

St. John's College Newsletter: Spring 2021

Message from Karen:

Dear Parents and Carers

As we all acknowledge the first anniversary of the Covid-19 lockdown in March 2020, I continue to applaud the learners and the work of the staff team who have demonstrated excellent flexibility and resilience with regards to the necessary adaptations and to provide and engage in a comprehensive range of teaching and learning activities (examples of which are provided in this newsletter).

As you all know, this spring term began with the impact of a second lock down and a new mutation that was reported as being more virulent than the one which had been prevalent earlier. This resulted in several of our young people remaining at home and returning to college on a staggered basis which, with your support enabled us to establish our newly formed test centre. This provision has enabled education staff and a number of learners to undertake weekly lateral flow tests enhancing our safety measures and the protection of each other. This was then raised to another level with the access at half term to the first round of vaccinations available to staff and then lateral flow testing and vaccinations available to learners. On behalf of St. John's, I would like to thank all parents and carers for your continued support and collaborative work with us, it is very much appreciated and impactful.

The spring term has been filled with optimism and a balance of normal operations and future development work. In addition to new support staff, we welcome Anthony Carlo to the college management team as vice principal responsible for the development of teaching, learning and assessment as well as new teachers Anke Moors and Sean Atkinson. We are grateful for 19 learner support workers who have stepped up to be facilitators supporting the work of the teachers on an interim basis and of course the work of the transdisciplinary team of therapists, positive behaviour specialists, tutors, learning support workers, medical staff and our operations team who amongst other things have the unenviable task of ensuring support for learners in each learning activity are meeting the needs of individual learners on a daily basis.

We have secured backing from Brighton and Hove for our supported internship programme which will commence from September 2021, this programme is being delivered with our registration to the highly successful DFN Project Search scheme and will provide real opportunities for young people with learning difficulties and disabilities to obtain employment. This programme is separate to our college placements but accessible to our learners if they meet the selection criteria.

We have been working on a new website for our print shop enterprise including the acquisition of upgraded equipment thanks to the continued support of the Ian Karten Trust. This injection of work will enable more learners to be involved in the design, creation, packaging and selling of products - so watch this space.

While our programme of external work placements has been severely impacted upon this year, the Bevy Community Pub has continued to provide a few work experience placements and they are expanding their social enterprise to offer more work opportunities in the future for our learners. This exciting partnership work will, going forward, involve the planning of teaching and learning being structured similarly to a traineeship programme.

We continue our work meeting the autism accreditation standards and have focused on our classroom environments, identifying best autism practitioners amongst the staff team, weekly autism support tips and increasing our learner voice activities – thank you to all of you who provided feedback from the learner voice survey.

A series of learning walks have been undertaken by the college management team to identify what is working well in the teaching and learning classes and supporting teachers with 'even better ifs'.

Accredited learning portfolios for English and maths are beginning to be internally verified and these will be processed to the external verification stage with awarding bodies later into next term.

The college management team have chosen a new system called Earwig as an enhanced tool to assess and maintain records of learner progress and attainment. There is currently much background work being undertaken to align this MIS programme to the college curriculum and we intend that it is fully functional with a parental portal from September 2021. This programme aims to enhance our ability to articulate and communicate the learner journey and learner outcomes to all stakeholders.

We are looking forward to the summer term where we aim to cautiously extend learning activities, involving more community access and further social interaction (all of course in line with the associated government guidance). We have begun discussions regarding the planning of this year's graduation ceremony, more information will be available next term.

Meanwhile we wish you a very happy and safe Easter and we look forward to seeing your young people back at college on Wednesday 22nd April.

Kind regards

Karen

Principal

Should you have missed the text message providing the link to order home testing kits here it is again: <https://www.gov.uk/order-coronavirus-rapid-lateral-flow-tests>. You may wish your young person to undertake the test each week but we would appreciate them to take the test on Tuesday 20th April, the day before returning to college. Should they test positive please let me know immediately on my number 07808 361 045.

Vaccine champion



Before Christmas our CEO, Simon, was asked by NHS Sussex to be a 'vaccine champion' and promote a high take up of the vaccine in the community in Sussex. The take up here in the St. John's family of young adults and staff has been good and we know this will make school or college safer for your son/daughter. Simon has also been promoting the take up of the all-important vaccine with the community groups that he is involved with outside of work and with his fellow magistrates. Here is a picture of him in Brighton just after getting his first jab

Message from Simon, CEO:

Dear Families,

At some point your son or daughter will leave St. John's and we would love to keep in touch with you. The key people enabling this are sue.evans@st-johns.co.uk at the school and Jo.weeks@st-johns.co.uk at the college. We hold events for alumni (ex-learners) and their families once a term when we are not in the middle of a pandemic! We hold them at the college, but alumni from the school are of course welcome. We are developing this alumni service into a formal organisation which will provide lifelong networking, support, guidance and, in time, provision for alumni and their families. It is called Ambitions Beyond College (ABC for short) and you can follow us on Twitter @abcastjohns. It will also be open for alumni from similar schools and colleges in the region so please pass on our details: abcoffice@st-johns.co.uk. We aim to launch this in September. Watch this space.

Simon Charleton

CEO

Maria's tutor group

Mahdi has started his music therapy sessions this term. This has been an amazing experience for Mahdi as he has engaged extremely well playing different instruments. During these sessions Mahdi's mood is calm and he has coped very well with Olivia, the music therapy teacher, playing alongside him. Mahdi has also joined his peers in drama sessions



being able to engage in different activities

such as dancing, singing, signing songs and playing a range of characters and also coping well with the theatre being a busier environment.



