

## 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,

We know that young people learn more effectively if they feel valued, happy and secure. We are all extremely proud of our school and are committed to providing the very best possible education for all our young people.

The outcomes of our curriculum are highly individual. However, we strive for all young people to leave the school with a range of accredited qualifications and the independence skills to follow their chosen pathways.

Devon School is dedicated to providing pupils aged 7 to 18 years with a high quality and individualised learning environment. The school provides opportunities to access learning that are tailored to their needs, whilst developing their self-esteem as they reach milestones in our caring and nurturing setting.

Our Buckfastleigh site provides an opportunity for students to develop their wider skills; Duke Of Edinburgh, ASDAN qualifications, catering, Forest Schools and outdoor opportunities are available for students.

We extend learning beyond the classroom to build essential independent skills, foster teamwork and to promote community collaboration through volunteering, 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.

We encourage you to visit us at school and very much look forward to meeting with you.

Yours sincerely,

*Abbi Salisbury*

Head Teacher

52 Borough Road  
Paignton  
Devon  
TQ4 7DQ  
Phone:  
01803 524537



# Vision, Values and Aims

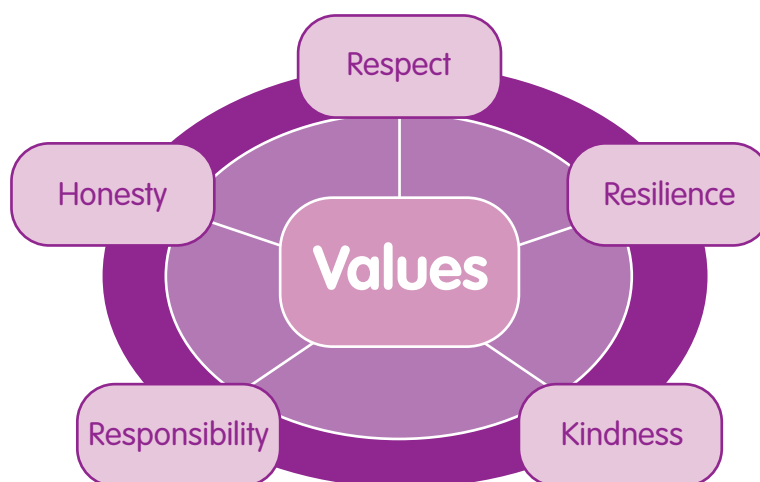
## Ethos

Empower • Inspire • Achieve

### Vision

Our vision is to work collaboratively with students, families and the school community in order to create a respectful and compassionate school community that fosters a life long love of learning to empower everyone to be the best versions of themselves. We build the foundation for this learning through meaningful relationships, effective communication and engaging learning opportunities. We challenge ourselves and each other to be reflective individuals in order to equip our students with the skills they need to be proud of the contribution they make to their community. We strive to create an environment in which we have confident and self-aware students who feel valued, respect one another and have the strength to face new challenges. We inspire our students to become ambitious learners and individuals, who have the confidence to take learning risks and recognise that every mistake is a learning curve that can lead us to the right path.

### Values



### Aims

- Empower** We aim to empower our students to develop the attitudes and skills that support a healthy and fulfilled life together with the confidence for a lifetime of learning.
- Inspire** We aim to inspire every student to fulfil their potential, emotionally, physically, spiritually and intellectually, both during their time at school and in their life ahead.
- Achieve** We aim to ensure all our students achieve their own potential regardless of barriers.



## Our School

Cambian Devon School is an independent, DfE-registered, co-educational day school, providing specialist education for up to 30 students, aged 7-18 years. The School is non-denominational and has a secular ethos, but respects the cultural needs and religious beliefs of all. We provide a high quality, personalised education for students with Social, Emotional and Mental Health (SEMH) challenges that can create barriers to learning. We prioritise breaking down barriers for students, who have often previously had negative experiences of education and school settings, to enable them to achieve in all aspects of their learning journeys and school life.

Our experienced and passionate team work together to promote our school as a community and ensure our students success both within our school and beyond. We offer a rich and varied curriculum that we are able to tailor to individual students needs and interests offering a range of both academic and vocational elements. Timetables are tailored to each individual to ensure they have the best opportunities available to them to make good progress and fulfil their potential. We continually monitor and improve our offer, embracing opportunities to further build and expand on the learning experiences of our students. Our school supports the national curriculum building strong Literacy and Numeracy skills, underpinned by a whole school approach to emotional wellbeing, to ensure students are able to fully access the range of subjects and opportunities available to them.

