

Barndale School

SEN Information Report- 2025-2026

Barndale School is a specialist all age provision in North Northumberland. Although a relatively small school of 100 pupils we pride ourselves on being an integral part of the local communities and extend our offer to all of Northumberland. We are based over two sites; Alnwick the larger of the sites with the residential and Amble. Barndale 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 cater for?

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

- ✓ Those pupils who are neurodiverse
- ✓ Autistic Spectrum Conditions
- ✓ Speech, Language and Communication Needs
- ✓ Sensory Needs
- ✓ Cognition and learning Needs

What does a child need to attend Barndale School?

All learners wanting to attend Barndale 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.

Our ethos

'What I learn today, prepares me for tomorrow'

Our Expectations

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

We also are clear how we reward to those expectations being met and how we respond when they aren't. We feel that a reflective and restorative approach is the most successful to bring about sustained changes in behaviours to ensure pupils are able to meet our expectations.



How does Barndale 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 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 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 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. 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 6 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 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 we use provision mapping (PMap) to ensure that all outcomes for every child are mapped and tracked during their Barndale attendance. As part of the process outcomes are also considered in preparation for adulthood.

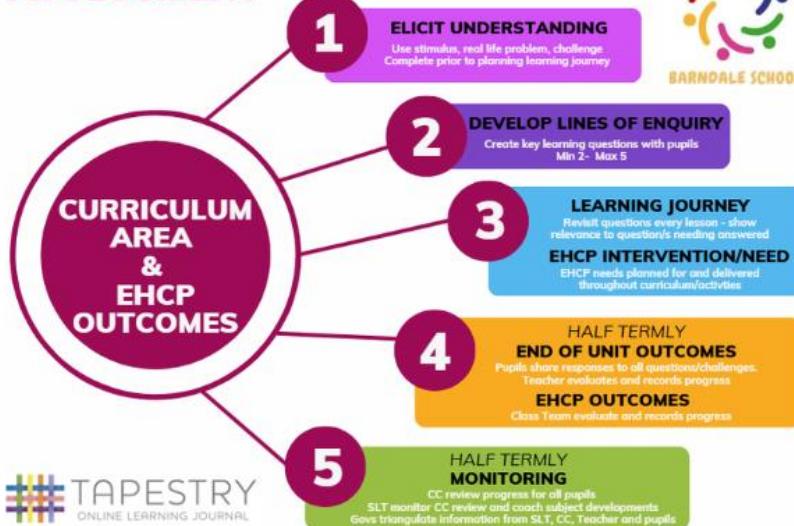
As part of the Yr9 + EHCP meetings transition is a key focus to ensure provision and accreditation become part of the review so learners can plan for their future.

What 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.

Every year we produce an overview to detail the curriculum offer and how we monitor this.

ASSESSMENT



COMMUNICATING LEARNING

We want all of our parents and carers to be involved with learning- at home and at school. Each half term we will share topic overviews (below) which will share the curriculum coverage being followed. We will also share learning with you using Tapestry Online. You can comment on this and also upload progress your child is making at home too. We will have opportunities throughout the year where you can come in and see your child's work and join in activities.



PREPARATION FOR ADULTHOOD

We are committed to supporting and preparing our young people for the future. We want to ensure they are ready for life beyond school; have the opportunity to work, live independently, be included in their community and be able to manage their own health needs.



BEYOND BARNDALE...

Pupils are able to transition from Barndale from 16yr old onwards. We have put together a section on our website which has links, prospectus and provider information so that you and your child can see what is available locally for education, training and employment.

What I learn today, prepares me for tomorrow...

WHY PATHWAYS?

We recognise that not all pupils learn in the same way and are at the same stage in their own learning journey. As such we have several pathways that allow us to tailor the offer to fit what approach will support that young person learn best and be most appropriate for their needs now and in the future.

SKILLS BUILDER

Our curriculum design incorporates core skills as a constant thread through our pathways. We have adopted Skills Builder which allows us to teach the the core areas of: listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork.



