

Document name
Special Educational Needs (SEN) Policy Statement for St. John's School

This document is relevant to:	
Central Support Services	✓
Education	✓
Medical Therapy	✓
Residential	✓

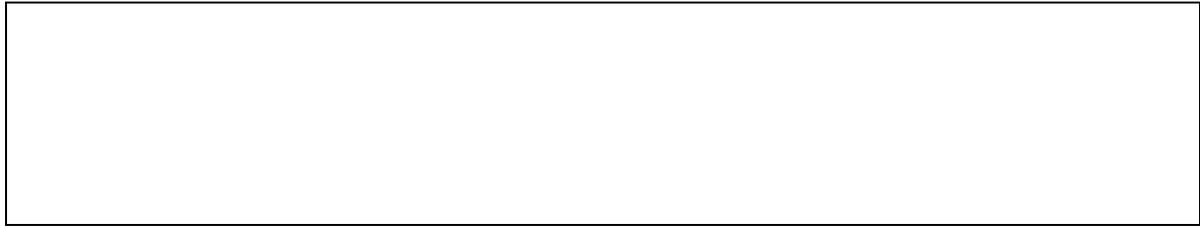
Senior Manager Responsible	Jennifer Root
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Associated Documents	Admissions policy and procedure, behaviour support policy, progress, progression and outcomes policy, curriculum policy, assessment, monitoring and recording policy (includes marking), autism statement, communication policy, countering bullying policy, accessibility plan, SEND code of practice.

Equality Impact Assessment

**St. John's takes its duties under the Equality Act 2010 seriously. We have assessed the equality implications of this policy during the writing and subsequent reviews of the policy and, where necessary, during SLT and Governor discussions of the policy.**

SLT Approval	Approval Date
✓	No changes
Senior Manager Approval	Approval Date
✓	January 2022
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✓	No changes

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## **1. SEN policy**

### **Basic information about SEN provision at St. John's**

Every child and young person (CYP) at St. John's School has an Education Health and Care Plan (EHCP) and present with needs that are 'additional to and different from' that of mainstream children and young people (CYP). The CYP's needs are met on an individual, person-centred basis through tailored, and bespoke packages and broad and diverse curriculums.

This SEN policy details how the school will ensure that the necessary provision is made for any CYP who attends St. John's, and that those needs are communicated to all who are likely to teach and support them. The school will ensure that teachers, are trained and able to identify and provide for those CYP who have special educational needs, to allow the children and young people to join in the activities and learning, so far as is reasonably practical and compatible with the CYP receiving the special educational provision.

The school will have regard to the Special Educational Needs Code of Practice schedule 1 of the Special Educational Needs and Disabilities (SEND) 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice when carrying out its duties toward all CYP with special educational needs.

Partnership with parents/carers plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a young person's needs and the best ways of supporting them. All parents/carers of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

CYP with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, together with the review and transition processes.

### **Mission statement**

St. John's School and College is committed to providing a broad, balanced and differentiated curriculum. The curriculum is seen as a critical element in increasing knowledge, skills and competence, creating a climate for positive behaviour and improved self esteem. St. John's is committed to providing an inclusive culture, in which all CYP contributions are recognised, valued and celebrated. Young people who leave St. John's will demonstrate increased personal responsibility, social competence and intellectual curiosity.

## **Objectives that secure our mission goal**

- The provision of a broad, balanced relevant and differentiated curriculum.
- A curriculum that challenges all our CYP to achieve intellectual, emotional, spiritual, social and personal growth. CYP will be encouraged to face and overcome physical challenges.
- The development, through a waking day curriculum of a structured programme and positive ethos that encourages and enables CYP to display good behaviour and improve their self-esteem.
- The provision of a personal and social education programme for all CYP in the school designed to provide pathways to independence. This will include links to community groups and activities wherever possible and applicable.
- Close working relationships between the school, parents/carers, professionals and the child or young person in achieving comprehensive but accurate planning and realistic but challenging targets.
- Close working relationships with the wider community through school initiatives and events.

