



## Devon School

*Specialist Day School for SEMH  
(Social, Emotional & Mental Health)*

- Mixed Gender • 7 - 18 years
- Up to 39 Weeks

## Welcome

Dear Parents and Carers,

As an independent specialist provision for 7 to 18 year olds with on-going mental health difficulties, our team works hard to provide high quality personalised education experiences. We combine high expectations for our students with sensitivity to their individual needs.

The school offers a safe, nurturing and caring environment, which allows all students to thrive and achieve their full potential. We offer a wide range of activities that enrich spiritual, moral, social and cultural development of our students. We extend learning beyond the classroom to build essential independent skills, foster teamwork and to promote community collaboration through charity work, work experience and school trips.

We know that our effectiveness as a school is highly dependent on strong collaborative relationships with you as parents and carers and therefore welcome questions, suggestions and queries and encourage your involvement in all aspects of school life.

I hope this prospectus gives you a good sense of the great value our school offers. We encourage you to visit us at school and very much look forward to meeting with you should you wish to accept this invitation.

Yours sincerely,

*Pamela Husbands*

Head Teacher



Pamela Husbands  
Head Teacher

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# Our Ethos



Our approach is to inspire and engage our students through a range of positive learning experiences. We strongly believe that all students can achieve their personal best with the right guidance, encouragement and support.

We pride ourselves on providing a warm and nurturing environment, where young people can excel and become successful learners, confident individuals and responsible citizens. Our school staff form part of an effective multidisciplinary team that aims to equip students with the requisite knowledge and skills necessary to meet life's increasingly difficult challenges.

## **Vision Statement:**

We aspire to empower students to engage in order to achieve their personal best and to excel in life's challenges.

## Aims

### **By working collaboratively with carers/parents and young people we aim to:**

- Provide a positive, safe and nurturing environment where students and staff feel happy and secure in the process of learning.
- Provide access to high quality education and pastoral care that will enhance personal development, stimulate growth and provide equal opportunities.
- Develop students' self-esteem, independence and awareness of, consideration for, the feelings and needs of others within the school and community.
- Encourage young people to positively manage their own behaviours and difficulties.
- Establish a climate within which young people and adults can interact and relate, engendering high levels of mutual interest and personal respect.
- Provide a broad and balanced curriculum that meets each student's needs, and for those with special needs, an individualised programme of support to access the curriculum and achieve the outcomes of their EHCP.
- Promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

## **Student Profile**

May have one or more of the following:

- Mixed gender, ages 7-18
- Ongoing Mental Health Difficulties
- Additional Complex Needs
- Known by Child and Adolescents Services
- Mental Health Services (CAMHS)

## **Students are Either:**

- Day Students with Mental Health and Links to CAMHS
- Residents at Cambian Meeko House
- Has an Education, Health and Care Plan
- May Have Significant Gaps in Their Learning
- Require Additional Support with Examinations

# Mission



- We empower students by managing their transition and adjustment to school expectations and routines through strong pastoral and therapeutic support in our calm, welcoming yet structured environment.
- We motivate students to aspire by communicating high expectations through target setting and positive interactions with peers and adults that seek to encourage the development of social competence and emotional maturity.
- We challenge students to engage with a range of positive, interesting and relevant experiences that are personalised to match their interests, talents, aspirations and abilities.
- We empower students to achieve their personal best by building up their confidence, boosting their self-esteem and enhancing their social, moral, spiritual and cultural development as they make academic progress.
- We enable all students to excel by providing them with the requisite knowledge, skills, qualifications and experiences necessary for the next stage of their lives.

## Spiritual, Moral, Social and Cultural Development

In addition to academic lessons, we involve students in a range of activities both inside and outside of the classroom.

These include trips to the cinema, museum, beach, zoo, science centres, amusement parks and historical sites.

Students also take part in physical education and sports related activities in our outdoor space, at the gym, at the local park, through nature walks as well as in local sports facilities. We organise various events for students to build new skills and to encourage socialization through picnics, barbeques, cooking sessions, art projects, and participation in various fundraising events.

# Special Educational Needs



Where pupils have an Education Health Care Plan (EHCP) or additional needs, the Special Education Needs and Disability Coordinator (SENDSCO) will ensure that all entitlements are met and goals are supported as part of the individual mapping process.

Goals from EHCP will be used to formulate targets that are monitored and reports are submitted to placing authority to inform the review process. Students will have targeted learning plans including access to an intervention programme designed to increase their functioning levels.

