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Chair of BILTT Trust Board: **Rob Bell**

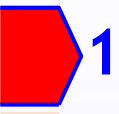
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Welcome

I would like to welcome you to our school.

The following content is our prospectus, also covering our SEN information report and our Local Offer.

St John's Special School and College provides a supportive and happy environment through which our pupils, professionals and parents **achieve together**.

We are very proud of our school which has now been judged *outstanding* by four successive **OfSTED** inspection visits.

Please feel free to contact me to discuss how we can work together; I look forward to hearing from you.

Antonia Drysdale
Head of School

“A happy place”

“Always friendly and always calm”

“My daughter enjoys school, can't wait for the end of the holiday...”



Our School



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St John's Special School and College is part of Bedford Inclusive Learning and Training Trust (BILTT). This prospectus gives a brief description of St. John's School, its organisation and how it works to achieve its aims.

Key facts:

- St John's is a day school for children and young people between the ages of 2 to 19 years
- Pupils present a range of complex needs which, amongst other conditions, include:
 - Severe Learning Difficulties (SLD)
 - Autistic Spectrum Conditions (ASC)
 - Profound and Multiple Learning Difficulties (PMLD)
 - Multi-Sensory Impairment (MSI)
 - Down's Syndrome
- St John's became a **Specialist School in Communication and Interaction** in September 2009
- St John's acquired **Academy** status with effect from 1st September 2011
- St Johns School is part of the BILTT in partnership with Greys Education Centre and Grange Academy.
- The latest **OfSTED** inspection of the school in September 2014 judged St John's to be an **outstanding** school



Vision

The vision of St John's is reflected in our mission statement, "achieving together".

3 Our values are "specialist, collaborative, dynamic and aspirational."

We work in partnership with families to develop every pupil's self-awareness, self-confidence and self respect.

Our **Specialist School in Communication and Interaction** status enables us to provide additional support to pupils in developing their social communication skills.



Our key aims are to:

- Provide a safe, healthy and happy school environment
- Value and respect all pupils, parents and staff regardless of age, ability, gender, religion, ethnicity or background.
- Provide meaningful and motivating learning opportunities via a broad, balanced and relevant curriculum
- Ensure that all pupils receive personalised learning for their individual needs and preferences
- Develop personalised communication forms to assist understanding and self-expression
- Promote positive self-esteem and respect for others
- Encourage pupils to express preferences, make choices and engage in decision making
- Work with families, professionals and staff as a team to meet the individual needs of each pupil
- Work in partnership with other schools & organisations to develop inclusive practice



Organisation



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The school is organised into a **Primary Department** (2-11 years), including Early Years Foundation Stage, Lower phase and Middle phase; and a **Secondary Department** (11-19 years) including Seniors phase and FE phase, encompassing our Post-16 provision. The departments are led by members of the Senior Leadership Group (SLG).

St John's operates from two separate sites: the main site at Kempston, and the Bungalow on the site of Kempston Challenger Academy, where some of our FE students are based.

Class groups are arranged by age, physical and sensory needs and social communication compatibility. Class sizes reflect the needs of the pupils but are much smaller than those at most mainstream schools.



Home School Partnership

St John's recognises the importance of working in partnership with pupils' families to optimise the abilities of each pupil and to ensure that every pupil's individual skills and talents are monitored and developed on an on-going basis. Parents and carers receive regular information that allows them to evaluate the quality of provision for their own child.

The school seeks to support families at all times via:

- Home/School diaries
- Annual Reviews
- School events, such as performances or WOW! celebrations
- Consultation evenings
- Pre-booked meetings at home or school
- Monthly parent-carer drop-ins
- The St. John's Special School Association (SJSSA), who organise regular family events and fun day, and fundraise for enriching provisions for pupils
- Our Family Forum, where we discuss important matters and ways we can best work together
- Regular school newsletters
- School family events and fun-days
- The Home School Agreement

St John's is committed to providing an outstanding service to all its families. Any concerns will be dealt with sensitively and swiftly and resolution is often reached through discussion with the class teacher. If required, the school will put parents/carers in touch with the SEND Advice service in order to assist satisfactory resolution to a complaint. We also have a complaints policy which can be downloaded from the website.



