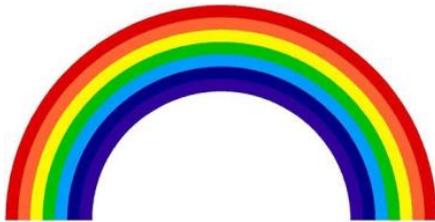


# ST. JOHN'S

## Statement of Purpose St. John's School Seaford



Rainbow View



## The aims of our residential service

- To provide a nurturing, structured yet challenging environment in which children and young people are presented with opportunities to improve their practical independence and social skills for living.
- To promote learning, involving each young person in setting their own personal targets and reaching their objectives.
- To offer and encourage a range of activities to help increase personal responsibility, self-confidence and self-esteem.

## About us

St. John's residential special school provides care and support to vulnerable children and young people whose needs are related primarily to an autism spectrum condition (ASC). Other young people whose primary needs are non-ASC may also be assessed where we judge we can meet needs.

We admit young people for residential placements where other needs such as Down's syndrome, hearing or visual impairment, demand avoidance etc. are part of their Education, Health and Care Plan (EHCP). The aims of our provision are achieved by offering each young person a bespoke package of support tailored to suit their individual and complex needs. The multi-disciplinary approach is key to the success of individual children and young people and therapeutic approaches are embedded throughout the waking day curriculum, during which children and young people are educated from the minute they wake up until they go to bed.

The on-site therapy team works closely with the residential team to ensure consistent and effective person-centred approaches to support are utilised. Our enthusiastic team of residential support workers, who all hold, NVQs in Health & Social Care or are working towards the Diploma in Residential Childcare Level 3, work with Care Manager, Robert Bilik, and Acting Head Teacher, Anthony Carlo, to provide a safe but stimulating environment. Our facility is arranged over two settings, both of which are based on the school site. Each building is home to a group of resident children and young people who are supported by a team of residential support workers.

Our residential team is, in turn, supported by two lead residential support workers who operate across the houses. The whole team shares responsibility for working with the children and young people for meal preparation, handling money, shopping, banking and budgeting. There is a strong focus on personal care and matters of health and skills for life.

## Ethos

The ethos of the school and residential provision is based on the philosophy that nurturing positive relationships are essential for achieving successful educational and personalised developmental outcomes for children and young people.

## The key-working system

Each child/young person is allocated at least one key worker. The key worker is a named person who accepts responsibility for working with other professionals in order to ensure that the children and young people receive every element of assistance detailed in their Individual Support Plans and who also provides and coordinates the necessary personalised care for that young person.

The key worker system at St. John's operates within a team structure. The teams provide support mechanisms which ensure that, in the absence of a specific Individual key worker, any worker in the team can continue a young person's plan of care.

The key workers also recognise that they have a role in the multi-disciplinary team and that this team exists so that any young person can access the specialisms and expertise of a variety of professionals and helpers.

Members of the multi-disciplinary team share the care of children and young people at the school. However, the key worker ensures that the care provided is coherent by creating opportunities for contact between teams to facilitate effective communication and coordination around the young person. This includes regular communication with parents/guardians and other professional bodies involved in the young person's welfare.

In addition, an important part of the role of key worker is to encourage each young person to make and maintain regular contact with their parents and significant others.

## Staff development

St. John's is committed to the **professional development** of all staff, irrespective of their roles and responsibilities. It is the intention of St. John's to provide opportunities for all staff to develop their own interests and expertise as they relate to the needs of the organisation.

St. John's is continually committed to raising standards and pursuing improvement by seeking to accredit all employees through work related training and is committed to providing appropriate training as dictated by role and responsibility.

Training strategies will include:

- courses relating directly to the organisation's strategic plan
- courses that will directly contribute to the raising of standards
- opportunities for any course participant to disseminate information to colleagues return
- training for individuals on and off site, including visits, courses and work shadowing
- targeted training to ensure that all staff are qualified for their role and responsibilities.