Daniel and Giles have had a fantastic term. They have had many learning experiences throughout their timetables, and they have engaged well developing their skills further. Daniel has been working on his literacy skills using "The book of the week". Giles has been using his PODD book more often, even when going to the community. Giles' communication skills are taking a step forward which is very positive. Dan and Giles have performed with the Flute Theatre this term, demonstrating great

communication and self-expression.



Daniel and Giles have been enjoying weekly trips in the community and recently have a new peer in their class, David. We welcome David to St. John's, and we look forward seeing them all engaging and working together.





Enitan, Kieran, Joseph and Tom have been busy this term and working hard. Tom has been engaging in 'active life' activities such as daily walks in the community and sports session. It was fantastic seeing Tom running on the AstroTurf with his peers and staff with everyone around him cheering him on. Joseph has done fantastically well as an intern during his work experience and barista training at



Groundwork. Enitan has started music therapy this term with Olivia and he is learning little by little to express his feelings and emotions through playing the keyboard. Kieran has been using more verbal communication, greeting teachers without being prompted and looking for interactions from staff by calling them by their names. The top sentence of this term for Kieran was "Hello professor" when Jo (teacher) entered the room and "Maria, you are fired" (always joking of course!).

Objective: To listen and respond to a performance of a Midsummer Night's Dream.

Enitan performed with Flute Theatre through Zoom!

Enitan was expressing different emotions and focused on the performance for an hour.

Joseph performed through Zoom with Flute Theatre company also!



Objective: To identify different coins.

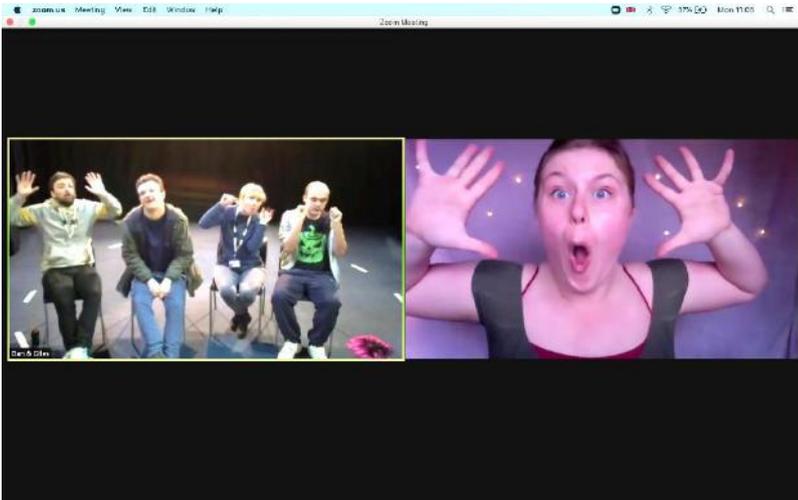
Kieran really enjoyed sorting coins into piles and placing them in the correct bags.



Objective: To cooperate with others on a short journey.

Tom is reading his visual prompts to help him cross the road safely.

The Framfield boys stayed together as a group when they accessed the community. It's a first!

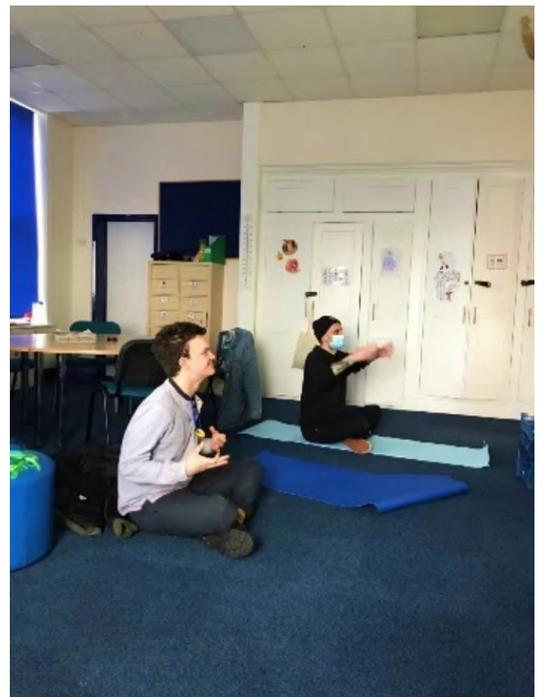


Dan and Giles in joint performance with Flute Theatre!

They were brilliant at expressing different emotions and performing moments from A Midsummer Night's Dream.

Objective: To use strategies for self-regulation

Giles does regular yoga sessions in his tutor room to support his wellbeing and emotional regulation.