Students are able to access a range of qualifications including GCSE's, Functional Skills, BTEC, Asdan, Duke of Edinburgh Award and other vocational options. We pride ourselves on our nurturing approach and the sense of community within our school, creating an environment in which students can thrive, students have access to a range of pastoral interventions such as Thrive, Emotional literacy and Talkabout.

At Cambian Devon School we have two school campuses; one in Paignton and one in Buckfastleigh. Our Paignton campus is our main school campus and this is where the majority of academic lessons and therapeutic interventions take place. Our Buckfastleigh campus is our vocational campus where we have our catering kitchen, our farm and forest schools, our ICT suite and DT facilities.

Our staff team build strong positive relationships based on mutual respect and trust and ensure that students are valued allowing them to thrive within our school. We celebrate achievement both big and small as every step is as important as they strive into their futures. Personal development is a core element of our school and students are actively encouraged to take part in a wide range of activities that enrich their experiences. Spiritual, Moral, Social and Cultural development as well as fundamental British Values are embedded across our curriculum and our school.



## Student Profile

At Devon School, we believe that every child is entitled to an accessible education that is broad, balanced and suited to their needs. Our learning environment, curriculum and style of education is designed to support this and provide a nurture-based approach to a collaborative education.

### Student Profile

- Mixed gender, ages 7 – 18yrs
- A range of social, emotional and mental health concerns including anxiety and depression
- A range of specific learning difficulties that make accessing a mainstream education challenging
- Students with emerging or diagnoses of conditions including ADHD, ASD, ODD and PTSD
- Exposure to traumatic/adverse life events
- Attachment difficulties
- Significant gaps in education and attainment
- History of placement or family breakdown
- Social communication difficulties
- Emotional literacy difficulties
- Behaviours that challenge
- Vulnerable to exploitation
- Students with an Education Health Care Plan



## Admission Criteria

Devon School is specifically focused on providing education for young people with on-going social, emotional and mental health difficulties and associated 'challenging behaviours', which may have resulted from past experiences and may then further prevent them from functioning within the community and developing to their full potential. Students attending the school have either been placed in the care of the Cambian Group, or are day placement students. The majority of our students have an Education, Health and Care Plan (EHCP). We only admit young people whose places are funded by a UK Local Authority.

## Referral Process

Admission to the school is through an initial referral from a Local Authority. Transitioning into a new environment can be a daunting experience for young people. Devon School is very sensitive to this and endeavours to work collaboratively with previous educational providers to ensure our young people feel safe, comfortable and at ease in school. We will liaise with their previous school and other relevant agencies e.g. social care to ensure continuity and ease of transition. Some pupils may start their education with us on a part time timetable which is regularly reviewed and then gradually increased.

## Assessment

Assessment is a key process that is carried out within our school. The purpose of assessment is to give us a clear picture of where each learner is as well as to provide information to move students in on their learning towards their goals. We monitor the progress of students with respect to their starting points as well as closing the age-related expectations (ARE) gaps. At Devon School we conduct a range of academic and pastoral assessments

### Purpose of assessment

We use assessment to:

- Personalise each learner's journey. This enables school to build a unique picture of each learner's strength and areas for developments. Identified areas for development inform termly provision maps with clear SMART targets for termly progress and interventions.
- Enrich the classroom practice. We ensure that lessons, activities and all staff/ pupil interactions are engaging and meaningful and we assess for learning throughout.
- Support curriculum planning. This allows the school to adapt the curriculum to better meet learning needs and to provide learners will well informed choices.
- Cambian Devon School will use assessment information to ensure that curriculum content and experiences are pitched at the right level. All learners are supported to achieve expected levels of progress for the relevant national curriculum key stage and to complete an appropriate range of approved qualifications.
- Support sound pupil progress tracking. Assessment allows staff to form a view of the general progress of individual learners and well as progress in relation to a range of educational and developmental needs in relation to specific targets such as Education Health Care Plan (EHCP).
- Provide evidence base for school improvement. Students' progress and achievement confirm the effectiveness of the curriculum, the impact of school improvement priorities as well as the contribution of staff members.



## Our Curriculum

At Cambian Devon School we offer a bespoke curriculum specifically tailored to promote student success and progression.

