



St John's Special School and College SEN Information Report September 2015



This report is drafted in line with The Children and Families Act 2014 s.69 and has due regard to the SEN Code of Practice (DfE 2014).





1. Aims

St. John's aims to:

1. Provide a safe, healthy and happy school environment, which is conducive to effective teaching and learning.
2. Value and respect all pupils, parents and staff regardless of age, ability, gender, religion, ethnicity or background.
3. Provide meaningful and motivating learning opportunities for all pupils across a broad, balanced and relevant curriculum.
4. Ensure that all pupils receive their entitlement to personalised learning in line with their individual needs and preferences.
5. Utilise and develop appropriate forms of communication to promote understanding and self-expression for all pupils.
6. Promote positive pupil self-esteem and also an understanding of and respect for others, through a programme of citizenship, personal, social and health education.
7. Encourage pupils to express preferences, make decisions and to engage in self-advocacy within school and the wider community.
8. Facilitate a team approach to meeting individual need, which includes educational, health and support workers as well as the pupil and their family.
9. Work in partnership with other schools and educational organisations to develop inclusive practice.
10. Enhance pupil progress and achievement by regarding all teachers in school as learners and leaders.





St. John's will achieve its aims by:

- working in collaboration with other agencies on implementing all safeguarding procedures;
- actively involving governors, staff, pupils and families in decision-making and development planning;
- planning school development in the light of national initiatives and current research;
- encouraging staff to reflect upon their work and refine their practice through collaboration and team-work;
- ensuring that staff are well trained and have access to good quality professional development opportunities;
- providing highly efficient and effective administrative and financial management;
- identifying and securing adequate and appropriate resources.





2. Planning and co-ordination of provision

The Interim Headteacher takes the lead in planning provision, monitoring performance and evaluating effectiveness. The Interim Headteacher is supported by members of school leadership group (SLG). The responsibilities of SLG members include:

- Assistant Headteacher- co-ordination of outreach, and leading on all aspects of staff support, professional development and appraisal;
- Department Leader- co-ordination of safeguarding procedures and leading the work of the Secondary Department;
- Department Leader- co-ordination of transition and leading the work of the Further Education Department and off-site provision;
- Department Leader- co-ordination of positive behaviour support and leading the work of the Middle Department;
- Department Leader - co-ordinator of EYFS and Lower provision.
- School Business Manager- co-ordination of administrative and financial support underpinning all aspects of school activity.

The Interim Headteacher is the appointed Special Educational Needs & Disabilities Co-ordinator (SENDSCO) and through the medium of SLG co-ordinates operations with the support of all teachers and the administrative staff with responsibility for pupil based systems.

The Interim Headteacher is responsible with the Governing Body for determining and securing appropriate staffing and funding levels.





3. Pupil admission

St. John's is a Special Academy. Admissions will normally be reserved for children and young people for whom Statements of Special Educational Need or Education Health Care Plans are maintained. Admissions will be arranged in liaison with the Local Authority.

Pupils at St. John's include children from the age of 2 years to young adults up to 19 years of age. St. John's is designated to meet the needs of pupils with severe learning difficulties (SLD). Over recent years the pupils admitted to St. John's present increasingly complex needs. The school caters for pupils with multi-sensory impairment (MSI), profound and multiple learning difficulties (PMLD) and increasing numbers presenting autistic spectrum condition (ASC). As such the school has become a Specialist College in educating pupils with difficulties in Communication and Interaction.





4. Facilities and resources

St. John's operates from two separate sites: Kempston, and Biddenham International School and Specialist Sports College.

The school has a hydrotherapy swimming pool, pupil library, two soft play rooms, media suite, ICT room, and interactive sound and light room. There is ample secure outdoor playground/leisure space with accessible age appropriate equipment on the Kempston site.

A Further Education (FE) building is based on the Biddenham School site.

Ramps and hoists facilitate access to teaching areas. Three of the schools six mini-buses are fitted with wheelchair lifts.

