



Options Barton School Prospectus

We offer Education and Care for children and
young people with autistic spectrum conditions

OptionsAutism



Part of Outcomes First Group



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About Us

Options Barton is a specialist service providing care and education for children and young people aged 8 – 19 with autistic spectrum conditions (ASC), associated complex needs and challenging behaviours. We are a DfE-registered school and Ofsted-registered children's home, offering day and residential placements, with up to 52-week or 38-week (term time) residential care provided (other bespoke placements can be arranged) within specially adapted on-site accommodation.

Located near historic Barton-upon-Humber on the rolling Lincolnshire Wolds countryside, Options Barton provides a safe, homely environment for children and young people with ASC. Our expansive site and innovative facilities provide children and young people with opportunities to safely exercise choice and control. We offer an exceptional range of activities and amenities designed to promote the development of life skills and apply learning across different situations.

Our on-site facilities include:

- Classrooms designed specifically for young people with autism and complex needs
- A 'Sensory Suite' comprising a state-of-the-art interactive sensory floor, where individual sensory programmes are projected for pupils to interact with
- A sensory garden and a heated indoor hydro pool
- A sports hall and ball court for PE and sporting activities
- A bistro area for shared dining
- Outdoor facilities including a sunken trampoline, playground, climbing frame, and swings, where students can engage in adventurous physical activity

**“The staff at Options Barton are fantastic.
The child-centred approach, with full understanding
of autism is a paramount feature.”**

(Autism professional)

Our Approach

At Options Barton we take a person-centred and outcomes-focused approach to providing care and education that is designed to help each student exercise choice and control, increase their confidence and prepare them for adulthood.

We believe that education should be individually tailored and delivered in a variety of environments, with a curriculum that encourages the development of communication, social and life skills as well as academic achievement.

Each student's individual learning abilities, requirements and academic progression are consistently monitored to ensure that support remains proactive, learning opportunities are maximised and every individual achievement is celebrated.

"The staff at Options Barton are fantastic and are fully versed in the principles and culture you told us about on our first visit. The child-centred approach, with full understanding of autism is a paramount feature."

(Parent, Options Barton)

Our Values

Dynamic

We will continually strive to provide the highest quality education and care, utilising best practice alongside our own innovative and robust evidence-based models and clinical practices. Through our commitment to a continual and credible programme of training and development for all of our staff, we aim to have the best quality and experienced individuals and teams. We are ambitious, vibrant and contemporary in our approach. We focus strongly on the positive outcomes for our students.

Adaptable

Our school offers a holistic approach, which is unique and tailor made to fit each student's needs. We provide a journey of support that is bespoke, enabling us to deliver exceptional outcomes.

Compassionate

Going above and beyond is part of what we do every day. We are highly motivated by our ability to make a person's life better and more fulfilling. We create a happy school that is safe, friendly and supportive.





The Curriculum

The aim of our 'Curriculum Policy' at Options Barton is to ensure effective and consistent planning and delivery of a personally engaging curriculum to each student. The policy ensures that each of our learners maximises their ability, enjoys learning and achieves their individual potential.

What Are We Trying To Achieve?

To fulfil the aims of 'Every Child Matters' to ensure we support the development of young people who are:

- Happy and confident, with a positive self-esteem
- Able to learn independently and cooperatively
- Independent and sociable
- Able to communicate their feelings, wishes and needs
- Able to make choices, manage their own behaviour and enjoy life



How Do We Organise Learning?