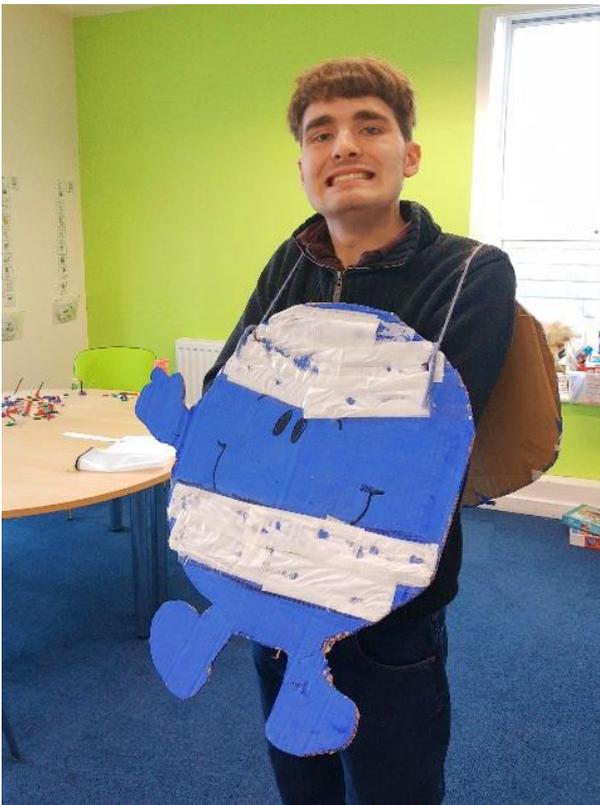


Objective: To follow verbal instructions in a cooking activity

Dan is working alongside Mahdi to bake cakes in his life skills session.



Andrea's tutor group:



Gabriel has celebrated "World Book Day" by creating a character of his favourite book series Mr. Men. Gabriel made this costume with some support from staff, helping paint and decorate Mr. Bump. Within this term Gabriel has engaged in reading activities with staff and peers. Well done Gabriel!

Matthew has started his music therapy sessions. Matthew has engaged amazingly well in these sessions, exploring different instruments and playing songs with music therapist Olivia. Matthew looks forward to his music therapy sessions every week.

Well done Matthew!



Ben has engaged incredibly well this term reading books with staff and peers. Ben has built new and positive relationships with peers and staff. Ben has also expanded the variety of activities he engages with at college.

Well done Ben!



Ben has expanded the range of activities and subjects he is interested in showing interest in science and geography. Ben has wanted to learn more about the different countries in the world and completed a world map with his tutor.

Well done Ben!

Objective: To improve Matthew's fine motor skills through cutting to assemble different animals

Matthew cut out different animals using scissors and assembled them together.



Objective To create a Pablo Picasso hand drawing

Gabriel drew around his hand and then drew some lines and coloured them in.



Objective: Making the patterns symmetrical

Ben matched the two sides of the patterns so that they showed one line of symmetry.



Objective: To create a piece of Islamic geometric art



Ben followed instructions to create an example of Islamic geometric art using a pencil and ruler.

Astrid's tutor group

The Borradaile group have been enjoying the better weather by accessing the community regularly as part of their wellbeing, social development, and core learning sessions.

The group has also been focusing on developing their communication skills through exploring new and old communication aids. This is enabling



them to experience our all-inclusive approach to communication, helping them to express their wants and needs daily.

Whilst spending time as a group they have also focused on individual learning and enjoyed developing their maths and music skills as well as life skills like baking and gardening.

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What a great term for the Borradaile bubble!



Astrid's tutor group with Anke (teacher)

Objective: Increase the range of functional activities



After making banana bread, Bolade wiped the table independently.

Izzi, Eleanor and Connor working together during life skills!



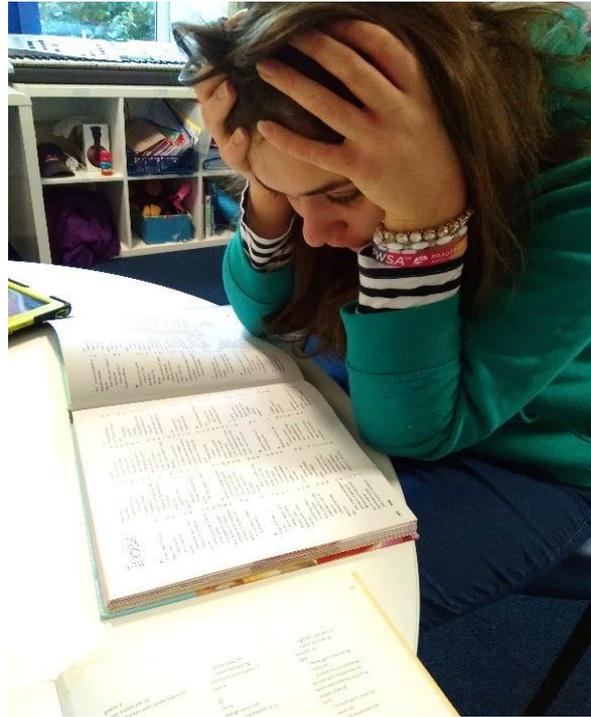
Objective: I can share a space with my peers

C joined a therapy session with the whole group in the OT room.



Objective: Listen and follow the gist of short explanations

Connor does 'jobs' in the morning, this morning one of his jobs was to wipe touchpoints.



Objective: Identify the purpose of simple everyday texts

Eleanor learning how to use an index table in a cookbook.



Objective: Identify uses of money

Izzi is counting pennies in order to use the right amount of money.

Georgie's tutor group with Matias (teacher)

Objective: Follow written instructions to complete a task

Ben assembled an upcycled table.



Objective: Follow the gist of a simple text

Jason read a "widget-ed" story with minimal prompts.



Objective: to follow written instructions to complete a task

Josh followed written instructions to complete a 3D puzzle.

