

A prospectus of the
**special schools and the
educational facilities** in Devon

Information for parents and carers



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Introduction



Devon has a range of exciting and vibrant learning communities, where children flourish and contribute to their local communities. Within these communities there are a range of special schools, colleges and educational facilities that meet the varying needs of children across Devon, and these have received good or outstanding judgements from OfSTED. These schools are strongly and actively supported by Devon County Council with its extensive and nationally recognised range of support and specialist services. We aim to ensure that children and young people with special needs in Devon are given consistent, personalised support and offered education and care specifically suited to their needs, within their own communities wherever possible.

Over the next three years we aim to further improve the support for children with special needs in Devon, and to achieve better value for money through more efficient use of our resources. One of the priorities in our Strategic Plan 2006 – 2011 is that “Devon’s children should have the best possible start in life and gain the knowledge and skills they need to lead happy, healthy and fulfilling lives.” Our Children and Young People’s Plan includes details of how we will achieve this and deliver the five outcomes of Every Child Matters – being healthy; staying safe; achievement through enjoyment; achieving economic wellbeing and making a positive contribution. We hope you will take up the opportunity to educate your child in a Devon school.

Anne Whiteley

Executive Director of Children and Young People’s Services

Special Heads Association of Devon (SHAD)

This is the group comprising of the headteachers of each of Devon’s ten special schools. It is chaired by one of the Headteachers in turn and works to make sure that the needs of the most complex children and young people are catered for in the special schools and by sharing their knowledge, expertise and resources with the other schools in the county.

“Our students are an untapped resource in society and a gift to educators. These students and their specialist provisions need to be considered at the forefront of all consultation, policy and procedures instigated by our partner agencies.”

SHAD Mission Statement “Every learner will be empowered and enabled to lead an independent, healthy and fulfilling life.” **SHAD Vision** **All students will:**

- have equity of choice and opportunity within their home and school communities
- be empowered to dream and aspire to a lifelong love of learning
- be successful contributors to society. **As specialist providers, we will:**
- ensure that each and every learner has inspirational and aspirational high quality learning opportunities at all times
- consistently facilitate, promote and expect to work collaboratively, cohesively and effectively with all partners, accepting joint responsibility and accountability for meeting the holistic needs of each and every learner.

Section A

About Devon Children's Trust and Every Child Matters

Devon Children's Trust is a partnership of organisations working with children and young people in Devon, including Devon County Council, Devon NHS and Connexions. The work of the partnership is based on universal entitlements, such as schools and GP services, for all children and young people. Our commitment is to provide consistent and high-quality services while recognising that children and young people in Ilfracombe may need different services from those in Ivybridge; and those in Holsworthy will need something different again from those in Honiton. Regardless of which organisation provides a service, what matters is that it:

- is based on the needs of the children, young people, and families
- makes best use of the resources available
- is of the best quality.

We recognise that families bring up children and our job is to support them to do that. We feel passionately that all children and young people should be **happy, healthy, secure** and have the confidence to achieve at school and enjoy their childhood. This should happen regardless of their background. We will fight injustice, promote fairness and provide services to meet the needs of the individual child. We aim to give each child the best possible start in life, lending a helping hand when needed, as early as we can.

SEN and Inclusive Education

We care about the needs of all children and young people living in the county from the ages of 0-19. Every child and young person is an individual and will learn at different rates. If a child is failing to make good progress it may mean that they have Special Educational Needs and require additional help and support. Those with the most complex difficulties may require a Statutory Assessment and be given a Statement of Special Educational Needs which sets out what their difficulties are and how they will be supported. Most children and young people with Special Educational Needs will attend their local school and, as far as possible, be educated with other children and young people of the same age. Each school has a Special Educational Needs Co-ordinator (SENCO) who ensures that the school adheres to the *SEN Code of Practice (2001)*. The SENCO oversees the school's SEN support and the progress that pupils with special needs make to ensure that all young people are fully included in the life of the school and make the best possible progress. Most schools' governing bodies have a SEN governor to champion the issue of Special Educational Needs within the work of the governing body and to have specific oversight of the school's arrangements and provision for meeting Special Educational Needs.

Schools are supported in this work by the Devon Learning and Development Partnership (LDP). This is a team of advisers, consultants, teachers and specialists including SEN advisers, educational psychologists and support and advisory teachers who deliver specialist improvement and inclusion services. They work with children, families, other professionals, schools and settings in Devon to make sure that all children and young people gain the knowledge and skills they need to lead happy, healthy and fulfilling lives. Our goal is to create inclusive schools so that all pupils and young people have equal access to their community school and specialist services.

Devon Portage

Devon Portage is an early intervention service for children aged 0 to 4 years with a range of severe and complex learning or physical needs or both. It has three nationally registered services in Barnstaple, Exeter and Totnes. Portage works in partnership with parents and carers in the child's home on a weekly basis. They build on abilities the child already has and teach skills the child has yet to master. Each child has an individual curriculum which is evaluated every term with the parents or carers. Portage staff are skilled at breaking tasks down into tiny steps which allows the child and their parents or carers to experience frequent success. Portage supports staff working in early years settings, such as children's centres, to successfully include children at Early Years Action Plus into their local pre-school. We provide smooth transition for the child into pre-school and school, carry out statutory assessment work, and deliver a range of early years SEN training.



Stepping Stones

We want all schools across the county to work in partnership to provide the most appropriate services for the needs of the children and young people in their Local Learning Communities (LLCs). Stepping Stones is the name of the programme which, over the next three to five years, will develop a range of services to meet a range of needs for all children and young people. We know that for most children in Devon educational, and social needs, are provided for by mainstream schools, families and communities. However, a number of children and young people will have additional needs and the range of services available needs to be able to respond to, and meet, these needs.

In primary schools access to these specialist services will be arranged through three Specialist Hubs which will then support more localised delivery and provision. In secondary schools this will be arranged through three Personalised Alternative Curriculum Centres (PACCs) providing a range of academic and vocational opportunities to suit each young person. A small number of children will need more specialist services and support than that provided by Hubs or PACCs and may need to attend one of the maintained special schools in the county.

Primary Hubs and Secondary PACCs

In Devon we currently provide alternative education through the Education Other Than At School Service (EOTAS). This comprises of seven Pupil Referral Units (PRUs) and the Link Education Service. Six PRUs offer a secondary education for children and young people who have been permanently excluded (younger excluded pupils attend Link Education), and supports their integration into the next school; older children are prepared for the transition to post-16 education, training or work. The seventh PRU has classrooms at the Royal Devon & Exeter Hospital, Exeter and the North Devon District Hospital, Barnstaple, and ensures continuity of education for children and young people who are admitted to the children's wards. The Link Education Service teaches pupils who are temporarily unable to be in school because they are ill and supports their eventual reintegration.

Over the next 3–5 years we will develop the range of services and support to meet the range of need for all children and young people. As part of this vision we want all children and young people to be able to access services and provision in their Local Learning Communities (LLCs) wherever possible. Some children with complex needs will need access to specialist support in additionally resourced provision or special schools that are more regionally based.

Schools will work in partnership to develop the most appropriate services and support for the needs of the children and young people in their LLC. In primary schools (Key Stage 1 and Key Stage 2)

access to specialist services will be arranged through three Specialist Hubs which will then support more localised delivery and provision. These will be provided through nurture groups offering high-quality personalised learning programmes. Specialised staff will work in partnership with other support agencies, offering services such as speech therapy and social and emotional support.

In secondary schools (Key Stage 3 and Key Stage 4) access to specialist services and support will be arranged through three Personalised Alternative Curriculum Centres (PACCs). These will have a number of functions, providing a range of academic and vocational opportunities to suit each young person, and providing access to a range of personalised learning programmes. They will underpin the work of Local Area Bases to support early intervention particularly for children and young people in crisis.