## **Criteria for admission**

CYP will be admitted to St. John's on the following basis: -

- A learning difficulty to a degree that requires a CYP to have an EHCP of special educational needs maintained by a local education authority.
- A learning difficulty to a degree that requires a student over 16 years to seek a placement through the support of the Learning & Skills Council.
- CYP admitted from outside Great Britain are unlikely to have a EHCP of special educational needs but will meet the other criteria for admission listed below.
- CYP will be between the ages of 7 (national curriculum Year 3) and 19 (national curriculum Year 14.)

The learning difficulties supported by St. John's School will normally fall into the range described as moderate. However, the additional needs experienced by most CYP referred to St. John's will mean that their needs are complex in nature. No clear parameters exist for CYP with complex learning needs but it is possible to define some needs that the school is unable to meet. St. John's would not be able to meet the needs of CYP who:-

- Have profound and multiple disabilities (PMLD)
- Are unable to use stairs or manage steep slopes

- Are unlikely to develop either spoken language or signed communication skills
- Are unlikely to become continent
- Have sensory impairments that require specialist input on a daily basis
- Have disturbed, difficult or challenging behaviour to such a degree as to endanger themselves or others
- CYP are likely to have an additional problem, including medical, speech and language, behavioural and social problems that are overlaid on their learning difficulty. CYP will be placed at St. John's if local and appropriate provision within the maintained sector is unavailable or if local provision does not compete on a 'value for money' basis.

In addition, for resident CYP:

- A clear reference in the young person's educational health care plan (EHCP) to a need for residential provision

In addition, for day CYP:

- The provision by St. John's of an educational programme suitable for that CYP and not available within educational provision found locally.

CYP will be admitted to St. John's on the basis of the following procedures: -

- Receipt from the referring LA of the assessment reports that contributed to the most recent EHCP and/or annual review
- The initial agreement of senior staff concerned that the referral falls within the parameters of our admission criteria
- Discussion with the parents/carers and CYP about the programmes on offer at St. John's, the needs of the CYP and the willingness of the parents/carers and the CYP to enter into a partnership in regard to future educational and care programmes
- Discussion with the school or unit from which the CYP is coming (this may well include a senior member of the St. John's staff observing the prospective CYP in their 'sending' school)
- Agreement by senior staff at St. John's that there is an appropriate peer group (socially and intellectually) into which the CYP can be placed.

## **Provision**

Provision for young people with special educational needs is a matter for the school as a whole. In addition to the governing body, the heads of school and all other members of staff have important day-to-day responsibilities. All staff are teachers of young people with special educational needs, and teaching such young people is therefore a whole school responsibility. At the heart of the work of every teaching and care group is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of young people. The majority of young people will learn and progress within these arrangements.

Facilities for meeting the needs of CYP placed at St. John's:

- An experienced and qualified staff for who further professional development is an on-going commitment

- Teaching and residential facilities that are designed to meet the needs of our CYP and which are the subject of regular review in relation to quality and suitability
- Recreational facilities and resources
- Planning and review procedures that ensure staff are working to appropriate targets and in a consistent and coherent manner
- Individual CYP support from specialist staff where appropriate
- Regular access to computer assisted learning through the school's integrated learning system
- Medical oversight at a level appropriate to individual needs
- Speech therapy, occupational therapy and physiotherapy at a level appropriate to individual needs
- Access to the services of the school counsellor/psychotherapist
- Access to services within the local health authority that support the medical or psychiatric needs of CYP within the school.

## **Staffing**

The Governors of St. John's School shall appoint a SENCO to develop, review and implement the whole school policy for CYP with special educational needs. In addition, the SENCO shall assist with the integration of the school's special educational needs policy with other whole school policies.