Our curriculum aims to:

- Enable all students to learn and develop their skills to the best of their ability.
- Promote a positive attitude towards learning, so that students enjoy coming to school, and acquire a solid basis for lifelong learning.
- Enable students to be creative and to develop their own thinking.
- Enable students to be positive citizens in society.
- Help students understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enable students to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Support students to become confident individuals who are physically, emotionally and socially healthy.
- Provide students with the opportunity to be responsible citizens who make a positive contribution to society and embrace change.
- Engage students in managing risk positively together with their own wellbeing.

## Project Compass

Our Project Compass campus at Buckfastleigh is our vocational centre. Project Compass aims to work with students to make tangible links to more academic forms of study through a broad subject offer. Project Compass offers a range of subjects with pathways from KS2 through to qualifications in KS4 and KS5. The curriculum offer at Project Compass includes: Catering, Duke of Edinburgh Award, Forest School, Farm School, Computing and Project based learning.

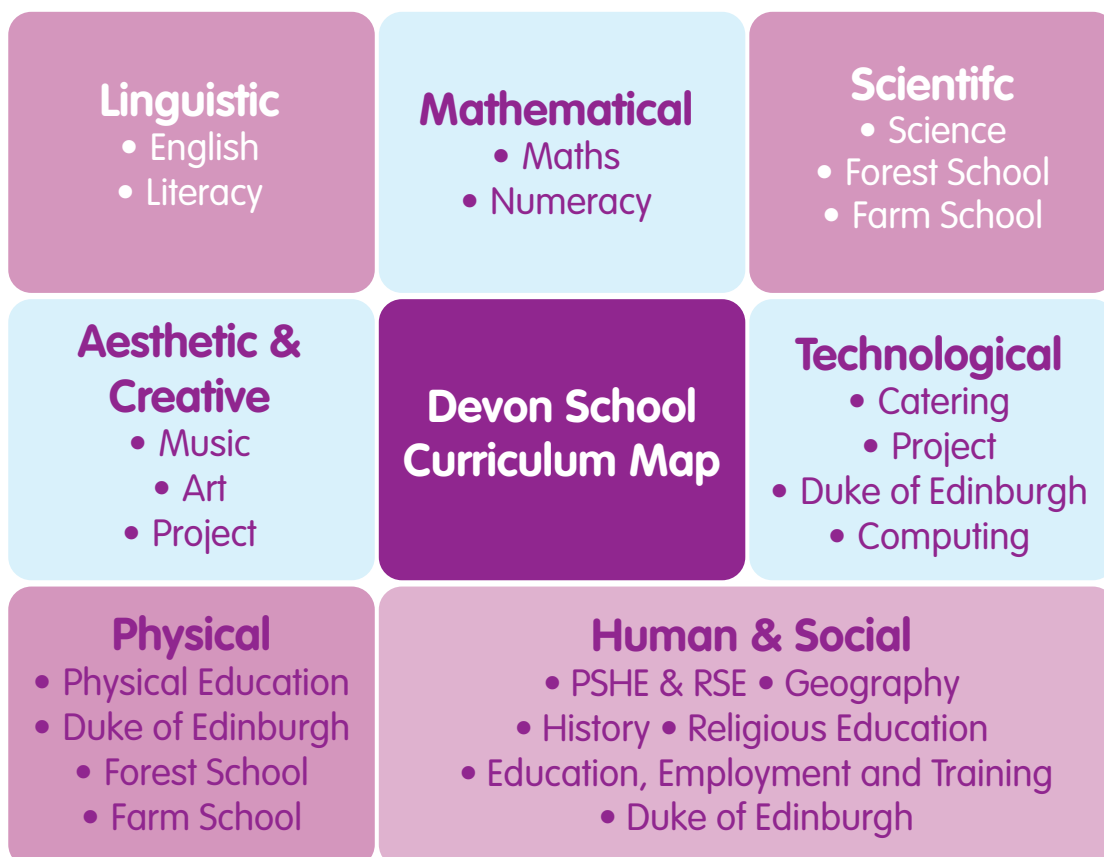


## Curriculum Enrichment

We actively promote opportunities for students to take part in a wide range of experiences that broaden their skills and knowledge through educational activities and trips, personal projects, community activities, work experience and volunteering opportunities both on and off site. Students have taken part in tailored workshops from external speakers, outdoor education experiences, first aid training and team building exercises delivered by skilled providers as well as our own team. Students are encouraged to make positive contributions to the wider world and society throughout the school year including volunteering at a local homeless shelter and taking part in community litter picking. Subjects across the curriculum offer school trips and extra-curricular opportunities as part of their curriculum offer.

