

ST. JOHN'S



St. John's School and College

A company limited by guarantee

Annual report and financial statements

For the year ended 31 August 2021

Legal and administrative information

Trustees

S Smith – Chair
 W Catchpole
 N Cowdrey (appointed 16 June 2021)
 M Fawcett
 L A Parkyn M Phil, Ad Dip Spec (resigned 8 July 2021)
 J Marshall MBE (resigned 18 February 2021)
 L McMillan
 K Mendes (appointed 21 October 2020, resigned 25 February 2021)
 K Nicholls
 P Redwood
 R A Stewart (resigned 8 July 2021)
 A Thatcher

CEO Simon Charleton BEM

Charity number 1061001

Company number 03303549

Registered office St. John's School and College
 Walpole Road
 Brighton East Sussex
 BN2 OAF

Auditor TC Group
 The Courtyard
 Shoreham Road
 Upper Beeding Steyning
 West Sussex BN44 3TN

Bankers Barclays Bank Plc, South Coast Group Leicester LE87 2BB

Contents

- Trustees' report 3 – 10
- Parent Governor report 10 – 11
- St. John's School report 11 – 15
- St. John's College report 16 – 27
- Residential post-19 provision 27 – 30
- Therapy team report 30 – 32
- Positive Behaviour Support (PBS) and Psychology team 33 – 34
- Human Resources including Learning & Development 34 – 35
- Our partners – 35
- Safeguarding – 36
- Fee setting – 36
- Regulatory framework for education services – 36
- Financial review – 38
 - Statement of trustees' responsibilities – 42
 - Independent auditor's report – 43
 - Statement of financial activities - 50
 - Balance sheet - 51
 - Statement of cash flows - 52
 - Notes to the accounts - 53

Trustees' report for the year ended 31 August 2021

"As Chair of the trustee board, I am delighted that Brighton and Sussex have such an excellent specialist provision as part of the local offer."

Simon Smith, Chair of trustees



The trustees present their report and financial statements for the year ended 31 August 2021.

The financial statements have been prepared in accordance with the accounting policies set out in note 2 to the financial statements and comply with the charity's Memorandum and Articles of Association, the Companies Act 2006 and 'Accounting and Reporting by Charities: Statement of Recommended Practice, applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102)' (as amended for accounting periods commencing from 1 January 2016).

Objectives and activities

The charity was established in 1886 with a focus on the physical recuperation of 'deprived young people from London and the South East' but has evolved to:

'advance the education (including social and physical education) of children, young people and young adults in particular (but not exclusively) of young individuals with learning or behavioural difficulties: primarily, but not exclusively, autism.'

The historic work of the charity's founder, Sister Jane Borradaile, in the 19th century, gifted an amazing asset to the region. The challenge for the charity is continually to maintain and modernise this. St John's is a key partner in the local and regional offer, but our income is largely based on place funding and therefore the maintenance of our estate, and the development of our curriculum, needs to be significantly supported by trusts, grant-making bodies and fundraising.



St. John's School and College is registered with the Department for Education as a non-maintained residential special school and an independent specialist college. The school and college admit children, young people and young adults between the ages of seven and 25 years who are deemed to have special education needs (SEN) and learning disabilities. The provision enables public authorities to meet their statutory duty to provide appropriate education for these individuals. Access to services is not dependent on their own ability to meet the applicable fees as funding is via the local authority with legal responsibility for their education or, in the case of post-19 applicants, additionally by application for funding through the Education, Skills and Funding Agency (ESFA).

Mission

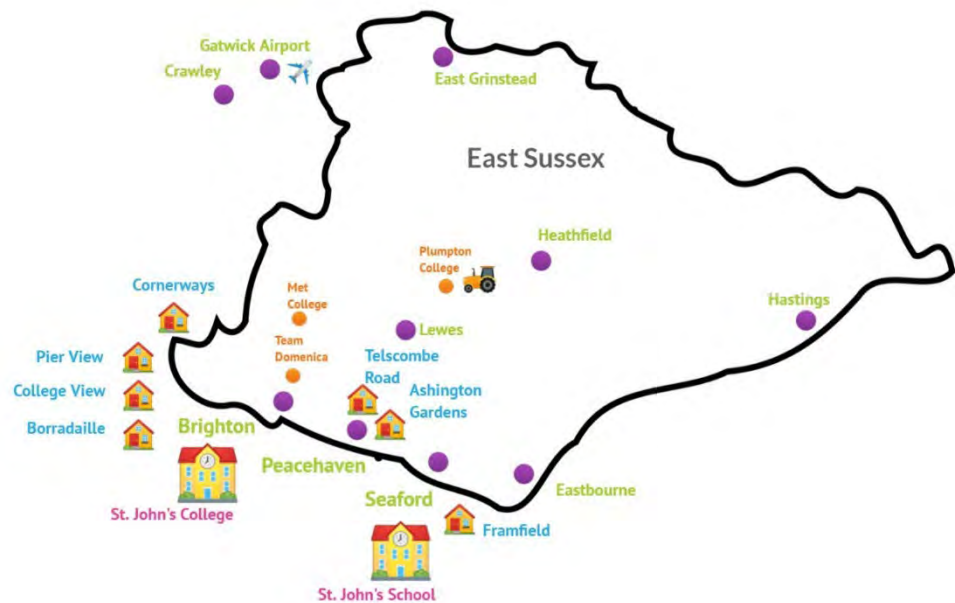
St. John's is a charity that provides education, care and therapy for children, young people and young adults with complex behaviours from seven to 25 years old. We are based in Brighton and Seaford. We also offer training across the region and sector and we are the Autism Education Trust's accredited provider for Brighton & Hove.

St. John's works to improve the lives of our children and young people by embracing their unique diversity.

Our core mission is to enable our beneficiaries to achieve aspirational goals and to live their lives to the full.

Recognising the complexity and scale of this task, we focus our work around five placement outcomes which inform and guide all that we do. We:

- promote **well-being**, the basis of effective learning
- develop **communication**, the basis of engagement in society
- focus on **skills development**, the basis of a productive life
- promote **independence**, a fundamental human right
- passionately believe that all our beneficiaries can be **employed**, in some form, during their lives.



Vision

We aim to be a regional and national leader in transforming the lives of beneficiaries with complex learning needs, through an innovative, evidence-based and compassionate approach to learning. This means that we:

- continually **strive** to strengthen the positive impact we have on our beneficiaries through our work, transforming their lives, as well as our own
- **aspire** to become known as an organisation that makes a difference and to be a valued member of the local and regional offer, by working in partnership with other providers
- continually strive to **innovate** and find new and more effective ways to educate beneficiaries and support their families
- sustain rigour in our work by holding **high standards and expectations** for both our beneficiaries and for ourselves, celebrating our successes but learning when things don't go as planned
- approach our work with **compassion** by acknowledging the whole person, working with integrity and care; accepting beneficiaries where they are and moving them forward, without sacrificing standards or expectations
- recognise that our **staff team** are our most precious asset, supporting and developing their skills and talents
- strive to be a **sustainable** charity that has a positive impact on our communities and natural world.

Values

St. John's School and College provides a 'waking day curriculum' which prepares beneficiaries for a successful life in modern Britain and beyond.

Fundamental values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different backgrounds, faiths and beliefs are promoted throughout the charity. We actively seek to promote equality and diversity. There are a full range of teaching and learning activities that encourage the beneficiaries' spiritual, moral, social and cultural development and, where appropriate, they are supported to explore personal, social and ethical issues within safe and supportive environments.

♥ Wellbeing ● Communication ★ Skills 👤 Independence 📈 Employability

St. John's recognises that the fundamental and functional skills of literacy, numeracy and IT underpin all our five placement outcomes.

"I am so proud of how the staff team worked all through the Covid-19 pandemic, continued to grow and develop our waking day curriculum and refine our pedagogy."

Simon Charleton, Chief Executive



St. John's strategic aims are to:

- Provide and improve high quality services and to be recognised as a **centre of excellence** in the development of employability and independence skills
- Develop, support and challenge the St. John's workforce and **grow our whole organisation** identity
- **Build partnerships and increase community engagement** to maximise opportunities for beneficiaries and long-term outcomes for leavers
- Effectively meet the needs of stakeholders by providing **flexible and responsive learning programmes**, value for money and evidencing the social return on investment
- Ensure the organisation's **long-term financial stability** by making well informed business decisions.

St. John's strategic goals flow from the above aims and fall under these headings:

1. Outcomes
2. Pedagogy (the method and practice of teaching)
3. Corporate social responsibility
4. Partnerships
5. Governance
6. Diversifying income streams
7. Local and regional offers
8. Estates.



