



Statement of Purpose

Cambian Devon School

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1. Organisational Overview

The Cambian Group is one of the largest providers of specialist behavioural services in the UK. We care for both adults and children including those with challenging behaviours and complex needs. We offer specialist education, residential, mental health and fostering services, ensuring that each person in our care achieves their personal best. At Cambian Group we provide tailored care programmes, therapeutic environments and highly dedicated and experienced staff members to empower individuals to progress towards a better life and prepare them for independent living. We provide services for more than 2,400 individuals in 286 services. We work with over 140 public authorities and employ more than 6,000 people. Our children's services aim to meet the needs of children across the continuum of care. We provide a range of specialist service that support this ambition providing where possible every child the care, therapy and learning they need to ensure they achieve their personal best. We focus on delivering clear outcome for each person in our services.

2. Quality and Purpose of Care

2.1 STATEMENT OF PRINCIPLES AND PRACTICE

The Statement of Purpose is available to parents and staff. It is also made known to the students through a range of methods as appropriate. This statement describes the overall purpose of the school and describes any theoretical or therapeutic model underpinning the practice of the school. Cambian Devon School is part of the Cambian Group. All young people in the school have an Education Health Care Plan (EHCP). All have SEMH needs. Other associated difficulties such as ASD, ADHD, dyslexia, dyspraxia and secondary mental health conditions such as anxiety and depression and its associated behaviours can also be accommodated.

Our work is based upon understanding the ability of each young person to manage academically, socially and emotionally as individuals, as part of a group, as part of their family and as part of the wider community. The purpose of the homes is to prepare young people for the demands of adult life through staff expertise and specialist approaches, including a nurturing therapeutic environment which encourages young people to flourish academically, socially, emotionally and spiritually.

Cambian Devon School is a community that engages students and develops positive attitudes to learning. Staff are confident and skilled in building positive relationships that help to break down barriers, build self-esteem and challenge disaffection.

For vulnerable young people it is often a long road to success. Through the provision of a structured learning environment, we build that success through challenge, personalisation and innovation. Our aim, for all students, is for them to lead a full and fulfilling independent life in which they are equipped to make a positive contribution to their community. We help our students develop the skills that enable them to increase their independence and manage their own behaviour.

All Cambian Devon School staff are committed to enabling all students to overcome their challenges and achieve their full potential through both their social development and their academic learning. Staff have clear expectations about the standards they expect and encourage all students to aspire to within an environment of small groups with specialist teachers and teaching assistants to promote learning.

To support transitions for those students who have had a history of poor school attendance, particularly linked to high levels of anxiety, Cambian Devon School offers a integration process upon entry to the school. The ethos of the integration process is based around a primary model with one key teacher, consistent teaching assistants and additional support for the student's emotional wellbeing that allows students the opportunity to transition successfully into the school.

The integration process offers a small highly structured environment with opportunities to develop skills to support them. The curriculum focuses on key skills taught through project-based activities and includes lots of opportunities to play and to explore learning. The foundations of this approach are based on the 6 guiding principles of nurture as defined by the Nurture Group Network:

Students learning is understood developmentally
The classroom offers a secure base
The importance of nurture for the development of self-esteem
Language is a vital means of communication
All behaviour is communication
Transition is important in student's lives.

The benefits of this approach are:

It enables staff to model positive relationships
There is an emphasis on the development of language and communication skills and a focus on social and emotional development in order to reduce the need of students to express their feelings through non-verbal communication.
As well as developing curriculum-based skills, students are encouraged to celebrate their own progress by experiencing and learning skills such as listening, sharing and taking turns.

This holistic approach enables students to reduce or remove barriers to learning.

2.2 PROMOTING POSITIVE BEHAVIOUR AND RELATIONSHIPS

Our approach is based upon a non-aversive positive approach to behaviour change, an AS-friendly range of styles and strategies that are needs-led and detailed within personalised care plans. The work of our staff is based upon understanding the ability of the student to manage academically, socially and emotionally. We use therapeutic support and facilitate an educational, social, emotional, and spiritual ethos, which take account of a variety of learning styles. Individualised plans are designed to meet specific needs, and these plans form the basis of a partnership between the student, school, family and social worker if applicable.