The appointed person will assist the Governors and Head Teacher in the following ways:

- To be well informed, provide active leadership and set high expectations for what can be achieved by staff and CYP
- To have the expertise, opportunity and support needed to influence practice
- To have the desire to secure high standards through the dissemination of effective teaching and learning methods throughout the school
- To maintain the school's SEN Log and act where necessary in response to particular patterns of referral or movement between graduations
- To be responsible for the co-ordination of the provision for CYP with special educational need and the day-to-day operation of the school's SEN policy
- To monitor information gathering and action prior to a CYP being placed on school action and to take a lead in managing provision for CYP at school action onwards.
- To monitor the provision made for CYP including the quality of IEP's, quality of planning and delivery of the inclusive curriculum.
- To ensure that for CYP with EHCPs staff are aware of the recommendations of the EHCP and make provision accordingly
- To co-ordinate monitor and review the work of Learning Support Workers (LSWs) working in the school in consultation with other staff
- To act as a focal point for collating information coming into and going out from the school concerning CYP with special educational needs
- To plan and co-ordinate school's arrangements and strategies for identifying all CYP with SEN
- To advise and where appropriate carry out more detailed observation and assessment as needed including the views of the staff parents/carers and CYP
- To co-ordinate the drawing up of IEP's and group programmes of appropriate

- teaching help in collaboration with staff, parents/carers and CYP
- To develop, maintain and oversee an efficient system for monitoring and recording the progress of CYP with SEN
  - To contribute to Annual Review procedures for CYP with EHCPs
  - To promote partnership between the school and the parents/carers of CYP with special educational need to involve parents/carers in reviews, to provide them access to information and records, and to ensure parent / carer views and concerns are recorded
  - To promote CYP participation in target setting and IEP reviews
  - To liaise with and manage visits by the support services, the SPS, EWO, and other outside agencies
  - To be involved with senior management in advising the Governing Body on the effective allocation of support for special educational need including the provision for CYP with EHCPs
  - To liaise with SENCO's from local schools to share expertise to encourage the dissemination of good practice
  - In setting clear realistic targets for raising standards, to be a part of a manageable plan for achieving them including evaluation arrangements
  - To actively contribute to the professional development of all staff involved in the teaching of CYP with special educational needs including clearly identifying the role of LSWs in their work
  - To ensure that all staff are familiar with the graduated response to special educational need and the way in which information about CYP's needs and views are recorded and co-coordinated
  - To provide help and advice to all staff on teaching strategies and approaches to behavior management for CYP with SEN
  - To promote inclusion and enable access to the curriculum through curriculum development and differentiation including the use of ICT and other equipment/materials
  - To assist with identification of the training needs of school staff and to contribute to whole school INSET
  - To disseminate information, advice and good practice to both parents/carers and Governors of the school; and to monitor the policy and provision for CYP with special educational need and evaluate its effectiveness.

The school will appoint a number of LSWs (CYP support workers) that will support the learning needs of all young people and particularly those for whom intervention is being undertaken. LSWs shall be deployed to provide the following:

- Inclusion support
- Class based support
- Individual support.

Support for individual CYP will be met in the following ways:

- Individual and small group work supported by LSWs both within the classroom and withdrawal
- The use of ICT hardware and software particularly through the acquisition of new software
- The opportunity to record work in a variety of ways.

Further policy information on the role of the LSW will be found in an appendix to this policy.

The school will assess each CYP 's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established. If the CYP already has an identified special educational need, the SENCO and the CYP's class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the young person within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessments provide regular feedback about the young person's achievements and experiences to form the basis for planning the next steps of the young person's learning
- Involve parents/carers in implementing a joint learning approach at home.

## **English as an additional language**

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual CYP, teachers will look carefully at all aspects of a CYP's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

In order to help children who, have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a young person may be experiencing. The school will record the steps taken to meet the needs of individual children. The SENCO will have responsibility for ensuring that the records are kept and available as needed.

## **The role of the SENCO at St. John's School:**

The SEN Coordinator (SENCO) responsibilities will include:

- Overseeing the day-to-day operation of the school's SEN policy
- Coordinating provision for young people with special educational needs
- Liaising with and advising fellow teachers
- Managing LSWs in respect of learning
- Overseeing the records of all children with special educational needs
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies including the LEA's support and educational psychology services, health and Social Services, and voluntary bodies.