Over 90% of our goals are being met

The detail behind these strategic eight goals can be found in **the three-year plan**.

Strategic report, policies and financial review

The trustees are responsible for setting a strategy, with the Chief Executive, for achieving the eight strategic goals (above). The focus of this strategy is on the development of our beneficiaries through the provision of high-quality education, medical, therapeutic and residential care services. The Chief Executive provides the trustees with reports that:

- Review the charity's progress in meeting the objectives
- Provide key information from the wider world of education and residential care, legislative and regulatory requirements
- Monitor issues such as safeguarding, health & safety, and equality & diversity.

The charity takes its responsibility towards equality and diversity seriously. It fulfils its responsibilities under the Equality Act, as outlined in its equality policy and via the curriculum, including, but not limited to, delivery of personal, social, health and economic (PSHE) education. All staff have mandatory training in equality & diversity and Prevent. St. John's aims to create and maintain a culture of inclusion and tolerance.

The charity is an equal opportunity organisation and is committed to a working environment that is free from any form of discrimination on the grounds of any protected characteristic. Incidents of harassment or bullying are taken very seriously. St. John's makes reasonable adjustments to meet the needs of both staff and beneficiaries. We work extra hard to recruit and support employees with autism or similar needs.

Risk management

The trustees acknowledge that risk management falls within their duty to manage and control the charity. Although elements of the risk management process (described in further detail below) are delegated to the senior leadership team, the review of risk is also embedded within trustee board and sub-committee meetings. Through this dual-pronged

♥ Wellbeing ● Communication ★ Skills 👤 Independence 📈 Employability

approach, the trustees are satisfied that major risks have been identified, reviewed and adequately mitigated where necessary.

A review of the charity's risk register is undertaken by the senior leadership team on a periodic basis. This qualitative process involves the identification of risk, professional judgement to assess likelihood of occurrence and potential impact, and the design of mitigating strategies for implementation. In addition, generic, site-specific and dynamic risk assessments are undertaken for the school, college and residential houses as well as for vehicles and offsite activities. Safeguarding, whistleblowing and health & safety are discussed at every senior leadership team meeting, and safer recruitment practices are followed, as standard.

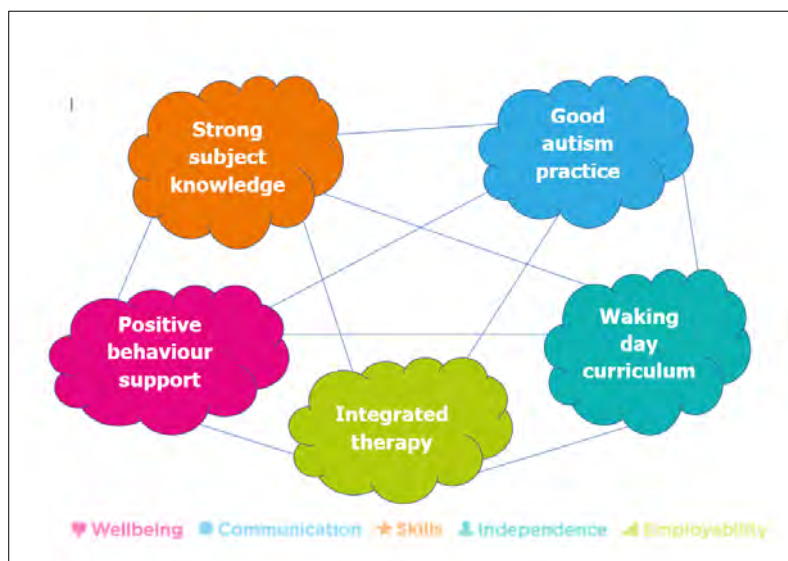
An additional **Covid-19 risk assessment** has been created and continues to be updated.

The current public spending constraints continue to be an increasing pressure on the charity going forward and the pressures on the high needs budget settlements for local authorities could potentially reduce beneficiary enrolments and numbers. The potential changes of the beneficiary profile in the future will result in the need for the charity to widen the range of needs it can support. Area reviews and the development of high needs provision, either as additional provision of local special needs schools or local general further education colleges, could also potentially reduce beneficiary numbers. However, we seek to work in partnership with our local commissioners and have strong relationships with many of them.

The majority of funding has historically come from local government and, in order to fund the continued development of services, the charity will need to find ways to continue to augment this with charitable money or other sources. The gap between the intentions of recent legislation and effects of implementation requires the management to continue to engage with the funding bodies to find ways in which we can assist them to fulfil their statutory duty from the finite resources they will have available to them. The charity is committed to working closely and supportively with local authorities and other non-maintained schools and independent specialist colleges.

St. John's continues to meet the standards of the National Autistic Society's **Autism Accreditation** programme and regularly audits environments and resources to ensure that all beneficiaries are appropriately supported, and their needs effectively met. We are working to gain Advanced Autism Accreditation by 2023. St. John's has a distinct pedagogy and this is summarised in this diagram:

♥ Wellbeing ● Communication ★ Skills 👤 Independence 📈 Employability



Parent governor Caroline Bell



"There's a very important role to play as a governor and a parent governor at St Johns. The governors' task is to hold the College to account: to ask probing questions to be sure that there is a high standard of achievement for all our young learners. It's making sure that there is real attention to the vision and good practice that the College has set out. It's questioning the choices and planning at senior level, to make sure that what is put in place means that our young learners will thrive.

But, as a parent governor, I see my task as being an advocate for parents, too. For many of our young people, parents or carers play a larger part in their lives than usual, in helping and supporting them to make choices and to get the right sort of education and care. As a parent of a young person with complex needs at St Johns, I am alert to those issues that a parent will want to know about, and to have a say in.

But also, parents have insight and experience that can help inform decisions taken. We have recently promoted additional meetings, virtual and actual, to link up with parents - not only to offer information and support but to hear their views and take action on them.

I would say that uppermost, for me as Parent Governor, is the welfare and best interests of all our children and young adults: that they are happy to be here at St. John's and, because of that, open to learning and achieving their own potential."

♥ Wellbeing 🗨 Communication ★ Skills 👤 Independence 📈 Employability

St. John's School (Seaford 7-19 years)

St. John's School provides care and support to children and young people whose needs are related primarily to an autistic spectrum condition (ASC). Other young people whose primary needs are non-ASC may also be assessed where we can meet their needs. The school offers a bespoke package of support tailored to suit the individual needs of each learner.

Managing Covid-19

Following an initial disruption to on-site learning at the school, as a result of the first Covid-19 lockdown in March 2020, we quickly started welcoming our children and young people back, following thorough risk assessments, on the second week of that first lockdown. September 2020 saw us returning to full capacity.


Placement outcomes

Across the school, we work towards outcomes under five headings: well-being, communication, skills, independence and employability.

Wellbeing


Within St. John's School, we focus upon wellbeing that feels healthy and, most of all, happy. Children and young people learn best when they are happy. We promote connection with each other through positive communication and to be active. Some of our young people attend the local football all-weather parks. However, you don't need to go that far and a walk around our beautiful grounds serves just as well. As a school, we pride ourselves on being a learning community: all of us learning new skills, which give us a sense of achievement and new confidence. Paying it forward is promoted with our children and young people so that they recognise that giving to others - even the smallest act of kindness, whether it's a smile, a thank you or a kind word - can improve our mental wellbeing and help to build those oh-so important social networks.

Wellbeing has been heightened because of the pandemic and has featured as a key aspect in how we have needed to provide additional responses for our children and young people, their families, and the staff team.

 **Communication** Within St. John's School, we promote effective communication using the following communication skills.

- **Active listening:** some ways to actively listen include listen twice as much as you speak, listen with your whole body, be alert and interested in the other person, refrain from interrupting and reflecting back what you have heard.
- **Non-verbal communication:** we transmit information using words, gestures and body language, subsequently active listening also involves non-verbal communication.
- **Asking questions:** when you are in conversation with someone, asking questions shows you are interested in them.
- **Being clear and succinct:** when you are speaking, be clear, articulate, and concise.
- **Clarifying and summarising:** to ensure you are hearing correctly, you can reflect back to clarify what you have heard and summarise what you have heard from the other person.
- **Providing feedback:** the feedback process is a vulnerable process so ensure that we are aware of the purpose of feedback, which is to develop, not destroy.
- **Development of trust and rapport:** doing what you say you are going to do and building of relationships.
- **Being present:** links to many of the above. However, it's so much more than just being there in body.

Communication is key for a first-class education. We use all forms of communication mixed with compassion, patience and understanding to encourage the best outcomes to develop for our children and young people.