Facilities



Pupils benefit from a range of resources including:

- Hydrotherapy swimming pool
- Jacuzzi
- Interactive light and sound room
- Two soft-play areas
- Two ICT suites
- Pupil and staff libraries
- Sensory playground
- Medical room
- Three separate play areas with appropriately differentiated and adapted equipment
- Six school mini-buses
- Ramps and overhead hoists as appropriate
- A multi-function room used for parent/carer drop in sessions
- A staff training room

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Curriculum

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 Individual Education Plan (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.

Pupils move between Lower, Middle, Seniors and FE phase, with carefully considered support for transition.

The timetables and curriculum are carefully designed to promote all areas of learning identified within the Education Health Care Plan (EHCP): cognition and learning; communication and interaction; social, emotional and mental health; sensory and/or physical needs; self help and independence.

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A **Curriculum Forecast** is sent home at the beginning of each term explaining the term's theme and the main activities the pupil will experience during that period of time. This provides their family with an opportunity to follow up on work carried out at school and reinforce learning at home.

All relevant professionals are invited to the yearly Annual Review meeting along with parents/carers. At the meeting, the EHCP is reviewed to ensure it reflects current pupil needs, particularly focused on the outcomes and the required provision to meet these. These outcomes are translated into the IEP by the teacher and shared at the meeting. The meeting provides opportunity to discuss pupil progress, concerns or any anticipated changes to provision.

The IEP is constantly reviewed and recorded against informally, but is also formally reviewed every six months.

We are committed to involving Pupil Voice in all aspects of learning. All pupils are assigned a Pupil Voice LSA. We also have a School Council that explores key issues affecting the pupils



School Day



The school day commences at 9.05am and finishes at 3.20pm. Many of our pupils and students travel to and from school using the Borough Transport Service. The Borough Transport Service can be contacted via Borough Hall.

Uniform

All pupils, excluding those within the post-16 provision, are expected to wear the school uniform. Full details can be obtained from the School Office.

School Meals

St John's is accredited as a **Healthy School** and meals are cooked on site and the kitchen will provide special diets for medical or religious reasons. Alternatively pupils may bring a packed lunch.

Allergies

All precautions are taken to ensure that any pupil with an allergy does not come into contact with the relevant food group. A care plan and a risk assessment is undertaken specific to that pupil.

Behaviour

St John's actively provides a friendly, calm and consistent atmosphere and curriculum which enables all staff and pupils to feel safe. All staff receive Team Teach training, embedding our commitment to positive behavior support. The Behaviour Policy and policy on Anti-Bullying are available on the school website or from the office on request.



Staff Team

Our staff team is well established and highly experienced. Many of our current staff at all levels started their careers at St John's. We continue to encourage and mentor new teachers from the ranks of our dedicated support staff team. This pro-active attitude to professional development truly embodies the school ethos of **Achieving Together**.



9 Supported by the Executive Principal of BILTT, the Head of School takes the lead in planning provision, monitoring performance and evaluating effectiveness, supported by the Senior Leadership Group (SLG) and a group of middle leaders, who co-ordinate operations with all teachers and support staff. 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 school's major resource is well-trained and expert staff. Each class is led by a teacher, a Senior Learning Support Assistant (SLSA) and several learning support assistants (LSAs), as required for that class group. They are also supported by a team of Midday Supervisory Assistants (MSAs).

We have a Family Support Lead Professional who co-ordinates all safeguarding procedures and work with families. We also have a Transitions Manager who invests much time in working closely with students and their families on planning and preparing for post-school placement.

The school is committed to investing in professional development and staff wellbeing. All training is planned to improve practice and provision in classrooms. Rigorous induction training is provided for all new staff which includes safeguarding, moving and handling, signing and introductions to specialist approaches such as Intensive Interaction and structured teaching.