We use the principles of the National Autistic Society (NAS) SPELL approach in order to maximise access to the whole curriculum by prioritising:

Structure: through using principles from TEACCH to organise the environment, use of personal schedules and systematic strategies to work

Positive: approaches and expectations through sensitive but persistent intervention based upon thorough individual assessment, including intensive interaction

Empathy: based upon respect for personal experience to inform what motivates and what may frighten, preoccupy or distress each individual

Low arousal: based upon individual sensory profiles and the use of PRICE for the positive management of potentially challenging behaviour

Links: through a thematic approach to the curriculum and a multidisciplinary team work approach across the service and with families / significant others



Options Barton provide a curriculum structured around the National Curriculum. Students access the curriculum through 3 fluid pathways alongside personalised learning intentions. In order to ensure that the young people are accessing the pathway which is appropriate to their needs we assess them informally at the time of referral, by speaking to previous placements, making visits to the young person and reviewing the EHCP. Alongside this, we would discuss their needs with parents/carers to gauge an overview of how they would be best placed within the school. Students are then assessed by our specialist staff and clinical team along with input from the student we then create a timetable and curriculum to engage and motivate students.

Students in all pathways will have experience of all appropriate National Curriculum subjects alongside preparation for adulthood and developing independent skills. Work experience, College placements and taster courses are offered to students in key stage 4 and 5. A full careers programme is delivered to all students in all year groups.

All students work towards relevant qualifications including Functional Skills Qualifications in English, Maths and ICT, ASDAN and Entry Level Certificates. The school are also part of the Duke of Edinburgh Award. We record our students' 'wow' moments which celebrate the big steps our students make in all areas of development.

For more information on our curriculum please ask to see a copy of our Curriculum Policy and our Subject Intent Booklets

We measure how well we are doing by setting high but realistic expectations for each young person through target setting at annual Education, Health and Care Reviews (EHCP). Effective Personalised Learning Intentions are set through multiagency meetings including school, clinical and where appropriate residential staff, these link to the students' individual EHCP targets. Progress towards our Learning Intentions are recorded using MAPP assessment. Assessment of academic progress is measured against national curriculum, qualification assessments or Learning Passports. Evidence for all targets is collected using Evidence for Learning.

Our Pathways:

Orchard Pathway

Students in this pathway are accessing a formal learning pathway, which means they are working on National Curriculum targets or working towards formal qualifications according to their ability. Our curriculum has been carefully mapped out into a Long-Term Plan for each subject area, enabling links between each subject to support the retention of knowledge and leading onto formal qualifications identified for each subject area. Each year a curriculum map is created annually to reflect the cohort and current elements of the Long-Term Plans students are in, working within or towards. Six broad whole school themes are used to capture the young peoples' imagination and interest. Teachers plan from the whole school curriculum map and have medium term planning for the subjects they teach, which clearly outlines the differentiation for the needs of the young people. The teacher ensures that outcomes are clearly stated on their planning to inform others where the young person is expected to reach. Half termly, teachers update the progress made towards National Curriculum targets and towards qualifications with evidence of achieved targets on Evidence for Learning. In line with the school aims and intent this pathway enables students to work towards gaining a college placement or apprenticeship after leaving Barton School.



Meadow Pathway:

The students in this pathway follow Personalised Learning Intentions which is a person-centred needs approach, rather than a subject-based approach which has been developed in order to facilitate the planning and assessment of students working below the national curriculum who do not make progress in a neurotypical way.

Students in this pathway predominantly have severe and profound learning disabilities, early communication skills, and significant sensory issues. Their curriculum focuses on developing engagement, regulation and development of early communication and interaction skills using a total communication approach including Makaton, PECS and Intensive Interaction.

Woodland Pathway:

The Woodland, Semi-Formal pathway is route enabling students to access the national curriculum/and or qualifications as appropriate on a highly personalised approach whilst also meeting the needs of their EHCP outcomes. Our young people may have elements of the national curriculum built into their personalised curriculum or may access a bespoke variation of the formal pathway.



We record progress through:

- Observational and photographic records
- Evaluation of lesson plans
- Annotation of work
- Individual Education Plans
- B-Squared Assessment Program
- End of key stage assessment
- Accredited course modules

Personalised Learning Intentions

Personalised Learning Intentions (PLI) Targets are reviewed each term. The targets are based around EHCP targets and barriers to Learning. Our Learning Intentions are set through a multi-disciplinary team including school, clinical and residential staff.