We will develop Local Area Bases in partnership with secondary schools which will work with local mainstream and special schools to meet the needs of children and young people whose school place is under threat. They will use a range of measures such as:

- providing an alternative curriculum
- providing specialist staff and training
- supporting reintegration into, and maintenance of, a school placement

Referral routes

Most parents of children and young people with a Statement of Special Educational Needs prefer their child to continue at the school they already attend and, where possible, using the Stepping Stones model, we will try to ensure this. Our special schools and educational facilities cater for children and young people with the most severe and complex needs, some of whom may require a residential placement. Those children and young people who attend them are placed there by the County Special Education Team (CSET). All referrals are made following consideration by the Integrated Specialist Placement Panel which makes sure that the placement being considered is appropriate to the needs of the child or young person. Devon is committed to improving its integrated working practices. It is currently trialling integrated assessments and integrated working between CSET and the Joint Area Team (JAT) in one area of Devon.



Expressing a preference for a place at a special school

If you want your child to attend a special school or facility your child should have a Statement of Special Educational Needs and you should talk about your preference at your child's Annual Review. If you are seeking a place at a transfer point, such as when moving from primary to secondary school, you will also need to follow the admission process as well as applying to CSET by writing a letter of request to your Casework Manager at the earliest opportunity. You may find it useful to visit some of the schools to see the services and support they offer and to ask more questions. Schools have open days when you can see their facilities but you can also arrange a visit at other times by ringing the school to arrange this.

County Special Education Team **01392 383913**

www.devon.gov.uk/cset

Admissions and Transfers **0845 155 1019**

www.devon.gov.uk/schools/admissions

Parent and carer support

Choosing a school is an important decision and can be difficult or confusing. **Devon Parent Partnership Service** (see the Useful Contacts section) can help by providing independent, impartial and confidential information to parents and carers who have children with additional educational needs.

Parent Partnership officers and a team of trained volunteer independent parental supporters will support you to prepare for and attend visits to schools. They can work with you to help you to understand official documents and letters including the process regarding transfer to specialist provision. They can also provide accurate, unbiased information about additional educational needs, including the Statementing process, annual and transition reviews and what to do if you don't get a place at your preferred school.

Their aim is to ensure that your and your child's views are heard and understood by others. They can also point you in the direction of relevant agencies, parent groups, charities and other voluntary organisations which may be able to offer you further support.
www.parentpartnershipdevon.org.uk

Choice Advisers are also available to offer you information and support about the Devon school admission process. It is an independent service that can help you with filling in the secondary school application forms in writing or online and explain how parental preference for mainstream schools works.
www.devon.gov.uk/choiceadvisers

Getting between home and school

If you apply for a place at your designated school or the nearest school to your home address, your child will get free transport if they live further than the statutory walking distance from the school. The walking distance is defined as over:

- two miles from home to school for children of primary school age
- three miles from home to school for children of secondary age

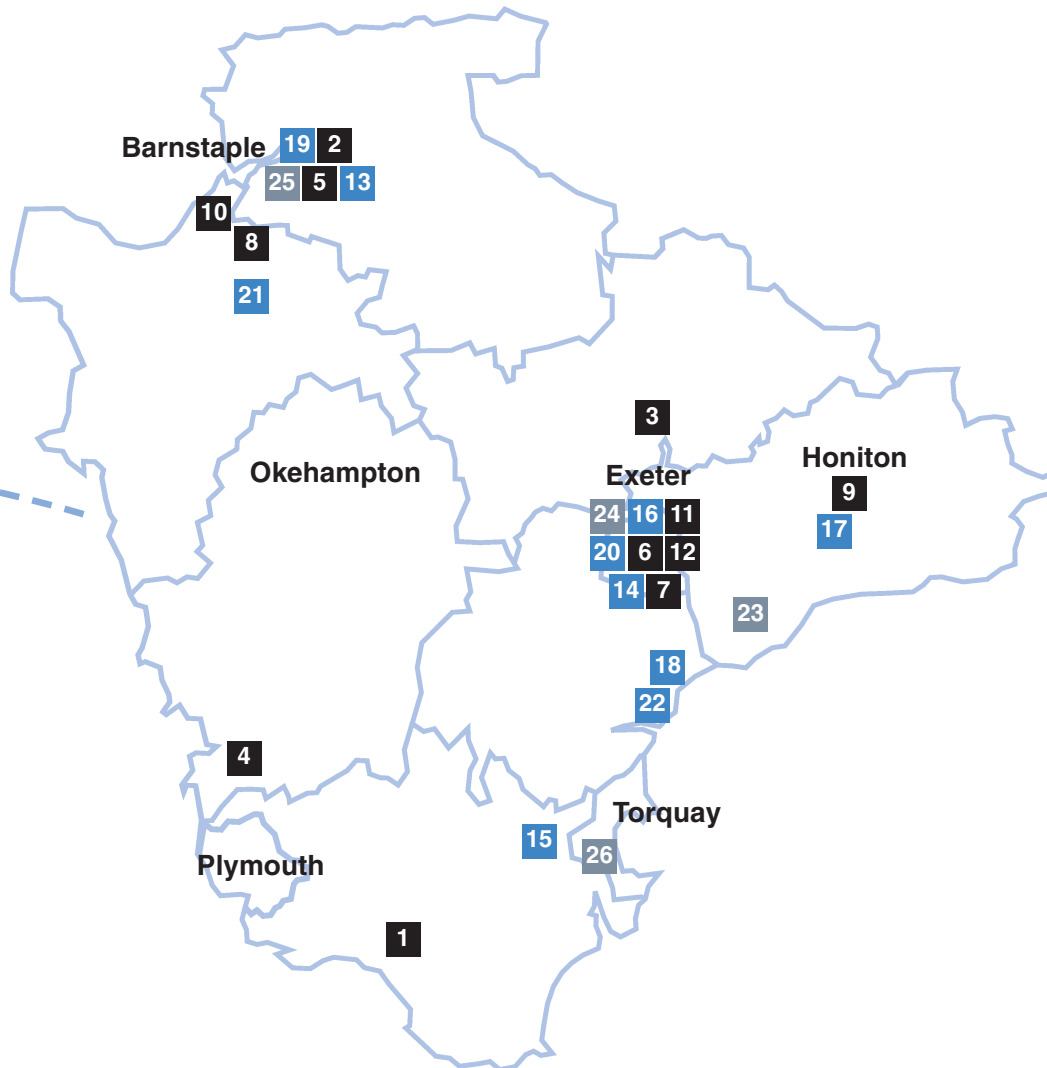
You can find out which is your designated mainstream school at **www.devon.gov.uk/schoolareamaps** or by phoning My Devon Customer Service Centre on **0845 155 1019**.

If your child's statement says that their needs can be met at a mainstream school or special school, the normal eligibility criteria will apply, unless a disability or medical condition means they cannot walk the specified distance for their age.

