

Cambian Devon School

SEND Information Report

Devon School is an independent SEMH School for 7-18 year olds with ongoing social, emotional and mental health issues. Our learners have a range of needs including: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and/or physical. Most of our learners either have an EHCP or are in the process of applying for one

Who should I contact in the school to talk about my child and their Special Educational Needs?

The named SENDCo at Devon School is Abigail Walters and she is available at abbi.walters@cambiagroup.com or 01803524537.

What kinds of SEN are provided for?

There are 4 areas of need set out in the SEND Code of Practice (2015) and we have suitable provision and experience of each of them:

- Communication and interaction (e.g. Speech, Language and Communication Needs and Autistic Spectrum Disorder)
- Cognition and learning (e.g. Specific Learning Difficulties such as Dyslexia and Dyspraxia and Moderate Learning Difficulties such as Auditory Processing Difficulties)
- Social, mental and emotional health (e.g. Attention Deficit and Hyperactivity Disorder and Attachment Disorder)
- Sensory and/or physical (e.g. Visual Impairment and Hearing Impairment)

How are pupils with SEN identified and how are their needs addressed?

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age: or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

Pupils are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

We have regard to the SEND Code of Practice 2014 (updated January 2015) when carrying out our duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

Most students at Devon School already have an Education and Health Care Plan in place or an application for one has been made. Any additional special educational needs are identified through:

- Observations by experienced staff
- Liaison with previous school(s) prior to transition
- Baseline assessments
- Student and parent/carer concerns
- Monitor progress and other data such as attitude to learning points

Our school has a clear approach to identifying and responding to SEN. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for the child or young person

How are pupils and parents consulted with?

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

- Engagement and behaviour is reported in weekly reports that are sent to parents and other relevant stakeholders. Termly reports are sent that detail attendance and academic progress.
- LAC reviews, PEPs and EHCP reviews are also used to discuss progression with parents and other professionals. Targets are set to ensure progress for the overall well-being of the student.

- Parents are invited to call, email or visit school to discuss any concerns.
- Termly Mentoring Days invite parents and carers into the school to look around, meet teachers and see work produced by students. This gives parents a chance to talk to teachers about the termly school report. All guests are invited to complete a survey to gather parent voice.

How is pupil's progress towards outcomes assessed and reviewed?

Most students at Devon School have an EHCP in place when they join the school, for these students they have annual review of their EHCP which all relevant stakeholders are invited to. All students at Devon School have a Student Passport which contains an Individual Education Plan, the targets on this are agreed with the pupils and shared with homes when they are reviewed termly. All class teachers monitor and record in class progress and differentiate accordingly.

How are pupils moving between phases or preparing for adulthood supported?

When students start at Devon School they are supported on an initial integration period which is part time. This gives learners the opportunity to get used to the new environment and build up relationships with staff and peers. Staff at Devon School teach subjects rather than phases so that all student work with all staff regardless of year group, this enables consistency for our learners throughout their time at Devon School. For students preparing to leave us to go on onto further education or employment we put in place a number of supportive measures such as:

- High level of transition work, visits and activities
- Career action planning including support from a careers advisor
- Progressive accredited qualifications
- Support with choosing options and alternatives are offered
- Preparation for working life course

What adaptations are made to the curriculum and learning environment to support learner's special educational needs?

We want to ensure that all our learners are carefully supported, that barriers to them accessing their education are removed and that their special educational needs are being met. In order to do this we ensure that:

- Quality first teaching – teachers are informed about the nature of a pupil's difficulties through the IEPs and through training sessions and staff meetings/briefings. Understanding the difficulties pupils face enables teachers to remove barriers to learning
- Support may take the form of differentiated work in class, support from a Teaching Assistant in focused intervention in groups, or working one-to-one or in the class room. Our literacy intervention (based on: Active Literacy Kit, ReadWriteInc and IDL reading skills software)
- All pupils are eligible for assessment for Access Arrangements where there is a history of need and teachers are able to evidence additional support as part of usual practice.
- Specialist books, resources or materials are purchased for learners where required
- There is robust pastoral support with strong focus on transition and integration available to all students
- Individualised timetables to ensure continuity and progression are working at the pace and level that suits their mental health and SEN needs
- All pupils benefit from a personalised bespoke curriculum
- We provide a nurturing and supportive environment in a small school setting
- Pupils are taught in small mixed ability groups (three or less) subject to their level of ability and pastoral needs
- Our teachers use various strategies to adapt the curriculum to ensure access to learning for all children in their class
- All students have a key worker who is available to them in the morning
- High staffing levels across the school to ensure high level of supervision and monitoring of safety.