Students may have targets in the following areas:

Cognition and Learning

Communication and Interaction

Social, Emotional and Mental Health

Preparing for Adulthood

Sensory and Physical

Education, Health and Care Plans (EHCPs)

All students at Options Barton have an EHCP. Each year a review meeting is held to share progress made since the EHCP was issued or the previous Annual Review. It reports on progress made in line with the targets set within the EHCP and then sets objectives for the next 12 months. Professionals from Education, Health, social care, residential, parents/carers and the student all contribute to the review of the plan. It is also important to ensure the EHCP still reflects the needs of the student and what support they require.



Parent Portal

Options Barton have just launched the Parent Portal through Evidence for Learning. This allows staff to share regular updates on activities students are completing on a weekly basis, these may include photographs and short videos. We encourage parents to comment and share any evidence of the student engaging in activities at home.

Home School Communication

All students have a Home-School book to allow class staff to communicate with parents on a daily basis, sharing information about the school day. Parents are encouraged to share how the student has been at home and any important information. Some parents request alternate means of communication and class staff are able to accommodate this through email, phone call or text.

Each class will hold an end of term activity within their groups and invite parents to attend and share an activity or experience with their child.

Annual Reports

Annual Reports are sent to parents / carers and significant others. They report on progress made across all areas of the curriculum, illustrated with photographic evidence as a celebration of student enjoyment, engagement and achievement.

Curriculum attainment may be included as appropriate and details of progress towards / achievement of accredited courses.



Religious Education & Assemblies

All students at Options Barton will have access to RE and assemblies appropriate to their needs and understanding, unless parents choose to exercise their right to withdraw their child from RE lessons and / or assemblies.

Religious Education

Options Barton aims to provide RE appropriate to the needs, age and cognitive ability of the students and reflect their difficulties relating to ASC. Through RE the aim for our students will include developing an awareness of self and the world around them, exploring feelings and relationships, experiencing celebratory activities through participation in the festivities surrounding different cultures, faiths and festivals, and developing an awareness of mystery, awe and wonder.

Assemblies

Assemblies reflect curriculum themes / local, national or international festivals and celebrations alongside celebrating achievement. Students who are unable to attend the whole school assembly are encouraged to engage in the assembly from within their learning environment.

Please ask if you would like a copy of our Religious Education Policy. You can also find a copy of this policy on the 'Policies, Procedures and Reports' page of the Options website:
www.optionsautism.co.uk/options-barton/

Personal, Social and Health Education (PSHE) & Citizenship

At Barton School PSHE is a core subject. We teach PSHE as whole-school approach to underpin our student's development as people because we believe this best supports their learning capacity. Our PSHE curriculum allows our students to acquire the necessary life skills at a level appropriate to their needs. Barton School deliver PSHE as a golden thread throughout the curriculum alongside subject specific sessions.

We follow the PSHE Education Planning Framework for students with SEND written by the PSHE Association but is not limited to the statutory content. Our PSHE curriculum also includes RSE, life skills, enterprise and careers education (following the Gatsby Benchmarks as part of the DfE Careers Strategy). Students may also work on individual personalised learning intentions to address areas of need or vulnerabilities identified. The long term curriculum map may also be adapted at any point in response to wider school issues which arise.

At Barton School we use a holistic, person-centered approach to the development of our young people to ensure they achieve the best possible outcomes. Although we follow a framework that is organised into key stages, our PSHE curriculum is flexible and key stages are followed depending on the individual needs and main areas of development within that class, as opposed to their age group. Teachers take into account the needs and feelings of students' and deliver the content of the PSHE curriculum in a developmental and age-appropriate way suited to individual needs. Each class also accesses assemblies and has praise and reward systems in place that are personalised for their students.

Our broad and balanced PSHE curriculum helps our young people to become informed, thoughtful and responsible citizens who are aware of British Values and their duties and rights. It encourages students to make a positive contribution to the life of their school, communities, and the wider world. It encourages respect for different nations, religious and ethnic identities. It also helps students to develop an understanding of career managements and employability skills as well as developing an understanding of the world of work.

