



Barndale House School

SEN Information Report- September 2022

Barndale House School is a specialist all age provision in Alnwick, North Northumberland. Although a relatively small school of 70 pupils we pride ourselves on being an integral part of the local community and extend our offer to all of Northumberland. Barndale House School is also unique as we are the only specialist school with a residential provision, for those families that need an extended education offer for their children.

What kinds of special educational needs does Barndale House cater for?

Our staff expertise and resources are ideally suited to meet the needs of students whose EHCP states:

- ✓ Autistic Spectrum Conditions
- ✓ Speech, Language and Communication Needs
- ✓ Sensory Needs
- ✓ Cognition and learning Needs

What does a child need to attend Barndale House School?

All learners wanting to attend Barndale House will have an EHCP or be going through the process of finalising an EHCP. Although Northumberland County Council are the Admissions Authority places will be requested via the SEN team for the attention of the school Leadership Team. This is to ensure that pupils needs can be sufficiently met with the resources, curriculum and that the pupil would have a peer group in which they could be accommodated.

Parents/carers/pupils are welcome to contact the school for further information. Whereby a place is requested then visits can be arranged.

Why are our pupils successful?

One of the most crucial elements of our school are the extensive staff team, who pride themselves on being pupil centred, solution focussed and want to ensure every child is ready to learn- removing barriers and building on successes.

At Barndale House School we are committed to providing a high quality education in a safe, welcoming and supportive environment where different abilities and individuality are accepted, respected and celebrated. We believe that every child and young person has something special to offer the world and that our school is a place where this can be nurtured and realised.

'What I learn today, prepares me for tomorrow'

Our Values

As a school we value:

- Kindness – looking after each other
- Equality – feeling special
- Respect – looking after our school
- Co-operation – working together
- Determination – aiming high and trying your best

Our values underpin everything we do at Barndale and have been agreed in consultation with staff, pupils, parents and other members of our school community. Our values are embedded within all aspects of school life and are promoted through assemblies, our curriculum, social times, our residential provision and extra-curricular activities.

How does Barndale House School involve other bodies in meeting the needs of pupil and their families?

We understand the importance of multi-disciplinary working and as such work closely with professionals from all field and including the voluntary sector. Some of the key professional agencies we regularly work with are listed below.

| | | | |
|--|----------------------------------|--|-----------------------------------|
| CYPs (Children's and Young Peoples Service) | NHS | School Nursing/Health Team | Children's Services |
| Barnardos (EHA) | Action for Children (EHA) | ESLAC (Education Support for Looked After Children) | |
| Educational Psychologists | Occupational Therapists | Northumbria Police | Education Welfare Officers |

How do we review the EHCP outcomes and use these to prepare for adulthood?

As part of the annual EHCP process outcomes are agreed, reviewed and new challenges set. The evidence to show how these are met can come from the curriculum assessment, home/school observations, parent/pupil feedback or professional reports.

At Barndale House we use provision mapping to ensure that all outcomes for every child are mapped and tracked during their Barndale House attendance. As part of the process outcomes are also considered in preparation for adulthood.

As part of the Yr9 + EHCP meetings transition is a key focus to ensure provision and accreditation become part of the review so learners can plan for their future.

What resources do we use to support the curriculum and how do we adapt the environment for our pupils?

The school premises is constantly under review to ensure we maximise the offer for the young people here at Barndale House. Over the last few years we have invested significantly in the site to support teaching and learning. Specifically;

- refurbished classrooms
- developed the outdoor learning areas

Further to this we have;

- A fleet of 4 school vehicles so students can access learning in the community

We have bespoke approaches to how we work. All classrooms are different in the way they look and how they are resourced. Staff teams work hard to ensure there are sufficient resources in place to support access to the curriculum.

How are pupils involved in their education?

We feel that pupil voice is an incredibly important part of pupils valuing their education offer. Within the staff teams pupils are actively encouraged to talk about learning, school life and the challenges they have. We also take the opportunity to celebrate progress and achievements in groups and as a whole school.

The school leadership team have an active role around school and as such develop equally positive relationships with all students. This ensures they feel confident to approach any school leader to discuss worries, challenges or share ideas they have about their education.

As part of the EHCP process students are invited to be actively involved about giving their views, contribute to the targets and discuss progress towards these. This also helps to shape their curriculum offer.