Objective: to choose and wear the correct PPE

Leon upcycling an old chair. Really good use of the PPE.



Hannah's group

Abbie can now order numbers from smallest to largest. Here she is using an online maths game to support learning.

Abbie can now play instruments to a beat. Here she is playing drums, keeping in time with the music.



Ellis has successfully gained a work experience placement at college through an application process and interview. He has chosen to work keeping the college grounds tidy. He has been sifting compost as part of St. John's incentive to 'go green'.

Ellis can now independently complete his literacy work, using his imagination and memory to complete writing exercises.

Ellis can now engage with wellbeing exercises providing to him with self-reliant strategies for different scenarios. He is learning about yoga postures, which can help aid sleep.



Gregor can now use other artists' styles to inspire his own artwork. Here he is presenting his own Picasso-style paintings.

Gregor is now able to focus for longer periods of time when completing literacy worksheets. Here he is learning about the play Ernie's Incredible Imagination.



Sam and Ellis have been engaging in peer team work together.

Sam can now follow instructions and a recipe to complete a cooking task, as well as locating the correct uniform and using the correct kitchen equipment. Here he is making a chicken stir fry.



the correct kitchen equipment. Here he is making a chicken stir fry.

Sam can now understand e-safety rules, and can identify what is 'kind' and 'unkind' on the internet when looking at different examples.



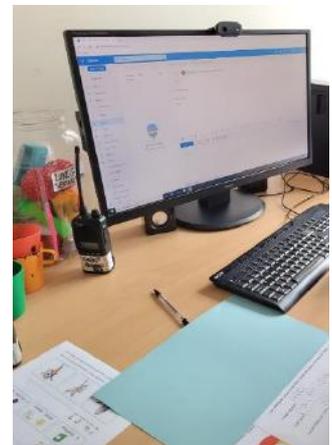
Cal's tutor group with Carla (teacher)

L followed instructions to send an email to his mum about his week at college.



Objective: To follow instructions to create an art piece

James used drawing ink following written instructions to create ink buildings. Next, he will be adding colourful circles into the background looking at Kandinsky's artwork.



Objective: To use photoshop to colour an image

Sam used Photoshop software adding colour to an aeroplane image using the paint brush tool.



Objective: To create a PowerPoint about himself

Patrick created his annual review PowerPoint presentation. He chose his own photos and wrote about what he was doing in each one.

L used Photoshop software to create a digital painting of the sea using the paint brush tool.

Sport sessions with Matt (teacher)



Joseph is engaging in some sprinting on the Astro turf where we looked at different techniques to improve how fast we can sprint.

Mahdi is seen here running around the Astroturf. He ran around the set course with minimal help from staff.

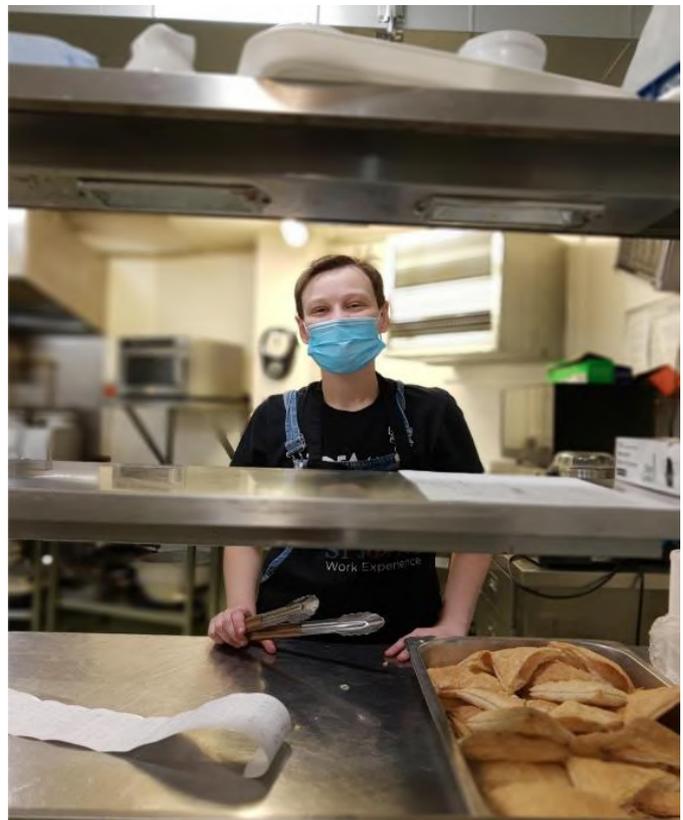


Kirstie's tutor group with Laura (teacher)

We have done lots this term, we have cooked, we have started businesses, we have planned a wedding, we have made a mural and of course we have been working on our English and maths.

Objective: To gain a level 1 qualification in catering

Molly successfully passed an interview to work at the Bevy Pub every Friday.



Objective: To improve upon fine motor skills

Lauren decides what to cook each week and sources the ingredients. She then cooks her idea – one week it was a cola chocolate cake! This time it was a Swiss Roll!