The Devon School Transport policy can be viewed at **www.devon.gov.uk/school_transport**

SECTION B

Location of the Special Schools, educational facilities and Further Education Colleges



EDUCATIONAL FACILITIES

- 1 The Manor Primary
- 2 Newport Community Primary
- 3 The Castle Primary
- 4 Tavistock Primary
- 5 Orchard Vale Community Primary
- 6 Newtown Primary
- 7 Countess Wear Primary
- 8 East-the-water Primary
- 9 Honiton Primary
- 10 Bideford Community College
- 11 Clyst Vale Community College
- 12 Brunel Centre, St Lukes

SPECIAL SCHOOLS

- 13 Lampard
- 14 Southbrook College
- 15 Bidwell Brook
- 16 Ellen Tinkham
- 17 Mill Water Community
- 18 Oaklands Park
- 20 Barley Lane
- 21 Marland
- 22 Ratcliffe

FURTHER EDUCATION COLLEGES

- 23 Bickton College
- 24 Exeter College
- 25 Petroc
- 26 South Devon College

Communication and Interaction Resource Bases

Manor Primary School

Manor Way, Ivybridge, PL21 9BG

Telephone: 01752 893182 Fax: 01752 690866

Email: admin@manor.devon.sch.uk

Newport Community Primary School

Landkey Road, Barnstaple, EX32 9BW

Telephone: 01271 376252 Fax: 01271 372056

Email: admin@newportprimary.devon.sch.uk

The Castle Primary School

Barrington Street, Tiverton, EX16 6QR

Telephone: 01884 253398 Fax: 01884 252610

Email: admin@the-castle-primary.devon.sch.uk

Tavistock Community Primary School

Plymouth Road, Tavistock, PL19 8BX

Telephone: 01822 616044 Fax: 01822 610009

Email: admin@tavistock-pri.devon.sch.uk

These schools have high levels of expertise in supporting primary aged pupils with Autistic Spectrum Disorder and additional complex needs who are of mainstream ability. Each base takes up to 8 Key Stage 1 & 2 pupils with a statement of special educational needs and will have a high staff:pupil ratio.

Pupils will be helped to understand their environment and develop their ability to access the full National Curriculum and take part in school life alongside their peers as far as is possible.



Speech and Language Support Centres

Orchard Vale Community Primary School

Westacott Road, Whiddon Valley Estate, Barnstaple, EX32 8QY

Telephone: 01271 375074 Fax: 01271 347050

Email: admin@orchardvale.devon.sch.uk

Newtown Primary School

Clifton Road, Newtown, Exeter, EX1 2ES

Telephone: 01392 255540 Fax: 01392 424661

Email: admin@newtown.devon.sch.uk

These Speech & Language Centres provides support for primary aged children from Devon who do not necessarily live in the school's catchment areas. Speech and language therapists work with the children and plan further speech therapy for the school's staff to implement. The children are fully integrated into mainstream classes and benefit from individual and group support from the teacher who co-ordinates the Speech and Language Centre and from an enhanced level of Teaching Assistant support.

Parents of children in the Speech & Language Centre are invited to regular reviews to discuss progress. When a child is ready to return to their local school we liaise with the school and they are invited to a meeting to discuss the needs of the child. The child visits his/her new school with a member of our staff. Once a child has moved out of the centre they may receive follow up support by the teacher who co-ordinates the Centre and also does outreach work once a week.



Hearing Support Centres

Countess Wear

Community Primary School

Glasshouse Lane, Exeter, EX2 7BS
Telephone: 01392 203560 Fax: 01392 203542
Email: admin@countesswear.devon.sch.uk

East-the-water

Community Primary School

Mines Road, Bideford EX39 4BZ
Telephone: 01237 475178 Fax: 01237 423439
Email: admin@east-the-water.devon.sch.uk

Honiton Primary School

Clapper Lane, Honiton, EX14 1QF
Telephone: 01404 548700 Fax: 01404 47431
Email: admin@honiton-pri.devon.sch.uk

Bideford College

Abbotsham Road, Bideford, EX39 3AR
Telephone: 01237 477611 Fax: 01237 428114
Email: mail@bideford.devon.sch.uk

Clyst Vale Community College

Station Road, Broadclyst, Exeter, EX5 3AJ
Telephone: 01392 461407 Fax: 01392 460594
Email: admin@clyst-vale.devon.sch.uk

These hearing support centres (HSCs) provide placements for primary and secondary aged Deaf and hearing impaired students across Devon. They have purpose built rooms and are equipped to support the children both educationally and audiologicaly.

The centres are staffed by teachers of the deaf and supported by an expert team of teaching assistants. They link with a range of outside agencies, including Devon's advisory team, specialist speech and language therapists, and audiology departments as well as teaching staff and hearing impaired students in mainstream schools throughout the county.

The Hearing Support Centres support inclusion within the full life of the school and this is achieved through a range of communication methods and language support.



Brunel Physical Impairment Facility

St Luke's (C of E) Science and Sports College

Harts Lane, Exeter, EX1 3RD

Telephone: 01392 204600 Fax: 01392 204601

Email: admin@st-lukes.devon.sch.uk



St Luke's has modern facilities with full disabled access and caters for secondary aged physically and sensory disabled children. The buildings were designed to give ready access to wheelchairs virtually throughout, and has equipment and staff trained to meet the needs of disabled, as well as able-bodied children.

The curriculum is highly inclusive because courses and programmes are designed specifically to cater for groups of students with different needs. The college's specialist status has helped it to provide an extremely good range of courses at Key Stage 4, with well advanced plans for even further developments. The efforts of the college to integrate students with complex needs are highly successful. As a result, these students are fully included in the life of the college and are highly valued members of the community. Supported by the special facility, the pupils belong to a mainstream class and join in the educational and social life of the school.

Lampard

MLD / Complex Needs

Age range: Primary, Secondary 7-16

Headteacher: Karen Rogers

No. of pupils: 72

St Johns Lane, Barnstaple

EX32 9DD

Tel: 01271 345416

Fax: 01271 345416

admin@lvs.devon.sch.uk

www.lampardschool.co.uk

Awards: Gold Artsmark 2009; Bronze Eco Status (2008); Healthy School Award (2007); Sports Mark (2007); Active Mark (2007).



About our school Lampard Community School is a school for students with complex learning difficulties. The main school takes students aged 7 to 16 and we also run courses for post-16 students up to the age of 19. We work closely with parents and carers and other agencies to give every student high quality education and care.

Teaching and learning Lampard has experienced and well qualified teaching and learning support staff who provide students with exciting and stimulating learning activities and opportunities. Educational visits, off-site activities and outdoor learning opportunities take place throughout the year. The curriculum in Key Stages 2 and 3 covers a broad range of learning with a particular focus on developing the skills needed to support learning in KS4, future employment and independent living. From Year 9 onwards the students can gain qualifications in all the core subjects, primarily at Entry Level. In Key Stage 4 and in the sixth form, students follow courses which are individually tailored to their needs and their aspirations for the future. All our students participate in one week's work experience in both year 10 and 11 and in extended weekly placements at post-16. We have built up good relationships with local community projects and businesses in order to facilitate this.

Mission statement To work in partnership with families and students to enable every learner to lead a happy, healthy and fulfilling life. To ensure equality of opportunity for all members of the Lampard Community and challenge students academically.

Ofsted "Parents hold very positive views of the school and recognise the high standard of care and support it provides. They appreciate the good communication between home and school and report how their children are happy to attend. Students particularly enjoy the excellent range of trips and activities which enrich the good curriculum. Pupils make an outstanding contribution to the community."



Facilities We have a high tech sensory suite, science laboratory, food technology room, ICT suite (and PCs in all classrooms), substantial grounds including allotments and agility trail.

Working in partnership with all local special and mainstream schools in North Devon and health and social care agencies, in particular Speech and Language Team, Occupational Therapy, Education Psychology Team. We are also an active member of SHAD, NORDAB, Barnstaple Learning Community.



Southbrook College

MLD / Complex Needs

Age range: Secondary 11-16

Principal: Hilary Green

No. of pupils: 107

**Bishop Westall Road,
Exeter, EX2 6JB**

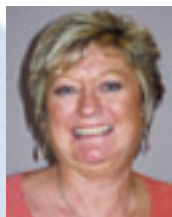
Tel: 01392 258373

Fax: 01392 494036

admin@southbrook.devon.sch.uk

www.southbrook.devon.sch.uk

Awards: Specialist School Status in Cognition and Learning; Healthy Schools Award; Arts Mark; International Schools Award; Investors in Careers; Sports Mark



About our School Southbrook is a successful co-educational college for students with varied complex needs and a broad ability range including moderate learning difficulties and Autism. Students may also have speech, language and communication difficulties, some behavioural and emotional and social difficulties, sensory impairments and/or physical disabilities.