## Careers

Devon School are very proud of our well-established careers provision, we offer a range of activities, support mechanisms, specialist advice sessions, and volunteering and work experience opportunities. Our personalised approach begins in Year 10 and continues throughout the student's time here. We work with local businesses, sole-traders, independent advisers, further education providers, prospective employers, local council, and guest speakers alongside attending numerous events and trips to help students gain a well-rounded view of the potential pathways they may like to explore. For our pupils with special or specific needs, we ensure a bespoke programme of guidance and additional support when required.



# Devon School Outcomes 2024

## GCSE

3 x Maths

3 x English Language

1 x History

3 x Science Double Award  
inc. 1 x Grade 4

1 x Religious Education

## Functional Skills

1 x Mathematics  
- Level 1

1 x Mathematics  
- Entry Level 3

3 x Mathematics  
- Entry Level 1

2 x English  
- Level 2

4 x English  
- Level 1

5 x English  
- Entry Level 3

1 x English  
- Entry Level 2

3 x English  
- Entry Level 1

2 x BTEC Catering - Pass

1 x BTEC Art and Design - Merit

2 x Duke of Edinburgh - Silver

3 x Duke of Edinburgh - Bronze

7 x Volunteering placements

## Personal Achievements

Two students have learned to play the violin for the skill section of their Duke of Edinburgh Award.

## Looking to the Future

Student R is currently pursuing his career aspiration to join the Army, he also has secured a place at a local college on a Uniformed Public Services Course if he decides he doesn't want to go straight into the Army.

Student J has used the skills that he has developed through work experience this year to successfully secure a place on a multi-construction course at College next Year.

Student F has developed his confidence and skills to be able to follow his aspirations to become a software designer, he has a place on a Level 2 computer technologies course to support this.





## Reporting Progress and Achievement

At Cambian Devon School, we facilitate robust communication between home and school. Key workers make weekly phone calls home to inform parents and carers an overview of progress and achievements over the week. We provide a termly report with an overview of attitude to learning, behaviour, attendance in lessons, progress and attainment against national expectations for each subject. We also provide a comprehensive written report at the end of the academic year detailing progress in each subject over the year. We also host Annual Reviews of Education and Health Care Plans, Personal and Education Planning Review meetings and contribute to various other meetings such as Looked After Children (LAC) and Team around the child (TAC) meetings. At the end of every term we hold a Mentoring Day where parents and carers are invited into school with their child, they will be given a tour of the school by key workers and have the chance to meet with subject staff, look through their students books and discuss progress and attainment with staff.





# Management of Behaviour

At Cambian Devon School, we promote good behaviours through 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.

## Positive Behaviour Support

At Devon School we have a Positive Points reward system. Students can earn positive points in their lessons throughout the day. Students can use their points to buy items or experiences that are meaningful to them. Students can also earn 'Golden Moments' throughout the day for outstanding behaviours or achievements. At the end of half-term there is a school trip which is chosen in student council, students who have achieved 70% of their possible points over the half term are invited to attend the trip.

## Sanctions

Where necessary, clear and consistent consequences will be calmly and systematically applied. Students will be actively involved in identifying where this may be necessary. In cases where a more serious incident occurs, restorative justice or reflection 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, a donation of positive points to a chosen charity or an internal exclusion.