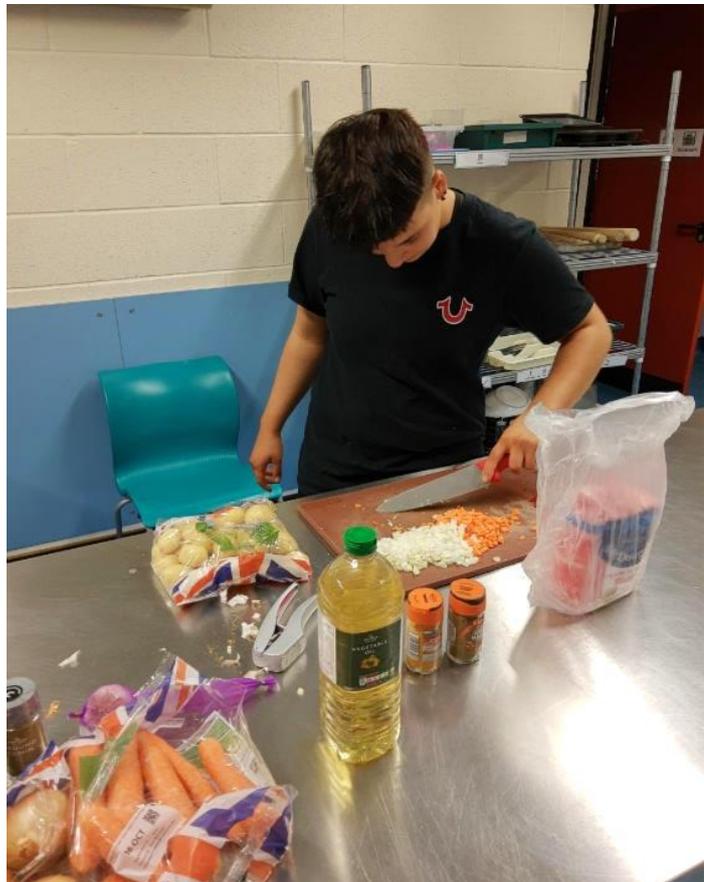


Objective: To gain her level 1 beauty qualification and explore work placement options

Charlotte sourced a loan and set up her own beauty business.

Objective: To expand skills in the kitchen

Hannah has had a variety of requests to cook different dishes in her deli session. She has risen to the challenge all of them!



Objective: To work on directions

Sean looked at left and right, and other associated words whilst travelling to different parts of Queen's Park. He then made a map of his travels.



Zara's tutor group with Loki (teacher)



In literacy sessions, the tutor group have been developing skills in literacy and social interaction, by performing scenes from sensory scripts adapted from traditional tales. In a 'Golden Moment' for the week, the learners cheered and clapped each other when they finished a short play they had been practicing over several sessions.



Objective: For learners to identify and explore sensory strategies that support emotional regulation, focus and learning

Using a talking mat, Jo identified 'train track bouncing' as a sensory strategy that supports him to get ready to learn. Jo then followed verbal instructions to set up the activity and practiced using it to help him focus.

Objective: For learners to read and follow instructions on food packaging to prepare a simple meal for lunch

Supported by open questions, Lydia successfully identified cooking times and temperatures on food packaging, in order to make rice with roasted vegetables for her lunch.



Objective: For learners to independently read analogue clock faces, showing times on and half-past the hour

Emily constructed a visual resource to support independent problem-solving. Using this resource, Emily accurately identified the time shown on a variety of analogue clock cards, without support.



Objective: For learners to identify prices expressed in whole numbers up to £2 and to recognise and select coins to that value

Having successfully completed the learning activity, as an extension task, Jonathan further developed his numeracy and problem-solving skills to find alternative combinations of coins that added up to the given amounts.



Steve's teaching group



Ava - As part of her employability and peer mentoring qualifications, Ava took part in a mock interview with two senior members of staff. Ava was able to prepare answers for interview questions which were both familiar and unfamiliar. At St. John's, we passionately believe that all our students can be employed at some point in their lives. Ava is making excellent progress towards this goal.

Andrew - At St. John's, we focus on skill development. Functional English and maths skills are central to our curriculum. Andrew has been able to practice and develop his knowledge of homophones and is now able to correctly identify the use of 'there, their and they're' in practical contexts. Excellent evidence towards his English qualification and great focus from Andrew.



Sean - Wellbeing is another important value that we promote at St. John's. Our learners have access to counselling, occupational, physio, behavioural, music and speech and language therapy, should they require this input. Sean is an emotionally intelligent young person and we feel lucky to have him as part of our student cohort. A recent trip to the beach to throw our 'worries' into the sea was welcomed by the whole tutor group.



Elliot - We are living through a national pandemic and some of our learners have been working remotely. Elliot has been working very hard to complete activities sent home and has been managing the transition of completing college work whilst in his home environment with maturity. Elliot dressed as a mod as part of a music history session on mod music and culture. Who says learning can't be fun?

Pete's tutor group

All learners have coped amazingly well with all the changes due to Covid.

Objective: To help explore sensory needs

Bea is seen here in her textiles lesson looking at marbling paper.



Objective: Working on directions

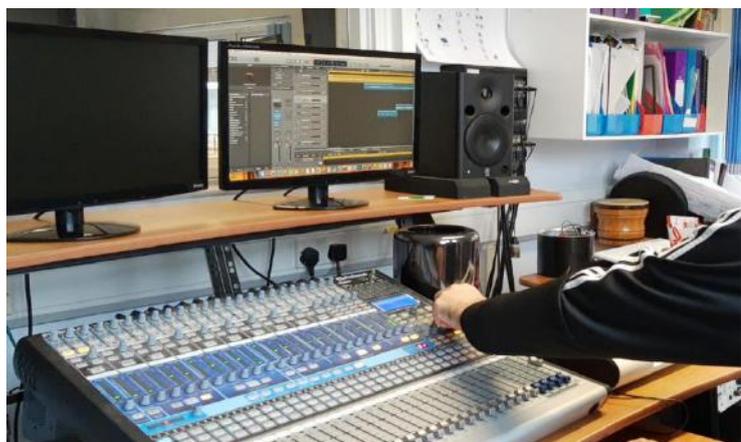
Sean has been learning about directions in many different circumstances. Here he is showing us around college, stopping at the biodome.