For further information please request a copy of our PSHE, RSE, Careers and SMSC Policies.

Behaviour Support

The **Positive Behaviour Policy** at Options Barton outlines our positive approach to behaviour support for young people with autism and complex needs. Our belief is that challenging behaviour is driven by an individual's needs and that behaviour has a communicative purpose or intent. The difficulties children and young people with autism experience in addressing their own needs and communication may account for any challenging behaviour they present.

Our behaviour support aims to promote positive behaviour and relies on an effective functional analysis of the context in which the behaviour occurs. Development in this area is strongly supported by the Clinical Team. Our Behaviour Support Plans focus upon the functions of behaviour and opportunities for learning, as well as proactive and reactive strategies. Proactive strategies enable an individual to learn alternative ways to meet their needs. Therefore, each student's Behaviour Support Plan is a key working document which forms an integral part of their IEP and Care Plan which aims to promote consistency and continuity of practice from all staff working with a student.

Staff are all trained in **CPI - Crisis Prevention Institute** to reinforce the positive management of challenging behaviour with students with autism and complex needs, with members of multidisciplinary staff trained as **CPI** trainers to support effective positive practice. Students as a result are increasingly supported to regulate their own behaviours effectively, resulting in a low number of incidents and minimal need for the use of a Physical Intervention, which is always seen as a last resort.

Please ask if you would like a copy of our Positive Behaviour Policy. You can also find a copy of this policy on the 'Policies, Procedures and Reports' page of the Options website:
www.optionsautism.co.uk/options-barton/



Bullying

Bullying in any form is unacceptable and will not be tolerated. Our policy for managing bullying sets out how we will achieve this practically, including consistent good behaviour from staff demonstrating: acceptance of peers, learners and visitors and listening to their points of view, courteousness, sharing and turn taking, mutual support and understanding. We have a zero tolerance of taunts or negative behaviours relating to race, sex and gender, sexuality and age.

Please ask if you would like a copy of our Anti-Bullying policy. You can also find a copy of this policy on the 'Policies, Procedures and Reports' page of the Options website: www.optionsautism.co.uk/options-barton/

British Values

At Options Barton we endorse and support the British Values of Individual Liberty, Mutual Respect, Tolerance, Democracy and The Rule of Law.

We support our students to learn:

- An understanding of how citizens can influence decision-making through the democratic process, including our Student School Council
- An understanding that the freedom to hold other faiths and beliefs is protected in law
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be in the cause of prejudicial or discriminatory behaviour
- An understanding of the importance of identifying and combating discrimination

These values are encompassed throughout our school policies.



General Information

School Organisation

Options Barton has been designed to meet ASC specific educational needs. Our facilities and staffing are tailored to address both the shared priorities of learners with autism and the uniqueness of each individual student. We are designed to accommodate up to 38 students within Key Stages 2, 3, 4 and 5. Class groups have the luxury of more than one classroom in order to flexibly meet the individual needs of each student and provide the appropriate balance between individual, paired and small group learning experiences. The organisation of students is based upon a combination of age, individual learning needs and personal compatibility. The introduction of new students into school following the admissions progress takes the holistic needs of both existing and new students into account to maximise the successful potential of enjoyment and achievement for all. We have small class sizes and each class group is supported by a teacher, a tutor and learning support assistants, dependent upon actual group size and individual need. This high ratio of staff to students is further complemented by our multidisciplinary Clinical Team (Educational Psychologist, Assistant Psychologists, Speech and Language Therapist, and Occupational Therapist).



The organisation of each school day is flexible to appropriately respond to the learning needs of each student, with a total teaching time of 30 hours per week. Below is a typical outline of the school day.