As part of a collective voice, Barndale House has a school council who have specific and evolving roles throughout the school year to influence change within the school. We have elections every year and students are represented in each key stage.

The school leadership team also seeks views from pupils and conducts annual questionnaires to capture their open and honest views about the school.

What does learning look like? How do we know if our students are making progress?

Staff teams creatively plan each pupils learning journey and where required will make this bespoke to support the needs of the individual learners. We believe that for all of our learners to have success and independence into adulthood we need to deliver much more than the National Curriculum. We strongly believe that the holistic curriculum is essential for our students to be able to access the academic curriculum.

| Barndale Curriculum Offer | | | | | | |
|--|--|--|--|--|---|------------------------|
| Core Curriculum Values | | | | | | |
| Pupil Needs | | | Pupil Ambitions | | Pupil Interests | |
| Ready to Learn | | Resilient | Valued | Feeling safe | Communication | Community Independence |
| Engagement Curriculum | | | Activate Curriculum | | Consolidate Curriculum | |
| Coverage | This pupil centred pathway is focussed on a child's abilities. It will support students in their early milestones of cognitive, physical, social and emotional development. The curriculum will focus on 5 key areas; Exploration, Realisation, Anticipation, Persistence & Initiation. | | This pathway will be focussed on the breadth of the National Curriculum. Pupils will learn 'subjects' through topic based approaches, developing depth of learning in the core areas of; English, Maths, Science, Computing, PSHE & PE. The arts and humanities will also be taught as part of Activate and students will be joining up learning experiences. | | This is our post 14 curriculum to support the transition to adulthood. This pathway will be built around the key areas of; English, Maths, Digital Skills, PSD, Employability, Preparing Food, Self-Care, Independence and Travel. All areas of the curriculum will be accredited to ensure that the transition to further education/employment can be continued. | |
| | Pupils will be able to communicate likes/dislikes and develop independence and resilience. Learning experiences will be bespoke to their abilities and are likely to be specific to sensory needs. | | Pupils will have a depth of learning in the core academic areas to support the transition to adulthood. Awe & wonder and SMSC will be developed through the exciting topics to engage, motivate and provide a greater understanding of the world and communities around them. | | Pupils will leave Barndale with the confidence and ability to move onto their own bespoke pathways, using known accreditations. This could be further education, employment or supported living. | |
| Multidisciplinary Working | | | | | | |
| Occupation Health, Speech and Language Therapy, Hearing/Visual Impairment Service, Physiotherapy, School Nursing, Paediatricians, CYPS, Children's Services, Barndale Residential Provision, Short Breaks Respite Care | | | | | | |
| Preparation for Adulthood Outcomes | | | | | | |
| | Employment | Independent Living | Community Inclusion | Health | | |
| Core Skills | Following instructions Adapting to environments Transitions Resilience Playing with others Real world experience Problem Solving Role models Visits Different jobs-assoc. skills Careers advice Tasters Work Experience Careers Guidance Strengths and interests CV & Application Forms Interview Skills | Feeding & Drinking Toileting Real world play Getting dressed Making Choices Washing/Hygiene Telling the time Money Cooking Residential trips Shopping Travel training Transport & Road signs Decisions Managing bills Being safe Planning for the future | Making friends Social interaction Clubs and community activities Being safe on and offline Knowing the local area Friendships Understanding bullying Managing change Social media and gaming Building resilience Friendships & relationships Being safe outside Understanding alcohol and drugs Volunteering Understanding law and crime Where to go for help Emergency Services | Development checks Immunisations Medical checks-dentist, optician etc Diet and obesity Managing minor health needs Puberty Articulating pain/discomfort Sex education inc. choices/safe Role of GP Mental health & wellbeing Drug and alcohol education Healthy on/offline balance Sleep Managing own health needs Staying physically active/healthy Range of relationships | | |
| | Literacy-communication Literacy- functional vocabulary Literacy- reading Literacy- writing Numeracy- number, calculation, time, problem solving 'World of work shops' PSHE Foundation subjects | PSHE Science Literacy- reading Literacy- functional vocabulary Numeracy- time Numeracy- money Education Visits Residential 24hour steps DT-cookery | PSHE/Citizenship Geography History RE- culture curriculum Literacy- communication Visits/Visitors | PSHE SRE Science Visits/Visitors Ways to wellbeing Play PE DT-cookery | | |
| Accreditation | | | | | | |
| Core Subjects | | | Curriculum Specific | | | |
| English- Functional Skills Entry 1-3, Level 1, Level 2 Maths- Functional Skills Entry 1-3, Level 1, Level 2 ICT- Certificate of competence, Functional Skills Entry 1-3 | | | ASDAN- PSD ASDAN- Personal Progress ASDAN- Lifeskills Challenge ASDAN- Employability ASDAN Short Courses- Sex and Relationship Education, Living Independently, Foodwise, Roadwise, Personal Finance, Leadership, Gardening, Leadership, Careers & Enterprise | | | |
| Transition Routes | | | | | | |
| Holistic | | | Academic | | | |
| Blyth Star Enterprise, Pottergate Centre | | | Northumberland College, North Tyneside College | | | |