Teaching and Learning All students follow the standard National Curriculum, delivered by a skilled team of teachers and support staff. Students are taught in small class groups (usually 8 – 12 per class) and the curriculum is appropriately differentiated to meet individual learning needs. At Key Stage 4, we offer a wide range of Nationally Accredited courses and Vocational opportunities including GCSEs, Entry Levels, Functional and Life Skills. We focus on the strengths and talents of students and tailor a package (including work experience and vocational courses) to help them maximise their potential and achieve the best possible outcomes. We collaborate closely with mainstream schools to provide students with enrichment opportunities particularly in sport, drama, art and media.

Mission statement Our aim, in partnership with parents/ carers, is to provide a high quality learning environment where students achieve their maximum potential and leave us ready to take their place in society and lead independent, fulfilling and successful lives. We provide a relevant and personalised curriculum focusing on development of life skills, academic achievement and social and emotional development.

Ofsted “The inspection confirms that this is an outstanding school where the Principal and all staff ensure that pupils achieve outstanding outcomes and progress. This is facilitated by outstanding teaching, care, guidance and support for all pupils. Pupils are fully engaged in and enjoy all aspects of their learning and their behaviour is good.”
(Ofsted October 2009)



Facilities Southbrook is in a beautiful natural setting surrounded by trees and its own woodland area, a haven for wildlife! Our other facilities include: large sports field/football pitch/running track, all weather playground with shelters and play equipment, allotment area, ICT suite, specially equipped teaching areas for art, design technology, science, food technology, quiet areas/rooms for therapeutic work, smaller play areas for younger students.

Working in partnership with Devon Children and Young People’s Services; Specialist Schools and Academies Trust; Exeter High Schools; Exeter College; Connexions; Bicton College; Local businesses; Regional/National Special Schools Networks; International Partners – Shradhanjali Integrated School, India.



Bidwell Brook

SLD / PMLD / Complex Needs

Age range: All age 3–19

Headteacher: Martin Dean

No. of pupils: 88

**Shinners Bridge, Dartington,
Totnes, Devon TQ9 6JU**

Tel: 01803 864120

Fax: 01803 868025

admin@bidwellbrook.devon.sch.uk

www.bidwellbrook.devon.sch.uk

Awards: Specialist School Status – Communication and Interaction; Investors in People; Healthy Schools & Eco-School; Gold Arts mark; Activemark & Sportsmark.



About our school Bidwell Brook School is sited in a beautiful rural location and offers an attractive and stimulating learning environment, combining specialized teaching facilities with local resources. The area we serve includes Totnes, Dartington, the South Hams, South Dartmoor and Teignbridge, and as such the school is a valued member of several communities. As well as having a very committed and professional staff, Bidwell Brook has long established links with mainstream primary and secondary schools, enabling us to focus upon the individual needs of all our pupils and to promote inclusion opportunities.

Teaching and Learning At Bidwell Brook we want our teaching to be appropriate and meaningful for our pupils so that they can make a positive contribution to their own local community and the wider society. We work in partnership with parents and other professionals, to ensure that we both challenge and support our pupils, to enable them to become successful learners. These successes are based upon our shared high expectations, relationships, understanding, engagement and enjoyment. By enabling the development of effective and meaningful communication, we aim to promote the independence, self-confidence and self-esteem of all our pupils. All students follow the National Curriculum, which is differentiated to the appropriate levels. Our Secondary pupils take part in a number of accredited courses including: Moving On, OCR National Skills Profile, ALL and Mencap Gateway awards.

Mission statement At our school every individual matters. We aim to enjoy learning together and achieving our full potential. We aim to value and respect each other.

Ofsted “Pupils show enthusiasm and liking for school. They demonstrate remarkable care and concern for each other, and work and play together very harmoniously. Because they are well taught, pupils make good progress overall and many reach or exceed the targets set for them. The sense of community extends beyond the school. Parents comment very positively on the way they, as well as their children, are supported by the school.”
(Ofsted July 2009)



Facilities Hydrotherapy Pool; Rebound Room; Sensory & Soft Play Rooms; Library; ICT Room; Art Room; Music Room; Food Technology Rooms; Post-16 Rooms; Multi-purpose School Hall; Allotment & Poly-tunnel; Outside Play Areas; Forest School Area; Physiotherapy Base.

Working in partnership with Dartington Primary School; King Edward VI Community College; Kingsbridge Community School; ‘Lifeworks’; Dartington Hall Trust; Riding for the Disabled; Elisabeth Svendsen Trust for Children and Donkeys; Zurich Insurance; HMS Bulwark; Devon FA; Totnes and Dartington SCFC; South Dartmoor Sports Partnership; Dartington Recreation Association and various local businesses (work experience).



Ellen Tinkham

SLD / PMLD / Complex Needs

Age range: 3–19

Headteacher: Jacqui Warne

No. of pupils: 118

Hollow Lane Pinhoe,

Exeter EX1 3RW

Tel: 01392 467168

Fax: 01392 464011

admin@exeter-ellen-tinkham.devon.sch.uk

www.exeter-ellen-tinkham.devon.sch.uk

Awards: Ofsted Outstanding; Specialist School (SEN Cognition and Learning); Inclusion Quality Mark; IIP; Healthy School Plus; Activemark, Sportsmark; Travelwise (Bronze).



About our School Ellen Tinkham is a vibrant, happy and highly effective school for children and young people who have a range of additional, complex learning needs. The school is committed to meeting the needs of learners while also nurturing and supporting dreams and aspirations. We do this through extensive person centred planning processes that put children

and families at the very heart of all school planning and development. Our young people develop a love of learning and are well prepared to lead independent and purposeful and fulfilled lives.

Teaching and Learning Well developed person centred planning allows us to capture the potential of every child and to provide highly personalised learning, based around a set of skills that will positively impact upon their future life chances. Every child has access to the National Curriculum, but it is taught through highly creative and specialised ways by our staff of skilled professionals. Students can access entry level GCSEs as well as other accredited courses. Learning through adventure and experience is essential and pupils can work towards Gateway and Duke of Edinburgh Awards as well as participating in a wide range of interesting and stimulating opportunities that are not class based.

Mission statement Everyone will be the best that they can be. No-one is excluded. Everyone has a voice.

Ofsted “Ellen Tinkham provides an outstanding quality of education. In the words of one parent, “The school has a wonderful atmosphere, it is obvious the staff and pupils love what they do. Parents and carers are made to feel so welcome” Pupils and students make progress that is good, and in some respects, outstanding... the excellent curriculum and very high quality of care ensure that their personal development is outstanding, and those with the most complex needs make outstanding progress due to a very carefully planned sensory curriculum.” (Ofsted October 2007)



Facilities An extensive therapy suite, including Sensory Integration Assessment Centre, clinic and treatment rooms; Medical centre with paediatric nurses on-site; Wide range of clinics held in-house; Hydrotherapy pool; Music therapy; Conference suite and training facilities for families and other professionals.

Working in partnership with Parents and families; The Local Learning Community (Beacon, Exeter); A large number of mainstream schools via Outreach and Inclusion links; Adult Services; Specialist Schools and Academies Trust.



Mill Water

SLD / PMLD / Complex Needs

Age range: 3–19

(Primary, Secondary & FE)

Principal: Alan Sheppard

No. of Pupils: 95

Honiton Bottom Road,

Honiton EX14 2ER

Tel: 01404 43454

Fax: 01404 43402

admin@Mill Water.devon.sch.uk

www.Mill Water.devon.sch.uk

Awards: Healthy Schools; Activemark;
Sportsmark; Sing Up Gold Award.



About our school Mill Water School is a school for pupils aged 3-19 years with severe learning difficulties, profound and multiple learning difficulties and associated complex difficulties. We work closely with parents, carers and all other agencies to give all of our students the best opportunity to fulfill their potential.