9am Transition into School /
Registration

9.15am - 12.00pm morning lessons
with break as appropriate

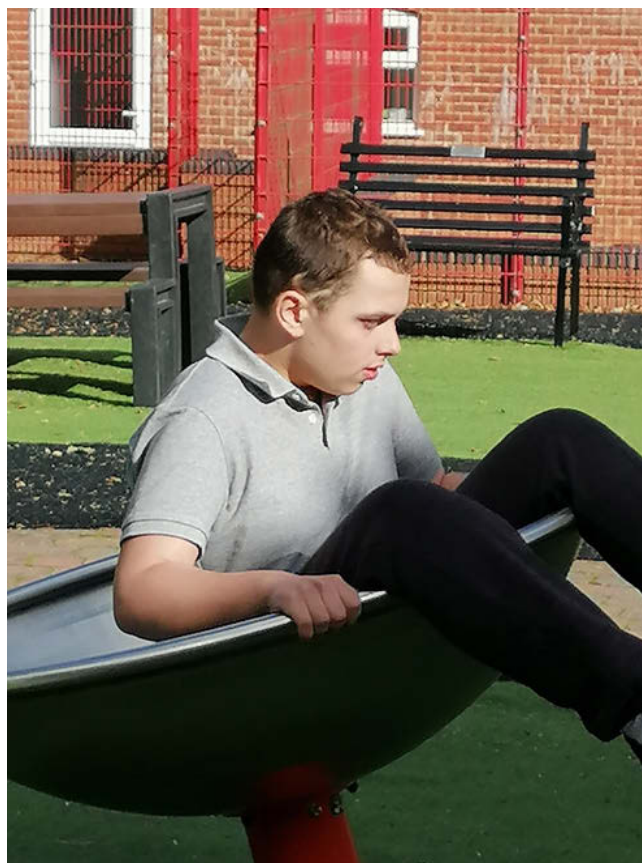
12pm – 1pm Lunch and Leisure

1pm -3pm Lesson time

3pm Transition Home

It is important to emphasise that the timetable sequence during lesson time is personalised to individuals with some students having short sessions and other engaging in group lessons for up to an hour. Each school day incorporates learning based in the classroom and specialist indoor and outdoor on-site facilities. Student's timetables incorporate independent learning, individual teaching and group teaching experiences, plus the opportunity for regular physical activity and sensory based activities, dependent upon the needs of each individual student. The timetables are also designed to be flexibly responsive to the needs of each student at each moment during the day.

Community-based learning may include the opportunity to access horse riding, a local farm, college tasters, weekly shopping and café trips, plus educational visits in response to the curriculum. These educational visits make extensive use of our local rural community and historic centres like Lincoln and Hull.



The Options Barton Care Team further enhances our extended school's curriculum through an extensive activity programme. We are a one site cohesive service with a high quality teamwork approach which supports our students' learning in a variety of contexts (school, care, home and the community). This leads to increased generalisation of skills and personal development. We work as a team with Care Staff who reinforce and extend community-based learning, leisure and life skills as an integral part of their work, thus providing the '24 hour curriculum

Care Organisation

Options Barton is currently registered to accommodate **17** children and young people. The bespoke, person-centred service can cater for stays of between one night and 52 weeks per year. There are **three** flats, they are:

- Bridge View - 6 children
- Woodland View- 6 children
- Highfield View - 5 children

Each flat has been designed and built to a high specification and tastefully decorated. All bedrooms are en-suite and are fitted with blinds, underfloor heating and air conditioning throughout, and reflect the need for low arousal while allowing personalisation for each individual.

Our aim is to provide a safe, caring and nurturing environment that places an emphasis on developing a range of skills. We do this by having an individual child centred approach which offers structure. Each child has a keyworker who liaises closely with the multidisciplinary team to provide a consistent approach to promoting welfare, developing skills, and enabling each child to thrive.