What expertise and training do staff have?

All staff who work at Devon School are committed to working with children with complex educational needs and provide high quality teaching for all learners and a rich educational environment in which everyone can learn together.

All staff have mandatory training in:

- A vision for Cambian Children's Services

- Safeguarding Adults & Children
- Protecting Our Health & Safety
- Responding To Emergencies
- Equality and Diversity
- MAPA
- Child Protection & Safeguarding

All staff have on-going training which includes:

- Child Sexual exploitation
- E- safety
- PREVENT training
- SEND Code of Practice
- Using ICT To increase engagement in the classroom
- Behaviour management and de-escalation techniques
- Fire safety
- Health and safety
- Keyworker
- Recording and reporting
- Effective questioning
- Planning for outstanding
- Whistleblowing
- ASD
- ADHD/ADD
- Female Genital Mutilation
- Dyslexia & dyscalculia assessment
- Differentiation and assessment
- Risk Assessment
- Safer recruitment

How is equipment and facilities to support learners with SEN secured?

The type of support, equipment and facilities needed to support children with SEN is led by the child's individual need. EHCPs clearly outline the provision needed to meet individual student's needs. Other students may have specific support linked to their Individual Education Plan.

How is the effectiveness of provision made for SEN learners evaluated?

- Monitoring progress is an integral part of teaching and leadership within Devon School
- Parents/carers, pupils and staff are involved in reviewing the impact of what we do

- All students have their progress measured on an on-going basis. Progress is also measured using Individual Education Plan (IEP) targets, Attendance, Curriculum, Behaviour and Emotional Literacy progress
- Data on how each child's progressed can be compared to similar children nationally
- The EHC plan will also be formally reviewed annually at the Annual Review meeting
- LAC reviews are also held where parents and carers discuss progress and set targets.
- Progress data of all learners is collated by the whole school and monitored by Senior Leadership Team

What extra-curricular activities are available to learners with SEN?

At Devon School we have a range of opportunities for learning both in and outside the classroom. We have a full timetable of outdoor education that is open to all of our students and a separate vocational centre with a Forest School. There are lots of opportunities to participate in fundraising and volunteering opportunities throughout the year. We will invite guest presenters from the community including Police services, Fire services, business managers, mayor, Drugs officers, nurses, Sexual exploitation advocate, career advisor and representative from charity organisation. This links with our assembly topics that cover a wide range of SMSC, PSHE and topical education. We have work experience opportunities to our KS4 learners. We have regular trips both educationally focused and life skills based. Where appropriate part time college courses are arranged to complement our timetable.

What additional support is available to support the social and emotional development of learners with SEN?

Pastoral support at Devon School is delivered by our wellbeing team, we deliver a range of formal interventions such as:

- Thrive
- Tacpac
- Emotional Literacy
- Talk About

At Devon School, we work closely with all professionals involved with our students in order to best support their social and emotional needs and

development. We make referrals to CAMHS (Child and Adolescent Mental Health Service) when required and work closely with them to implement strategies and support suggested by them.

How does the school involve external agencies?

External professional advice is sought to meet specific needs of pupils and the following agencies are some of those we have worked with during the last 12 months. Referrals are made in conjunction with parents/carers and with regard to the Safeguarding Policy on the website.

- Careers South West
- Child and Adolescent Mental Health Service
- Children and Young People Services
- Devon SEN 0-25 Team
- Devon Information Advice and Support for SEND (DIAS)
- Early Help
- Educational Psychology Service
- Education Welfare Officer
- School Nurse
- Youth Offenders Team
- YSmart

Who to contact to make a complaint or raise a concern about the school's SEN provision?

If you have any concerns with the provision for a student with SEN, please contact the school SENDCo or alternatively please contact the Head teacher: Pamela Husbands.

Where complaints remain please refer to the complaints policy on the school website.

Who to contact for additional support for parents of pupils with SEN?

Additional support for parents of pupils with SEN is available through DIAS (Devon Information Advice and Support). Alternatively the local offer outlines additional support.

What is the local offer?

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. Knowing what is available and how it is accessed gives more choice and control over what support is right for your child. Parents need to know how to access provision whether through an Education, Health and Care Plan or not.

The offer includes provision from birth to 25, across education, health and social care and has been developed in conjunction with children and young people, parents and carers, and local services, including schools, colleges, health and social care agencies.

For more information on the Devon Local Offer, please visit their website:

<https://www.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

For more information on the Torbay Local Offer, please visit their website:

<http://fis.torbay.gov.uk/kb5/torbay/fsd/localoffer.page?localofferchannel=0>