All newly appointed staff will undertake an **induction programme** suited to their individual needs and the needs of their position. This will include:

- Awareness of organisational policies and operational practice
- Safeguarding
- Maybo (positive behaviour support training)
- Appointment of a staff mentor
- Initial feedback on performance and access to an on-going process of appraisal

St. John's also provides Diploma for Residential Childcare Level 3 training and assessment for all residential staff who do not have an equivalent or appropriate qualification.

The organisation has a performance review process for all staff. The appraisal process is the responsibility of the manager of each department who will have regard for the following issues:

- Confidentiality
- Statutory frameworks
- Professional associations.

## Professional supervision

All residential support workers receive one to one supervision from a more senior member of the team at least once every half term (six weeks). New staff receive one supervision session from their mentor and a senior member of staff at least monthly until their probationary period is completed, at which time the frequency of their ongoing supervision will be discussed and planned.

Supervision will be used to address any issues relating to performance, feelings, concerns, roles and responsibilities and the fulfilment of the organisation's Statement of Purpose. The

supervisee will also receive constructive feedback on performance along with an opportunity to discuss training needs.

If staff feel unable to discuss any concerns with their supervisor or have any urgent issues, there will always be a senior member of staff on duty who is willing to give time to listen and support any residential support worker.

## Rainbow View and Seaford House

St. John's is based in the quiet coastal town of Seaford. The location allows for graduated steps towards independence in a safe town. There are great transport links to the city of Brighton and larger towns, such as Eastbourne. Children and young people at the school are supported to a level appropriate to their needs and abilities when accessing the local community.

**Rainbow View and Seaford House** are based on the school site. Both houses are home to children and young people who at times can display behaviours that challenge and/or experience high levels of difficulty with transitions to and from school. The design of each house takes this into account, offering a flexible environment which can be used positively to support children and young people at times of crisis, as well as making the area as safe and appropriate as possible whilst maintaining a level of freedom for the children and young people.

The staffing levels enable the team to proactively support children and young people to manage their own behaviour. All accommodation supports children and young people with a range of skills and abilities with regard to personal care.

Staffing numbers are designed around each young person's need. Children and young people who require lower than 1:1 support staffing are supported on a 1:2 basis. Each house is overseen throughout the night by waking night support workers.

- **Seaford House** is a standalone house on the school site. It has capacity for eight children and young people.
- **Rainbow View** is located on the second floor of the main school building. This was newly created in 2014 and has capacity for eight children and young people.

The houses within St. John's all operate as small 'family' groups of children and young people. This enables them to learn respect, patience and understanding with and for those around them. By encouraging working together, the set-up promotes more socially acceptable behaviour. It also gives our children and young people a sense of community and a feeling of security, trust and belonging.

Many of the challenges created by living in a group situation are mitigated by the key working system, which provides the children and young people with a nominated advocate who will always listen to and, where appropriate, act upon any issues which the children and young people have. Furthermore, each young person has his or her own single room which they are encouraged to personalise, enabling them to identify the room as their own personal space. Should they wish to spend time away from the larger group, their room provides for this.

St. John's is engaged in a process of encouraging and enabling children and young people at the school to develop a personal control system which originates from the individual's own desire to conform to socially acceptable behaviours.

Some children and young people will come to us with few effective internal control systems and they will be heavily reliant on external controls provided by the school to get them safely through the day, for example, by instruction, but by encouraging increasing independence, we enable children and young people to develop their personal and social behaviours.

The successful acceptance of responsibility for personal behaviour will largely rest on the quality of relationships between staff and children and young people and consistent application of our own agreed standards within the school.

## Personal care

It is expected that children and young people at the school will make an effort to look after themselves and respect those around them. It is also expected that they will shower/bath daily but, if necessary, the children and young people can be helped to bath, wash hair, clean teeth, shave and look after finger and toenails. Children and young people will also be helped or supported in visiting the barber/hairdresser. The level of help required is agreed with the young person and his or her parents/guardians and written into the placement/care plan by the young person's key worker. This can either be done during a taster visit or on the young person's arrival.