Music sessions with Faron (teacher)

This term Andrew has revisited working in the music studio, building on his production skills and recording voice-overs for his 'A Seagull Called George' story. Andrew wrote the original script and also composed a soundscape, working with Logic Pro.

Andrew has continued to build on his music technology skills and has gained more confidence learning how to edit audio files and use automation while mixing.



Ellie-Mae has been developing her singing skills in her 1:1 music sessions, learning breath control, articulation and building her repertoire of songs.

She has also been working on singing and signing with Makaton, which she has a flare for and can already sign a number of songs.

Ellie-Mae has been working on her repertoire and learning 'Somewhere Only We Know' by Keane, which she intends to create a music video for.



Gabriel has such enthusiasm for his music lessons and has continued to work hard this term on his singing, sight reading with Figurenotes notation system and developing his keyboard skills. Gabriel has been working on a selection of songs, on the keyboard, which include; 'Somewhere Only We Know' by Keane and 'Lean on Me' by Bill Withers.

ST. JOHN'S

Gabriel has also been learning to play traditional West African songs and call and response rhythms on the djembe.



Gregor has a passion for playing the drum kit and enjoys practising and perfecting his drumming. This term Gregor has started learning the drum part for 'The Pretender' by the Foo Fighters as well as learning a series of pre-practice warm up techniques.



Gregor has also been working on his original composition and learning to produce original music with Logic Pro. He is working towards his Gateway Level 1 in Music Technology.

ST. JOHN'S



This term Connor has enjoyed his music sessions; exploring djembe drumming, hand percussion, Soundbeam and singing. Connor has a repertoire of songs which he enjoys singing and playing along to which span; Rock, Pop and Blues.

This term he has been learning 'Yellow Submarine' by the Beatles and 'The Wombling Song'.



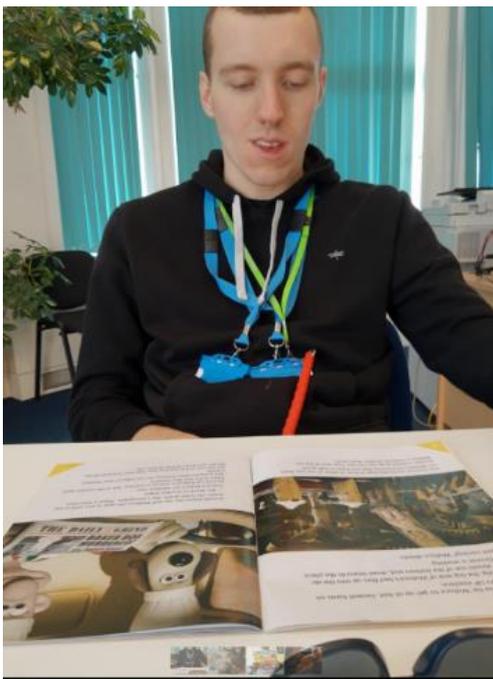
Eleanor has enjoyed exploring a range of instruments in her music sessions including keyboard, guitar and drums. She was fascinated by the Roland loop pedal and explored layering sounds while playing guitar.

Eleanor has also become adept at working with Logic Pro in the studio and has created two pieces of dance music.



Enitan has 1:1 music sessions on a Wednesday and also has recently started music therapy session on Thursdays.

Enitan has a fascination for playing keyboard and will explore numerous settings until he finds the sound he likes. He enjoys jamming along to a rhythm played on a djembe drum and has a natural ability to hear a melody and play it back on the keyboard. He particularly likes songs by Jamiroquai.



Tristan's tutor group and Suzanne (teacher)

To celebrate World Book Day on 4th March, sessions this week focused on learners engaging with stories and books.

Objective: Obtain specific information through detailed reading of a book

Sam chose to read "Wallace and Gromit a matter of loaf and death" and was able to answer simple questions about what he had read.