Staff at Barndale House carefully match the national curriculum to the needs, interests and abilities of the students. Staff map learning through topic or thematic sessions so that the students can make connections with knowledge, skills and understanding from across different areas of the National Curriculum.

To measure progress we use a specialist SEND tracking system called B Squared. This recognises that students do not make progress as a constant trajectory but that learning needs time to embed, connect with previous learning and experiences. For each national curriculum area the curriculums are broken into 'I can...' statements where the depth of progress is measured across a 5 point scale, towards mastery.

Holistic progress is measured using our 'Ready to Learn Holistic tracker'. Some of our pupils will also have THRIVE profiles.

How does the school keep you up to date about any progress (or worries)?

We feel that the home-school relationship is incredibly important to support any young person. We have an open door policy so that any parent/carer is welcome into school to discuss any matters. As we know, for some, visiting the school is difficult so we keep in touch through phone calls, text or e-mail. We also have our own branded home-school communication book.

At the start of each half term parents/carers will get a topic overview which will visually show what the key focus for learning will be. This supports you in engaging with your young people learning at home and in the community.

We have celebration evenings throughout the year. This is a different approach to parent/carer evenings whereby the pupils share what learning they have been doing and staff are on hand to talk about this with them.

We send an annual academic report which will detail progress across all areas of the curriculum. This has been incredibly well received in the past as the pupils and staff create these together and they will contain their year in photos.

What specialist services and support are available at the school to support students?

We are really fortunate to have a skilled staff base within our teaching team and further more we have invested in our own intervention team which consists of;

- Occupational Therapist – Oversees the OT work within school, allocates provision and works with most complex cases. Would also provide training and CPD school wide
- NHS Speech and Language Therapist- Oversees the core NHS caseload within school but works alongside employed therapists
- Speech and Language Therapist - Provides the enhanced offer to specifically support pupils, staff and ensure planned interventions are implemented and delivered. They would also provide school wide CPD.
- Family support Partner- Supports students in crisis, leads on support for families and carers, key driver for wellbeing across the school for students & staff and supports pupil voice. They are also one of our safeguarding leads.
- 2 x THRIVE Practitioners- to support those pupils needing additional support in their physiological development.

The support and intervention offered can be one-to-one, small groups, whole class or across the school.

How do we ensure students have positive mental wellbeing?

As mental health is now a key priority within society we have continued to extend our provision and resources to support the young people here at Barndale House, including their families and carers. One of the main tools we use in school is 'Zones of Regulation'. This is a tool used throughout the school to support students in identifying how they are feeling, communicate this and a list of bespoke strategies they can use to support them in getting back to the 'green zone'. Furthermore, the tool allows adults to develop reflective and coaching conversations.

We also develop positive mental health through;

- the use of the Thrive approach and bespoke curriculums
- developing friendships/positive relationships
- nurture group at unstructured times
- supporting families – staff teams, SLT and Intervention Team
- a positive attitude towards play and physical activity
- support around e-safety
- support our students in making healthy/positive choices
- developing our outside area including a wellbeing yurts and therapy pods

One of the key resources we have in Barndale House are the support staff team who are all passionate and skilled staff who have strong relationships with our young people. This ensures that within each classroom we have the highest skilled practitioners on tap to support the pupils.

What expertise and training do staff at Barndale House have?

To be able to support the young people here in Barndale House it is really important that staff have the right tools, skills and resources to allow them to be successful in helping the students. We ensure we invest in quality CPD and below is a list of the most recent training (not exhaustive):

Trauma & Attachment Training
ACES Training
ASC specific training/support
Pathways and Curriculum Training Day (Teachers only)
Zones of Regulation
Blank Level Questioning
Growth Mindset
Resilience and Wellbeing

Makaton Training
Speech, language and communication bespoke CPD - teachers
THRIVE Training
E Safety
Annual Face to Face Safeguarding Training Update
Occupational Therapy Training including plans

How do we support transition?