 **Skills** We place great emphasis on developing the right skills and competencies that our children and young people will need for the development of their waking-day curriculum. From primary stage through to post-16, we develop specific skills, abilities and knowledge needed to become functional adults. This has been mapped out across the age range. This enables our children and young people to grow within themselves and work well with others. The skills learned are transferable and will be lifelong learning lessons. We promote the gathering of a broad range of experiences which have been gathered through academic study, work experience and extra-curricular activities. Our young people sat a variety of accreditations this year which recognises their success in functional skills English and Mathematics.

Independence

Our firm belief is that we should support the development of independence from an early age.

We are moving away from the notion of one-to-one support to looking at using the support in the following areas:

- Assessment
- Production of social stories and resources that promote independence
- Creating the environment for learning
- Differentiation of learning.

Like all other aspects of our curriculum, employability starts with the very young. Learning to use money, communicate with others etc. As the children and young people move through the school, we promote essential skills of employability:

- positive attitude
- communication
- teamwork
- self-management
- willingness to learn
- problem-solving and decision making
- reliability.

These skills are threaded though out the curriculum.

Employability

This year, some of our children and young people gained work experience on the school reception and in the dining hall. In addition, one of our alumni undertook an apprenticeship as a teaching assistant.

School exams and qualifications outcomes

GCSEs

We are very proud to announce that one of our learners has achieved a Grade 4 GCSE in Mathematics, since the school opened as an independent exams centre.

- GCSE Mathematics - Grade 4 x one pass

Functional skills exams

We have been successful in functional skills exams last spring and in total we have had 13 passes at Entry level

March 2021

- Maths – Entry 1 calculator x 3 passes
- Maths – Entry 2 x 3 passes
- English – Entry 1 Reading x 2 passes
- English – Entry 1 Writing x 1 pass
- English – Entry 2 Reading x 2 passes
- English – Entry 2 Writing x 2 pass

Learners will sit further functional skills exams in summer term 2022.

Accelerated reading

During the Autumn term 2021, great progress was made through the accelerated reader scheme.

English - Reading ages x 15 learners

English – Spelling ages x 21 learners

IEP data at the School

Looking at the individual education plan (IEP) data, across the whole school, learners are just above the expected level / percentage of 38% at a third of the way through the year (December 2021).

♥ Wellbeing ● Communication ★ Skills 👤 Independence 📈 Employability



AQA Unit awards

Our children and young people have done fantastically well, and they have achieved 87 AQA awards, covering a wide range of topics/activities. These awards range from entry to level 2.

ASDAN

There have been two ASDAN qualifications achieved to-date, and many more in progress.



Fran Pass, Headteacher (to February 2022)

St. John's College 2020-21

St. John's specialist further education college provides quality education through a broad, stimulating curriculum that is designed to prepare all young learners undertaking a placement, for adulthood.

The curriculum is identified through four distinct areas of learning:

- core connections
- community integration
- self-enrichment, and
- work ready.

The College offers residential and day provision to learners, aged 19–25 years, with a range of complex learning disabilities, including learners whose learning is challenged, because of autistic spectrum conditions (ASC), Asperger syndrome, social, emotional and mental health needs, Down's syndrome, pathological demand avoidance (PDA) and other co-morbid conditions. All learners have an education, health, and care plan (EHCP).

Each learner follows a very personalised study programme that embraces key aspects of these areas of learning, directly related to their assessed needs, EHCP outcomes and aspirations for the future.

♥ Wellbeing ● Communication ★ Skills 👤 Independence 📈 Employability

Each learner achieves significant learning outcomes, related to the development of St. John's five key placement outcomes:

- Wellbeing
- Communication
- Skills
- Independence, and
- Employability.

♥ Wellbeing ● Communication ★ Skills 👤 Independence 📈 Employability

Individual case studies demonstrate the learning journeys our young people take and the progress they make that will have a meaningful impact on their personal lives and, potentially, the lives of wider family members.

Progression in learning under these five placement outcomes is monitored and assessed against criteria matched for the attainment of individual learning targets, accredited qualifications, and non-accredited courses of study.

Learner Cohort Profile 2020/21

The cohort profile for 2019/20 was:

Total number of learners: 67			
		Disability profile (primary diagnosis):	
Male	52		
Female	16	• Autistic Spectrum Condition (ASC)	52
		• Asperger syndrome	1
Residential	40	• Fragile X	1
Day	27	• Down's syndrome	1
		• Epilepsy	1
Ethnicity		• Mild learning disabilities (MLD)	7
• White	55	• Severe learning disabilities (SLD)	1
• Mixed	5	• Profound & multiple learning disability (PLMD)	1
• Black	4	• Acquired brain injury (ABI)	1
• Asian/Asian British	2		
• Other	1		

Learning targets: recorded on Connecting Steps assessment framework

14 milestone-learners progressed against Connecting Steps criteria

English	100% of learners made % progress	
---------	----------------------------------	--

♥ Wellbeing ● Communication ★ Skills 👤 Independence 📈 Employability

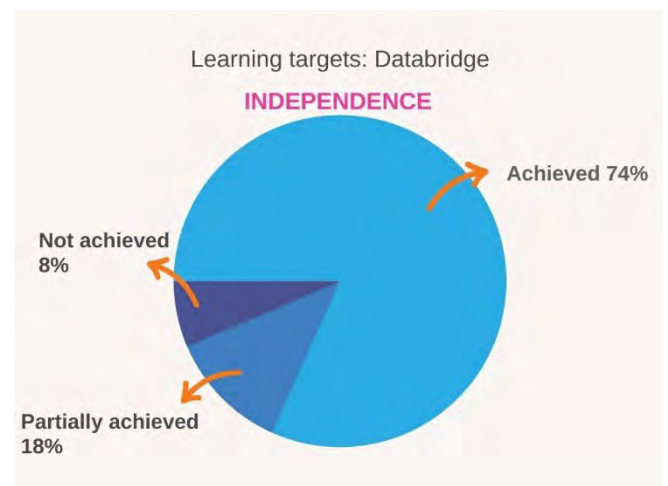
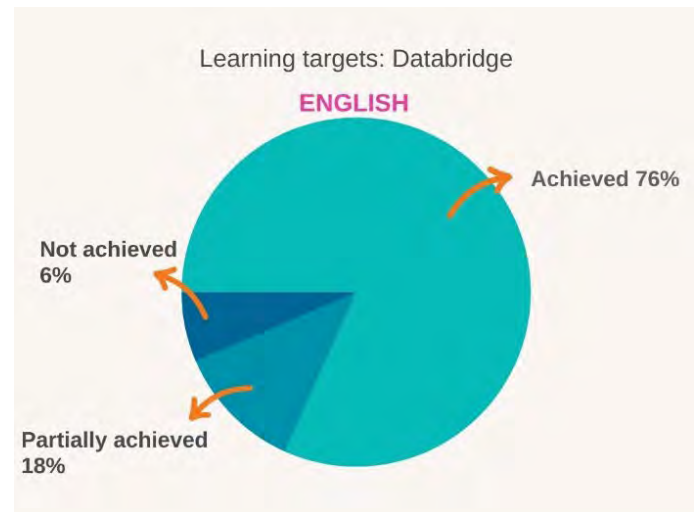
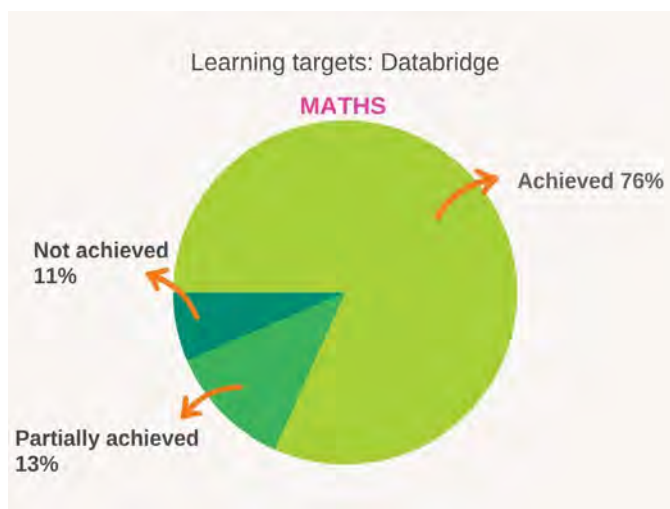
Reading skills	10 learners increased levels	1 learner above expected
Writing	5 learners increased levels	2 learners above expected
Speaking and listening	8 learners increased levels	
Maths	100% of learners made % progress	
Measure and space	4 learners increased levels	
Handling data	3 learners increased levels	
Autism progress	100% of learners made % progress	
Communication	8 learners increased levels	
Social interaction	6 learners increased levels	1 learner above expected
Flexibility of thought	7 learners increased levels	3 learners above expected
Emotional regulation	6 learners increased levels	1 learner above expected

Learning targets: recorded on Databridge assessment framework

All learners progressed in their learning. Learners acquired new skills and refined existing skills through sequenced learning. Learners progressed and achieved towards their individual learning targets. Setting and monitoring of these targets were undertaken using two MIS systems.