Objective: Identify simple words and symbols when reading a book



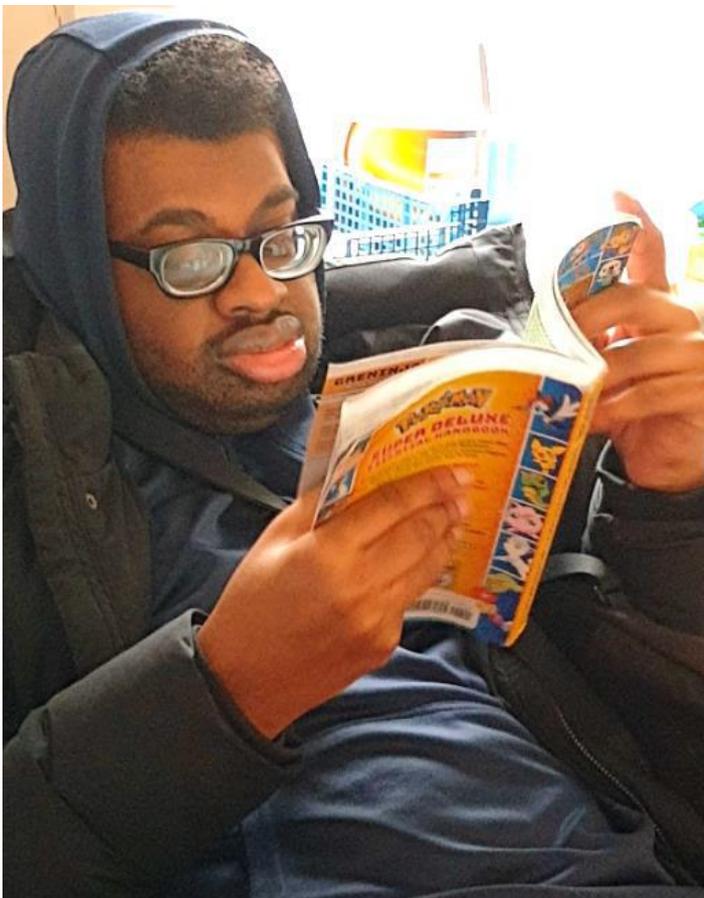
Ekelie chose to read a handmade book called “A journey” and was able to match simple words and symbols with a picture.

Objective: Answer questions about a book of your choice

Kye enjoyed discussing a book about Pokémon and reading information about his favourite characters.

We hope you enjoyed World Book Day.

Please check out more amazing videos and photos on our Facebook page as part of the World Book Day #shareastory campaign.



Residential houses

Pier View house



Pier View have been keeping themselves busy throughout another lockdown and all young people have coped exceptionally well with the changes to their day to day lives.



Independent living skills, daily exercise and relaxation have occupied our time, alongside the very exciting delivery and building of our new outdoor sensory space which we purchased through a fundraising walk back in August. We are extremely excited to see the finished article and can't wait to share it with you all!

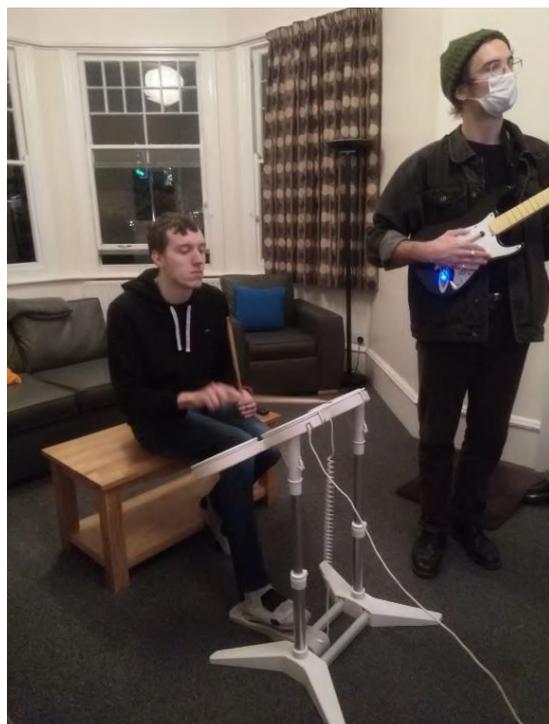


Cornerways house

Cornerways have been occupying their free time with film nights, quiz nights and a variety of in-house activities, alongside daily exercise in the local area, including some tandem bike rides for one of our young men!



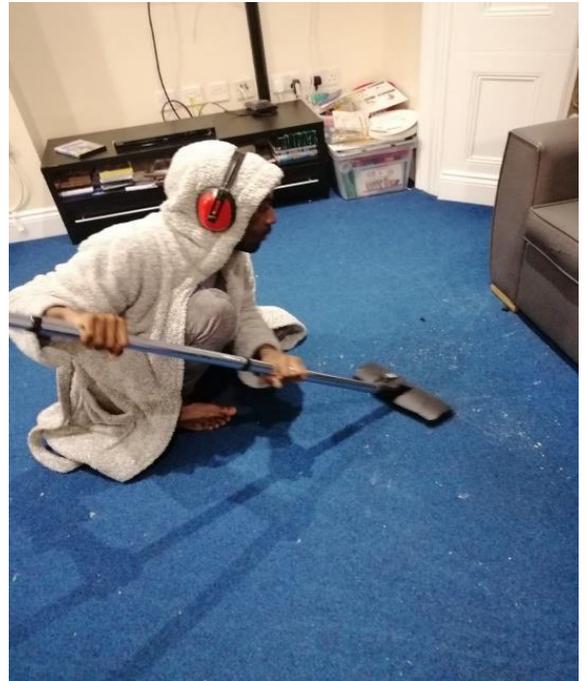
Some of our learners have continued to work hard on remote learning, and attending their virtual groups including music sessions and carousel, despite these usually being in person.



Due to Covid-19 and current government restrictions that are still in place and have been for quite a while, it's been a bit tricky for our learners to completely access the wider community and develop their travel and independent skills.

Borradaile house

At Borradaile learners have been making the most of the grounds that we have on site, using the out-door gym, basketball court and Astroturf to maintain their physical and mental wellbeing, we also have our outdoor sensory space that some of the learners enjoy spending time in. Learners have also enjoyed walks to the beach and park and have joined in with baking and doing crafts. Through this difficult time the learners have carried on developing their independent living skills in the house and also made the most of intergrating fun tasks to imbed the waking day curriculum.



