



**St John's Special School and College  
SEN Information Report and  
Local Offer  
March 2018**



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.

As well as our family forum meetings, we have monthly parent/carer drop in sessions where professionals across a variety of agencies are made available for our parents to come and speak to and gain advice/support/information as they require.





**St. John's will achieve its aims by:**

- working in collaboration with other agencies on implementing all safeguarding procedures;
- actively involving Trustees, 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 Head of School takes the lead in planning provision, monitoring performance and evaluating effectiveness. The Head of School is the appointed Special Educational Needs & Disabilities Co-ordinator (SENDCO) and through the medium of SLG and the Middle Leadership Team co-ordinates operations with the support of all teachers and support staff with responsibility for pupil based systems. The Head of School is responsible with the Trustees for determining and securing appropriate staffing and funding levels.

We are committed to distributive leadership and professional development for school leaders. The Head of School is supported by members of school leadership group (SLG). The responsibilities of SLG members include:

- Department Leader- leading the work of the Secondary Department, supporting transition in cooperation with Transition Support worker;
- Department Leader- co-ordination of transition and leading the work of the Further Education Department and off-site provision;
- Assistant Head with responsibility for Curriculum and whole school CPD
- Assistant Head with responsibility for Standards and Data (mat leave)
- School Business Manager- co-ordination of administrative and financial support and Human Resources across the Mat to support all school activity.
- Safeguarding Leader - co-ordination of safeguarding procedures; liaison with LSCB; Parent Forum; Social Care

The Head of School is also supported by the Middle leadership team. Their responsibilities include:

- Phase Leader- Leading the work of the Middle Department and ICT;
- Phase Leader - Leading the work of EYFS and Lower provision and Literacy.
- Phase Leader - Seniors - leads Autism Special Interest Group (SIG) and supports leadership and Management of the Senior Department
- Sports Premium Champion, PE leader and Educational Visits Coordinator
- Outreach co-ordinator and teacher coach with responsibility for Professional Development of Graduate Teachers and NQTs





### 3. Pupil admission

St. John's is a Special Academy. We are part of Bedford Inclusive Learning & Training Trust (BILTT), which currently comprises of 3 special schools. Admissions will normally be reserved for children and young people for whom 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 KCA Academy (The Bungalow), Hastingsbury (where part of FE Department is housed).

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. We have a sensory play area for older pupils, younger pupils and a play area for Middle and Senior pupils which is of the highest standard and incorporates many different activities and materials to challenge pupils of all physical abilities.

A Further Education (FE) building is based on the Hastingsbury KCA Academy site. We share a further bungalow with Grange Academy.

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

The school's major resource is well-trained and expert 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 staff training room, staff library and separate staff work-area with full ICT facility. We also have a Senior Common room which is used as a centre for vocational learning - currently it is a café - and space for Senior and FE pupils to meet together. We have a Multi-function Room which is used for Family Forum meetings, training and professionals' meetings.





## 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 Education Health Care Plan (EHCP) 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 and goals 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; these are 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. We have regular Parent/Carer consultation evenings

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.

### Family Forum

Our Safeguarding Lead organizes regular meetings of our Family Forum where we discuss matters that are important for families and ways we can best work together. As well as our family forum meetings, we have monthly parent/carer drop in sessions where professionals across a variety of agencies are made available for our parents to come and speak to and gain advice/support/information as they require.

### Parent Carer drop ins

As well as our family forum meetings, we have monthly parent/carer drop in sessions where professionals across a variety of agencies are made available for our parents to come and speak to and gain advice/support/information as they require.

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. We also have a complaints policy which can be downloaded from the website.





## 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

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 and with Youth Inspired. 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 committed to investing in professional development and staff wellbeing. 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.

**Comment [m1]:** not really although I think we still use the logo?

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. This is supplemented with RQT (recently qualified teacher) support and training.

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 all staff are identified and met.

**Comment [m2]:** And support staff, admin?

We have a portfolio of training that is offered in house and to outside professionals.

## 11. Report review

This report will be reviewed annually by the Trustees.



This checklist specifies the information that must be included in a school's special educational needs (SEN) information report.

All schools, except special schools established in hospitals, must publish an SEN information report on their website.

The checklist is based on the requirements set out in [schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014](#) and [paragraphs 6.79-6.81 of the SEND Code of Practice](#).

| Required information  | ✓ |
|---|---|
| The kinds of SEN that are provided for  |   |
| Policies for identifying pupils with SEN and assessing their needs, including the name and contact details of the special educational needs co-ordinator (SENCO) ( <i>mainstream schools only</i> )       |   |
| Arrangements for consulting parents of children with SEN and involving them in their child's education  |   |
| Arrangements for consulting young people with SEN and involving them in their education   |   |
| Arrangements for assessing and reviewing pupils' progress towards outcomes<br>This should include the opportunities available to work with parents and young people as part of this assessment and review |   |
| Arrangements for supporting pupils moving between phases of education and preparing for adulthood   |   |
| The approach to teaching pupils with SEN  |   |
| How adaptations are made to the curriculum and the learning environment of pupils with SEN  |   |
| Additional support for learning that is available for pupils with SEN   |   |
| The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured  |   |
| How equipment and facilities to support children and young people with SEN will be secured  |   |

| Required information  | ✓ |
|---|---|
| How the effectiveness of the provision made for pupils with SEN is evaluated  |   |
| How pupils with SEN are enabled to engage in activities available with those in the school who do not have SEN  |   |
| Support for improving emotional and social development.<br>This should include extra pastoral support arrangements for listening to the views of pupils with SEN and measures to prevent bullying             |   |
| How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families |   |
| Arrangements for handling complaints from parents of children with SEN about the provision made at the school   |   |
| Contact details of support services for parents of pupils with SEN  |   |
| Named contacts within the school for when young people or parents have concerns   |   |
| The school's contribution to the local offer and where the LA's local offer is published  |   |

*This KeyDoc is featured in our article 'SEN information report: requirements'. To read the article, visit <https://schoolleaders.thekeysupport.com> and enter the reference number **11095** in the search box.*