ACCREDITATIONS

It is really important our curriculum is accredited so that our young people can use their learning as foundations for further learning. We try and match all of our curriculum areas to accredited qualifications that are recognised in the world of work, training and by further education providers. We also choose accreditation routes that are flexible to fit in with the needs, strengths, abilities and learning styles of our young people.

ENGAGEMENT PATHWAY

This is our initial pathway which is an adaptation on the EYFS framework. This pathway is to develop the foundations for learning. From this initial phase pupils will then progress onto one of the core pathways.



ACCOMPLISH PATHWAY

This pathway is for those pupils who need to continue their foundations for learning. The focus will remain on the key developmental areas but use different approaches to deliver this in a way that will be more formal.



ACCOMPLISH PATHWAY- ADULTHOOD

This is our final pathway to support those pupils who are continuing on the accomplish pathway and are ready to start applying these skills ready for the transition into adulthood. Most aspects of this curriculum are accredited or recognised.



ESTABLISH PATHWAY

Some of our pupils are not yet ready to access formal learning, due to their social, emotional and mental health needs. We have developed this pathway to support the transition from play based/child led learning to more formal learning routes in a bespoke way. These will often be adult led for individuals or small groups.



ACTIVATE PATHWAY

This pathway is designed for students who are able to access the National Curriculum. It is tailored to focus on the core skills and knowledge in all subject areas but differentiated to ensure it is engaging and purposeful.



CONSOLIDATE PATHWAY

This is our fully accredited pathway which will support our pupils on their next steps. It will continue to follow most areas of the national curriculum and be tailored towards transition and planning for next steps into further education, training or employment.



CURRICULUM OVERVIEW

A guide for parents, carers and visitors.



RATIONALE

What our young people learn is really important to us. We see learning as the knowledge, skills and understanding that supports all of our young people to successfully access adult life. Learning is much more than the curriculum we deliver but the way we approach this to raise aspirations, make it engaging, meaningful and ensure we add value to it through recognised qualifications that will provide firm foundations for next steps.

We follow the National Curriculum but adapt this to ensure our young people can effectively apply what they learn and make sure it is meaningful- we focus on the depth of learning not just the breadth.

MORE INFORMATION:
www.barndale.uk → curriculum

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 them in engaging with the 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 a termly progress report, followed by an annual academic report 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?

Mental wellbeing is a key priority for young people. We have continued to extend our provision and resources to support the young people here at Barndale , 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 develop a list of tried, 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 wellbeing through;

- The availability of adults to support, engage and reflect with pupils
- 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 digital safety
- support our students in making healthy/positive choices
- developing our outside area including play areas and therapy pods

One of the key resources we have in Barndale 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 have?

To be able to support the young people here in Barndale 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
ASD specific training/support
Pathways and Curriculum Training Day
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 delivery of plans

How do we support transition?

For any young person attending Barndale 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 raising the profile of Barndale and our offer. 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 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 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. 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.

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

The effectiveness of the school is evaluated in three ways: by the school leadership team (validated by the governing body), by the school improvement partner (Local Authority) and OFSTED (His 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 an independent and credible professional 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. The value of these inspections is to review the schools performance against national criteria and graded accordingly.

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.

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.nsnn.org.uk

0191 281 2485 (Main Office)

0191 281 2255 (Advice Line)

Family Hubs Northumberland

<https://www.familyhubsnorthumberland.co.uk/>

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

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.uk

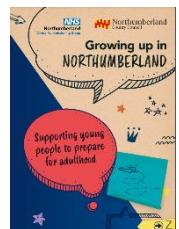
School EHCP Officer: Sharon Pearson
Tel: 01670 620177
Email: sharon.pearson@northumberland.gov.uk

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

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 further information about the school?



What I learn today, prepares me for tomorrow...

Headteacher: Mr Mark Phillips

Alnwick Site - Howling Lane, Alnwick NE66 1DQ – **Sarah Dickson Deputy Head**
Amble Site - South Avenue, Amble NE65 0ND – **Martin Gray Deputy Head**

01665 602541

admin@barndale.uk

barndale.northumberland.sch.uk



Facebook: Barndale School