Please ask if you would like a copy of our Children's Home Statement of Purpose. You can also find a copy of this policy on the 'Policies, Procedures and Reports' page of the Options website: www.optionsautism.co.uk/options-barton/



Referrals & Admissions Policy

Options Barton accepts referrals from Local Authorities and their partners. Referrals are for prospective students who would benefit from specialist day or residential education and care primarily designed for those with an autistic spectrum condition and additional needs. The school is able to cater for students with severe, moderate and mild learning difficulties and students who exhibit extreme challenging behaviour as a result of their autism and learning difficulties.

The aim of the referral process is to ensure that the school offers places to students who both require, and would be able to benefit from, a placement at the school. We hope our specialist autism specific provision will:

- Make a tangible improvement in the quality of life experienced by our students which otherwise would be unlikely to come about
- Minimise the effects of their learning difficulties and build upon their strengths
- Empower each student to become an effective learner, accessing the curriculum in a meaningful way
- Enable each student's social inclusion and prepare them for a contributing and rewarding adulthood
- Complement the support provided by parents, carers, significant others, external therapists and services

Admissions follow a clearly defined procedure, which includes:

- The Admissions Panel will receive full, detailed information. A designated member of staff will visit the child in their current setting prior to the Panel meeting. A visit to Options Barton will be arranged. The panel will then make a decision on whether a placement is appropriate.
- The Admission panel will be chaired by the Head of Service and consist of the Registered Manager, the Headteacher, and the Clinical Lead, plus other co-opted members as appropriate.
- An introduction process with the child's social worker and family (if appropriate) visiting the school.
- Admissions are subject to satisfactory funding arrangements being in place, and confirmed in writing.

Following the offering of a placement and prior to admission a detailed placement plan will be drawn up in consultation with all appropriate stakeholders. The 'Options Barton Parent's Pack' is then personalised for the student and provides the family with detailed information including key contacts, health and welfare, safeguarding and complaints procedure.

Please ask if you would like a copy of our Referrals and Admissions Policy or a sample 'Parents Pack'. Our standard contract agreement is also available on request. The Referrals and Admissions Policy is available on the 'Policies, Procedures and Reports' page of the Options website: www.optionsautism.co.uk/options-barton/



Special Educational Needs Policy

Options Barton values the abilities and achievements of all its students, and is committed to providing, for each student, the best possible environment for learning.

All students at Options Barton have an Education, Health and Care Plan (EHCP), specifying autistic spectrum condition / noticeable autistic spectrum features, plus additional diagnostic terms including: learning disabilities, learning difficulties, language disorders, ADHD, dyslexia, developmental delay, challenging behaviour and epilepsy.

Our service is specifically designed to meet the needs of such students as reflected in our multidisciplinary team, staff qualifications, staff ratios, and purpose built specialist facilities.

Please ask if you would like a copy of our SEN Policy. You can also find a copy of this policy on the 'Policies, Procedures and Reports' page of the Options website: www.optionsautism.co.uk/options-barton/



Useful Information

Absence Policy

Parents are required to notify the school regarding any absence of their child from school as a day student, or following return from home if they are residential at Options Barton, either by telephone to school on the day in case of sickness or unplanned circumstance, or in writing to the Headteacher in advance for a planned absence. Any planned authorised absence is at the discretion of the Headteacher but may include such valid reasons as a family bereavement or days of religious observance.

Residential students who are unwell during school time are cared for by education staff,

Please ask if you would like a copy of our Absence Policy. You can also find a copy of this policy on the 'Policies, Procedures and Reports' page of the Options website: www.optionsautism.co.uk/options-barton/

School Uniform

It is not a requirement to wear a school uniform at Barton School. We recognise that for some students with sensory differences this can be a challenging requirement. We do ask that students are dressed appropriately for the weather and in clothing appropriate for social situations. Students who would like to wear a school uniform are encouraged to wear black trousers and a navy polo shirt.



Whether the student is a day or residential student we consider joint working with parents / carers and significant others as integral to our successful work with students at Options Barton.