## Young People Who Have English as an Additional Language (EAL)

The school welcomes and values the cultural, linguistic and educational experiences that students with EAL bring to the school. We implement school wide strategies to ensure that EAL students are supported in accessing the curriculum. Our aim is to help EAL students to become confident and fluent in English, where possible, in order to be able to fulfil their academic potential. We seek appropriate help where a student does not have sufficient command of spoken or written English to enable them to engage with learning and other adults.

# Personalised Approach to Helping Young People Adjust to the School Environment



Transitioning into a new environment can be a daunting experience for young people. We are very sensitive to this and work collaboratively with the care and wellbeing team to ensure that the young people feel safe, comfortable and at ease in school.

We:

- Meet young people before they come into school
- Offer one to one support if necessary, whilst they adjust to the school environment and expectations
- Liaise with previous and future schools to ensure continuity and progression of education as well as consistency of approach and materials at various stages
- Provide daily one to one key working sessions
- Drop in session with mental health and wellbeing advocate

## Target Setting and Self-Esteem Development

We motivate students to aspire by communicating high expectations through target setting and positive interactions with peers and adults that seek to encourage the development of social competence and emotional maturity.

- Individual education plan targets are aligned with Education Health Care Plans (EHCP)
- These are reviewed termly
- We follow an attachment based behaviour management system
- Focus on emotional development is completed through specialist assessment

# Wellbeing Package



Cambian Devon School offers a wellbeing package that integrates health care and education in a therapeutic environment

A Multi-disciplinary team supports the school with access to occupational therapists, and therapeutic practitioners

Wellbeing reports are prepared for all review meetings

School maintains regular communication with parents/carers and social workers. There is a daily hand-over between home, school and parents where necessary

High quality pastoral care

Cambian Devon school offer a range of wellbeing interventions such as Thrive, Tac Pac & Emotional Literacy

Cambian Devon School offer wellbeing interventions as a core part of all students timetables





## Individual Learning and Support Plans

- An Individual Learning and Support Plan is developed for each student. These are designed to encourage students to reflect on where they are 'now', and understand where their learning journey is going
- This identifies short-term targets, which are usually informed by the EHCP and are reviewed and updated termly

## Teaching and Learning

- Our lessons are delivered by a team of highly committed, experienced and qualified teachers who communicate high expectations for students
- We provide very small classes sizes with support from learning support assistants where needed
- Our classrooms are attractively decorated and student work is displayed with pride. We employ a wide variety of teaching strategies and methodologies, which are sufficiently differentiated to meet the needs of all students

## Assessment

At our school we believe that continued monitoring of each student's progress gives a clear picture of what each student is doing it will:

- Lead to successful personalisation
- Enrich classroom practice
- Support curriculum planning
- Lead to sound pupil tracking
- Provide an evidence base for school improvement

We use a range of assessments

- Mid termly teacher assessments
- Termly Progress reports
- Target setting and Tracking
- External examinations
- Ongoing formative assessments
- Specialist assessment where appropriate for exam access arrangement

# Reporting Progress and Achievement



## Weekly Reports

Key workers send out weekly reports to parents/carers giving an overview of the students' week, outlining what went well and how the following week could be even better.

## Termly Reports

All students will receive a termly report which will have individual comments and targets from each class teacher, key workers and the Head Teacher.

## Exam Entries and Qualifications

- Cambian Devon School is registered as an exam centre with major examination boards
- We offer a wide range of qualifications including Functional Skills, Unit Awards, ASDAN, BTECs, Duke of Edinburgh and GCSE
- We will aid the students in achieving their full potential and prepare them for college and working life
- Some students who come to Cambian Devon School are especially anxious about exams and we start preparing them with a two year program. That offers coping strategies and practice
- We will also offer examination transfers where students have been previously registered





# Management of Behaviour



We aim to promote good behaviours using a supportive and consistent approach that includes the use of positive encouragement, rewards and incentives. At all times the school will celebrate success and reward good work and behaviour.

Our approach is to ensure that students with challenging behaviours are cared for in ways that are sensitive to their needs and to provide safeguards for staff charged with this responsibility.

At Devon School we have a Positive Points reward system. Students can earn positive points in their lessons throughout the day. Students use their positive points to access Golden Time at the end of the day where they have the opportunity to take part in sports, social games, arts and crafts and PlayStation time. Students can save their positive points to buy items or experiences from the reward cabinet.