14 learners working at milestone levels successfully progressed, achieved targets and improved target levels based on Connecting Steps. 52 learners were set individual targets in Maths, English, Independence and Communication on

Databridge, where average achievement was 78% and average partial achievement was 13%.





Accredited qualification records: Leavers (18)

32 accredited qualifications were achieved in literacy and communication, and seven internal certificates were awarded

16 maths qualifications were achieved, and four internal certificates were awarded

37 vocational subject qualifications, and two internal certificates awarded

9 employability qualifications were achieved.

Full cohort

62 learners from 2020/21 cohort undertook 186 qualifications, and 117 qualifications were achieved (63%)

17 (9%) achievements were awarded as internal certificates.

Placement outcomes

♥ Wellbeing

The college learners achieve wellbeing outcomes through feeling safe and secure, by being supported by familiar staff that they trust and who successfully meet their needs. A full range of curricular activities inherently promote wellbeing from physical exercise, outdoor learning activities, community access to local beaches, countryside spaces and parks, music, art, relaxation, and sensory experiences, including drama performances with the Flute theatre.

Communication

Development of communication skills is embedded throughout the college curriculum and is promoted in all contexts led by the therapy team and integrated with teaching and learning plans. Inclusive communication is achieved through good autism practice, specialist staff and resources including the use of Makaton, visuals, widgets, PECs, Now and Next, talking mats and assistive technology are used to good effect. Social communication is promoted at every opportunity. Learner voice is promoted within a designated weekly timetabled session, learner council, participation in annual reviews and the Natspec Student Parliament.

Skills

College learners develop and attain skills through their personalised study programmes. All learners develop functional skills that are practiced and applied in a variety of settings across the waking-day curriculum. Learners learn life and vocational skills, skills that promote self-enrichment and that are linked to their interests and aspirations. Personal skills, such as problem-solving, resilience and working with others prepare our young people for their future adult lives so that they can live as independently as possible and are equipped with personal coping strategies.

Independence

The development of skills of independence is also embedded throughout the waking-day curriculum. Learners become less reliant on staff. They gain self-respect and self-esteem, grow in confidence, and are motivated to engage in greater challenges. An independence scale provides evidence of such attainment and observations of learners, engaged in planned college and social activities confirms the impact that is achieved.

Employability

All learners at college undertake learning activities related to being work-ready. There is a comprehensive programme of work-based learning where work tasks are

undertaken in the college garden and grounds, in the on-site printshop, car valeting, cleaning, and catering. Most learners complete work placements in the community, utilising the strong partnerships we have with local employers. These include cafés, retail outlets, supermarkets, farms, volunteer groups, library, and charities.

St. John's College – managing Covid-19 and impact

In September 2020, all St. John's College learners returned after the summer break and 16 new learners joined.

Inductions

The induction process for first year learners started during the summer holidays, where they could familiarise themselves with the college site and classroom buildings with members of the transition team. Induction at the beginning of the year was arranged on a more bespoke basis, where learners came into college and their parents/carers met with teachers, tutors and therapists through either Zoom or socially-distanced meetings.

Covid-19 planning

Our Covid-19 risk assessment was updated, regularly, monitored and communicated internally to all staff and externally via the website.

A Covid-19 task group, represented by different staff roles, met weekly to consider proposed management decisions and the potential impact they would have at ground level, i.e., on provision, teaching and learning, learners, and staff. The task group were solution-focused and informed the senior leadership team (SLT) of their feedback. Sometimes, this involved providing alternative suggestions, changes to existing practice and the identification of additional resources.

Bubbles

Learner groupings in the college were arranged differently in this academic year. Classroom bubbles were set up based on residential house groups. Normally, tutor groups are created where learners of similar educational needs are put together, e.g., cognitive ability, learning aspirations, education, health, and care plans (EHCP)

♥ Wellbeing ● Communication ★ Skills 👤 Independence 📈 Employability

outcomes, similar study programmes and peer compatibility. Residential groups are based on slightly different criteria, linked to level of independence and social compatibility.

Residential learners remained in one building, whilst day learners resided in another building, as separate bubbles. Day learners were organised in small groups, corresponding to their individual needs, where possible. Group sizes were devised according to room size, taking into consideration individual space requirements of learners and staff. Three learners occupied their learning pods as individual bubbles. Learners and staff did not mix between buildings and bubbles. (However, there were some exceptional circumstances in which staff did so.)

The teachers were based in the tutor group with the tutor and learning support worker (LSW) team.

Protocols

Strict Covid-19 safety protocols were adhered to in all areas of the college and, where necessary, bubbles and buildings were locked down/deep-cleaned, according to isolation requirements. On one occasion, a group of residential learners were isolated at their house and education staff, wearing full PPE, supported learning at the house.

The college cafeteria was closed for access and, instead, cold lunches were served to all classroom groups.

Transitions (around the site) were limited but learners could access outdoor areas on site, on a rotation basis, to promote wellbeing, and social distancing was promoted. A few learners were supported to access open spaces in the community, following strict Covid-19 protocols.

Curriculum changes and impact

Vocational learning areas were given up to classroom bubble spaces, apart from the theatre and occupational therapy (OT) room, which provided our largest indoor areas for some physical activity.

The vocational curriculum was required to be scaled down, due to room usage and group arrangements. Vocational studies, such as accredited performing arts, art and design and music programmes, were unable to run, as learners were spread over several bubbles and could not work as a group, as required, or have access to a specialist teacher.

The full achievement of maths and English accredited qualifications was affected by the expectation that all teachers would be able to teach to the accredited criteria, within the constraints under which they were working. Teachers undertook training in maths and literacy teaching, delivered by two external trainers, the impact of which will be fully seen in the next academic year

Opportunities for learners to access the community organisations for specific learning experiences were halted until government guidelines changed.

Work experience placements were not available apart from two employers; the Bevy community pub and Specialist Music Services Ltd who took 4 learners throughout the year.

All normal college events, clubs, community access, evening activities and group outings were put on hold.

The focus placed on the wellbeing and safety of all remained high, which, combined with the adaptations made to the curriculum and individual study programmes, interfered to some extent to the pace of learning and achievement levels.

Maintaining a motivated staff team and ensuring that they delivered to expected standards within this different landscape was an ongoing challenge. The college management team remained committed to finding and supporting ways of working differently, while continuing to develop and add to the college improvement agenda.

Remote learning

Remote learning was not required on a large scale in the autumn term because most learners had returned to college. Two learners who were not attending were provided with specific work in maths and music, however, the level of engagement

with this work varied. (Both learners were impacted upon by Covid-19). One learner who remained focused on his music interest chose to leave the college and pursue his own music enterprise work and wished to remain in contact, offering mentoring to learners sometime in the future. Five learners were required to isolate at their community residential home and were provided with home learning and regular contact.

Four learners attended the local further education college, undertaking a catering, music, media or hair and beauty course. St. John's staff supported them in their remote learning. Three of the four learners achieved their qualifications, and one learner took a deferred option, as she had returned home due to her experience with Covid-19.

The few learners that were provided with home learning, at various intervals during the year, found it difficult learning away from college. They benefitted most from Zoom interaction and practical interactive workshops that were provided, such as therapy-led sessions.

A small group of learners, who have always found it difficult to access college, continued to learn off-site. Staff took learning to them and focused on wellbeing and transition, as they were amongst the leaver cohort.

Interruptions to learner education created by periods of required isolation were unavoidable.

The impact of Covid-19 has reduced the number of learning experiences that we would normally structure that promote personal development very well. Activities, such as learning in larger groups, mixed groups, meeting and engaging with unfamiliar people, performing in external community settings and organisations, undertaking a variety of challenges etc. have had to be curtailed. This has had a limiting effect on the development of skills, such as social communication, social interaction, and work skills. The inability to be part of something bigger in society impacts on self-esteem, feeling of making a positive contribution, inclusion, and general confidence.

Return to college

In January 2021, several learners returned on a staggered basis after their Christmas break. This was partly due to a new variant virus being in existence and parents, supporting our setting up of the testing clinic provision. These learners were supported with remote learning/ wellbeing support, as appropriate to their needs and the length of time spent away from college, which varied from days to weeks.