## **2. The assessment of SEN needs at St. John's**

## **Arrangements for assessment**

Many CYP who are admitted to St. John's will have undergone a range of assessments before entry and some will have had regular assessments for a variety of reasons throughout their life. There is no need to duplicate assessments that have current validity and continue to offer useful information on which the school can construct meaningful programmes and set realistic targets.

Assessment of CYP at St. John's will be carried out for the following reasons: -

- Diagnostic information may be needed in order to identify more effective learning programmes and teaching methods or to apply effective behaviour management strategies
- Baseline information on current levels of competence is needed in order to set realistic goals for future achievement
- To measure the extent of an individual's progress against targets set
- To fulfil statutory obligations (for instance end of key stage assessments).

On admission to St. John's CYP will be assessed using all or some of the following strategies depending on the needs of the young person and the usefulness of the information that arrives with them:-

- Informally assessed on their performance within the curriculum
- Formal assessment using standardised tests
- Diagnostic testing in order to gain information about learning styles; areas of strength and weakness in literacy, numeracy and thinking skills
- Extended periods of observation
- Any assessments made by the medical or therapy staff
- Accelerated reader
- Connecting Steps BSquared software
- BKSBS (e-learning platform).

## **Annual review and target setting**

### **Individual education plans**

Strategies employed to enable the young person to progress will be recorded within an individual education plan (IEP). The IEP will include information about:

- The short-term targets set for the CYP
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when IEP is reviewed)

The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the CYP's needs and have been discussed with the CYP and the parent / carer. The IEP will be reviewed at least twice a year and parents/carers views on

their child's progress will be sought. Wherever possible, the CYP will also take part in the review process and be involved in setting the targets.

Every CYP at the school has an IEP booklet. It is reviewed termly and sets out broad targets, as well as the incremental weekly steps by which they are able to achieve those targets. Targets are divided into four areas, specifically; communication, cognition and learning, SEMH and physical and sensory. IEP targets should be measurable across a range of subjects in order to chart the skills being transferred into a range of contexts. At the end of the document, the children and young people are able to engage in a reflective self-assessment using a differentiated scale.

## **Annual review of an educational health and care plan (EHCP)**

All EHCPs must be reviewed at least annually with the parents/carers, the CYP, the LEA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the CYP's needs or to the special educational provision specified in the EHCP. The annual review should focus on what the CYP has achieved as well as on any difficulties that need to be resolved.

At the review in year 5, the aim should be to give clear recommendations as to the type of provision the CYP will require at the secondary stage. Where it is considered desirable it will then be possible for the parent / carer to visit local secondary schools and to consider appropriate options within the similar timescales as other parents/carers. Where return to mainstream is considered to be a viable option for the CYP, the SENCO of the receiving school should be invited to attend the annual review of CYP with EHCPs, to allow the receiving school to plan an appropriate IEP to start at the beginning of the new school year and enable the CYP and the parent / carer to be reassured that an effective and supportive transfer will occur.

The annual review held in year 9 will be particularly significant in preparing for the CYP's transition to employment, the further education sector, work-based training, higher education and adult life. The aim of the annual review in year 9 and subsequent years is to review the young person's EHCP and draw up and review the Transition Plan.

## **Allocating resources**

All CYP attending St. John's enjoy the benefit of small class groups. The size of class and teaching groups varies between 4 and 8 depending on the needs of the group and the subject being taught.

Some CYP may from time to time need the additional targeted support of 1:1 adult help, either from a specialist teacher, special support assistant, a speech therapist or physiotherapist, educational psychologist or from an external agency. Where necessary such additional help will be provided on the basis that the need has been identified either through the EHCP or annual review or from the results of internal assessment.

Some CYP will need greater access to information technology and this will be allocated on the basis that the need for greater access to technology has been identified either through the EHCP or annual review or from the results of internal assessment.

The distribution of resources both human and physical will be under the direction of the heads of school and college.