## Sanctions

Where necessary, clear and consistent consequences will be calmly and systematically applied. Students will be actively involved in identifying some of the behaviours they wish to change and receive informal feedback. In cases where a more serious incident occurs, restorative justice sessions are carried out, these sessions give students the opportunity to reflect on the event, identify what happened and work out strategies that can be implemented to prevent it from happening again. These sessions are supportive in nature and students typically find them very helpful.

When consequences are applied they may include loss of points, verbal reprimand, activity ban, an involuntary donation of positive points to a chosen charity or an internal exclusion.

## Physical Restrictive Intervention

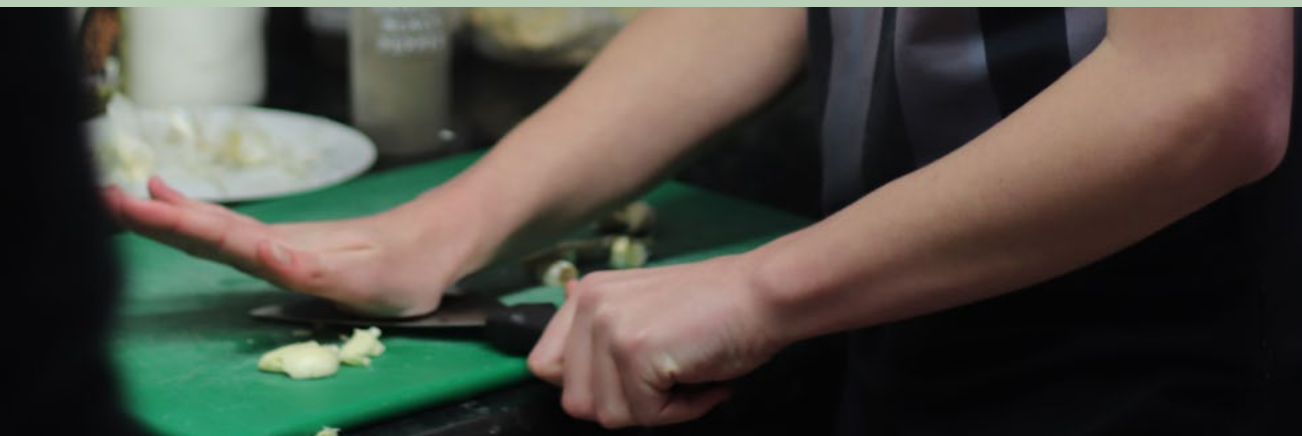
As a last resort, restrictive physical intervention may be required to keep a young person safe or to prevent serious harm to people, serious unrest or damage to property. At all times physical intervention is used as an act of care and not punishment.

Our staff are fully trained and certificated in MVA approved by Cambian Group, in line with the BILD Code of Practice. This helps staff to deal with aggression in a calm way that keeps everyone safe.

## Exclusions

The decision to exclude a student either for a fixed term or on a permanent basis is serious and will normally only be the final step in a range of strategies that have been unsuccessful.

# Empowering Students



In addition to academic lessons, we involve students in a range of activities that provide them with life experiences.

We also involve people from the surrounding community who will do talks for the students about their life and work they do.

Our range of enrichment lessons such as: music, art, media, IT, drama and cooking, allow students the opportunity to express themselves and work managing their emotions positively and are used as a way to develop life skills in preparation for adulthood.

## Providing Experiences for Students to Excel

Cambian Devon School offers a range of qualifications and skills that prepare students for their next steps. All students are fully supported to achieve the best results possible through quality teaching, tailored homework, interventions and supported study.

In addition, we provide career guidance and support that essentially helps students to reflect on their interests and aspirations, explore career option/pathways and plan for the future. Staff assist with CV writing, conducting career and job search's, completion of college and career advice. We prepare students for college visits, open days, interviews, work experience and volunteering opportunities.

We emphasise independent skills for life to prepare students to cope with issues such as finance, health, relationships, personal care and legal rights.

# Equal Opportunities



The school is committed to a policy of equal opportunities for all young people, staff and those who come into contact with the school regardless of race, colour, gender, sexual orientation, religion or disability. Everyone visiting, working or learning in the school should feel welcome, secure and confident at all times. They should feel valued and able to participate fully in the life of the school.

## Health and Safety

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## Safeguarding

At the Cambian Devon School, we endeavour at all times to provide a safe and welcoming environment where all children are respected and valued. It is our priority to safeguard and promote the welfare of children.