A key element to the work undertaken by senior staff was the management of change, supporting staff and learners to adapt to new conditions of working and learning. This particularly affected certain members of the staff team, whose anxiety levels were raised and who required focused attention and support. Staff absence was naturally impacted on by Covid-19 requirements. Senior leaders and the HR department were particularly aware of the well-being needs of the staff and provided support through the investment of a well-being consultancy programme for all staff across the charity.

Staffing challenges

Two teachers left in December 2020 and one teacher left in April 2021. One new teacher joined in January 2021. The same teacher went on long-term sick leave. Teacher recruitment was successful and included an interim cover and two internal appointments.

Transition support

Transition support for leavers and their families was better than the previous year but still held challenges. Inability to visit and engage with transition opportunities at the normal level continued to impact on the confidence of our young people to leave and move forward, in some cases, ambitions to take up new challenges and continue to progress into their new world of adulthood was affected.

Beneficial impacts

As the year progressed, staff became more confident in their work and coped with the changes that were necessary. Benefits related to the bubble structure were:

♥ Wellbeing ● Communication ★ Skills 👤 Independence 📈 Employability

- Learners remained safe
- Staff teams supported the same small group of learners throughout the week and in all timetabled sessions (Primary model of learning)
- Staff gained and utilised greater knowledge of each learner
- Consistency of staff for learners
- Less transitions resulted in reduced anxiety, less peer-on-peer incidents during transitions and less classroom learning time wasted.
- Residential bubbles increased the working relationships between education and residential staff, where handovers were reported as being very comprehensive and more impactful for both provisions.



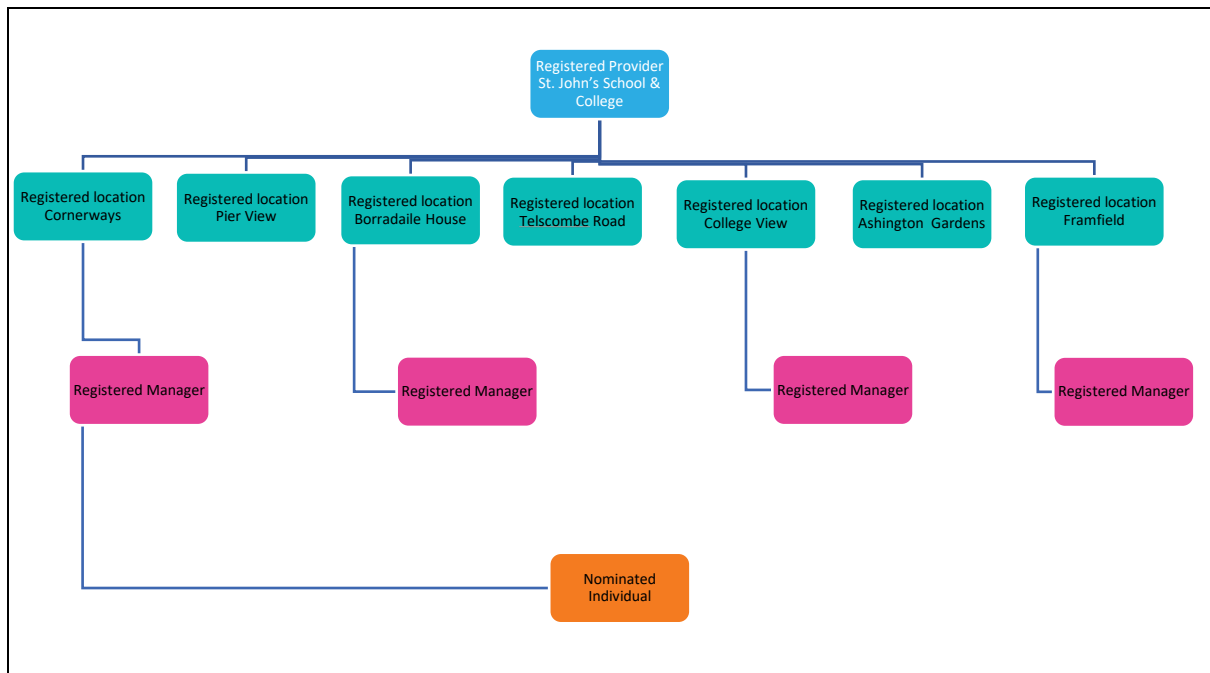
Karen Grist, Principal, St. John's College

Residential post-19 provision

St. John's has seven homes. Three of these are on the outskirts of the St. John's College site and the others are based in Hove, Telscombe Road, Peacehaven and Seaford. All homes are registered with Care Quality Commission (CQC) for the regulated activity of:

'accommodation for persons who require nursing or personal care'. A further condition for all our homes is: 'the registered provider must not provide nursing care'.

The management structure of the homes is outlined below.



Aims and objectives

- To provide a structured yet challenging environment, in which people are presented with opportunities to improve upon practical and social skills for living
- To deliver high quality care, using individual support plans
- To maintain full, ongoing consultation with each young adult, including the preparation of support plans and assessments
- To offer and encourage a range of activities, to help increase personal responsibility, self-confidence and self-esteem
- To always respect the dignity and privacy of individuals.
- Young adults will be encouraged to become as self-sufficient as is appropriate for them
- To provide individual support in a friendly, caring and open manner to create an environment of trust, inclusion, positivity and respect
- To meet the spiritual, emotional and physical needs of all young adults, through offering choice and promoting independence
- Young adults will be encouraged to take a full and active part in decisions about daily living arrangements which will affect them
- Young adults will be encouraged to socialise within the local community
- Contact with relatives and friends will be promoted.

2020/2021

There were no inspections during the academic year 2020/2021 due to the Covid-19 pandemic. However, provider information returns were completed for five of our seven houses, as requested by CQC.

During 2020/21, we purchased two new properties (which were renovated to meet the needs of the residents) – Telscombe Road and Ashington Gardens. Once completed, these replaced two rental properties – Preston Road and Preston Drove, respectively. The new houses offer increased space for residents, including communal space and outdoor areas. They are both community-based settings that offer safe community access and good public transport links.

The pandemic has undoubtedly had an impact on the service. Visits from parents/family members, had to be limited at times in line with government guidance, as did access to community events. The impact on the emotional wellbeing of some learners was evident, particularly with regard to family visits. Due to this, we made the decision to enable visits, by ensuring that these took place outside, visitors had lateral flow tests, prior to attending and risk of transmission was minimised. Where visits could not occur, we used technology to ensure contact with family occurred, as often as possible.

The residential teams had to find alternative activities to maintain and improve the quality of life of residents during the lockdown periods, such activities included woodland/countryside walks, trips to the beach and an increase in in-house activities, such as arts and crafts, cooking, baking, board games and making use of onsite facilities such as the outdoor gym and grounds. We also used the pandemic to further support the waking day curriculum by:

- Involving residents in the increased cleaning requirements of the houses, with many under-taking touchpoint cleaning, as part of their daily routine
- Supporting residents to continue developing their budgetary skills by using online shopping/delivery
- Supporting individuals to understand the need for good hand hygiene
- Developing the residents' understanding and tolerance of mask wearing by staff, as well as supporting those who were able to identify in what circumstances they may need to wear a mask.

Therapy teams

St. John's was awarded with Autism Accreditation status by the National Autistic Society (NAS) in 2017. The Therapy team is managed by the Autism Lead and works in line with the Autism Accreditation Standards, focusing on support for our young people in the NAS's four key focus areas of:



- Social communication and interaction
- Self-reliance and problem-solving
- Sensory experiences
- Emotional well-being.

The **Therapy team** (2020-21) consists of the following departments and roles which provide a combination of group and one-to-one therapy sessions to young people, as well as therapy training, support, advice and guidance to staff, across all departments in the charity:

Autism Lead

Speech & Language

- Speech and language supervisor
- 3 speech and language therapists
- 2 speech and language assistants

Occupational Therapy

1 occupational therapy supervisor

4 occupational therapists

2 occupational therapy assistants

Other therapies

- 1 music therapist (external contract)
- 1 physiotherapist (external contract)
- 1x counsellor (external contract)

♥ Wellbeing ● Communication ★ Skills 👤 Independence 📈 Employability

Therapy at St. John's is provided based on the **'response to intervention'** model.

A small number of young people receive 'intensive' speech & language therapy and/or occupational therapy, music therapy, physiotherapy, or counselling. This intensive level of funding is determined by the local authority's required provision in the young person's Education, Health and Care Plans (EHCPs).