Preston Road house

At Preston Road the learners have spent time accessing the big local park and going for walks to the beach, this all helps to maintain their physical and mental wellbeing. Learners have also enjoyed cooking, baking and doing games and crafts which all helps towards the waking day curriculum. Some of the learners spend time together in the evening watching their favourite programmes.



Preston Drove and College View houses

Our Josh loves a project!

Josh has been working on his cooking skills consistently throughout his time at Preston Drove and has recently taken up a gardening project with his keyworker, Rob.

Josh is excited to see the plants of his labour!



ST. JOHN'S

As sure as the spring that has appeared around us, a new learner has joined the College View gang.



David has thoroughly enjoyed the access to green space that Brighton offers him, let alone the beach that he can see from his bedroom window!

Education and residential staff alike have been hugely impressed by this young man's settling in at St. John's. We are all excited to get to work with him on maximising his potential!



Never a cobweb when Daniel is around...

Daniel here displaying his hoovering skills, one of many well practised house tasks that Daniel does for himself and his peers on a regular basis!



Thank you, Daniel!

College View would like to give a HUGE shoutout to all of its learners that were offered the vaccine. Thanks to our brave, calm learners, College View has a 100% learner vaccination rate. Which is INCREDIBLE!

Baasim in particular, overcame a quite obvious fear of needles to have it done.

Well done Baasim!!



Framfield house

It's been a fun and exciting term over at Framfield.



We have had a couple of lockdown parties, one was a Disney party for Tom's birthday where some of our residents and staff dressed up in Disney themed fancy dress. We had a photo booth and enjoyed decorating the house and having a good sing and dance. Kieran's dancing got everyone on the dancefloor.

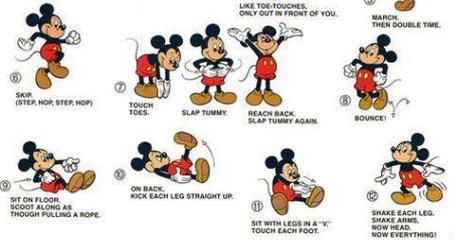
We have been staying active with Tom's Mousercise which is so much fun, Joseph often

MOUSERCISE

Music and Moves by
Barbara Williams and Dennis Morrison

Come on everybody, and MOUSERCISE
Let the music move you
To you're normal away
Keep your body moving,
Keep your spirit free,
Do it every night and day,
You can jump, you can shake it,
Anything you make it,
Whatever you feel is right,
Come on everybody, and MOUSERCISE,
Mickey's MOUSERCISE!

© 1989 WALT DISNEY HOME COMPANY



joins in too. We have taken regular beach walks (with the occasional stop at the Fish and Chip shop), playing 'The Floor is Lava', and Kieran,

Enitan and Tom are all taking part in the Spring Forward 10k challenge; Sean even set himself a 50k Spring Forward Challenge, all raising money for fantastic St. John's causes.

Our residents have been painting their own canvases to put up around the house with some truly beautiful and creative pieces being made by Sean, Tom, Enitan and Joseph.



ST. JOHN'S

All learners enjoyed making Mother's Day gifts; beautiful glass jars filled with handmade bath bombs, handmade candles and little pamper treats including nail varnish and face masks.



Andrew has been working hard on developing his independent living skills including meal prep and independent community access. Kieran has been baking and decorating cupcakes. Enitan has been developing his skills and confidence on the keyboard.



There's always time for relaxation too; we have been enjoying foot spas, sensory sessions, yoga and exploring scents.



Annual reviews

Who would have thought, a year ago, that we would still be under Covid-19 and lockdown restrictions? Or that 'working from home' would be the new norm? Well, we have embraced it and have now been holding annual reviews remotely since March 2020. This was not without complications on occasions but has been incredibly successful in the main - not least the significantly reduced impact on the amount of time parents and carers need to allocate when attending an annual review, as well as the increased attendance by local authority colleagues.

We will soon begin to schedule annual reviews for the academic year 2021-2022 and as things currently stand, I will continue to schedule these as remote meetings. We'll send you a calendar invitation for reviews with a link to join the annual review remotely. The programme we use for annual reviews is Microsoft Teams and myself and my colleague Mia will be happy to facilitate test runs for anyone needing a little extra support.

Thank you to those of you who have responded to the feedback survey about annual reviews this academic year. For those of you still to respond, it would be helpful if you are able to do this soon please – it can be done retrospectively.

The link for the survey <https://www.surveymonkey.co.uk/r/annualreviewevaluation> and if you would like this to be emailed to you, please let me know via sally.cherriman@st-johns.co.uk

Some statistics from the feedback received so far in relation to the annual review process:

- 87.5% of responders stated they were either happy or very happy with how the annual review was organised in advance with the remaining 12.5% being 'quite happy'
- 93.75% of responders stated that they were either happy or very happy with how the annual review was managed on the day, with the remaining 6.25% being 'quite happy'
- only one responder had not received the annual review paperwork in advance

For those who made additional comments, thank you. These are all read and acted upon as appropriate.

It is hugely rewarding to be part of the annual review process and I look forward to seeing you all again, remotely, next time!

Sally Cherriman

Placement review manager

sally.cherriman@st-johns.co.uk

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