## **Reporting to parents/carers**

The school will report to parents/carers on the progress of CYP in the following ways:

- Through a combined curriculum and care report issued at the end of the summer term
- Through the reports attached to the annual review and through the Annual Review conference
- Through informal and formal contact with parents/carers at open days held twice a year
- Through interim reports associated with Behaviour Management Reviews
- Through copies of Individual Education Plans and Individual Care Plans
- Through reviews called by other agencies, e.g. Social Services and Health Authorities;
- Through regular letters of commendation linked to the good behaviour of their child
- Through occasional home visits by school staff
- Through home-school contact (via email, phone conversation and handover books)

## **Capturing the CYP voice**

The school uses many different opportunities to capture the voice and opinions of the CYP including the following:

- CYP council
- CYP governor
- Tutor meetings
- Options
- Annual reviews

CYP are given opportunities to have input into their timetables and to reflect on their learning and ways in which we as a school can develop.

## **3. The organisation of SEN needs at St. John's**

### **Organisation of classes**

CYP will normally be placed in classes according to their appropriate National Curriculum year group.

In the secondary department subject specialists will increasingly deliver the curriculum. However, it will be necessary to balance the need for specialist teaching with the preservation of extended contact with the year group coordinator. Some children, dependent upon the nature of their SEN, might be placed in a class outside of a key stage group. This will only be done with full agreement of all parties.

## **Graduated response**

St. John's will adopt a graduated response to meeting special educational needs that requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a CYP is experiencing. For all of our young people, who have recognized special educational needs and Education Health and Care Plans, the school will intervene as described below at **targeted** and **specialist support**. Such interventions are a means of helping the school and parents/carers match special educational provision to individual CYP needs. We will record the steps taken to meet the needs of individual children.

When the CYP is admitted into the school, the Head Teacher, SENCO, Deputy Head, departmental and pastoral colleagues will:

- Use information from the previous school to provide an appropriate curriculum for the CYP and focus attention on action to support the CYP within the class.
- Follow a process of initial assessment which will inform the first round of target setting. The small steps towards targets will be reviewed, monitored and scored, IEPs will then be extended and redrafted. Progress will be measured using BSquared Connecting Steps Software, and reviews and interventions will be designed when CYP are not making expected progress.
- Ongoing observation and assessment will provide feedback about CYP's achievements to inform future planning of the learning and curriculum.
- Ensure opportunities for the CYP to show what they know, understand and can do through the pastoral programme.
- Involve the CYP where appropriate in planning and agreeing targets to meet their needs.
- Involve parents/carers in developing a joint learning approach at home and in school.

## **Early identification**

Assessment is a continuing process that can identify CYP who may have special educational needs. The school will measure CYP progress by referring to:

- Evidence from teacher observation and assessment
- Their performance against the stage descriptions within the National Curriculum at the end of a key stage
- Standardised screening or assessment tools
- Annual monitoring of value-added points
- Progress within Connecting steps analysis

## Monitoring CYP's progress

Teachers may conclude that the strategies they are currently using with a CYP are not resulting in the CYP learning as effectively as possible. In these circumstances, they will consult the SENCO to consider what else might be done. The starting point will always be a review of the strategies being used and the way in which these might be developed. Evaluation of the strategies in place may lead to the conclusion that the CYP requires help over and above that which is normally available within the particular class or subject. Consideration should then be given to helping the CYP through targeted support. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the CYP and the CYP's peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the CYP's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the CYP's behaviour
- Is likely to lead to appropriate accreditation
- Is likely to lead to participation in further education, training and/or employment.

## Targeted support

When a CYP is identified as needing interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. This intervention will be described as targeted support. The triggers for intervention through targeted support could be concern, underpinned by evidence, about a CYP who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a CYP's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

If school concludes, after consulting parents/carers, that a CYP may need further support to help them progress, they will consider their reasons for concern alongside any information about the CYP already available to the school. The school SENCO

will support the assessment of the CYP, assisting in planning future support for the CYP in discussion with colleagues and monitoring the action taken. The CYP's subject and pastoral teachers will remain responsible for working with the CYP and for planning and delivering an individualised programme. In some cases outside professionals from health or Social Services may already be involved with the young person. In such instances it is good practice for these professionals to liaise with the school and keep them informed of their input. If these professionals have not been working with the school, the SENCO, with the parent / carer's permission, will contact them.

