



Statement of Purpose



1. Our Commitment to Pupils' Safety and Well-being

At New Barn School we respect and value all children. We are committed to providing a safe and secure environment where all pupils feel able to access education. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm.

This is the responsibility of every adult employed by, or invited to deliver services at New Barn School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. Our curriculum promotes this culture for safeguarding across all subjects and activities we provide for pupils.

2. Our Commitment to Supporting Autistic Pupils

At New Barn School we aim to provide an environment where Autistic children thrive. We recognise and celebrate the individuality of our pupils and use personalised approaches, allowing pupils with autism to feel supported during the school day. We believe that autism is not a disability, but a different ability. We strive to provide our pupils with the same opportunities and experiences that pupils would have received at a mainstream school, believing passionately that in the right environment, with the right support, our pupils will flourish in education. We do this by focusing on an autism friendly environment, adapting our curriculum and developing personal development.

3. Vision Mission and Values

Diverse Minds – Infinite possibilities

Vision: Empowering young autistic people to live happy and successful lives

Mission: To educate and nurture young autistic people to achieve their full potential and thrive in the community.

Be Kind

We are respectful to each other, always polite and we keep each other safe.

Be Brave

We are resilient, embrace new opportunities and we are accepting.

Be You

We are individuals with a sense of belonging and we are ambitious.

Policy written by	Victoria Harrington  07/10/2026
Approved by Chair of Governors	
Next Review	07/10/2028
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Goals and Objectives

- We aim to enhance academic achievement and personal development for all pupils
- We provide a curriculum that meets the needs of our diverse student body

Education Approach

We employ a variety of evidence-based teaching strategies and therapeutic interventions to create an engaging and supporting learning environment.

We baseline in Maths and English at the beginning of each year, and we track progress each half term through summative assessments in each subject by all teachers.

Throughout the year parents are invited to meet with teachers and form tutors to discuss progress and targets at parents' evenings.

At different points in the year our pupils receive a full school report. This report is written by teachers and form tutors and discusses how they are getting on generally and how they are progressing in each subject.

Extra-curricular

- We offer lots of extra-curricular opportunities. Whilst taking part in these activities, our pupils can find areas they particularly enjoy, discover their strengths and develop new skills whilst having loads of fun!

Lunchtime clubs (gardening/computing/art/drama)

Day and residential trip (skiing/camping/mountain climbing)

Duke of Edinburgh's Award

Charity fundraising

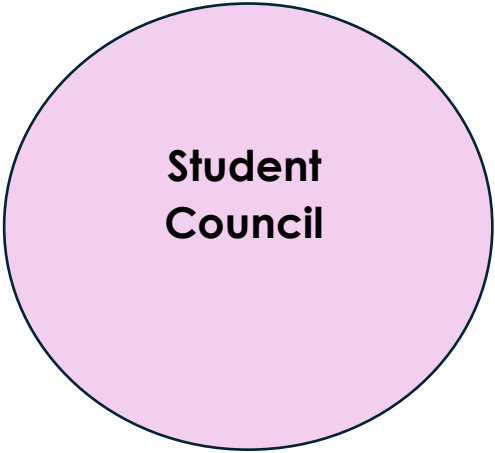
New Barn World Record breakers

And many more!

Pupil Voice

We try to make sure there are many opportunities which give pupils a chance to meet and discuss relevant and important topics which impact them and their time at school.

This forum is run by pupils and includes pupils from every year group. They meet to discuss the school from the perspective of its pupils.



**Student
Council**



**Rights
Respecting
Schools
Council**

We are currently working towards our Gold Rights Respecting Schools Award by UNICEF UK.

Schools have reported a positive impact on pupil behaviour, relationships and well-being by enhancing pupils' self-esteem, leading to less bullying, and improved attendance, better learning and improved academic standards.

Pastoral Support

We pride ourselves on making a real difference to our pupils' and their families. We aim to provide them with experiences that allow them to grow into young adults that can participate meaningfully in society. We do this by supporting them both academically and emotionally so that pupils can learn with confidence, believe in themselves as learners and by building their emotional resilience.

Pupils are well supported by key adults in the school including their Tutor, Pastoral and Safeguarding Team, and the Leadership Team. The Pastoral and Safeguarding Team is comprised of five THRIVE Practitioners, our Safeguarding Co-ordinator and the school's Designated Safeguarding Lead and deputies. We take our responsibility to pupils seriously and we work with other key professionals in order to safeguard our students. The school is proud to partner our local police under Operation Encompass, the domestic violence early information service to schools.

All pupils receive a high-quality PSHE (Primary) or Learning for Life (Secondary) lessons which help them develop their personal skills. These lessons cover three main areas: living in the wider world, health and wellbeing, and relationships. Key Stage 3 pupils also benefit weekly Pastoral sessions with our THRIVE Practitioners. The Pastoral Hut is open to all pupils throughout the day and houses our sensory room, a small working space and a larger chillout room.

Wider relationships are built with peers of different ages through combined PE lessons, break and lunchtime activities. We also have a Personal Development afternoon on Fridays in which pupils can choose from a wide range of clubs suited to their talents and interest.

In Primary and Nurture classes, pupils learn in a small class and their own classroom in order to reduce transitions throughout the day. In Secondary, pupils belong to small tutor groups that allow them to build friendships with peers and move around to different specialist classes throughout the day.

Behaviour for Learning

Our Behaviour for learning process challenges negative behaviour and interaction through a range of 'consequences' and positive behaviour rewards.

All teachers and staff do their best to support pupils to recognise negative actions, and help them to develop behaviours and attitudes which match our values.

Therapies Team

At New Barn School, we pride ourselves on providing a comprehensive range of therapeutic services to support our students' well-being and development. Our dedicated Therapies Team is integral to our holistic approach, ensuring that each student's unique needs are met through personalised therapeutic interventions. Our team includes:

- **Lead Therapist:** Our Lead Therapist coordinates all therapeutic activities and ensures the highest standards of care. They work closely with our educational team to integrate therapy into the students' daily routines.
- **Art Therapy:** Our Art Therapist uses creative expression to help students explore their emotions, develop self-awareness, and foster healing. Art therapy sessions provide a safe space for students to communicate non-verbally through various artistic mediums.
- **Speech and Language Therapy (SALT):** Our Speech and Language Therapist supports students with communication difficulties. They provide tailored interventions to enhance speech, language, and social communication skills, crucial for academic success and personal growth.
- **Occupational Therapy (OT):** Our Occupational Therapist helps students develop the skills needed for daily living and academic tasks. Through individualised sessions, students work on motor skills, sensory processing, and self-care abilities.

- **Music Therapy:** Our Music Therapist employs music as a therapeutic tool to address emotional, cognitive, and social needs. Music therapy sessions can help reduce anxiety, improve mood, and enhance communication skills.
- **THRIVE Practitioners:** Our THRIVE Practitioners provide targeted social and emotional support, helping students develop emotional resilience, strengthen relationships, improve self-regulation and engage successfully with learning. Through a needs-led approach, pupils are supported to understand and manage their emotions, build self-esteem and develop positive coping strategies.

Our Therapies Team is available on-site at all times, ensuring that students have continuous access to the support they need. This integrated approach allows us to create a nurturing environment where every student can thrive.

School Structure