## Protection and promotion of the health of learners

St. John's employs a team of therapy staff which consists of a registered nurses, occupational therapists, speech and language therapists, counsellors and assistant psychologists. St. John's also has links with professional services such as the Child and Adolescent Mental Health Service (CAMHS), the Brighton and Hove & East Sussex Safeguarding Team, a local GP and dental practitioners. This enables the organisation to work effectively within a supported network of professional bodies to ensure that the health needs of each young person are being met to a high standard.

It is the keyworker's responsibility to maintain open communication lines with the supporting professional bodies involved in the young person's well-being. Residential support workers liaise and communicate with nurses/therapists on a daily basis to report any concerns of physical or mental health issues for individual children and young people.

## Safeguarding

St. John's has a Safeguarding Policy which is written and reviewed annually in accordance with the Pan Sussex Safeguarding Procedures and Guidelines. Every member of staff has a copy of the policy and, through induction and ongoing training, is made aware of the protocol and procedures to follow, should they suspect that a child is suffering from neglect or physical, emotional or sexual abuse. The well-being of children and young people at the school is of paramount importance in all protection and safeguarding work.

### The Safeguarding team

Acting Head Teacher: **Anthony Carlo**

Deputy Head: **Stuart Terry**

Care Manager: **Robert Bilik**

Safeguarding Manager: **Ellie Crosthwaite**

Head of Learner Services: **Lou Harman**

Lead Nurse: **Stuart Townsend**

The **Positive Behaviour Support** team

### Promoting contact between children/young people and their families

Contact between children and young people and their families is promoted, where there are no formal or legal restrictions in place. Each house has a telephone, mobile phone, tablet and communal computer. Children and young people are supported to maintain regular contact via whichever means is preferable to them, e.g. emails, telephone calls, Skype, Face Time etc. Contact with parents/carers is also made by keyworkers on a weekly basis. Keyworker reports are shared with parents/guardians and detail achievements, general wellbeing, and any concerns.

### Education

St. John's promotes a 'waking day curriculum', providing a total learning experience throughout waking hours, including the formal school day, all out-of-school activities, the young person's residential routines and the practice and ethos of the community, as a whole. Whilst remaining distinctively different in style, there is a close relationship between the education and residential programmes which also share targets. The school's formal education curriculum is managed by Acting Head Teacher, Anthony Carlo. The strong links between the school and residential provision ensure consistency and high quality of relationships and attitudes and values fostered throughout the total school and community which are vital to the balanced development of all children and young people. During the formal learning day, there are clear objectives and strategies for meeting educational needs.

The main aims of the school are to:

- Maximise each young person's potential to be as independent as possible in their future lives
- Ensure all children and young people can engage, progress and achieve through their learning experiences
- Enable all children and young people to develop their knowledge and skills in numeracy, literacy, science & technology, aesthetic & creative learning opportunities, PE, PSHE etc.
- Promote the intellectual, personal, spiritual, moral, social, cultural and physical development of all children and young people at the school, together with their sense of citizenship and their place within the school, wider community and modern Britain
- To prepare all children and young people for the opportunities, responsibilities and experiences of adult life.

At the heart of the formal school curriculum are the core subjects of numeracy and literacy.

Coverage of the national curriculum is achieved through innovative strategies that seek to combine all subjects in a themed curriculum framework. This allows the team to be responsive to the changing needs of the children and young people whilst providing a robust structure which ensures all relevant areas of the national curriculum are addressed or personalised.

After the formal school day has ended, children and young people continue to learn throughout the waking period, often in a rather more relaxed and spontaneous fashion but with regard to the principles and values of equality and diversity.