## **Nature of intervention**

The SENCO and the CYP's teachers should decide on the action needed to help the CYP to progress in the light of their earlier assessment.

This might be: -

- To provide different learning materials or special equipment
- To introduce some group or individual support
- To devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness
- To undertake staff development and training aimed at introducing more effective strategies
- Access to LA support services for one-off occasional advice on strategies or equipment or for staff training may make it possible
- To provide effective intervention without the need for regular or ongoing input
- From external agencies.

## **Specialist support**

Specialist support is characterised by the involvement of additional services such as educational psychologists. A request for help from additional services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents/carers, at a review of the young person's IEP. At specialist support, support services will usually see the young person, so that they can advise subject and pastoral staff on new IEPs, with fresh targets and accompanying strategies, provide more specialist assessments that can inform planning and the measurement of a CYP's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities. The triggers for specialist support could be that, despite receiving an individualised programme and/or concentrated support, the CYP:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum stages substantially below that expected of CYP of a similar age/ability and not making progress
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme

- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the CYP or advice to the staff, by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When school seeks the help of support services, those services will need to see the CYP's records in order to establish which strategies have already been employed and which targets have been set and achieved. The specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the CYP directly. The resulting IEP for the CYP will set out new strategies for supporting the CYP's progress with the strategies specified in the IEP, implemented, at least in part, in the classroom setting. Delivery of the IEP will remain the responsibility of all teachers.

If the SENCO and the specialist consider that the information gathered about the CYP is insufficient, and that more detailed advice must be obtained from other outside professionals, then the consent of the CYP's parents/carers will be sought.

## **Planning and the delivery of support**

After a period of initial observation and assessment all CYP will have an Individual Education Plan and all resident CYP will have in addition an Individual Care Plan.

Education and Care plans will seek to set appropriate but challenging targets of three types: - short (half termly or termly), medium (annual) and long term (over a key stage). Plans will also identify strategies for individual support and the necessary resources to achieve the targets set.

Some CYP will benefit from extra teaching support delivered on an individual basis. Individual learning programmes will be devised to improve CYP's performance in the areas of literacy, numeracy or thinking skills. CYP will be selected for such programmes on the basis of the need for such a programme has been identified in the EHCP. The Individual Learning Programmes are delivered on a withdrawal basis and so are only used to support those CYP where such a programme has specific requirements that cannot be delivered through the normal individualised and differentiated class lessons.

## **The provision of speech therapy, occupational therapy, psychotherapy and physiotherapy**

CYP at St. John's may well need support from the Speech Therapist, Occupational Therapist, Psychotherapist and/or the Physiotherapist. CYP will be selected for such programmes through two separate routes.

1. The need for support from a therapist has been identified in the EHCP.
2. The class teacher has referred to the therapist for assessment and possible support.

Support from either therapist may be delivered in class alongside the class teacher, in small groups by withdrawal or in a 1:1 session. Wherever possible therapists will aim to minimise the effects of withdrawing children from curriculum time.

## **Inclusion**

In the recent past the school have been able assist a significant number of CYP to be re-integrated into mainstream schools and colleges. This has been achieved by enabling the young people to gain positive experience through supported attendance at local schools and FE colleges.

Encouraging our CYP to attend a variety of clubs and societies in the local community further supports this. Our CYP have the opportunity to attend external clubs such as girls' groups, youth centres etc. Additionally, great use is made of the local communities through regular shopping trips and leisure activities such as cinema and theatre visits.

Where such potential is apparent, progression plans are constructed at the annual review with the full support of parents/carers and local education authorities. We believe that having a clearly defined plan will enable those CYP for whom inclusion is a distinct possibility to realise long-term goals in preparation for adulthood.