All young people receive 'targeted' speech & language therapy and occupational therapy input through the Therapy Groups programme. These group sessions are planned and delivered by both speech & language therapy and occupational therapy team members. Skills targeted within these group sessions include social communication and emotional regulation. The provision of a group session is part of the standard 'therapy package' offered by the Therapy team at St. John's, so is directly funded by the local authorities.

In addition to the one-to-one (intensive level) and group sessions (targeted level) that young people are directly funded to receive, the speech & language therapists and occupational therapists have strived to provide support at the 'universal level'. This has involved providing support and guidance, as well as developing and delivering a range of training sessions for teaching and support staff (both education and residential), to build and strengthen understanding, practice and support in the NAS's key focus areas.

Topics covered in the 2020-21 academic year have included:

- The fundamentals of communication
- intensive interaction
- The communication-friendly classroom
- Autism-friendly environments
- Sensory processing
- Writing social stories
- Creating communication-friendly resources
- The skill vversus demand framework
- Talking mats
- The total communication approach
- Zones of regulation.

Impact

Therapeutic impact for young people at St. John's is measured in a range of ways, on an individual and ongoing basis, and reported yearly as part of the annual review process for young people. This includes the use of the Social Skills Assessment (speech & language therapy), the Independence Assessment (occupational therapy), and the Therapy Outcome Measures tool (TOMs).

The speech & language therapy and occupational therapy teams are constantly reviewing our assessment and outcome measurement processes to ensure that the impact of therapy input is accurately captured. For this reason, in the 2021-22 academic year, both teams are trialing new assessment protocols.

The **speech and language therapy team** is trialing a gradual introduction of the SCERTS (social communication, emotional regulation and transactional support) assessment tool, a nationally recognised and evidence-based observational assessment tool. Young people who are new to St. John's will be assessed using this tool, while current young people who have already had one annual review will continue with the previous Social Skills Assessment, so that we are able to demonstrate progress over time.

The **occupational therapy team** has introduced use MOHOST (model of human occupation screening tool, an evidence-based occupational therapy assessment tool.

The **therapy team** will continue to use the TOMs to measure the overall impact of combined speech & language and occupational therapies.

Outputs 2020-21

Group sessions: 14 per week



Speech & language one-to-one sessions: 29 sessions per week

Occupational therapy one-to-one sessions: 32 sessions per week

Positive Behaviour Support (PBS) and Psychology team

The Positive Behaviour Support (PBS) & Psychology Team provides behavioural support, advice and guidance to staff and learners across all locations at St. John's. The team includes:

- One senior PBS practitioner
- Two PBS practitioners
- Two assistant psychologists

The team is further supported by the Head of Learner Services and by external clinical psychologists who provide a specialist multi-disciplinary clinical psychology-led consultation service. The focus of this service is to support the psychological well-being and mental health of our learners through facilitating multi-disciplinary meetings. This service incorporates observations, assessments, synthesis of background information and liaison.

The over-riding aim of the team to increase the quality of life for all the children and young people at St. John's, ensuring that their emotional and psychological needs are well met. Increasing quality of life through skills teaching and proactive support is proven to reduce behaviours that challenge. Alongside these aims is the commitment to reduce the use of restrictive practice and physical restraint.

Organisational data



The use of physical interventions reduced by 46.7 % in 2020/21

Supine holds have been eradicated and this technique no longer forms part of the Maybo training. However, three Maybo trainers have been trained to deliver this training, should it become unavoidable.

St. John's has been approved as an affiliate of Maybo by Bild ACT (British Institute of Learning Disabilities, Association of Certified Training), which is licensed by the Restraint Reduction Network to certify that the Maybo training that we deliver, complies with the Restraint Reduction Network's training standards. The Care Quality Commission (CQC) expects all regulated services to use certified training.

The training standards aim to facilitate culture change in organisations that may need to use restrictive interventions. They are designed to:

- Protect people's fundamental human rights and promote person-centred best interest and therapeutic approaches to supporting people when they are distressed
- Improve the quality of life of those being restrained and those supporting them
- Reduce reliance on restrictive practices by promoting positive culture and practice that focuses on prevention, de-escalation and reflective practice
- Increase understanding of the root causes of behaviour and recognition that many behaviours are the result of distress due to unmet needs
- Where required, focus on the safest and most dignified use of restrictive interventions including physical restraint. The scheme includes training needs analysis to ensure training is proportional to the needs of the population and setting. There is also increased scrutiny and surveillance of curricula, senior trainers and affiliated organisations.

Members of the PBS/Psychology team continue meet and network with both local and national PBS groups in order to ensure that best practice is followed and knowledge and competency is kept up to date.

Human resources including learning and development provide a support service to 370 colleagues spread across our six different geographical locations 365 days of the year.

The HR team supports the entire lifecycle of any employee, from attracting colleagues to working at the charity to supporting them after they leave, via our employee alumni, and every point in between, both professionally but also with their personal lives.

A major focus for HR is to attract, retain and grow an outstanding staff team to support our children and young people. This is achieved via many interventions with a strong focus on the wellbeing of our colleagues and what it feels like to work at St. John's. We are passionate about our culture and understand the impact of effective leadership and communication. We work very closely with external partners including a coach (Denise Morten) and positive psychology consultant, Bailey and French, to support our work in this area.

We recruit approximately 129 new joiners per year.

Underlying all the above are strong day-to-day processes: agile, person-centred and inclusive. We are proud of the benefits package that we offer St. John's colleagues which include paid wellbeing leave, generous holiday, and competitive pay.

We are a Brighton & Hove Living Wage employer.

HR also facilitates the placement of volunteers and placement students (from universities and colleges) across the charity. We also provide work experience opportunities for our children and young people.



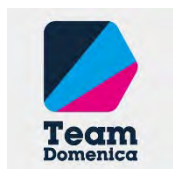
Learning and development

This year was unusual due to the pandemic. From forced closures and lockdowns, a backlog in mandatory training developed which means that these areas were our main focus, once we could return to face-to-face training delivery.

For continuous professional development (CPD), we looked to newly available remote training options mostly, which led to a diversification in completed CPD training.

An objective is to be recognised externally as an organisation of specialists in autism and SEND practice.

Our partners



Team Domenica. In February 2021, Team Domenica began to run our on-site Scrummies café (Monday-Friday). Team Domenica candidates and staff work alongside our learners who use Scrummies for work experience.



Safeguarding

St. John's continues to provide the highest standards of safeguarding for a safe and secure environment. There has been a continued focus on meeting the requirements of the Prevent duty, with mandatory training for all staff and the continued promotion of British values and teaching of internet safety throughout the organisation.

Investment in positive behaviour and mental health support for beneficiaries has been a significant focus this year. A study revealed that a considerable number of our beneficiaries have a mental health diagnosis and that others who are not diagnosed display behaviours aligned to having mental health needs. St. John's is also committed to, and is successful in, reducing the use of physical restraint in line with the work of the Restraint Reduction Network. The ability of staff to effectively support beneficiaries with their behaviours and help them to self-regulate positively impacts on the ability of beneficiaries to access learning and reach their full potential. Psychology and Behaviour Assistant roles have been introduced to build capacity for this work and weekly 'Behaviour for Learning' meetings have been introduced to improve the creation of positive behaviour plans for all beneficiaries, not just for those who are referred. These meetings have also ensured plans are communicated more clearly to all staff who work with a particular beneficiary across the week.

Fee setting

Careful consideration is given to the setting of appropriate fees. Fee elements associated with the direct provision of education, care, and medical therapeutic support are variable based on the specific requirements of individual placements. However, all fees have an overhead element, which is common amongst all placements agreed in a particular year. We always aim to ensure that our fees are appropriate and carefully costed for our commissioners who have standing invitations to come on site and discuss this process with us.

Regulatory framework for education services

The charity is committed to good practice as outlined in the Office for Standards in Education, Children's Services and Skills (Ofsted) Common Inspection Framework and looks at the benefits of those strategies and techniques that appear to have proved successful in a process of continuous improvement. The school (education) was inspected in January 2017 and judged as 'Good'. The school residential provision was inspected by Ofsted in June 2019 and the judgement was also 'Good'.

♥ Wellbeing ● Communication ★ Skills 👤 Independence 📈 Employability

In 2018, the College was inspected by Ofsted and the Trustees were delighted to note the continuing improvement in all aspects of provision as measured from the 2017 report. The senior leaders have worked very hard during this time to achieve a grade of 'Good' in all five categories and an overall effectiveness grade of 'Good'. CQC grades are all good or better.

There was an interim visit and very positive report by which can be accessed [here](#).

Strategic report

The description under the headings 'Achievements and performance' and 'Financial review' meet the company law requirements for the trustees to present a strategic report.

