



Provision Specifications

Davenport Hill School

Ashby Road, Daventry, Northamptonshire NN11 0QE

www.davenporthillsschool.co.uk

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Type of Provision

Davenport Hill School can accommodate 200 pupils aged 4 to 18 years. It is part of the Creating Tomorrow Multi Academies Trust, and it serves West Northamptonshire.

Davenport Hill School is for pupils whose primary needs are:

- Cognition & Learning Needs - Moderate Learning Disabilities (MLD)
- Cognition & Learning Needs - Profound & Multiple Learning Disabilities (PMLD)
- Cognition & Learning Needs - Severe Learning Disabilities (SLD)

Pupils may also have (as secondary needs):

- Cognition & Learning Needs - Specific Learning Difficulties Such As Dyslexia (SpLD)
- Communication & Interaction Needs - Autistic Spectrum Disorder (ASD)
- Communication & Interaction Needs - Speech, Language & Communication Needs (SLCN)
- Sensory and/or Physical Needs

Admission Criteria and Arrangements

- Admission to Davenport Hill School normally follows a statutory assessment.
- The Local Authority determines admissions under the [Special Educational Needs and Disability Code of Practice: 0 to 25 Years \(2015\)](#). All pupils will have an EHC Plan.



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The Local Authority will follow these documents, consult with the governing body and headteacher, and then decide on the placement.

- Most admissions take place at the start of the academic year.
- If a pupil needs to start at a different point in the year, the Local Authority will liaise with the school. They must ensure the placement will not disrupt the education of other pupils or interfere with the efficient use of resources.
- A small number of pupils will attend the school as part of the assessment process for an EHC Plan. Placements of this nature should last no longer than 20 weeks.

School Characteristics

Daventry Hill School promotes a set of core values that drive the organisation. These are: **Community, Respect, Resilience, and Tolerance**. Pupils, staff, governors, and parents are all expected to demonstrate these values at all times. They are the foundation upon which every aspect of the school's work and success is built.

The school is organised into year-groups and phases. There is discreet provision for pupils with more complex and profound needs across all the key stages.

Daventry Hill School's premises have specialist rooms for the delivery of 'employability,' 'independent living,' 'cookery,' and 'art and design.' School staff deliver physical education (PE) in the main hall and the outside spaces. The school has a hydrotherapy pool and sensory room. It also benefits from a 'forest school' area (to support learning outside of the classroom) and a café (that is open to the public) to encourage the development of skills for employability.

Daventry Hill School aims to develop the full potential of all pupils through a broad and balanced Preparing for Adulthood (PfA) curriculum. It has appropriate modification and differentiation in line with current SEND best-practice. Individual pupils are assessed and monitored, with all progress recorded. Most importantly, the school adheres to a clear vision of what will constitute a happy and successful adulthood for each pupil. The PfA curriculum reflects pupils' individual needs and promotes a wide range of life skills. It boasts personalised learning programmes, access to vocational skills, training, and work-related learning.

Pupils are actively encouraged to develop independence and skills for life. In Key Stage 4 (KS4), pupils have access to a range of externally accredited courses based upon their cognitive ability, real-world currency, and identified outcomes for adulthood. In Key Stage 5 (KS5), pupils can experience a personalised learning journey that focuses on

their next steps in education, employment, or training. Daventry Hill School's post-16 provision is recognised as a model of SEND best-practice, and the school supports other settings across the country in this area. The school has close links with local further education (FE) providers to support pupils with transitions.

Daventry Hill School works with a wide range of support services. Staff within the school work closely with other professionals.

Reviews

Role of the School:

- Review arrangements for pupils with EHC Plans are set out in the SEND Code of Practice. Daventry Hill School will adhere to them, ensuring that due process is followed and relevant timeframes are adhered to.

Role of the Local Authority:

- The Local Authority will review a pupil's EHC Plan under the SEND Code of Practice. It will ensure that due process is followed and relevant timeframes are adhered to.

Assessment and Monitoring

Of the Pupils:

- The accurate and ongoing assessment of pupils' individual needs (and levels of working) forms an essential part of the schools recording and reporting process. Detailed records are kept of pupils' learning to indicate progress and inform planning. Annual reports that outline achievements over the year are collated and distributed in the summer term.
- In line with statutory procedures, every pupil will have an Annual Review (AR) of their EHC Plan. Annual Review meetings include parents/carers, school staff, and other professionals. The school works closely with parents/carers, professional support services, and the Local Authority to ensure continuity of provision.

Of the School:

- Daventry Hill School is inspected and graded by OFSTED. Latest report: Inadequate (24 July 2019).

Exit Criteria and Arrangements

The needs of individual pupils are paramount. It should not be automatically assumed that all pupils who attend Daventry Hill School will do so permanently. The practice of placing pupils with SEND into selected mainstream settings (based on their skills) is known as 'mainstreaming'. Mainstreaming can have many social and educational benefits for pupils with SEND. Their inclusion (alongside their mainstream peers) should be properly prepared and well supported. It should take place in education settings that have demonstrated a positive ethos in regards to SEND inclusion. However, for many pupils, the specialist placement will remain the most appropriate.

Staffing Details

The school has experienced specialist staff who deliver a creative and innovative curriculum. The teaching team includes staff that have specialist skills in teaching pupils with special educational needs. A team of teaching assistants (TAs), including higher-level teaching assistants (HTLAs), is employed to support learning across the school. The school benefits from a large pastoral team that supports pupils who may not be ready to learn and families in need. Specialised support personnel (such as physiotherapists) are employed to ensure all pupils have the opportunity to access all aspects of school life. Several TAs are trained to support and deliver programmes set by external therapists.

For more information about Daventry Hill School, please visit their website:
www.daventryhillschool.co.uk.



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