



BAILY GARNER

*Designing for Inclusion*

**SEND Expertise in Education**



# Who We Are

Established in 1976, Baily Garner has been a trusted partner to the education sector for over 30 years, delivering projects across the UK from our offices in London, Birmingham and Manchester. Every young person deserves a safe, warm and dry teaching environment, providing the best opportunity to learn and grow. It is equally important that the needs of every pupil is carefully considered.

For students with Special Educational Needs and Disabilities (SEND), we champion collaboration with educators, families and stakeholders to ensure every design decision reflects real needs. From accessibility enhancements to holistic layouts that promote wellbeing, our approach is built upon empathy and technical expertise.

We understand SEND, but more importantly, we know how to deliver tailored projects through our multi-disciplinary expertise, which includes Strategic Planning, Estate Management, Architecture, Mechanical & Electrical Engineering, Building Surveying, Cost Consultancy, Sustainability and Health and Safety services.

As the sector navigates rising demand and evolving policy, our commitment is unwavering: to create spaces that enable inclusion, dignity, and aspiration for every learner. Together, we can shape environments that do more than meet standards – they change lives.



**ROB TYLER**

Senior Associate Partner,  
National Education Sector Lead

## We Understand SEND Needs

Today, the scale of need is unprecedented: over 1.7 million pupils in England, equating to 1 in 5 pupils in our schools, are identified as having SEND. Education, Health and Care Plans have risen by more than 80% since 2016. These pressures are seen across the education sector within England, with the Department for Education (DfE) committing £3bn to create specialist places in mainstream schools and, vitally, embed inclusion as a core principle in the future of our education system.

Baily Garner understands that in order to support this ambition, we must go beyond safeguarding and compliance to ensure educational facilities evolve to meet the increasing complexity of needs, ranging from autism and

**I in 5**

pupils in our schools, are identified as having SEND

**+80%**

Education, Health and Care Plans (EHCPs) since 2016

speech, language and communication challenges to social, emotional and mental health.

With a strong track record of delivering SEND projects nationwide, we have partnered with local authorities, multi-academy trusts, and independent schools to create environments that meet diverse needs.



*Baily Garner have supported the capital Delivery Team in delivering SEND projects successfully. Their knowledge and experience in this sector, professionalism, commitment, collaborative approach and partnership working with all stakeholders has helped us in delivering some of the complex project efficiently”*

**Preeti Chatwal-Kauffman**, Head of Capital Programmes,  
London Borough of Lambeth



**Education  
=  
Opportunity**



## We Collaborate to Create

Great designs start with strong communication; we work hand-in-hand with educators, local authorities, and communities to understand their unique challenges and aspirations.

This collaborative approach ensures every project reflects the voices of those who matter most. We embed these insights from the very beginning of each project through the use of design workshops and stakeholder engagement meetings. By taking this approach, we ensure that spaces for SEND are not only functional but transformative – aligning with our SEND checklist:

- S** **Safe & Supportive** – Spaces that prioritise physical safety and accessibility, and emotional wellbeing for all learners.
- E** **Engaging & Inclusive** – Designs that stimulate curiosity, ensuring every child feels a sense of belonging.
- N** **Nurturing Needs** – Buildings tailored to individual sensory, physical, and cognitive requirements.
- D** **Dynamic & Adaptable** – Flexible environments that evolve with changing needs and educational approaches.

## What We Do

### ARCHITECTURE & SPACE UTILISATION

Focused around key design standards and DfE Building Bulletins (BB), we assess spaces and ensure the right facilities are in place. We design calm, flexible and inspiring environments, tailored to varied sensory and behavioural needs.

### BUILDING SURVEYING & CONDITION SURVEYS

We provide clear insight into building condition, safety and performance, helping schools prioritise essential works.

### COST CONSULTANCY & VALUE MANAGEMENT

We ensure maximum value by balancing specialist requirements, equipment and environmental needs within a clearly defined budget.

### PROJECT MANAGEMENT & DELIVERY

We coordinate complex stakeholder needs and manage risks to deliver programmes that respect SEND environments.

### RETROFIT, ADAPTATION & ACCESSIBILITY UPGRADES

We upgrade existing environments sensitively to enhance comfort, independence and inclusion.

### QUALITY CONTROL, CLERK OF WORKS & INDEPENDENT ASSURANCE

We provide rigorous on-site assurance so every detail is delivered correctly, ensuring SEND facilities perform safely and reliably for pupils and staff.

## Our aim is clear

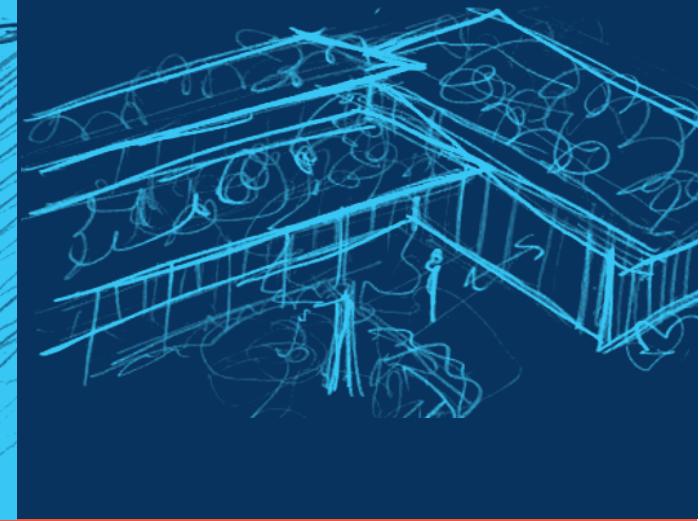
Ensuring children have access to tailored support in environments that encourage independence and confidence, ultimately helping them to achieve their potential.