Financial review

The **Statement of financial activities** shows:

Net incoming resources for the year of £709,158 (2020: £495,319) and total reserves stand at £5,946,538 (2020: £5,237,380), being £150,000 designated reserves, £53,509 restricted reserves and £5,743,029 unrestricted reserves. Funds continue to be invested in improvements to, and refurbishment of, environments and resources for learning.

The reserves policy states the charity aims to make a surplus of 3-5% of turnover which is then budgeted to be spent in the following years investing in beneficiary resources. The Trustees agree that reserves excluding fixed assets (or free reserves) of £1 - £1.5 million are required to cope with downturns and unforeseen circumstances. Free reserves totalled £1,357,518 (2020: £1,039,419). The charity is therefore acting in line with its reserves policy.

Plans for the future

Senior leaders, working with Trustees and Governors, rewrote the Charity's Three-Year Strategic Plan in the Autumn of 2019.

The external environment remains challenging for this particular sector. Pressure on public finances and the High Needs block in particular continues, with all agencies having to make difficult decisions on how to prioritise and ration available resources. This is at the same time that they are facing an upward trend in the number of people with complex needs who require specialist services which are resource intensive and relatively expensive compared with the needs of the general population.

It is clear that pressures on both national and local government spending will continue. The combination of changes in funding models, differing interpretations by local authorities of funding and Special Education Needs (SEN) legislation, together with a policy of funding specialist provision as a last resort, increases uncertainty of beneficiary numbers going forward. The charity recognises the need to develop additional sources of revenue to support long term business sustainability and growth. St. John's School and College are aware that more beneficiaries with complex needs are being referred to specialist providers which in turn requires greater resources, particularly space, staff expertise and training.

The charity has built a strong organisation, developing the curriculum and residential service, developing the facilities, and delivering excellent outcomes for beneficiaries. There

♥ Wellbeing ● Communication ★ Skills 👤 Independence 📈 Employability

is a need, however, to be careful with our management of resources to ensure that each service can operate within the income it earns and demonstrate value for money. St. John's will continue to seek additional external funds wherever these can be used for enhancing our service offering.

Prudent financial management may suggest the financial health of the Charity is strong; and this is correct. However, as the majority of the funding gained is passported to the beneficiaries, and there are significant peaks and troughs in our cash flow owing to the dependence on commissioners, the ability to use these funds for development work and long-term estates renovation is limited. The maintained, free-school, and MAT sectors by contrast have much greater security in terms of capital investment and funding for development innovation. The less predictable nature of our income stream poses additional challenges and ironically incurs additional costs.

The Trustees regularly review their current strategies to maintain the charity's position in a highly competitive and volatile market, whilst continuing to provide investment to provide high quality residential care and education, measured by the monitoring and regulatory inspections in line with the resources that are available.

Key areas for future development:

- Review of business plan and strategy to include the identification of different services and packages and a review of our estates' strategy.
- Continued focus on financial management and control, including the identification of efficiencies and sustaining value for money.
- Review and development of responsive fee setting and monitoring models.
- Develop the work with local authorities to maintain positive relationships and be part of the solution to deliver effective Special Education Needs and Disability (SEND) reforms.
- Continued development of school and college curriculum models to meet beneficiaries' needs and aspirations and to improve life chances.
- Continued focus on community partnerships to improve beneficiary outcomes and destinations.

Structure, governance and management

The charity is a company limited by guarantee and is therefore governed by a memorandum and articles of association. The Legal and Administrative Information page forms part of this report.

The trustees are also the directors for the purpose of company law, and who served during the year were:

S Smith – Chair

W Catchpole

N Cowdrey (appointed 16 June 2021)

M Fawcett

L A Parkyn M Phil, Ad Dip Spec (resigned 8 July 2021)

J Marshall MBE (resigned 18 February 2021)

L McMillan

K Mendes (appointed 21 October 2020, resigned 25 February 2021)

K Nicholls

P Redwood

R A Stewart (resigned 8 July 2021)

A Thatcher

None of the trustees has any beneficial interest in the charity. All of the trustees are members of the company and guarantee to contribute £1 in the event of a winding up.

The board of trustees requires breadth and depth of experience to carry out its duties effectively and efficiently. The recruitment of suitable persons with the time available to give is always a difficult task. However, the board seek to ensure that the following attributes are represented amongst its members: legal background, financial/accounting background, education experience and business experience at senior management level. As new trustees are appointed, adequate induction and familiarisation is arranged.

Trustees accept ultimate responsibility for directing the affairs of a charity and ensuring that it is solvent, well-run, and delivering the charitable outcomes for the benefit of the public for which it has been set up. The trustees are responsible for the overall management of the St. John's School and College Charity and meet three times a year. The CEO's remuneration and terms and conditions are set by the trustees.

The trustees determine the general policy of the charity. Trustees delegate operational decisions and responsibilities to the chief executive. However, strategic and major financial decisions are made by the trustees, taking advice and recommendations from the chief executive and senior leadership team.

The School and College have governing bodies who, on behalf of the trustees, understand its strengths and weaknesses through appropriate involvement in self-assessment; they provide challenges and hold the Principal and Headteacher to account for improving the quality of learning and the effectiveness of performance management systems; monitor the quality of the experience provided for beneficiaries and their outcomes; understand their roles and responsibilities in relation to equality and diversity; and fulfil legislative requirements, such as those for disability, safeguarding, and health and safety. Two trustees are appointed to the governing body.

The Trustees have delegated certain tasks to the subcommittee for Finance. The finance committee meets up to five times a year, ahead of the Trustee Board under the chairmanship of the Chair of Trustees. This committee also acts as the audit committee reviewing initial risk management of the charity and undertaking best value measurement of the charity's resources.

'The Clerk' of the trustees and governing body is responsible for co-ordinating the work schedule of the trustees and governing body including taking the minutes of all meetings. All trustees and governors give their time freely-

The senior leadership team pay on recruitment or change in responsibility is subject to benchmarking and affordability. Once in post inflationary pay increases are subject to CEO approval.

Compliance with Charity Commission Guidance & Public Benefit

The trustees have paid due regard to guidance issued by the Charity Commission in deciding what activities the charity should undertake.

The Trustees have considered the question of public benefit and are satisfied that the Charity's activities are as defined by charity law and Charity Commission regulations.

St. John's is a member of the National Association of Special Schools (NASS), and the National Association of Specialist Colleges (NATSPEC). The College is also member of the SE Regional Peer Review Development group (PRD) and attends all Independent Specialist Provider (ISP) meetings with the South Eastern Local Authority Group. The charity has

♥ Wellbeing ● Communication ★ Skills 👤 Independence 📈 Employability

extensive community links as a local provider and continues to develop further links and collaborative working opportunities each year..

Employee involvement The charity's policy is to consult and discuss with employees, through unions, staff councils and at meetings, matters likely to affect employees' interests. Information of matters of concern to employees is given through information bulletins and reports which seek to achieve a common awareness on the part of all employees of the financial and economic factors affecting the charity's performance.

Disabled persons Applications for employment by disabled persons are always fully considered, bearing in mind the aptitudes of the applicant concerned. In the event of members of staff becoming disabled, every effort is made to ensure that their employment within the charity continues and that the appropriate training is arranged. It is the policy of the charity that the training, career development and promotion of disabled persons should, as far as possible, be identical to that of other employees.

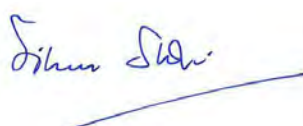
Disclosure of information to auditor

Each of the Trustees has confirmed that there is no information of which they are aware which is relevant to the audit, but of which the auditor is unaware. They have further confirmed that they have taken appropriate steps to identify such relevant information and to establish that the auditors are aware of such information.

The Trustees approve the above Strategic Report in their capacity as company directors.

The accounts have been authorised for issue by the Board of Trustees.

On behalf of the board of the Board of Trustees



S Smith Trustee

Dated: 17/05/2022

St. John's School and College

Statement of trustees' responsibilities for the year ended 31 August 2021

The trustees, who are also the directors of St. John's School and College for the purpose of company law, are responsible for preparing the Trustees' Report and the financial

statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

Company Law requires the trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charity and of the incoming resources and application of resources, including the income and expenditure, of the charitable company for that year.

In preparing these financial statements, the trustees are required to:

- select suitable accounting policies and then apply them consistently
- observe the methods and principles in the Charities SORP
- make judgements and estimates that are reasonable and prudent
- state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements; and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in operation.