Our approach to safeguarding is based on the following principles:

All young people have an absolute right to be free from abuse, neglect or exploitation, and a responsibility not to abuse or exploit others.

- All staff (carers, teaching, support and ancillary) have the responsibility to be aware of the safeguarding issues and a duty to report and refer any concerns
- Young people are best kept safe when professionals work effectively together and share responsibility for protective action
- Where there are concerns about a young person's safety, unconditional confidentiality cannot be guaranteed and will not be offered. As required by the law, we will pass on any information that give rise to concerns about a child's welfare including risk from neglect, physical, emotional or sexual abuse
- Staff will be proactive and take steps to inform young people of their rights to safety and protection and the options available to express their fears or concerns
- When young people make allegations of abuse or neglect or exploitation they will always be listened to, have their concerns taken seriously and where appropriate, thoroughly investigated
- The staff team is trained to provide levels of supervision and support
- Copies of the school's safeguarding policies are available in print or in electronic form free of charge

## Steven's Story

### When we first met Steven

We first met Steven when he was in year 5, he had recently received a diagnosis of ASD and had just been permanently excluded from his primary school. Steven found it difficult to engage with classroom based learning and often became dysregulated in this environment. Steven had large gaps in his learning due to his dis-engagement in a classroom setting and his time taught away from the classroom.

### Steven's education at Cambian Devon School

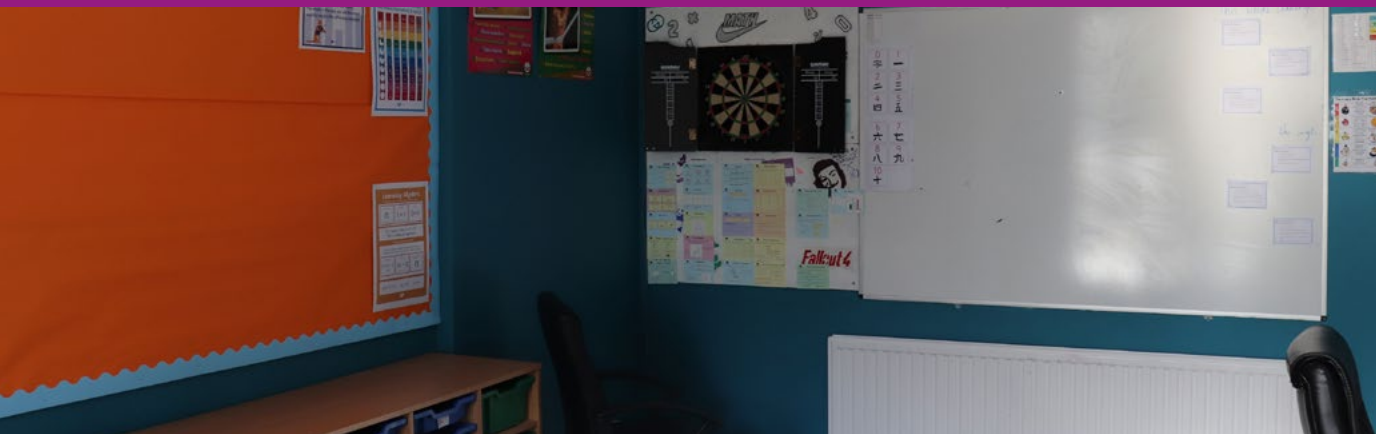
An individual learning plan was developed for Steven that was informed by his Education, Health & Care Plan; this focused on differentiated curriculum planning, delivery and outcomes for him. Steven had a bespoke timetable that was tailored to his interests and strengths in order for Steven to experience learning successes for the first time. Steven received core subject interventions to build on his fundamental Numeracy and Literacy skills, which he had missed due to be previously being taught away from the classroom. Steven was given vocational opportunities and experiences which resulted in him finding strengths in areas that he had never previously experienced. Devon School helped Steven to overcome some of the social and communication difficulties that he had previously experienced through social interventions, supported group activities and a range of trips and experiences in the wider community. Steven developed a positive attitude for learning and school life, this resulted in outstanding progress across the curriculum. Steven's hard work, consistently high attendance and motivation resulted in him achieving a variety of academic and vocational qualifications including a Duke of Edinburgh Award.

### Where is Steven now?

One of the areas that Steven discovered he excelled in was cooking, Steven highlighted that he had an interest in pursuing this in post 16 education. Our careers team at Cambian Devon School took Steven to careers fairs and open days and supported Steven to apply to a number of colleges. Steven has now started at an 'Ofsted Outstanding' college which he independently travels to and from on his own using public transport.