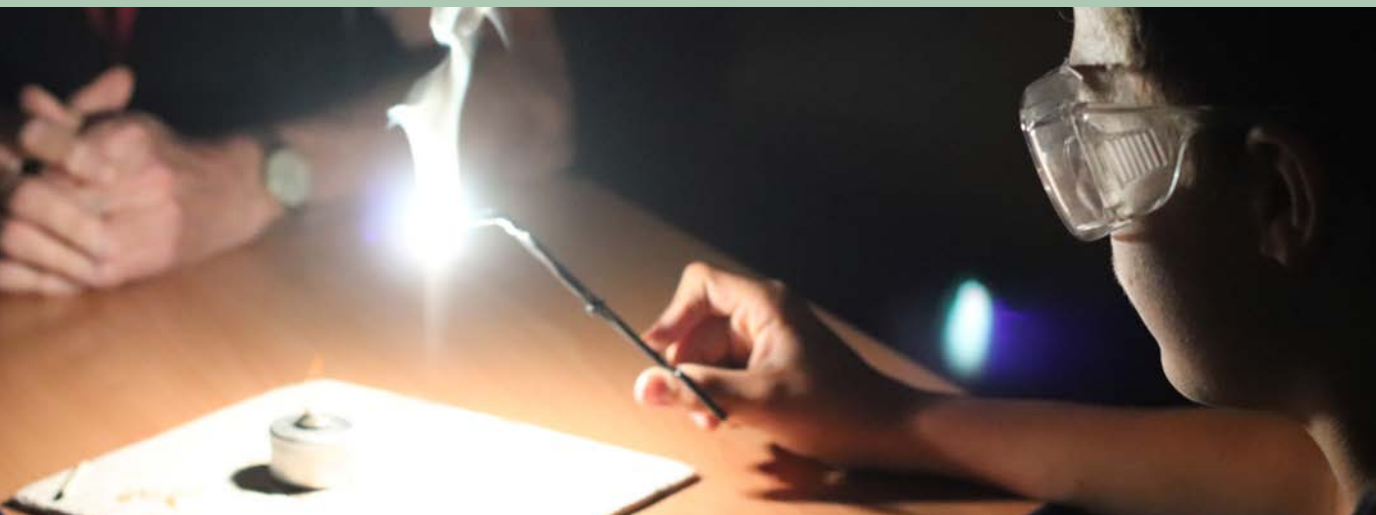
## Physical Intervention

As a last resort, restrictive physical intervention may be required to keep a young person safe or to prevent serious harm to others. At all times physical intervention is used as an act of care and not punishment. Our staff are fully trained and certificated in CPI, an approved programme by Cambian Group, in line with the BILD Code of Practice. This helps staff to deal with the risk of harm to an individual or others 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, the decision will be made in conjunction with the Regional Educational lead.

# Policy Statements



## Equal Opportunities and Values

The school is committed to a policy of equal opportunities for all students, staff and others 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

The school health and safety policies and practices comply with National Guidance and ensure the wellbeing of all students, staff and visitors. All members of staff engage in mandatory training as appropriate. Students are encouraged to act safely and participate in a range of positive activities. The school environment is monitored regularly to ensure safety for all.

## Safeguarding Policy

At Cambian Devon School we endeavor at all times to provide a safe and welcoming environment where all students 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 students 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.
- Students 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 positive steps to inform students of their rights to safety and protection and the options available to express their fears or concerns.
- When students 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 appropriate levels of supervision and support.

**All students have comprehensive risk assessments with proactive strategies in place which are used implemented to ensure high level of safety for all.**



## Special Education Needs

Where pupils have an Education, Health Care Plan (EHCP) or additional needs, the school's SENDCo will ensure that all entitlements are met and goals are supported as part of the individual mapping process. Goals from EHCP are used to formulate short term targets. We monitor progress against targets regularly and submit to placing authority to inform the review process. Students requiring additional support or for whom there are gaps in their education, targeted intervention are put in place in order to increase their functioning levels. Where the school feels that a pupil could benefit from having an EHCP an application will be made on his/her behalf.

## Young People who have English as an Additional Language (EAL)

The school welcomes and values the cultural, linguistic and educational experiences that students with English as a second language 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, 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.

## 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 child on child abuse policy outlines what the school will do to prevent and tackle bullying.

## Knives and Dangerous Weapons

Under no circumstances are pupils to bring in knives and/or dangerous weapons into school. If they are suspected of doing so then the school reserves the right to search them and their bag. If a pupil is found to have a knife or a dangerous weapon, the Head Teacher (or designated deputy in her absence) will contact the police. Once advice is taken from the police, subsequent action may involve one or more of the following: school and parent/carer meeting; external intervention; fixed term exclusion; permanent exclusion; police action.

## Smoking (including the use of vapes)

Under no circumstances are pupils allowed to smoke within the school building and/or on the school site. If a pupil does smoke within the school building, the Head Teacher (or designated deputy in her absence) reserves the right to immediately exclude a pupil on the grounds of Health and Safety. The school will endeavour to support and assist pupils in stopping or reducing smoking. This may be through education within the curriculum, liaising with outside agencies and encouraging smoking cessation to ultimately reduce frequency.