## **Evaluating success**

All staff at St. John's are regularly reminded of the need to be accountable for the progress of CYP to the young people themselves, their parents/carers as well as the LA's who fund the placement. It is important that all staff have some meaningful way of judging the effectiveness of our work and assessing whether the school is providing value for money. The following are performance indicators that help the school know how well it is doing: -

The progress made by CYP. This can be measured from base line assessments made soon after admission or by referring to the targets set by the CYP's EHCP of special educational need or by the last annual review.

Measures of progress can include: -

- Goals accomplished by annual review dates
- Targets achieved by half termly or termly review
- Progress made in small steps programmes (Connecting steps)
- Progress made through schemes of work
- Reduction in negative comments on the database
- Reduction in the need for physical intervention, which is always used as a last resort.

Progress made by CYP and recognised in annual reports to parents/carers and through Records of Achievement.

The satisfaction of CYP in their placement with St. John's. Indicators of this could include:

- A low percentage of unauthorised absences
- Record of involvement in the waking curriculum
- Willingness to take on 'homework' etc

The satisfaction of parents/carers with the placement of their children at St. John's. Indicators of parent / careral satisfaction could include a low level of complaints, letters of appreciation etc.

Other indicators will include:

- Movement of CYP, as part of a natural progression, to appropriate and less 'exclusive' onward placements.
- The achievement of CYP as measured by the number gaining recognised and properly accredited qualifications.
- The success in CYP sustaining academic, leisure or vocational placements in 'normal' settings outside St. John's School.
- The progress made by CYP along the dependence to independence pathway as demonstrated by regular negotiated assessments and/ or through nationally accredited awards.

## **Complaints from parents/carers**

Parents/carers have a right to have their concerns and complaints listened to carefully and in a professional manner. The school has a policy for dealing with complaints from parents/carers and is to be found on the school website.

## **4. Staff development**

### **The provision of INSET**

St. John's School is committed to staff training and development. We wish to provide the opportunity for all staff to develop their own interests and expertise as they relate to the needs of the whole school. All staff will have right of access to professional development. A staff Training and Development Policy is reviewed on an annual basis. Last reviewed in December 2019.

### **Support for staff**

All newly appointed staff will receive an induction programme suited to their individual needs as well as universal training that all must attend. This will include:

- Awareness training on school policies and operational practice.
- The appointment of a staff mentor.
- Initial feed - back on performance and access to an on-going appraisal system when the appraisal scheme is operational.

- Provision of an induction pack designed to familiarise newly appointed staff with the school prior to and immediately after taking up coming into post.
- Comprehensive training programme
- Three-day Maybo (conflict management) training

All staff should operate in a clear line management structure that will offer a 'first line' of personal and professional support. The Head Teacher, Deputy Head and Head of Care offer an 'open door' policy to staff in need of additional personal and professional support. In addition the school 'buys in' the services of an educational psychologist who is able to devote a proportion of their time to supporting staff.

All staff including the Head Teacher take part in regular supervisions.

## **5. Partnership with groups outside the school**

### **Partnership with parents/carers**

The school is committed to developing effective partnerships with parents/carers. The needs of our young people will be most fully met where effective partnerships exist. The school has the following strategies for encouraging and supporting contact with parents/carers: -

- The annual review process which encourages parents/carers contribution to both the review of progress and target setting for the coming year
- Regular (often twice Termly) newsletters
- Open days when parents/carers can visit the school and talk either formally or informally to staff
- An 'open door' policy that welcomes parents/carers to the school at all reasonable times
- Parent consultations three times a year

### **College links**

The school has developed excellent links with two local colleges of Further Education (Brighton and Lewes) and we have our own college provision (St. John's College, Walpole Road) in Brighton.