# Our Projects

Baily Garner has a strong track record of delivering SEND projects nationwide. We have partnered with local authorities, multi-academy trusts, and independent schools to create environments that meet diverse needs.

From specialist schools to inclusive mainstream settings, our designs balance practicality with creativity.



## PARLIAMENT HILL SCHOOL LONDON BOROUGH OF CAMDEN

Baily Garner was appointed by London Borough of Camden to provide multi-disciplinary services in connection with the refurbishment and remodelling of 20 school sites to provide increased SEND places within the Borough.

Parliament Hill School was an example of one location that needed extensive works. The brief set out the requirement for a new building to support the secondary school and a cohort of students identified as disengaging due to anxiety, fear or emotional distress – a situation known as Emotional Based School Avoidance (EBSA).

EBSA can be coupled with autism and/or complex mental health needs, resulting in disruption to regular learning patterns and environments. Their primary identified needs commonly fell within: Autism Spectrum Disorder; Sensory

Challenges; Social, Emotional, and Mental Health; and Speech, Language and Communication Needs.

To meet these needs, a dedicated and distinct learning space was required to provide a calm, supportive environment. Our design integrates essential support that facilitates the gradual and considered reintegration of these learners into the wider school environment. The scheme includes a large group room, several calm rooms, 1:1 teaching spaces, and a central 'hub' to function as a common room and breakout area. This hub will support social interaction in a controlled setting.





## LEIGH TRUST BIRMINGHAM

Baily Garner was appointed by Leigh Trust to provide multi-disciplinary services for SEND refurbishment projects across 4 Primary Schools. This included architecture, building surveying and mechanical and electrical engineering.

Our analysis of space standards conducted in line with BB104 identified unavoidable restrictions to fully meeting the guidance due to small classroom sizes, meaning careful consideration was required to navigate derogations while still meeting the schools' needs.

We held in-person briefing meetings with the client team at each of the schools, engaging with School and Trust representatives and Occupational Therapists to understand how the design could best suit the needs of each stakeholder despite the size constraints. As a result, we were able to include soft-play areas and sensory lighting -

**“** Baily Garner played a key role in supporting the delivery of the Leigh Trust's SEND projects, demonstrating clear communication, effective stakeholder engagement and a collaborative approach throughout delivery. Particular emphasis was placed on SEND considerations, ensuring environments were inclusive, accessible and tailored to meet the specific needs of pupils, staff and service users. Baily Garner's design integrated sensory awareness, safety, and adaptability of spaces. Disruption to each school was kept to a minimum throughout delivery and the refurbishments have added long-term value.”

**Adam Durbridge**, Estates Manager, Leigh Trust

both identified as important for SEND pupils - to ensure we still met the needs of each school.

Following our consultation, we developed the detailed design, including bespoke solutions to safeguard the pupils. This included curved partition walls

to reduce collision impact and consideration of finishes for future maintenance. Baily Garner was responsible for management of the works on site, including contract administration and quality assurance.



Baily Garner was commissioned by Sefton Metropolitan Borough Council to undertake a strategic review of several vacant properties within the borough. The objective was to assess the viability of repurposing these sites into SEND facilities in response to a recognised shortfall in provision across the area.

## MERSEYSIDE SEFTON METROPOLITAN BOROUGH COUNCIL

We conducted BB104 assessments to determine the potential pupil capacity of each site. These assessments informed a broader evaluation that encompassed condition surveys, site constraints, budgetary projections, and the identification of key project risks. A comparative toolkit was developed and presented to the client, offering a clear visual framework to support strategic decision-making.

Following this comprehensive analysis, one site emerged as the most cost-effective option relative to its projected



pupil intake. We were subsequently appointed to deliver the full refurbishment, providing multi-disciplinary services from RIBA Stages 1-6.

The refurbishment programme includes dedicated intervention spaces as well as pods located within classrooms, balancing inclusivity with individual learning needs. Also included is the installation of new mechanical and electrical systems to address overheating concerns that can lead to dysregulation in certain pupils.

The brief included the need to keep the pick-up and drop-off process as structured as possible to avoid dysregulation caused by changes in daily routine. To address this, the car park was designed around an entry and exit point that negated any need for taxis and minibuses to queue on the highway or navigate within the site.

The project is being delivered in close collaboration with key stakeholders, the education team, and client representatives to ensure alignment with educational and operational priorities.

# *Voices Shaping the Future of SEND*

## **Views from the education Sector**

**“** Effective inclusion depends on more than teaching practice alone. As we await the SEND White Paper, there is a growing need to look critically at the suitability of school estates - from accessibility and sensory environments to adaptable spaces that genuinely support diverse needs. Many schools are repurposing unfit spaces in corridors and unfit rooms. The focus has been on creative problem solving rather than investing in dedicated spaces.”

**Matt Hassall**, Head of Estates  
Avanti Schools Trust

**“** This year has begun with significant uncertainty for education, particularly as the scale and complexity of SEND provision continue to grow. I hope the forthcoming White Paper brings closer alignment between mainstream and specialist sectors and recognises the crucial role that school estates play in creating environments that maximise stability, support and outcomes for children.”

**Mike Pride**, Chief Executive Officer,  
Respect Collaboration Trust

### **Get in touch**

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**“** Inclusion is not just about creating separate areas or bases in schools. It's about enabling as many children as possible to access the curriculum and learn alongside their peers. Until funding allows mainstream settings to invest in inclusive design and whole school adaptations, rather than focusing on specialist bases, many schools will continue to struggle to deliver inclusion in practice.”

**Jack Rendle**, Head of Estates and Facilities,  
Future Academies