# Daily Schedule



## Personalised Course Plans

All of our students at Devon School have a bespoke timetable created for them based on their needs and interests. At Devon School we incorporate a broad and balanced curriculum which includes academic subjects, Literacy and Numeracy interventions, physical and outdoor education, vocational pathways and wellbeing programmes.

9.00 - 9.15	Tutor
9.15 - 10.00	Lesson 1
10.00 - 10.45	Lesson 2
10.45 - 11.00	Break
11.00 - 11.45	Lesson 3
11.45 - 12.30	Lesson 4
12.30 - 1.00	Lunch
1.00 - 1.45	Lesson 5
1.45 - 2.30	Golden Time
2.30 - 2.45	Reflection

The student is at the centre of all that we do. Our curriculum is tailored to suit the individual's needs, interests, aspirations and learning styles.

### Mandatory Lessons

- Mathematics
- English
- Science
- Personal Social Health Education

### Options

- BTEC Home cooking
- Art
- Music
- Physical Education
- Drama
- Health and Social Care
- Outdoor Education
- Humanities
- BTEC courses
- CPD courses
- Unit awards
- ASDAN

## We Value

- Personalisation & inclusiveness
- Enriched learning experiences
- Relevance and coherence
- Independent learning
- Flexibility, choices and options
- We emphasise personal development as well as academic success
- We aim to produce confident individuals, effective communicators, successful students and responsible citizens

# Statements



## Bullying and Harassment Statement

Bullying behaviour is not accepted in school and is never ignored. Bullying is behaviour, which is deliberately hurtful and frightening and can include both physical and verbal forms. If bullying is suspected or reported it is investigated immediately. It is dealt with appropriately and followed up later to ensure that it has not resumed. The Anti-Bullying Policy outlines what the school will do to prevent and tackle bullying.

## Drug Education Policy Statement

Drug Education is part of the KS3 and KS4 curriculum. Within RSHE, science and assembly sessions, the following elements of drug education will be taught: How the misuse of solvents, tobacco, alcohol and other drugs affects health – that the natural body's defence may be enhanced by immunisation and medicines. How smoking affects lung structure and gas exchange, The effects of solvents, tobacco, and alcohol and other drugs on body functions.

# Religious Education Statement



Religious Education is drawn from individual lessons and through integrated humanities schemes of work and mindful of all types of religion within a multi-cultural society.

Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain.

Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.

Develop the ability to make reasoned and informed judgments about religious and moral issues with reference to the teaching of the principal religions represented in Great Britain.

Enhance their spiritual, moral, cultural and social development by:

- Developing awareness of the fundamental questions of life raised by human experience, and how religious teaching can relate to them
- Reflecting on their own beliefs, values and experiences in light of their study's
- Develop respect for other peoples beliefs
- Develop a positive attitude towards living in a society of diverse religions

# Policies Available to You



The following policies and procedures are available from the school in printed format or electronically on request free of charge.

- Admissions
- Anti-Bullying
- Behaviour Management
- Curriculum
- Complaints
- Data Protection
- English as Additional Language
- Health and Safety
- Safeguarding
- Special Educational Needs
- Exclusions
- Wellbeing
- First Aid
- Whistleblowing

## Feedback

We know there will be times when you want to give us feedback about our school and we will always be happy to hear from you. If you feel that you would like to make a suggestion, let us know about something you were pleased with or indeed if we did not meet your expectations, please contact the school via the contact details at the front of this prospectus.

## Complaints

A complaints procedure allows for both formal and informal complaints. Informal complaints will be dealt with quickly, while formal complaints can be made in writing.

Our full complaints policy is available from the school on request. This policy is designed to help you raise concerns and ensures your complaint will be listened to and dealt with fairly. Should you wish to take your complaint further or if you feel you are unable to discuss the details with the school, please contact the Director of Education especially if your complaint relates to the school leadership.

The proprietor of the school is **Farouq Sheikh**, Chair of the CareTech Board. The representative of the Proprietor of the school, whose address for correspondence during both term times and holidays, is:

Andrew Sutherland,  
Managing Director Education,  
Metropolitan House,  
3 Darkes Lane,  
Potters Bar, Hertfordshire EN6 1AG.

The telephone number on which the representative of the proprietor may be contacted is **07701314378**.