Teaching and Learning Mill Water has extremely skilled and experienced staff who are able to match learning activities and experiences to best meet the needs of all pupils. Our four overarching priorities are developing independence, good communication, appropriate behaviour, and enhancing social skills. We offer a very personalized approach to learning, with each student having their own plan that is developed by the class teacher in conjunction with parents / carers. Each plan is reviewed throughout the year. This leads to many of our students making outstanding progress during their time with us.

Mission Statement We strive to help all students achieve and fulfill their potential by working closely with parents / carers and all other agencies. All success is celebrated and shared.

Ofsted “This is a good school where staff work well as a team and have a strong commitment to providing the best for pupils.” “Pupils’ happy, smiling faces as they come into school are a reflection of how much they enjoy school.” One parent wrote, “My child continues to grow and prosper in ways I never thought possible due largely to this fantastic school and its team of dedicated, loving and talented individuals.”



Facilities Mill Water has an onsite physiotherapy pool. We have good access to both physiotherapy and speech language support. Although we use a primary model for teaching (each pupil in one class for all subjects), we have specialist art, music and design technology rooms as well as a virtual ICT suite.

Working in partnership with all schools in our learning community and all special schools in Devon. We have links with Honiton Community College; Bicton College; Exeter College; Petroc; Littleton Primary School; Crealy Country Park; West Hill Nurseries; Otter Nurseries; Devon FA; British Racing Association and Exeter Chiefs Rugby.



Oaklands Park

SLD / PMLD / Complex Needs

Age range:

Primary, Secondary & FE, 3–19

No. of pupils:

55

Principal: Bob Pugh

John Nash Drive

Dawlish, EX7 9SF

Tel: 01626 862363

Fax: 01626 888566

admin@oaklandspark.devon.sch.uk

www.oaklandspark.devon.sch.uk

Awards: Healthy School; Sports Mark; Active Mark; Investors in People.



About our School Students who attend Oaklands Park have a wide range of profound and multiple learning difficulties including a high proportion who have autistic spectrum disorders. At Oaklands Park we offer education and care as a 'joined up package' on a termly, weekly or day basis, to children who come from all over Devon. We are a small school community with 55 students on roll, up to 25 of whom may reside.

Teaching and Learning Teaching is largely class based according to age. Our school curriculum is broad, balanced and relevant to our students' needs. We use the Equals Curriculum to help us with planning and the Moving On Curriculum for older students. Many students gain accreditation by completing Moving On modules. Teachers and carers employ appropriate specialist techniques, including PECS, Signing and TEACCH to ensure that students' learn well. PE, Leisure and Recreation are important areas of learning in every classroom and residential area. We participate in numerous 'physical challenges' throughout the year including Ten Tors. We also offer school based experiences, such as 'Bike-ability'. We are a Healthy School community. We have good learning links with other primary, secondary and special schools in our area.

Mission Statement We value the voice of every member of the school community; We value all members of the school community; We value the individual's right to an appropriate education and provide structured opportunities for interaction; We promote a positive approach to learning; We promote and celebrate individual and combined achievement; We strive for the fulfilment of every member of our school community.

Ofsted In March 2009 Ofsted said that we are "Satisfactory... and improving. Key strengths lie in the very strong relationships across both the school and the boarding provision, enabling pupils to feel safe, make good progress in their personal development and enjoy coming to school. They value the many exciting activities that are offered to them as part of the good curriculum provision. Pupils behave well. They are polite and helpful and most work successfully together."



Facilities 8 acres of land, with playground space and woodland; Swimming Pool; Trampolines for leisure and for teaching; Sensory Rooms; Food Room; Soft Play Room; Chill Out Area / Students' Lounge; Go Karts / Bikes / Scooters.

Working in partnership with Dawlish Learning Partnership Schools; Combe Pafford School; EOTAS; Devon Donkey Sanctuary; Selworthy School, Taunton; University of Exeter.



Pathfield

SLD / PMLD / Complex Needs

Age range: 3–19

Headteacher: Claire May

No. of pupils places: 122

Abbey Road, Barnstaple,

N.Devon EX31 1JU

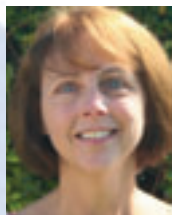
Tel: 01271 342423

Fax: 01271 323252

admin@pathfield.devon.sch.uk

www.pathfield.devon.sch.uk

Awards and Sponsors: Healthy Schools, Investors in People, Gold Artsmark, Sports and Active Mark, Wooden Spoon Charity, PTFA and many local sponsors.



About our school Pathfield is a school for pupils aged between 3 and 19 years. We provide education for pupils with severe learning difficulties, profound and multiple learning difficulties and those with an autistic spectrum disorder. We have been designated a specialist school for communication and interaction.

Teaching and Learning We promote a person centered approach to education. The curriculum incorporates Equals Schemes of Work, Sensory Education, Developmental Curriculum and the National Curriculum. Further Education includes work experience and life skills. Pupil's attainment is regularly assessed and recorded as they progress through the school. Our 'Extra Curricular' activities offer a range of experiences to reinforce the Curriculum and develop learning skills and personal qualities. Enrichment activities are very special to us at Pathfield and we plan creative activity weeks, both in school and outside, to share the achievements of our pupils.

Mission Statement We aim to: **1.** Facilitate Total Communication and Interaction to enable all pupils to reach their full potential. **2.** Ensure that we provide a basis for life long learning through which everyone can be challenged to achieve their potential and exceed their expectations. **3.** Promote self worth, dignity and rights of the individual so that they can achieve maximum independence in adult life. **4.** Embrace cultural diversity in all its forms to promote community spirit and cohesion. **5.** Provide teaching and learning in a creative, valued, practical and fun way appropriate to each individual.

Ofsted "Pupils really enjoy coming to school and particularly enjoy taking part in physical education activities, visits and residential trips. Parents hold extremely positive views... and appreciate the sensitivity and understanding shown by staff towards meeting the needs of pupils. Provision in the sixth form is good, students benefit from good teaching and a carefully organised curriculum appropriate to their age." (Ofsted February 2008)



Facilities

Multi sensory environment, hydrotherapy pool, music therapy, therapy support base, access to medical clinics and two school nurses, person centred reviews and planning, school council, off site post 16 provision including work experience opportunities, Pilton Campus access.

Working in Partnership with

Local community and school partners. We work as an association of schools alongside Pilton Infants, Bluecoat Junior School and Pilton Community College. We value parent partnerships and have a welcoming parent support group. We work closely with the Joint Agency Service, Connexions and local businesses.



Barley Lane

BESD

Age range:

Primary & Secondary 10–16

Headteacher: Mike MacCourt

No. of Pupils: 46

Barley Lane, St Thomas,

Exeter EX4 1TA

Tel: 01392 430774

Fax: 01392 433193

admin@barleylane.devon.sch.uk

www.barleylane.devon.sch.uk

Awards: Healthy Schools.



About our school Barley Lane is a happy and increasingly successful school for boys aged 10-16 with Behavioural, Emotional and Social Difficulties who need a smaller, friendlier and more supportive setting to thrive, learn and succeed.

Teaching and learning We do everything a mainstream school does and then some: so there is National Curriculum and GCSE, access to a variety of vocational, outdoor and personal development opportunities plus a whole range of other challenging and fun activities to promote feeling good about yourself and others. Our students enjoy the variety of learning and the mixture of practical and vocational alongside the work in classrooms but they, like us, recognise both are important if you are to succeed in life. They enjoy practical, creative lessons where what they learn makes sense to their lives and they can see its value and use. We reward and celebrate learning at every opportunity but also the development of students' character because learning is useless without fairness and kindness and a strong sense of our responsibility to each other.