For any young person attending Barndale House it can be daunting and we need to ensure, from the onset, we can relieve any anxiety for students as well as parents/carers. We have two types of transition: September cohort and in-year admissions. With both;

- we try to ensure that we collect as much relevant and up-to-date information about their needs so we know which resources and how best to share these with them
- we strongly encourage parents/carers to visit school to meet the staff team
- we allow the young person to see the classroom and meet the class team
- we plan gradual transitions where necessary
- we remain in regular contact with parents/carers so they are kept up to date
- home visits by staff teams
- visiting pupil in current school if applicable

We also work closely with Post 16 providers to support transition for students who are moving to new provision.

What links does the school have with the community?

Although our school is in the North of Northumberland our catchment area is much larger. Our main community links are within Alnwick itself. We have had significant support from the wider community in making our school better. Because of links that staff and pupils have our support network has extended much further and have included local businesses, trades, emergency services, colleges and sports clubs.

How do our students travel to school?

Barndale House is an inclusive school and we have students attending from all over North Northumberland. Transport is arranged through the local authority to ensure they maximise the routes and journeys into school. Barndale House has little involvement with the selection of transport but are consulted regularly to ensure the journey into school and home is as enjoyable as possible.

We do have some students that walk into school. We would only recommend this if the student was living within close proximity to the school. Some of our students are dropped off by parents/carers if that is more convenient for them.

How do we support parents/carers and families?

We have an open door policy at Barndale House. We have regular contact with parents/carers including phone calls. Our Family Support Partner works closely with a number of parents/carers supporting with advice, guidance and resources, bridging the gap between school and home.

Further to this we actively advocate for those parents/carers requiring support from other professional services as well as putting our own referrals in for those families that want additional support.

As we aim to have a consistent class team working with the young people, parents/carers can build strong working relationships with trusted adults to support and ensure needs are being met.

Who can I contact for further information about the school?

Website:

<http://www.barndalehouse.northumberland.sch.uk/>

School Office: (01665) 602541

E-mail: admin@barndalehouse.northumberland.sch.uk

Postal Address

*Barndale House
Howling Lane
Alnwick
NE66 1DQ*

How is the effectiveness of the school's provision evaluated?

The effectiveness of the school is evaluated in 3 ways: by the school leadership team (validated by the governing body), by the school improvement partner (Local Authority) and OFSTED (Her Majesty's Inspectorate). The approach by each will be briefly described below.

School Leadership Team (inc. Governors)

School leaders drive to keep school improvement as a continuous cycle. Each year the School Development Plan is published, sharing foci across the school, responsible staff and steps for when/how these will be achieved. These are validated and closely scrutinised by governors. Termly headteacher reports share progress and this is gathered together in the school SEF (self evaluation form) at the end of each year which details the progress made and steps for further improvements.

School Improvement Partner (Local Authority)

The school improvement partner is a respected and credible Ofsted lead inspector who works in partnership with the school and local authority to monitor, challenge and validate a schools performance. Our SIP visits at least termly and on each visit will validate evidence provided by the school and observe practice within classrooms. This report is then shared with school leaders, governors and the local authority.

OFSTED (National Inspections)

These are held, without notice, over approximately a 4 year window. These can be either a graded or ungraded inspection. The value of these inspections is to review the schools performance against national criteria and graded accordingly. A 'graded inspection' is a full inspection where each aspect of the school's performance will be graded. An 'ungraded inspection' is an interim inspection that validates the schools progress and ability to maintain its current grading.

We also receive an annual inspection of our residential provision. This measures us against the 'National Minimum Standards for Residential Special Schools' and is conducted under the SCIF (Social Care Inspection Framework).