The waking day curriculum also provides an opportunity to practice skills and knowledge in a social context, including listening and speaking, reading, writing, maths, personal, social and health education, art, music, craft, sports and independent travel. The overall aim is to develop the personal, social and independence skills of all children and young people, to instill a sense of self and to make children and young people aware of society's norms and expectations. Individual quiet space is provided for homework and extended learning. There are also quiet communal areas within each house where children and young people can choose to work, should they wish to do so.

To ensure continuity and consistency, each care support plan is written in conjunction with the young person's EHCP (Education, Health and Care Plan).

## Consultation

The children and young people at the school are consulted about matters concerning the operation of their home. This is done through regular house meetings. During the meetings, children and young people are given the opportunity to voice their opinions on the general running of the house and to raise any concerns they may have. Activities and menus are also

discussed and planned for the following week. The views of the children and young people are always listened to and, where possible, acted upon.

In addition to individual meetings, there are also an opportunities to take part in committee meetings with children and young people from other houses, where wider issues are discussed, such as group activities and additional resources for the grounds.

## Positive Behaviour Support

The promotion of positive behaviour goes beyond taking measures to reduce the incidents of behaviours that challenge. The ethos of St. John 's promotes a view that support should be based on mutual respect and the maintenance of good personal and professional relationships between all those who are part of the organisation.

All staff are trained in Maybo which is a method accredited by the British Institute of Learning Disabilities to effectively support people whose behaviours may challenge.

Much of the Maybo approach focuses on proactive or primary prevention strategies and secondary or tertiary prevention strategies. It also includes reactive strategies and the appropriate handling of physical restraint. St. John 's belief is that physical restraint should always be the last resort. Any physical interventions used are those taught by Maybo and have been risk assessed. Staff have all met the criteria required to carry out any physical interventions safely and effectively through a three-day training course and ongoing assessment. St. John 's does not train staff in, or use, any ground holds.

## Bullying

St. John 's fosters an environment based on mutual trust, respect and consideration for each person in the organisation. However, the school recognises that, from time to time, incidents of bullying may occur. It is clearly understood that bullying is not tolerated at St. John 's under any circumstances.

St. John 's aims to eliminate bullying by:

- Promoting high morale amongst children and young people and staff at all times
- Defining standards of behaviour which are clearly set out, communicated and are consistently enforced
- Encouraging an atmosphere of openness and trust between children and young people and staff
- Ensuring that opportunities exist within the curriculum for children and young people and staff to consider issues of relationships
- Monitoring any issues of bullying within the school.

## Unauthorised absences

St. John's has a policy of clear procedures for children and young people who leave the premises without the knowledge or permission of staff.

Each member of staff has access to this policy and, during induction, is made aware of the procedures to follow. The school has a duty to maintain the young person's safety which supersedes any concerns about wasting police time or contacting senior staff.

## Fire precautions & procedures

If an outbreak of fire occurs or is seen staff will sound the alarm, evacuate the building and summon the fire brigade. All children and young people and employees should assemble at the designated meeting point where a role call will be carried out.

Regular fire drills take place to ensure that everybody is aware of the procedures to follow. The drills enable staff to predict where there may be issues with children and young people evacuating the building. If any concerns are identified, then an individual PEEP (Personal Emergency Evacuation Plan) is put into place and all staff are made aware of the procedures and plans for each of these children and young people.

All staff at St. John's carry out regular risk assessments which include maintenance and safety checks on all college buildings and regular checks that first aid boxes and all other emergency aids and equipment are in full working order. Staff are taken through the procedure during their induction programme and on-going training.

Weekly bell tests are also carried out to ensure that alarms and other associated equipment is in full working order.

## Religion

Arrangements are made on an individual basis for the observance of a young person's religious practice or instruction and are written into the Individual Support Plan.

## Equality & Diversity

The Governors at St. John's School & College are committed to ensuring that the school & college offer a safe and secure environment for all of its children and young people, staff and visitors. It is determined that St. John's will be a place where all children and young people, regardless of gender, ability, social, cultural, or ethnic background can flourish.

In order to make this intention a reality it is necessary to have a policy that is actively promoted throughout the school & college.