Challenging behaviour at Cambian Devon School can take many forms. All staff are fully trained in the management of challenging behaviour, which is based on a positive approach. Punishment is not seen as appropriate; there is a focus on learning from natural consequences and there is an expectation that students accept responsibility for their behaviours in the interests of natural justice and their own personal development. Apologies, kind acts and restitution for damage, catch-up, community service, and in some cases, grounding to site for a defined period, are seen as appropriate consequences for developing future independence.

We aim to teach self-management through the provision of a range of strategies that allows the students to utilise their strengths and manage their difficulties successfully. We aim to help students reduce and control their socially unacceptable, inappropriate impulses and behaviours through the structured use of positive interventions and rewards, behaviour planning and the teaching of alternative behaviours. Each student has an Individual Behaviour Support Plan (BSP) which is based on positive behaviour management strategies and this sits alongside Individualised Risk Assessments (IRA). These documents are formally reviewed on a regular basis. Should there be any change in a student's presentation they will be reviewed more frequently as they are a 'live' document.

2.3 Description of Accommodation

Cambian Devon School is a school on two sites, both at Paignton and Buckfastleigh. Our Paignton site is a well-equipped centre for our academic, sport and creative studies. It shares a role with the Buckfastleigh site in delivering therapeutic sessions, including THRIVE and emotional literacy.

The Buckfastleigh site (known as Project Compass) is centred upon a Forest School ethos, with input from the academic site to 'blur the lines' between the two areas of education.

Given Cambian Devon School's proximity to Dartmoor, we also have a strong Outdoor Education provision, in which students regularly engage in activities like mountain biking, rock climbing and kayaking.

2.4 Arrangements for supporting cultural, linguistic and the religious needs of children

We recognise and respect our students' religious beliefs, customs, rituals and culture. We allow and support them to practice their religion in school. We actively encourage links with the wider community to support our students to feel that they belong to whichever community or culture they are from, and to explore other cultures.

The school as a whole is non-denominational and the school assemblies offer students a time to celebrate their achievements with a weekly celebration assembly and an annual end of year celebration day. Religious Education is taught in accordance with the locally agreed syllabus and parents have the right to withdraw their child from all or part of the RE lesson, which is taught within the school's PSHE provision.

2.5 Complaints

Cambian is committed to providing the highest quality service for young people, parents, local authorities, social service and health authorities. The Cambian Complaints Procedure offers additional security for students attending our establishment and peace of mind for their parents and placing authorities. This includes the involvement of persons who are completely independent of the establishment who can investigate formal complaints made by the student or persons acting on their behalf. Each student is allocated a key worker / personal tutor whom they meet with regularly and there is a less formal version of the complaints procedure designed to make it accessible to all our individuals.

We believe that students have the right to comment upon the service provided for them, to be involved in decisions relating to that service and to make complaints where they consider the service is unsatisfactory, for whatever reason. How to complain, if required, is clearly

displayed and regularly reinforced within House Meetings. How to complain is also displayed within the Students' Guide. Our aim is to be able to deal with any complaints in an informal manner initially, to seek a swift resolution. In the event that this is not possible and the complainant wishes to take a more formal route, we ensure that this is acknowledged, investigated and addressed within our complaints policy and procedures. The school is also visited regularly by an Independent Advocate from NYAS, who will speak with the students individually on request. All complaints are recorded in the school's Complaints File, which is reviewed by Senior Managers on a weekly basis and through the Regulation 20 monitoring procedure. Complaints can also be made directly to Ofsted and whistleblowing Hotline:

Ofsted National Business Unit
Piccadilly Gate
Store Street
Manchester
M1 2WD
Tel: 0300 1231232
enquiries@ofsted.gov.uk

Metropolitan House
3 Darkes Lane
Potters Bar
Hertfordshire
EN6 1AG
Tel: 0208 7356150

2.6 Access to Child Protection and Behaviour Management Policies

We have specific Safeguarding Children and Behaviour Management policies. All staff are provided with copies of these policies. Other parties such as parents, local authorities and social services are supplied with copies upon request. Copies are kept on the school website:

[Cambian Devon School | SEMH School for Children near me \(cambiagroup.com\)](http://Cambian Devon School | SEMH School for Children near me (cambiagroup.com))

3. Views, wishes and feelings

We support our young people to 'have a voice' and to enable them to express ideas and concerns using whichever means are most appropriate to them. All young people are assigned a key worker / personal tutor, who will meet regularly to chat, support and address any needs or concerns. All residential houses have meetings for the students with an agenda and minutes. There is a Student Council that meets on a half termly basis, as well as student committees in areas such as anti-bullying, food and Motiv8 (health and wellbeing activities). Minutes from these meetings are shared with students and staff across the school and suggestions are discussed at senior management level and actioned where appropriate. There are consultative processes throughout the year on various issues as part of the self-evaluation audits of the school. Students are given the opportunity to meet with the governors on a termly basis as part of the Governance Board Meeting. On occasions, students are also invited to the Senior Management meetings, to be consulted for their views. An open communication environment is encouraged whereby students are communicated with in a way that best suits their level of understanding and expression. Due to the communication challenges our young people experience by the nature of their diagnoses, the onsite Speech and Language Therapist supports staff to adapt their communication to ensure young people are able to communicate their thoughts and feelings

effectively in an appropriate format e.g. written, visual and verbal. The Speech and Language Therapist also facilitates the adaptation of materials to gain feedback such as simplifying the language used or creating visual formats.

A description of the Schools policy and approach in relation to:

- (a) Anti-discriminatory practice in respect of children and their families; and
- (b) Children's rights.

We believe that students with additional needs should share the same rights as all members of society, where these are appropriate and in their best interests. Within the statutory framework provided by current legislation and regulations, staff of the Cambian Group work to protect and promote, for all people with special needs the right to:

- Live full and independent lives to the maximum of their potential
- A full, accurate and unbiased assessment of their special needs
- A range of education, care, health and other associated support services required to meet all their needs
- Be involved in decisions affecting their lives and to have their wishes, as far as possible, ascertained and respected
- Appropriate guidance to promote their physical, mental and spiritual health and well-being
- Adequate food, clothing, space and other necessities of life
- The equipment, assistance and support services needed to enable them to live with dignity
- Participate in and benefit from cultural, entertainment, recreational and sporting activities
- Use facilities and services in the community where possible
- Develop relationships without exploitation or coercion
- The full protection of the law

4. Education

The school offers a range of classroom facilities. Each class generally has up to four students working with a teacher who is supported by a teaching assistant where necessary. Class groups are normally of similar age where this is deemed suitable, based on the needs, ability and personality mix in order to ensure a cohesive and compatible group. The Wellbeing Team work closely with staff and students in education. They support the students' individual needs through both direct and indirect work, with the implementation of programmes that are integrated into the curriculum.

Links are also made with other education providers and organisations to ensure the broadest range of educational opportunities and activities are available to students. Additional lessons are available for those who wish to extend their learning, as are sports-based learning activities for those who enjoy a more practical route.

We believe our students have the right to experience the breadth and range of subjects delivered within a specialised and adapted National Curriculum. Progress is carefully monitored to ensure that outstanding progress can be made. Cambian Devon School offers specialist facilities for all subjects and some traditionally based practical rooms. All classrooms have computer facilities, including internet access. Food Technology/cookery is also offered.

A full range of external qualifications and accreditation is offered including GCSEs, Entry Level Certificates, Functional Skills, BTECs, AQA Unit Awards and vocational courses. There is a menu of intervention programmes through which personal and social development are tailored to support students in developing their skills.

Each student also has access to the following facilities:

- Art and Crafts Suite
- Science Laboratory
- Food Technology/Living Skills Kitchen
- Outdoor fitness facilities (Multi-use games area)
- Outdoor education
- Nature room equipped for therapeutic development
- Forest School activities at Buckfastleigh site

We have provision for up to thirty day students, who access the school to partake in the educational day.

At Cambian Devon School we aim to provide consistent, diverse, enjoyable and structured learning opportunities through a waking day curriculum, five days a week for all of the students.