Mission statement By valuing others we value ourselves... by challenging ourselves we challenge others... and then together we can achieve anything. We believe you can achieve and succeed and be happy and that happy, successful people respect and value others. Parents and Carers are a vital part of our "togetherness" and success can only be achieved when we work together.

Ofsted "A raft of measures implemented since the last inspection have successfully accelerated students' achievement in mathematics, science, information and communication technology (ICT), English and particularly literacy. Overall, students across the school make good progress in all of these subjects. Throughout Key Stage 3 pupils make the most rapid gains in science and ICT, with progress in mathematics not far behind."



Facilities Purpose-built gymnasium; hard play area and five-a-side pitch; specialist classrooms.

Working in partnership with Exeter College; West Exe College; St James School; PGL (vocational training); Devon Youth Service; Bicton College.



Marland School

BESD

Age range: Secondary 11-16

Principal: Keith Bennett

No. of pupils: 40

**Peters Marland, Torrington
EX38 8QQ**

Tel: 01805 601324

Fax: 01805 601298

admin@marland.devon.sch.uk

www.marland.devon.sch.uk

Awards: FMSIS; Healthy Schools;
DCSF Sportsmark; FA Charter
Standard. Working towards: Healthy
Schools Plus & Investors in People.



About our school Marland is a successful termly residential community special school for secondary age boys with behavioural, emotional and/or social difficulties. Our aim is to work in partnership with parents to help each and every student to develop into happy, independent, well educated and socially confident young adults.

Teaching and Learning At Marland our ethos is to meet the personalised age appropriate needs of each individual student wherever practically possible. At KS3 emphasis is on successful transition from Primary to Secondary, settling students into successful learning in a school based environment. KS4 students have the opportunity to engage in a broader range of educational experiences both on and off site, incorporating local Further Education Colleges, Work Placements, Community Projects and other external providers. This enables the majority to leave school with a good range of nationally recognised qualifications. In addition our staff team are trained and qualified to provide an extensive and varied activities programme across the extended school day/week. This helps students to experience new and innovative challenges, providing opportunities for enhancing their social and emotional skills in addition to their educational achievements.

Mission statement All students are given high quality opportunities and support, and all are expected to respond accordingly, to work hard, make good social, emotional and educational progress, and to achieve their full potential whilst at Marland School.

Ofsted "A considerable amount has been achieved since the last inspection through the drive and commitment of the principal and as a result, Marland successfully fulfils its role as an effective BESD school. The standard of care provided within the boarding provision is good.' 'Behaviour is now good and students make good progress in their personal development.' 'The planning of lessons is consistent and most teachers are effective in ensuring that students know what skills and knowledge they will gain by the end of the lesson.' (Ofsted November 2008)



Facilities Marland is located in a rural area of outstanding natural beauty. The school's amenities include a newly constructed Year 7/8 'Transition Centre' classroom block, broadband and wireless networked ICT across the whole school in addition to specialist facilities for Design Technology, Science, Art, ICT, Motor Vehicle Maintenance and Horticultural learning. We also have extensive outdoor play and sporting areas (football, tennis, basketball, motorbikes & motor go karts and 5 acres of 'play' woodlands).

Working in partnership with North Devon Secondary Schools, Torrington Local Learning Community, Local & National Special Schools, Petroc & Bicton Colleges. Also a broad range of support services to meet the needs of each individual student.



Ratcliffe

BESD

Age range: Primary, Secondary 8–16

Principal: Cherie White

No. of Pupils: 71

John Nash Drive, Dawlish EX7 9RZ

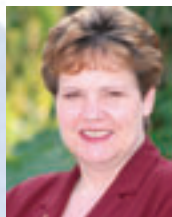
Tel: 01626) 862939

Fax: 01271 888101

admin@dawlish-ratcliffe.devon.sch.uk

www.dawlish-ratcliffe.devon.sch.uk

Awards: FMSIS; Active Sports Mark; Dartmoor Conservation Award; Healthy Schools Plus; Active Mark; Quality Mark; Diana Memorial Award for Anti Bullying – Group and Individual; Investor in People Award.



About our school Ratcliffe is a day, extended day and residential school for 71 pupils with behavioural, emotional and social difficulties, many of whom have additional learning difficulties. We are situated in a beautiful woodland area in the seaside town of Dawlish. Ratcliffe is a unique environment where the curriculum is structured around students' identified needs to enable them to develop practical life skills, confidence and a sense of achievement and self worth.

Teaching and learning We offer a broad, balanced curriculum. We expect every child in Key Stage 2 & 3 to learn and study all subjects. Students in Key Stage 4 have more choice about the subjects that they want to learn alongside the statutory elements of the curriculum. We also offers a good range of activities to suit the ages and skills of all the pupils. There is a balance between free time and time for organised activities. The school also has a counsellor available for pupils to discuss any issues that are troubling them.

Mission statement Our aim is to encourage every pupil to learn and do well in the classroom. We will help prepare them for all the opportunities, experiences and expectations that may occur in their lives and encourage them to become independent, responsible young people.

Ofsted In 2009 Ofsted reported that “Ratcliffe provides a good standard of education and care for its pupils, who are prepared well for the next stage in their lives. The work that the school does with other agencies and partners to support the pupils is exceptional. Parents and carers told inspectors how much they appreciate what the school has done for them and their children.”



Facilities Our school benefits from extensive grounds set in 10 acres. We use the woodland for conservation, walks and educational and evening activities. We have 6 residential buildings near to the school building each with communal areas, games rooms, dining area, computer rooms and individual bedrooms. We have after-school clubs, societies and additional activities such as educational visits. We also have a soft play area and our own youth club.

Working in partnership

During our last inspection, Ratcliffe was commended for it's working partnerships with all agencies as well as local community groups.

Bicton College

General Further Education College

Age range: 16–25

Principal: David Henley

Number of students in supported learning programmes: 35

East Budleigh, Budleigh Salterton, Devon EX9 7BY

Tel: 01395 562300

enquiries@bicton.ac.uk

www.bicton.ac.uk

Awards: MATRIX Standard.



About our College Bicton is a leading land-based college set within an area of outstanding natural beauty in the east of Devon. The grounds comprise 200 hectares of open parkland and rolling countryside; a majestic Georgian manor house overlooks the beautiful lake and sits alongside the latest in modern facilities and equipment. Bicton is the perfect setting for the range of land-based courses that are available from entry level to higher education.

Teaching and Learning The Bicton College supported learning programmes are administered through our Routes courses which are specifically designed to meet the needs of students with learning disabilities. The practical curriculum allows students to learn skills and independence through a range of stimulating and exciting activities in areas such as horticulture, animal care, agriculture and conservation. Students learn how to look after small animals, work with farm animals and drive tractors within the safety of the College's tractor park. They undertake a range of gardening activities and also learn about the countryside and how to care for it. Students also continue to learn communication, number, computer and independent living skills. The new e3 gardening and café project will provide further opportunities to develop important employability skills.

Mission Statement To strive for excellence in the delivery of land-based and environmental education to Devon's rural businesses, individuals and communities.

Ofsted "Bicton College programmes and activities meet the needs of learners well. Success rates have improved steadily since the previous inspection. Arrangements to identify and support learners' additional learning needs and provision for pupils from local special schools is good. Bicton College learners receive good academic, welfare and personal support from tutors, teachers and college welfare staff, who work very effectively together."
(Ofsted March 2009)



Facilities Working 200 hectare farm with dairy cows, pigs and sheep, animal care centre, stables, gardens, arboretum, lake, climbing wall, sports pitches and swimming pool.

Working in partnership with ROC (Robert Owen Communities); Schools and colleges across Devon; Exeter Royal Academy for Deaf Education; West of England School and College for young people with little or no sight; 14–19 Area Partnerships.