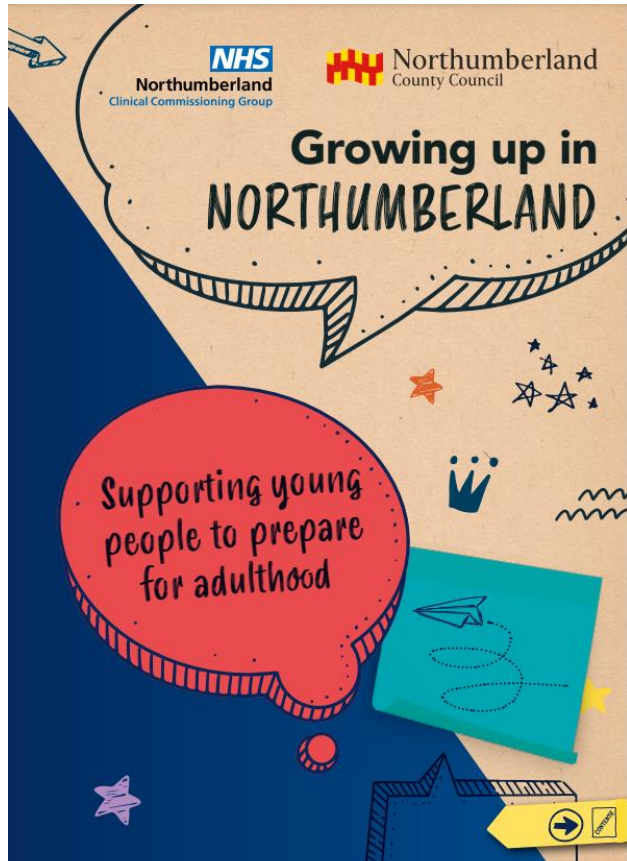
We see each aspect of school evaluations as a positive approach to ensure we are offering our students the very best offer.

Where can I find the local SEND offer for Northumberland?

<https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx>

The following guide is available to download or read online.

<https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/Have%20Your%20Say/Growing-up-in-Northumberland.pdf>



Who can I contact for direct support about SEND or EHCPs for my child?



Northumberland Information, Advice and Support Service is a free, confidential and impartial service for children and young people (up to 25 years) with special educational needs or disabilities (SEND), and their parents and carers.

The information, advice and support provided by the service covers the full range of education, health and social care as defined in the SEND Code of Practice 2015. The service is run at 'arm's length' from the Local Authority.

The support the service can offer includes:

- Providing a listening ear and practical advice and support with understanding the SEND 'system'
- Information on a range of SEND topics.
- Support with preparing for meetings.
- Help with exploring the options for a child/young person's SEND provision.
- Signposting to other services and groups, including parent groups, youth forums and national helplines.
- Support for individual children, young people and their parents that empowers them to express their views and wishes and helps them to understand and exercise their rights in matters including SEN processes, exclusion, complaints and SEND appeals.
- Training for parents, children and young people, and professionals to increase their knowledge of SEND law, guidance, local policy, issues and participation.

The website for the service provides further details and can be accessed at northumberlandiass.org.uk.

The service operates on a self-referral service basis and can be contacted by phone on **01670 623555** or by email at iass@northumberland.gov.uk.

SENCo – Mark Phillips

Tel: 01665 602541

Email: admin@Barndale

House.northumberland.sch.uk

School EHCP Officer: Sharon Pearson

Tel: 01670 620177

Sarah Jordan SEND Team Manager

SEND Assessment and Monitoring Team
Wellbeing and Community Health Services Group
Northumberland County Council

County Hall

Morpeth

Northumberland

NE61 2EF

Tel: 01670 622758

Email:

Sarah.Jordan@northumberland.gov.uk

What support services are available to me and my child?

Please see the Northumberland Guide to Services for detailed contact information for services relating to Childcare, Education, Financial help, Health, Leisure, Local Support, Social Care, Transition to Adulthood and Useful Organisations.

Aspire Children's Services

Commissioned by Northumberland County Council to give Independent Support and Advice around Education and Healthcare Plans.

jane.harrison@aspire-cs.co.uk

North East Special Needs Network (NSNN)

A parent led charity for parents/carers of children with disabilities.

www.nsn.org.uk

0191 281 2485 (Main Office)

0191 281 2255 (Advice Line)

Parent/Carer Forum

A group of parents/carers who work closely with service providers to improve services for our children.

www.in-it-together.org.uk

07729 192 909

Contact a Family

A charity to support families of children with disabilities.

www.cafamily.org.uk

Autism Northumberland

A Family run Charity based in Northumberland, who support Families of children living with Autism

www.autismnorthumberland.co.uk

Ability 2 Play (Active Northumberland)

Offering Inclusive Leisure Facilities aimed at Young People with Disabilities

01670 622181

www.activenorthumberland.org.uk