## Theft

If a pupil is suspected of stealing within the school grounds or within the wider community the Head Teacher (or designated deputy in her absence) reserves the right to search the pupil's bag and/or ask them to turn out their pockets. If a pupil is unwilling to do so, the school reserves the right to call the police. If a pupil is found to have engaged in theft then the police will be contacted if deemed appropriate.

## Mobile Phone Policy

We recognise that mobile phones play an important part in our lives and when used as they are intended, can bring substantial benefits. We also acknowledge that there is a risk that they can be used for the taking, storing and using of images inappropriately in a way that denies other student's right to dignity, privacy and respect and can lead to bullying. They also have the potential to distract students from their work. For these reasons we expect that all students who bring a mobile phone into school will hand them in at the office.

## First Aid Policy

Our First Aid policies and practices comply with the Guidance on First Aid for Schools' Best Practices Document published by Department for Education. It outlines its statutory responsibility to provide adequate and appropriate first aid to students, staff parents and visitors and to ensure that the procedures are in place to meet that responsibility. Fully stocked first kits are available on site and are taken on school outings. School will ensure that staff trained in administering first aid is always available to provide treatment in line with their training. A written record is kept of all first aid that is administered on the school premises and as part of a school related activities.



## Relationship, Sex and Health Education Statement

The intent of our Relationships and Sex Education is to help and support young people through their physical, emotional and moral development. Our RSHE programme is firmly embedded in PSHE and is designed to help young people learn to respect themselves and others and move with confidence from childhood, through adolescence into adulthood.

Our programme aims to provide the basis for an ongoing programme of RSE that will assist children to:

- Develop positive values and a moral framework that will guide pupils' decisions, judgements and behaviour as they move into adolescence and adulthood
- Understand the consequences of their actions and behave responsibly within all relationships, have the confidence and self-esteem to value themselves and others and to have respect for individual conscience and the skills to judge what kind of relationships they want
- Communicate effectively
- Avoid being exploited or exploiting others
- Avoid being pressurised into behaviours or situations they do not feel comfortable with
- Understand the processes of puberty, conception and birth
- Show respect for their own bodies and other people's
- Recognise their emotions and express them effectively and appropriately
- Understand the importance of family life for all and, in particular in the development of a child
- Recognise and respect that different people make different decisions about the relationships they choose to enter into.

The aim of RSE at the secondary level is provide clear progression from what has been taught at the primary level and will give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It will also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). We will teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

As stated by the Department for Education in statutory guidance published June 2019, parents/ carers have the right to withdraw their child from some, or all of sex education delivered as part of statutory RSE. Please note, the right to withdraw is for sex education only and does not include content delivered as part of relationships and health education. If a parent/carer wishes to withdraw their child from any part of sex education, they need to contact school to have a discussion with the Head Teacher, so that he/she can be made aware of the reasons and provide alternative arrangements. The request to withdraw a child from sex education can be made up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should include the young person in sex education provision.



## Feedback from Parents

We know there will be times when you will want to give us feedback about our school and the service we are providing. We are always happy to hear from you, please contact the school via the contact details at the front of this prospectus.

## Complaints

Our full complaints policy is available from the school on request. Cambian Devon School takes all complaints, comments and compliments seriously. We aim to promote an open and responsive culture where any comments and suggestions are considered and acted upon so we can learn from them. Our complaints procedure allows for both formal and informal complaints. We aim to resolve all such issues in a transparent and robust manner in order to ensure that dissatisfaction is minimised. Informal complaints will be dealt with within 5 working days. Formal complaints can be made in writing to the Head of the school. 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.

## Information Available to Parents

The following policies and procedures are available from the school or in printed format or electronically on request:

- Admissions Policy
- Behaviour Support Policy
- Curriculum-Teaching and Learning policy
- Complaints policy and procedure
- Data Protection Policy
- English as Additional Language Policy
- Health and Safety Policy
- Safeguarding and Child Protection Policies
- Special Educational Needs Policy
- Exclusions Policy
- First Aid Policy
- Whistleblowing Policy

## Proprietor

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,

Operations Director - Education, Metropolitan House,  
3 Darkes Lane, Potters Bar, Hertfordshire EN6 1AG.

The representative of the proprietor may be contacted at  
[Andrew.Sutherland@caretech-uk.com](mailto:Andrew.Sutherland@caretech-uk.com)