Exeter College

General Further Education College

Age Range: 16–19 years old

Principal: Richard Atkins

Head of Foundation Studies

Faculty: Chris Petheram

No. of Pupils in Faculty: 260

**Ted Wragg Building, Exeter College,
Hele Road, Exeter EX4 4JS**

Tel: 01392 205640

info@exe-coll.ac.uk

www.exe-coll.ac.uk

Awards: IIP (Investor in People);
Positive about disability; Matrix.



About our College Exeter College is an exciting, friendly and purposeful tertiary college committed to ensuring the success of all of our students. We offer a fantastic range of courses, from Pre-Entry level through to Foundation Degrees and professional training. Our highly successful Foundation Studies faculty supports students from Exeter and the Heart of Devon and has strong relationships with all the special schools and partner agencies across the area.

Teaching and Learning The Foundation Studies Faculty offers a wide range of programmes to enable students to try different subjects and develop essential skills. Students can begin study at entry level and progress right up to Level 3 programmes and are supported by tutors, support workers, learning support and other experts. The Vocational Studies (Step Up) Programme: Students study a varied programme, of up to two years at their own level and pace, to develop the confidence to progress to further education, training or employment. Skills For Living programme: Students move towards independence through the development of personal and social skills. The course is flexible and can be taken for up to 3 years.

Mission statement We are committed to being an innovative and agile college which places the interests of learners at the centre of its activity. At all times we promote the values of: Trust and Respect; Honesty and Integrity; Equality, diversity and inclusiveness; Encouragement and Support. And aspire to excellence in all that we do.

Ofsted Ofsted inspected in 2008 and rated the College as “Good”, highlighting the good achievements and high standards, concluding: “...teachers are enthusiastic, knowledgeable and well prepared. As a result, learners are motivated, attentive, and participate well in lessons which enable them to make good progress and achieve well.” They noted high-quality teaching in the Faculty of Foundation Studies that caters for a wide range of students with learning difficulties and which they graded “Outstanding”.



Facilities Specialist Foundation Studies workshops and classrooms including a purpose built flat and kitchen to support training in independent living; access to high quality learning resource centres; use of vocational skills centres; accessible facilities including accessible toilets with changing tables and hoists; use of faculty mini-buses with wheelchair access.

Working in Partnership with local schools in the area as part of a link service. The faculty also works in partnership with: Connexions; Devon Youth Service; Child and Adult Mental Health Service (CAMHS); European Social Fund; Working towards “Be Safe”; 14–19 Partnership.



Petroc

General Further Education College

Age Range: 16–19

Principal: David Dodd

No. of Pupils in Faculty: 300

**Old Sticklepath Hill, Barnstaple,
Devon EX31 2BQ**

Tel: 01271 345291

postbox@ndevon.ac.uk

www.petroc.ac.uk

Awards: Ofsted Outstanding;
Investors in People.



About our college North Devon College and East Devon College have recently evolved to become Petroc. We are a Further Education college offering learning and development opportunities to anyone aged 16 and over. We offer our full course provision at both our Barnstaple and Tiverton campus and we also have sites at Honiton, Bude and Holsworthy. Our strong links with local

schools and businesses enable us to provide a focused and productive learning environment for our students. Our supported learning programme has been developed for students who require additional support to help them effectively access and achieve their learning programmes. We provide a safe and inspiring learning environment in which students can develop their personal, social and academic skills.

Teaching and learning We offer a personalised learning experience from pre-Entry Level to Level 2. Each learner is individually assessed prior to enrolment and will embark on their own progression pathway using accredited provision and alternative programmes where appropriate. Students have the opportunity to undertake a range of vocational activities and get involved in various college events to broaden their practical skills base. They are supported by tutors and dedicated learning support and close links are maintained with parents and/or carers as well as other external agencies and employers where appropriate.

Mission statement At Petroc we support and encourage our students by continually raising their aspirations, knowledge and skills. We help to lay the foundation for progression towards independent living, employment, apprenticeships or further training.

Ofsted Petroc was graded 'outstanding' by Ofsted in 2006. "Learners at all levels achieve success rates above national averages. The overall quality of provision is outstanding. The needs of learners are identified early and support is provided promptly. The impact of additional learning support is monitored closely with clear evidence that it is being targeted and used effectively." (Ofsted December 2006)



Facilities We have specialist facilities including vocational workshops, ICT suites, learning resources centres, an allotment, food preparation area, sports hall and gym. We run a variety of projects, including our Acorn Café social enterprise project in Barnstaple, all of which enable students to gain workplace skills and confidence in a supported environment.

Working in partnership with Connexions; Social Services; Freedom Trust; Northam Lodge; Medard House; National Trust; Youth Offending Team; local businesses and the community.



South Devon College

General Further Education College

Principal: Stephen Criddle

No. of students within Learning

Opportunities: 75

Maria Doyle, Head of Section Learning Opportunities

Tel: 01803 540423

Fax: 01803 540541

maria.doyle@southdevon.ac.uk

www.southdevon.ac.uk

Awards: Investors in People; Beacon Status; Positive about Disabled People; Training Quality Standard; Matrix Standard.



About our college At South Devon College we offer the widest range of courses in the South West and provide the latest state-of-the-art facilities at our award-winning multi-million pound campus. This year we were graded 'Outstanding' by Ofsted and given 'Beacon' status, so when it comes to teaching quality, range of courses, tutor support and student lifestyle, there are few better places to study. Our dedicated staff will help you achieve your desired results in a down-to-earth learning environment.

Teaching and Learning At South Devon College we provide an extensive and varied activity programme reflecting Independent Living Skills and or Skills for working Life. Students are treated as individuals by our well-trained and qualified team of staff. All students have individual learning plans reflecting not only academic learning but personal and social achievements as well.

Mission statement "Inspiring our community through learning for all." At South Devon College we are ambitious for our learners, our staff and the people of South Devon. We continuously strive for perfection, which for us is achieved through providing inspirational teaching and learning. All students are equally important and we are passionate about their success.

Ofsted "South Devon College's Effectiveness of provision; Capacity to improve, Achievement and standards, Quality of provision, Leadership and management, Equality of opportunities, Guidance and support and a variety of approaches to inclusion so that all at South Devon can achieve are all of an OUTSTANDING standard... South Devon College is an OUTSTANDING College." (Ofsted January 2009)



Facilities Independent Living incorporating a sensory studio, flat, computer suite and food preparation area. Catering facilities incorporating the Greenhouse, Danish, and International eateries. Horizons restaurant. Inspirations Salon incorporating Beauty Hair and holistic treatments. Gardens: The Learning Curve and Fun and Games gardens. Tom Thumb Nursery: Onsite Child care. Automotive workshops. Technology workshops. Essential Shops. Theatre. Gym & Fitness suites. College radio.

Working in partnership with Getting a Life Project; South West Workforce Development Partnership; Connexions; 14-19 Partnership.



SECTION C

Glossary of terms

ASD Autistic Spectrum Disorder

ASD is a lifelong condition that affects how a person communicates with, and relates to, other people. It also affects how they make sense of the world around them.

BESD Behavioural, Emotional and Social Difficulties

BESD describes pupils whose difficulties present a barrier to learning and persist despite an effective school behaviour policy and curriculum. At the milder end of the range, pupils have difficulties with social interaction and find it difficult to work in a group or cope in unstructured time. They may have poor concentration, temper outbursts and be verbally or physically aggressive to peers.

CAIRBs Communication and Interaction Resource Bases

These are bases in mainstream primary schools for children who have autistic spectrum disorders.

COMM Communication Difficulties

Speech, Language and Communication difficulties is a term which encompasses the range of communication problems from developmental delay to acquired disorders. In some cases there may be a medical background which affects normal development of speech, language and communication or there may be severe social restrictions on the opportunities to develop language. However, in the vast majority of cases there is no specific reason for the pupil's failure to use speech and language to communicate effectively.

Complex Needs

This describes children who have a range of educational, health and social needs.