Working with Others

The school curriculum includes skills that must be taught with resources beyond St John's.

Through our Specialist School Status, St John's works closely with a number of mainstream partner schools to develop inclusive practice.

St John's is well established within the local community of schools and is highly regarded by Bedford Borough. The local authority 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 local colleges and independent training providers. Post-16 students access link courses - as and if appropriate - prior to leaving school to aid transition and extend curricular opportunities.

Speech and language therapists, physiotherapists, occupational therapists, music therapists and nurses all have dedicated areas within the school. We work closely with a large number of other professionals and specialist services from education, health, care and voluntary sectors.

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Admissions

Parents or carers who feel that their child may benefit from education at St John's are welcome to make contact with the school and arrange to visit.

St John's is an academy. 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 - Bedford Borough.

Pupils are admitted throughout the year depending upon availability of places within the appropriate class group.



Safeguarding

Under the Education Act 2002 (section 175/157), schools must “make arrangements to safeguard and promote the welfare of children”.

St John's Child Protection and Safeguarding policy reflects our active and rigorous approach to promoting and safeguarding the welfare of all pupils at St John's Special School and College. We believe that children and young adults have a fundamental right to feel safe and protected from any form of abuse.

We recognise that statistically children and young adults with special educational needs are particularly vulnerable to abuse, for example, due to barriers to communication, increased contact with adults in a caring role, or misinterpreted behaviours.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe, secure, caring and highly skilled environment where all pupils are respected and valued, and a curriculum which nurtures self-esteem and empowers pupils to protect themselves. We are alert to the signs of abuse and neglect and follow our procedures to ensure that pupils receive effective support, protection and justice.

Parents/carers should know that the law requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. Records of welfare concerns may be kept about their child. School staff will seek, in general, to discuss any concerns with them including referrals to other agencies. However, in situations where the child is suspected to be at risk of harm, the law says that schools may take advice from other agencies without informing parents/carers.

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All staff, regular volunteers and governors are required to have Disclosure and Barring Service checks prior to commencing work. Induction for all new staff includes safeguarding and such training is updated with all staff on an annual basis.

St John's Special Schools' Safeguarding policy is available on the school website and is included in the school handbook of Information. The procedures contained in this policy apply to all staff, volunteers and governors and are consistent with those of the local safeguarding children board (LSCB).



Governors

Governors at St John's have always played an active and supportive role in the life of the school. As St John's is part of a multi academy trust, Bedford Inclusive Learning and Training Trust (BILTT), we have a Local Advisory Board (LAB) which reports to the BILTT Board of Trustees.

The LAB is a diverse group which includes parents, staff representatives and members of the local community.

The role of the governing body is to:

- Set the school's vision and strategic aims, agreeing plans and making creative use of resources
- Monitor performance, acting as a critical friend to the Head of School to support and challenge them in developing the school
- Ensure that the school fulfils its statutory duties and remains accountable to the children and families it serves
- Monitor how effectively the school budget, resources and accommodation secure outstanding teaching and learning.

The school always welcomes applications to join the governing body. If you would like to be part of shaping the future of our school please contact the School Office.



Contacts

St John's Special School and College
Bedford Road, Bedford, MK42 8AA



Executive Principal:	Terry Ashmore
Head of School:	Antonia Drysdale
Chair of BILT Trust Board:	Rob Bell
Chair of St Johns LAB:	Laura Sherwood-King

Phone: 01234 345565
Email: office@st-johns-school.co.uk
Web: www.st-johns-school.co.uk

SEND Advice team

Bedford Borough Council, Borough Hall, Bedford MK42 9AP

Phone: 01234 276267
Email: sendadvice@bedford.gov.uk

The SEND Advice team offer free confidential and impartial service to parents and carers of children who have, or may have, Special Educational Needs (SEN).

SEN Transport Team

Bedford Borough Council, Borough Hall, Bedford MK42 9AP

Phone: 01234 276116 / 228771
Email: sen.transport@bedford.gov.uk

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SEN Local Offer

<https://sendguide.bedford.gov.uk/>

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