Our curriculum caters for students with a wide range of needs regardless of the speed of their progress. Cambian Devon School believes that students are entitled to a curriculum that is characterised by breadth, balance, relevance, differentiation and progression. We take a personalised approach to the curriculum which is broadly based on the statutory requirements of the national curriculum, but the teaching of subjects is adapted to meet the very particular needs of our students. Our curriculum offers a range of options in Years 9 to 11 that can lead to accreditation and qualifications. There is also an opportunity for students to have short periods of work experience where appropriate; these may be on or off-site. Where possible the school places students with local employers and works with partner organisations to ensure the suitability of placements

The onsite education is managed by Head of Education, who is part of the Senior Leadership Team. Cambian Devon School provides formal education for students for 38 weeks of the year.

We offer a wide range of qualifications including, GCSEs, Vocational and Functional Skills. All students have access to Personal, Social and Health Education.

Some of our older students study BTEC Awards at school or local colleges of further education. Students are properly supported in the college environment monitored by the school's dedicated careers coordinator.

In addition to academic attainment, students are provided with the opportunity to develop their full potential in the following areas:

Physical health and wellbeing
Independence, life skills and self-help
Social skills and understanding
Communication skills
The development of relationships with adults and peers

The ability to make informed choices
Intellectual development and problem-solving
Spiritual, moral, social, cultural and emotional fulfilment
Positive self-esteem, self-awareness and self-confidence
Leisure and self-occupying skills
Please refer to the Curriculum – Teaching and Learning policy for a breakdown of subjects by key stages.

5. Enjoy and Achieve

Consideration is always given to the students' chronological and developmental age when organising the activity programmes provided by the school. Students are assisted at such times, developing their skills in personal care, experiencing play and leisure activities and enhancing social and communication skills in a wide variety of supported yet realistic settings. Within that structure, students are offered a wide range of leisure activities which address their individual social, communication, personal and academic needs.

The school supports this through a use of Golden Time, which is worked into our Positive Points system. Students are awarded points at the end of each lesson, which they can (a) save to swap for items displayed in our Positive Points display cabinet and (b) use to gain access to Golden Time, which is a variety of activities put on for the final session of each day. Students need to gain five point to attend Golden Time either through collecting points during their lessons or by gaining Golden Moment points, which are points awarded by staff for exceptional behaviour in or out of class. Activities on offer during Golden Time include football, art and Warhammer Fantasy Roleplay.

6. Health

Our students have access to the support of a range of disciplines, including THRIVE, emotional literacy and TACPAC. All staff are qualified and undertake on-going professional supervision. Our Wellbeing Team support staff to help make the whole school environment as beneficial as possible for the well-being, learning and development of every student.

The School aims to ensure that all areas of need identified in the students' Education Health Care Plan are met.

7. Positive Relationships

The school ensures that regular, informal home contact is maintained through weekly telephone calls, email, Zoom, Wi-Fi connectivity and regular newsletters. Each student has a keyworker, who works to build a relationship with home as well as with students. Parents are invited to attend all EHCP reviews, the first of which is held after a student's initial three-month assessment period and thereafter on an annual basis. The school encourages parental visits and every opportunity for liaison and communication is welcomed. Parents are also invited to attend our termly Mentoring Days. Naturally, this is within the parameters of the current covid situation.

8. Protection of Children

At Cambian Devon School, prospective students may book a tour of the school with our Admission Officer. There are several methods used to help keep the student safe.

The school has CCTV in the grounds and car parks to monitor areas visitors can access during the day to ensure we know who is on the site. The school also has extensive CCTV inside the school buildings.

The main school gate on the Paignton site has a keypad so only the staff can access them. This keeps strangers out and everyone safe.

Fencing has been erected around the premises to improve security for the students.

The fire precautions and emergency procedures are in line with the detailed policy set out in the detailed Health & Safety Policy. These procedures include fire safety training, fire evacuation drill, provision of fire extinguishers, fire notices, regular monitoring of fire doors, appliances and fire alarms. Our young people are regularly involved in both day and night fire drills to ensure they are familiar with the required procedures.