CSET County Special Education Team

The County Special Education Team is responsible for:

- the administration of statutory assessment procedures for children who have Special Educational Needs (SEN)
- issuing a Statement of SEN, or a Note in Lieu of a Statement where appropriate
- the annual review of a Statement of SEN
- joint working with parents, schools, other teams in Children and Young People's Services and Health to meet the needs of children with SEN in mainstream schools wherever possible.

CYPS Children and Young People's Services

The directorate in Devon County Council which combines education and children's social care services. CYPS is focused on delivering the Every Child Matters agenda to Devon's children and families under the strategic aim of 'giving children and young people the best possible start in life'

Early Years Action and Early Years Action Plus

If you and those working with you decide your child needs some extra or different help to enable them to make progress, the pre-school setting your child attends will organise this. This help is called Early Years Action. If your child doesn't seem to be making progress with this extra help, the Special Educational Needs Co-ordinator (SENCO) will talk to you and may decide to get advice from other people from outside the pre-school setting. This stage is called Early Years Action Plus.

EOTAS Education Other Than At School

Education other than at school is for children of school age who:

- are temporarily unable to attend school because of illness or pregnancy
 - have been permanently excluded from school and are awaiting placement at another school or college
 - have moved into Devon from a special school or have a Statement of Special Educational Needs and are awaiting placement at a new school
 - are a child in care temporarily without a school place and awaiting placement at a new school.
- They are also responsible for monitoring children who are being educated at home (elective home education).

FE Further Education

FE covers the types of education which go beyond what has been achieved in compulsory education, but which are not at degree level (Higher Education). Typically, further education includes A levels, AS levels and vocational qualifications.

HSCs Hearing Support Centres

These are mainstream primary and secondary schools that have specialist facilities for children and young people with a hearing impairment.

LDP Learning and Development Partnership

The Devon Learning and Development Partnership (LDP) is a team of advisers, consultants, teachers and other specialist staff committed to working collaboratively with children, families, other professionals, schools and settings to ensure that all children and young people gain the knowledge and skills they need to lead happy, healthy, fulfilling lives.

LLC Local Learning Community

A collaboration of education providers in a geographical area largely based on market towns and their hinterlands. Typically includes primary, secondary and special schools and in some areas Pupil Referral Units (PRUs) and colleges of Further Education.

MLD Moderate Learning Difficulties

Children with moderate learning difficulties have a general developmental delay. They have difficulties with learning across all areas of the school curriculum.

PACCs Personalised Alternative Curriculum Centres for secondary age pupils

The purpose of the PACC will be to provide support for students who need a personalised educational package. Students supported by the PACC will have a wide range of educational and additional needs and may or may not have been excluded from other educational establishments.

PMLD Profound and Multiple Learning Difficulties

Children with profound and multiple learning disabilities have more than one disability, the most significant of which is a profound learning disability. All people who have profound and multiple learning disabilities will have great difficulty communicating. Many people will have additional sensory or physical disabilities, complex health needs or mental health difficulties.

Primary Hubs

Specialist resources centres for primary age pupils

PRU Pupil Referral Unit

PRUs are a type of school, set up and run by local authorities to provide education for children who can't attend school. They can cater for a wide range of pupils — those who can't attend school because of medical problems, teenage mothers and pregnant girls, pupils who have been assessed as being school phobic, and pupils awaiting a school place. They also provide education for pupils who have been excluded and they can be used to provide short placements for those at risk of exclusion.

School Action and School Action Plus

If you and the school decide your child needs some extra or different help, the school will organise it. This might include teaching certain things in a different way, offering extra adult help or organising extra equipment such as a computer. This help is called School Action. If your child doesn't seem to be making progress with this extra help, the class teacher or the Special Educational Needs Co-ordinator (SENCO) should get in touch with you. At this point, you may decide to get advice from other people outside the school. This stage is called School Action Plus.

SEN Special Educational Needs

Children with Special Educational Needs all have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age. These children may need extra or different help from that given to other children of the same age.

SEN Code of Practice (2001)

Local authorities, schools, early education settings, health and social services must all have regard to the Code of Practice. It sets out a model of intervention for children with Special Educational Needs in early education settings (at Early Years Action and Early Years Action Plus) and in school settings (at School Action and School Action Plus) www.teachernet.gov.uk/_doc/3724/SENCodeOfPractice.pdf

SHAD Special Heads Association of Devon

The association exists to support the head teachers of Devon's special schools. It also offers a forum for the heads of the Pupil Referral Units.

SLD Severe Learning Difficulties

Pupils with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have associated difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills.

Useful Contacts

County Special Education Team (CSET)

01392 383913
www.devon.gov.uk/cset

Devon Parent Partnership Service

01392 383080
parentpartnership-mailbox@devon.gov.uk
www.parentpartnershipdevon.org.uk

Devon's Family Information Service (DISC)

0800 056 36 66
www.devon.gov.uk/discplus

Devon Children's Trust

01392 382628
www.devonchildrenstrust.org.uk

Admissions and Transfers

0845 155 1019
www.devon.gov.uk/schools/admissions

Devon School Transport Service

0845 155 1019
schooltransportservicequeries-mailbox@devon.gov.uk
www.devon.gov.uk/school_transport

Choice Advisers

01392 381296
www.devon.gov.uk/choiceadvisers

Other support organisations:

ACE

(Advisory Centre for Education)
0808 800 5793

enquiries@ace-ed.org.uk (only for those
unable to use telephones)
www.ace-ed.org.uk

ADDISS

(Information and resources about Attention
Deficit Hyperactivity Disorder)
020 8906 9068
info@addiss.co.uk
www.addiss.co.uk

AFASIC

(Association for all Speech Impaired Children)
0845 355 55 77
info@afasic.org.uk
www.afasic.org.uk

BIBIC

(British Institute for Brain Injured Children)
01278 684060
info@bibic.org.uk
www.bibic.org.uk

British Deaf Association

Text Phone: 020 7588 3529
(24hr answer phone)
Voice Phone: 020 7588 3520
helpline@bda.org.uk
www.bda.org

Contact a Family

0808 808 3555
(Freephone for parents and families)
info@cafamily.org.uk
www.cafamily.org.uk

Downs Syndrome Association

0845 230 0372
info@downs-syndrome.org.uk
www.downs-syndrome.org.uk

Devon Learning and Development Partnership

enquiries@devonldp.org
www.devonldp.org

Dyspraxia Foundation

01462 454 986
dyspraxia@dyspraxiafoundation.org.uk
www.dyspraxiafoundation.org.uk

Epilepsy Action

0808 800 5050
helpline@epilepsy.org.uk
www.epilepsy.org.uk

For Parents By Parents

(A-Z of special needs support organisations)
0844 736 6174
contributions@forparentsbyparents.com
www.forparentsbyparents.com/index.html?pn=996

ICAN

(Charity for pupils with speech and language
difficulties)
0870 010 4066
info@ican.org.uk www.ican.org.uk

National Autistic Society

0845 070 4004
nas@nas.org.uk
www.nas.org.uk

NBCS

(National Blind Children's Society)
01278 764770
familysupport@nbcs.org.uk
www.nbcs.org.uk

NCB

(National Children's Bureau)
020 7843 6000
websupport@ncb.org.uk
www.ncb.org.uk

NDCS

(National Deaf Children's Society)
0808 800 8880
Minicom: 0808 800 8880
helpline@ndcs.org.uk
www.ndcs.org.uk

SENSE

(For deafblind people)
0845 127 0060
info@sense.org.uk
www.sense.org.uk

Special Kids in the UK

(For parents of children with special needs.
Provides parent to parent support and
information and advice.)
0776 54 66 818
information@specialkidsintheuk.org
www.specialkidsintheuk.org



For more information contact the Strategic Commissioners
email us at steppingstones-mailbox@devon.gov.uk
or phone **01392 382047** and we will get back to you.