Effective joint working is facilitated by:

- Regular contact between staff, families and significant others in the manner and frequency which best suits needs and requirements. This can be daily and include telephone, email and written contact
- Shared targets for IEPs updated once a term
- Monthly care summaries
- First month, three monthly then six monthly review meetings for students new to school and / or classed as a 'Looked After Child' (LAC)
- Annual Reports
- Termly Newsletters

An additional meeting can also be requested and set up with families / significant others and the school at any time.

**Please ask if you would like a copy of our Home-School Agreement. You can also find a copy of this policy on the 'Policies, Procedures and Reports' page of the Options website:
www.optionsautism.co.uk/options-barton/**



The Clinical Team are integral to supporting the development of good practice at Options Barton. They work closely with staff teams in order to support effective reflective practice and the utilisation of appropriate strategies for each student that reflects their individual needs as a learner with autism and complex needs.



Complaints Procedure

A complaint could come from a variety of sources, including: students, parents, family members, a funding Local Authority, a social service department or any other professional involved with the school. Our Complaints Procedure Policy attempts to rationalise the procedures for dealing with the complaint thus reaching an amicable resolution within a short period of time and cause minimum disruption.

Children and young people with an autistic spectrum condition may find it very difficult to complain, and in some circumstances don't realise that to make a complaint is a reasonable course of action for a given situation. The support system within school and the key worker system that operates within the home encourages key staff members to advocate for children and make complaints on their behalf. We encourage our students to follow the complaints procedure and treat every complaint seriously.

All complaints will follow the procedures below:

Initially complaints from students, relatives, member of staff or referring agencies are encouraged on an informal basis. They are requested to discuss any areas of concern at the earliest opportunity with a member of staff, who will do their best to resolve the matter or seek the assistance of a senior colleague if they are unable to help. At this level it is anticipated that the member of staff receiving the complaint will attempt to resolve the complaint if it is within their realm of responsibility or pass on to an appropriately qualified person to deal with. Whatever the course of action, attention should be paid to the complaint within 24 hours.

If efforts at this level are unsuccessful, or if the person making the complaint feels unwilling or unable to make an informal approach, a written complaint to The Head of Service, Headteacher, or Registered Manager is requested. In this case the Head of Service, Headteacher or Registered Manager, should acknowledge the complaint within 24 hours in writing to the complainant. The Head of Service, Headteacher or Registered Manager must then investigate the complaint and following this report their findings to the complainant. It is anticipated that this process will take up to 3 working days. Any action required following the complaint will be initiated as appropriate.

If the Head of Service, Headteacher or Registered Manager is unable to resolve the matter, or in the event of a serious complaint concerning the Head of Service, Headteacher or Registered Manager or other key management issues then the complainant can contact:

Options Autism -

Ann Henderson

Regional Director, Central Office, Turnpike Gate House, Alcester Heath, Warwickshire, B49 5JG
Tel: 01789 767800

Ofsted -

North, 3rd Floor, Royal Exchange Buildings, St. Ann's Square, Manchester, M2 7LA
Tel: 08456 404040

Safeguarding

Our Safeguarding Children Policy includes guidance and procedures to be followed by staff. The outcome of our policy is that the welfare of students is promoted, that they are protected from abuse, and an appropriate response is made to any allegations or suspicion of abuse.

Our policy outlines the indicators of abuse (physical, emotional, sexual and neglect) and, in particular, signs and indicators of abuse and neglect of children or young people with autism. Our safeguarding procedure follows a specific route which starts with seeking advice and consultation.

All staff take part in safeguarding training during their induction and before they start working with students at Options Barton. This training is revisited on a regular basis, led by in-house trainers, accredited audited and supported by the training department of East Riding of Yorkshire Safeguarding Children Board.

Careful consideration has been given to adapting the physical environment at Options Barton, to ensure our communities safety. This is achieved through the use of electronic access control, managed reception and perimeter fencing.

Please ask if you would like a copy of our Safeguarding Policy. You can also find a copy of this policy on the 'Policies, Procedures and Reports' page of the Options website:
www.optionsautism.co.uk/options-barton/





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OptionsAutism



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