### **Links with the health service, social services and voluntary organisations**

The school has a responsibility to maintain good working relationships with all the departments across the country that have a responsibility or a desire to support CYP at St. John's School. In particular, we have strong local links with the following services:

- East Sussex Social Services (support for local children and young people where needed; inspection)
- Brighton & Hove Social Services

- Social Services from various local authorities who fund CYP with us
- Brighton and Hove Albion community (Sporting events)
- My Future Starts here, careers services
- Quality Skills (Maths and English) - Developing links with 2 London schools, regarding an electronic reward badge programme
- East Sussex Bikeability - Cycling road safety
- Royal Lifesaving Society (RLSS)
- Young enterprise scheme

The school SENCO is Jenny Root and can be contacted via email:  
[Jenny.root@st-johns.co.uk](mailto:Jenny.root@st-johns.co.uk)

## **6. Appendix A**

### **Accessibility action plan**

#### **1. Introduction**

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan. Each young person who joins St. John's will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty.

This accessibility plan focuses on a wide range of disability.

The purpose of the accessibility plan is to ensure that all young people have access to education in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which young people with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which young people with disabilities can take advantage of education and associated services;
3. Improving information delivery to young people with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace. Definition of disability under the Equality Act 2010 You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities. Development and Review
- The accessibility plan is guided by the principles and procedures in the school's Single Equality Policy.

- The plan will be on the St. John's website and reviewed annually by the leadership team to ensure it is effective.

## 2. Aims

Our aims are to:

- Increase access to the curriculum for young people with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to young people
- To make reasonable adjustments to ensure that the characteristics covered by the Equality Act 2010 are valued and diversity celebrated within the organisation.

## 3. Procedure

The table below sets out how St. John's will achieve these aims:

<b>Aim</b>	<b>Current good practice (including established practice and practice under development)</b>	<b>Objectives: short, medium and long-term objectives</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to be completed</b>
Increase access to the curriculum for children and young people with a disability	Curriculum is subject to ongoing review to ensure it meets the needs of all CYP	A pre-formal, semi-formal and formal curriculum model is being implemented to ensure children and young people continue to make excellent progress towards challenging objectives	Ensure the effectiveness of the curriculum models. Update the curriculum statement, policies and procedures to ensure curriculum is accessible to all CYP	Headteacher	Ongoing
Improve and maintain access to the physical environment	The school has ramps and all buildings are accessible at the ground level. It is acknowledged that the upper floors are not accessible to wheelchair users due to the lack of a lift on site.	To ensure where at all reasonable that the sites are accessible to all.	To consider the implication of accessibility and ease of access in all maintenance tasks. To review all work carried out on buildings to ensure best compliance under the Equality Act.	Estates manager/ H&S manager/ occupational therapist (OT)	Ongoing
Improve the delivery of written	A number of children and young people	Review the effectiveness of communication	Complete the communication audit and update	Teachers/ speech and	Ongoing

information to children and young people	can read. Most children and young people communicate using augmentative systems such as Makaton and PECS	strategies across the school	policy so that all children and young people improve their communication skills	language therapist (SaLT)	
Number of floors	Stairs are kept clean, tidy and free from obstruction at all times	Maintain and ensure access			
Toilets	There are designated unisex toilets on site.	Toilets meet the requirements for young people to be supported with their personal care with dignity	Review of present toilets and alterations made. Towels and other essential equipment is available and maintained within the toilet area.	Estates manager and OT	Sept 2020
VI support	A number of children and young people are visually impaired, and it is acknowledged they require additional support.	<p>All new and existing children and young people with a VI will access a functional vision assessment</p> <p>Some staff at the school site are trained in Vision therapy.</p> <p>All VI children and young people have a VI profile for all staff to follow.</p> <p>SLT to agree a standardised font and font name for use by the school and college CYP are supported to travel safely round the school.</p>	<p>Staff trained and named to complete this task</p> <p>FVI to be completed on all VI CYP</p> <p>Implemented throughout the organisation</p> <p>Staff trained in sighted guiding</p>	<p>Headteacher</p> <p>Functiona l vision assessors</p> <p>HR</p>	<p>July 2020</p> <p>Oct 2020</p>

Hearing Impairment support	St. John's have a good working relationship with Hamilton Lodge, which is a school for the deaf				
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