.
- 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.
- 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 negotiated with parents and each student's method of entry to the school is negotiable 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 day cycle.

#### 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 028341 mmaccourt@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 (07848457022 [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.
- Assistant headteacher Mike Muir has a key role in making sure we are staying in touch 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. Mike 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...

	<ul style="list-style-type: none"> <li>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.</li> </ul>
<p>Who to contact for more information or to discuss a concern</p>	<ul style="list-style-type: none"> <li>As our website welcome note sets out, “A warm welcome to the website and an invitation to visit us in person soon because choosing a school should be a face to face thing where what matters and is important to you can be properly explored... I look forward to spending time with you in the near future and can be emailed, texted or called (<a href="mailto:mmaccourt@barleyleane.devon.sch.uk">mmaccourt@barleyleane.devon.sch.uk</a> 07848 028 341)”</li> <li>And as set out above the person key to the process is admissions and pastoral care officer Katrina Campbell Crocker 07848457022 <a href="mailto:kccrocker@barleyleane.devon.sch.uk">kccrocker@barleyleane.devon.sch.uk</a> with significant others being listed below also. <ul style="list-style-type: none"> <li>Your child is in KS2 (primary) Mike McDaid 07848457024 <a href="mailto:mmcdaid@barleyleane.devon.sch.uk">mmcdaid@barleyleane.devon.sch.uk</a></li> <li>Your child is in KS3/4 (secondary) Simon Robinson 07436104049 <a href="mailto:srobinson@barleyleane.devon.sch.uk">srobinson@barleyleane.devon.sch.uk</a></li> <li>General enquiries when or if you are not sure who to speak to? Wendy Hoaken will guide and support you and make sure you get to speak with the right person; 07848028342 <a href="mailto:whoaken@barleyleane.devon.sch.uk">whoaken@barleyleane.devon.sch.uk</a></li> </ul> </li> <li>Please contact <a href="mailto:mmaccourt@barleyleane.devon.sch.uk">mmaccourt@barleyleane.devon.sch.uk</a> 07848 028 341 about any concern or complaint and if you feel more comfortable the school’s chair of governors Damian Furniss through the clerk to the governors Kirsty Forbes <a href="mailto:kforbes@barleyleane.devon.sch.uk">kforbes@barleyleane.devon.sch.uk</a></li> </ul>
<p>The Local Offer</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>Date of document</p>	<ul style="list-style-type: none"> <li>Our offer to children/young people with special educational needs was prepared on 09.04.17</li> <li>It will be reviewed on 31.07.17</li> </ul>