The schools major resource is staff. Each class is led by a teacher, a Senior LSA and several learning support assistants (LSA).

Speech therapists, physiotherapists, occupational therapists, music therapists and nurses all have dedicated areas within the school.

The school has a family room, staff training room, staff library and separate staff work-area with full ICT facility.





5. Identification, assessment and review

The school's assessment, review and reporting procedures operate in line with regulation and statutory guidance.

Pupils with additional complex needs will have a multi-professional assessment meeting six weeks prior to the Annual Review meeting.

All relevant professionals are invited to the Annual Review meeting along with parents/carers. At the meeting the Statement of SEN or Education Health Care Plan is reviewed to ensure it reflects current pupil needs and required resources to meet needs. At the meeting the pupil's learning priorities for the coming year are translated into the Individual Education Plan (IEP) by the teacher. The meeting provides opportunity to discuss anticipated changes to provision such as transition to a post-school provider.

6. Curriculum access

All pupils at St. John's receive a broad, balanced and personalised curriculum that is delivered at Early Years Foundation Stage, National Curriculum and Post-16 levels. Functional and transferable learning targets within the IEP are taught throughout the daily/weekly timetabled lessons. In order to ensure the inclusive presence, participation and progress of all pupils the school responds to individual learning styles by providing flexible classroom structures and routines and by using a range of recognised specialist teaching strategies aimed at promoting communication and interaction skills.





7. Working with families

Parents/carers receive regular information that allows them to evaluate the quality of provision for their own child. In addition to commenting on an end of year report covering their child's performance in all areas of the curriculum, parents/carers are invited to submit a report prior to Annual Review concerning past progress and future priorities of learning. Parents and carers are invited to join their child at regular school events throughout the year.

Parents/carers are equal partners and are consulted as well as involved in the education of their child throughout their time at St. John's.

A dedicated Transitions Manager invests much time in working closely with students and their families on planning and preparing for post-school placement.

The St. John's Special School Association fulfils the role of a parent-teacher body fund-raising and enhancing the social life of the school.

St. John's is committed to providing an outstanding service to all its families. Parental concern will be dealt with sensitively and swiftly and resolution is often reached through discussion with the class teacher. The school will put parents/carers in touch with the SEND Advice Team in order to assist satisfactory resolution to a complaint.





8. Working with other agencies

St. John's School works closely with external professionals to ensure that pupil needs are identified, assessed, met and reviewed regularly and in ways that are consistent and complementary.

Nurses and therapists work on site alongside school staff to secure the educational, social, physical and emotional well-being of all pupils. The school works closely with social workers in line with the Local Safeguarding Children Board (LSCB) guidance.

9. Working with schools and colleges

The Specialist Schools Programme formalised partnership working with Biddenham Upper, Westfield Middle, Cauldwell Lower Schools and The Bedford Nursery School Federation. Partnership encompasses pupil inclusion, outreach work and professional development activities.

St. John's is well established within the local community of schools and is highly regarded by Bedford Borough. The LA commissions outreach work from St. John's in supporting the development of inclusive practice within mainstream schools.

The school has a long standing partnership with Bedford College. Students within the Post-16 provision access a link course prior to leaving school to aid transition and extend curricular opportunities. Students from Bedford College spend time at St. John's on educational visits and work experience placements.





10. Professional development

The school is an 'Investor in People' organisation and all training is planned to improve practice and provision in classrooms. Induction training is provided for all new staff which includes safeguarding, moving and handling, signing etc.

St. John's selects and supports its graduate staff to pursue the Schools Direct Programme in liaison with the University of Bedfordshire. The school also provides an excellent NQT (newly qualified teacher) induction programme within the specialist setting.

Enhanced training opportunities are available for teachers wishing to gain specialist qualifications in the field of SEN at post-graduate level. The school has close links with the University of Birmingham (MSI) and the University of Northampton (ASC).

Well established appraisal and coaching / mentoring procedures ensure that the training needs of teachers are identified and met.

11. Report review

This report will be reviewed annually by the Governing Body.