The aims of the Equality & Diversity Policy are:

- To ensure that all children and young people whatever their gender, sexuality, ability,  Wellbeing  Communication  Skills  Independence  Employability

ethnicity or social circumstances will have access to a curriculum, including the national curriculum, which is appropriate to their needs and abilities

- To ensure staff appreciate how factors such as ethnicity, social factors and special needs may affect access to and participation in teaching and learning
- To ensure that all children and young people have an education and living environment that is free from bullying, harassment or intimidation from others.

## Children's Rights

St. John's is committed to ensuring that all children and young people at St. John's are valued and their rights are respected and promoted.

Keyworkers and residential staff play an important role in supporting children and young people to understand their rights. We support the children and young people to understand that that they will:

- be treated with dignity
- be treated as an individual
- be able to make choices and decisions about their life
- have their needs accepted and respected
- receive appropriate care and support
- have their views and opinions listened to and respected
- have the right to complain
- be able to maintain and develop social contacts and interests
- be healthy and have health needs met
- be valued
- receive a good education
- be supported to develop confidence and self esteem
- be safe.

## Complaints

Each young person who lives at St. John's has a key worker to whom they should turn if they have any concerns or worries about their life in school. Any young person with a complaint against another young person or a member of staff, or a complaint on behalf of another young person, has access to the Head Teacher, the Care Manager, Head of Learner services, or our Independent Person (Mark Goode mark@platinumcareuk.com).

If the complaint needs to be taken further then the Independent Person, Head of Learner Services or Care Manager will discuss the circumstances with the Head Teacher and appropriate action will be agreed. If a complaint involves an allegation of abuse, the policy for Safeguarding will be invoked.

Parents may also complain to any of the above people and the issue will be dealt with in the

same way.

All complaints are taken seriously and a log of all complaints received is kept, along with the steps taken to resolve the complaint, until there is a conclusive outcome.

Alternatively, a complaint can be made directly to Ofsted. The address and telephone number can be found alongside the other contact numbers on the "How to Complain" sheet which is on display in each house.

## Leadership and management

### Key staff

**CEO:** Simon Charleton

**Acting Head Teacher:** Anthony Carlo

**Head of Learner Services:** Louise Harman

**Care Manager:** Robert Bilik

## Admissions

The offer of a residential place is dependent upon the following:

- The careful determination of the needs of the child or young person
- The assessment that the school can meet these needs
- The availability of a place in the appropriate teaching and residential home
- The agreement of the family and child or young person
- The positive support of professionals involved in the case
- The agreement of the family and local authority to support the school by attending reviews and other meetings and by working with the staff
- The agreement to pay the placement fees.

All new residential children and young people are prepared for their move to the home. Children and young people already in the home are prepared for their arrival.

\*\* Due to Covid-19, we have had to change our admissions process to incorporate more meetings via video links. Overnight assessments have also had to be suspended until it is safe to reinstate these. We endeavour to seek as much information as possible remotely, from various parties in order to make an informed decision as to whether or not we can meet needs.\*\*

## Policies

♥ Wellbeing   ● Communication   ★ Skills   👤 Independence   📈 Employability

The following policies can be found within the School section of the St. John’s website:

- Safeguarding Policy
- Positive Behaviour Policy
- Admissions Policy
- Restrictive Interventions Policy
- Preventing Extremism and Radicalisation Policy

Any other policy can be made available upon request to St. John's.

## Changes due to Covid-19

There have been many changes to how we operate due to the Covid-19 pandemic. The following documents are available on request to describe these changes:

- Company-wide Covid-19 risk assessment
- Each child/young person has a Covid-19 section on their individual risk assessments
- Operational houses and Covid-19-specific risk assessments.

Statement of Purpose written by Fran Pass September 2020.

Amended by Fran Pass and Robert Bilik September 2021.

Date of Approval by Governing Body:

School Governor: Name.....

Signed .....

## Contact us

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