



St. John's Special School and College Local Offer

1. *How does the school know if pupils need extra help and what should I do if I think my child may have SEN?*

All pupils at St. John's have a Statement of SEN or an Education Health Care Plan. All pupils have a carefully personalised timetable of activities through which priority areas of learning are addressed. Strategically targeted support is provided for all pupils thus securing their EHCP entitlement.

2. *How will early years support staff support my child?*

A well planned 'starting school' programme ensures that pupils and their families are sensitively introduced to school life at St. John's. This will involve school staff visiting home and sharing essential information. Parents and carers are welcome to stay in school during the early settling-in period.

3. *How will the curriculum be matched to my child's needs?*

St. John's works very closely with families in setting targets that are specific to pupil priority areas of learning.

The school aims to identify and meet pupil needs through a personalised and functional curriculum. Weekly timetables reflect a range of age-appropriate and engaging activities within consistent boundaries and structured routines providing security and promoting independence.





4. *How will both you and I know how my child is doing and how will you help me to support my child's learning?*

Parents/carers are encouraged to be actively involved in setting their child's individual learning targets in collaboration with class staff and the therapists concerned.

All pupils have a home-school diary to aid effective communication. In addition to the Annual Review meeting there are many opportunities for families to visit school including work-shops, coffee mornings, performances and open-evenings.

5. *What support will there be for my child's overall well-being?*

Successive OfSTED inspections have judged St. John's as outstanding in providing a safe environment for all pupils.

All staff, regular volunteers and governors are required to have enhanced Disclosure and Barring checks prior to commencing work in school.

Safeguarding policies and procedures are well embedded and regularly reviewed. Annual and on-going training is available to and accessed by staff in this essential area of school safety.

6. *What specialist services and expertise are available at or accessed by the school?*

St. John's is a multi-professional organisation and works closely with therapists, psychologists, nursing staff and social workers to secure a consistent and cohesive approach to supporting pupil and family needs.

As a Specialist College in Communication and Interaction the school employs the services of a Speech and Language Therapist as well as teachers trained in specialist strategies including Intensive Interaction, Sherborne Developmental Movement, Halliwick and Rebound Therapy.

The school is supported by the Harpur Trust and the Ibbet Trust in securing the services of a Music Therapy team.





7. *What training are the staff supporting pupils with SEND had or having?*

Specialist training is taken seriously by the school. All staff undertake statutory training in line with safeguarding, moving and handling and behaviour support. All new staff access an extended programme of induction and thereafter receive ongoing professional support, training and appraisal.

As a Specialist College in Communication and Interaction all staff benefit from systematic in-class support and on-going training from the Speech and Language Therapist and specialist teachers.

Teachers are strongly encouraged to pursue specialist SEN training at post-graduate level. Teachers at St. John's are expected to attain a Master's degree in SEN before progressing to the Upper Pay Spine. The school has strong links with the Universities of Birmingham and Northampton.

St. John's provides SEN outreach support to mainstream schools

8. *How will my child be included in activities outside the classroom including school trips?*

Sport is well promoted at St. John's and a significant number of pupils access lunchtime and after school clubs, games and competitions on a regular basis.

Horse-riding is offered on a rolling programme basis.

Outdoor learning has been enhanced with the installation of a new sensory playground on the Kempston site.

All pupils benefit from an on-site swimming/hydro-therapy pool as well as older and more physically able pupils accessing a local community pool within walking distance from the school.

The school has six mini-buses (two with tail-lifts) ensuring that community access is secured and school trips remain regular timetabled and special events.





9. *How accessible is the school environment?*

The buildings are wheelchair accessible with ramps strategically positioned throughout the three sites.

Specialist equipment is provided by the school on the advice from physiotherapist and occupational therapist. Advice is sort from independent specialists or those within the Borough on adapting the environment for pupils with physical, visual, auditory, multi-sensory or sensory processing needs.

10. *How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?*

St. John's provides a comprehensive transition programme for pupils when joining the school, transferring between phases and to post-school placement.

The school's Transition Manager is a major source of specialist support in this essential area of school activity and works closely with students and their families to ensure full involvement in person centred planning.

11. *How are the school's resources allocated and matched to pupil's special educational needs?*

Individual pupils and each class group are considered carefully by teaching staff when staff numbers and specialist equipment and resources are allocated. This resource allocation is reviewed on an ongoing basis in line with changing pupil/class needs. Pupil premium is invested in line with the additional needs of those individual and groups of pupils identified.





12. How is the decision made about what type and how much support my child will receive?

Support additional to what is available generally to pupils across the school will be allocated by the School Leadership Group on the advice of specialists within school. On occasion the school will need to liaise with the commissioning Local Authority if pupil need exceeds what is available from the school's allocated resources.

13. How are parents involved in the school? How can I be involved?

Families are encouraged to work in partnership with school in meeting the educational and social needs of the pupil. Home-school diaries, regular phone-calls and home visits ensure good two-way communication.

Additional opportunities such as work-shops, open evenings and review meetings assist in sharing information and securing consistency across settings.

The school produces regular newsletters and maintains a family friendly website to keep all fully informed on and involved in school events and activities.

The St. John's Special School Association (SJSSA) is a vibrant organisation involving staff and parents/carers who actively fund-raise and provide an important social dimension to school life at St. John's.

14. Who can I contact for further information?

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