The trustees are responsible for keeping adequate accounting records that disclose with reasonable accuracy at any time the financial position of the charity and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities

St. John's School and College

Independent Auditor's report for the year ended 31 August 2021

We have audited the financial statements of St John's School & College (the 'charitable company') for the year ended 31 August 2021 which comprise the Statement of Financial Activities, the Balance Sheet, the Cashflow Statement and notes to the financial statements. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102 The Financial Reporting Standard applicable in the UK (United Kingdom Generally Accepted Accounting Practice).

In our opinion, the financial statements:

- give a true and fair view of the state of the charitable company's affairs as at 31 August 2021 and of its incoming resources and application of resources, including its income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Companies Act 2006.

Basis of opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the charitable company in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and the provisions available for small entities, and we have fulfilled our ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

In auditing the financial statements, we have concluded that the governor's use of the going concern basis of accounting in the preparation of the financial statements is appropriate. Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast doubt on the charitable company's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the governors with respect to going concern are described in the relevant sections of this report.

Other information

The other information comprises the information included in the annual report, including the governor's report (incorporating the strategic report and the directors report), other than the financial statements and our auditor's report thereon. The governors are responsible for the other information. Our opinion on the financial statements does not cover the other

information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Opinions on other matters prescribed by the Companies Act 2006

In our opinion, based on the work undertaken in the course of the audit:

- the information given in the governors' report (incorporating the strategic report and the directors report) for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- the strategic report and the directors' report have been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

In the light of our knowledge and understanding of the charitable company and its environment obtained in the course of the audit, we have not identified material misstatements in the strategic report and the directors' report.

We have nothing to report in respect of the following matters in relation to which the Companies Act 2006 requires us to report to you if, in our opinion:

- adequate accounting records have not been kept, or returns adequate for our audit have not been received from branches not visited by us; or
- the financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of directors' remuneration specified by law are not made; or
- we have not received all the information and explanations we require; or
- the directors were not entitled to prepare the financial statements in accordance with the small companies' regime and take advantage of the small companies' exemptions

in preparing the governors' report and from the requirement to prepare a strategic report.

Responsibilities of governors

As explained more fully in the governors' responsibilities statement, the governors (who are also the directors of the charitable company for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the governors determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the governors are responsible for assessing the charitable company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the governors either intend to liquidate the charitable company or to cease operations, or have no realistic alternative to do so.

Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

Irregularities, including fraud, are instances of non-compliance with laws and regulations. The extent to which our procedures are capable of detecting irregularities, including fraud, is detailed below.

Extent to which the audit was considered capable of detecting irregularities, including fraud

The objectives of our audit, in respect to fraud, are to identify and assess the risks of material misstatement of the financial statements due to fraud; to obtain sufficient appropriate audit evidence regarding the assessed risks of material misstatement due to fraud, through designing and implementing appropriate responses; and to respond appropriately to fraud or suspected fraud identified during the audit. However, the primary responsibility for the prevention and detection of fraud rests with both those charged with governance of the entity and its management.

Our approach was as follows:

- We identified areas of laws and regulations that could reasonably be expected to have a material effect on the financial statements from our general sector experience, and through discussion with the governors and other management (as required by auditing standards), and discussed with the governors and other management the policies and procedures regarding compliance with laws and regulations (see below);
- We identified the following areas as those most likely to have such an effect: health and safety; General Data Protection Regulation (GDPR); fraud; bribery and corruption, Care Quality Commission (CQC), school inspections, DBS checks, and employment law. Auditing standards limit the required audit procedures to enquiry of the governors and other management and inspection of regulatory and legal correspondence, if any. The identified actual or suspected non-compliance was not sufficiently significant to our audit to result in our response being identified as a key audit matter.
- We considered the legal and regulatory frameworks directly applicable to the financial statements reporting framework (FRS 102, the Companies Act 2006 and the Charities Act 2011) and the relevant tax compliance regulations in the UK.
- We considered the nature of the charitable company's operations, the control environment and financial performance.
- We communicated identified laws and regulations throughout our team and remained alert to any indications of non-compliance throughout the audit.
- We considered the procedures and controls that the charitable company has established to address risks identified, or that otherwise prevent, deter and detect fraud; and how senior management monitors those programmes and controls.

Based on this understanding we designed our audit procedures to identify non-compliance with such laws and regulations. Where the risk was considered to be higher, we performed audit procedures to address each identified fraud risk. These procedures included: testing manual journals; reviewing the financial statement disclosures and testing to supporting documentation; performing analytical procedures; and enquiring of management and were designed to provide reasonable assurance that the financial statements were free from fraud or error.

Owing to the inherent limitations of an audit, there is an unavoidable risk that we may not have detected some material misstatements in the financial statements, even though we have properly planned and performed our audit in accordance with auditing standards. For example, the further removed non-compliance with laws and regulations (irregularities) is from the events and transactions reflected in the financial statements, the less likely the inherently limited procedures required by auditing standards would identify it. The risk is also greater regarding irregularities occurring due to fraud rather than error, as fraud involves intentional concealment, forgery, collusion, omission or misrepresentation. We are not responsible for preventing non-compliance and cannot be expected to detect non-compliance with all laws and regulations.

Use of our report

This report is made solely to the charitable company's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the charitable company's members those matters we are required to state to them in an auditors' report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable company and the charitable company's members, as a body, for our audit work, or for the opinions we have formed.

Mark Cummins FCCA (Senior Statutory Auditor)

for and on behalf of TC Group

Statutory Auditors

Office: Steyning, West Sussex

Dated:

ST. JOHN'S SCHOOL & COLLEGE

STATEMENT OF FINANCIAL ACTIVITIES (INCLUDING INCOME AND EXPENDITURE ACCOUNT) FOR THE YEAR ENDED 31 AUGUST 2021

	Notes	Unrestricted Funds £	Designated funds £	Restricted Funds £	Total 2021 £	Total 2020 £
Income from:						
Donations and Legacies	4	120,361	-	161,221	281,582	116,304
Charitable Activities	5	11,945,120	-	25,510	11,970,630	10,495,397
Other Trading Income	6	1,136	-	-	1,136	1,581
Investments	7	-	-	-	-	5,774
Total Income		12,066,617	-	186,731	12,253,348	10,619,056
Expenditure on:						
Raising funds	8	43,378	-	-	43,378	35,072
Charitable Activities	8	10,887,996	417,593	195,223	11,500,812	10,088,665
Total Expenditure		10,931,374	417,593	195,223	11,544,190	10,123,737
Net income/(expenditure) in funds		1,135,243	(417,593)	(8,492)	709,158	495,319
Transfers between funds	19	382,407	(382,407)	-	-	-
Net movement in funds		1,517,650	(800,000)	(8,492)	709,158	495,319
Fund balances at 1 September 2020		4,225,379	950,000	62,001	5,237,380	4,742,061
Fund balances at 31 August 2021		5,743,029	150,000	53,509	5,946,538	5,237,380

The statement of financial activities includes all gains and losses recognised in the year

All income and expenditure derive from continuing activities.

The statement of financial activities also complies with the requirements for an income and expenditure account under the Companies Act 2006.

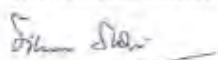
ST. JOHN'S SCHOOL & COLLEGE

BALANCE SHEET AS AT 31 AUGUST 2021

	Notes	Total 2021		Total 2020	
		£	£	£	£
Fixed Assets					
Tangible Assets	11		4,385,214		3,192,314
			<u>4,385,214</u>		<u>3,192,314</u>
Current Assets					
Debtors	12	2,014,378		954,664	
Cash at bank and in hand		<u>1,526,362</u>		<u>2,024,623</u>	
		3,540,740		2,979,287	
Creditors: amounts falling due within one year	13	<u>(1,211,215)</u>		<u>(934,221)</u>	
Net current assets			<u>2,329,525</u>		<u>2,045,066</u>
Total assets less current liabilities			6,714,739		5,237,380
Creditors: amounts falling due after one year	15		(768,201)		-
			<u>5,946,538</u>		<u>5,237,380</u>
Income funds					
Restricted funds	18		53,509		62,001
<u>Unrestricted funds</u>					
Designated funds	19	150,000		950,000	
General unrestricted funds	20	<u>5,743,029</u>		<u>4,225,379</u>	
			<u>5,893,029</u>		<u>5,175,379</u>
			<u>5,946,538</u>		<u>5,237,380</u>

24th March 2022

The financial statements were approved by the Trustees on



S Smith
Trustee

Company Registration No. 03303549

ST. JOHN'S SCHOOL & COLLEGE

STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 AUGUST 2021

	Notes	2021 £	2020 £
Cash flows from operating activities			
Cash generated from operations	23	(78,766)	168,349
Investing activities			
Purchase of tangible fixed assets	11	(1,215,168)	(26,864)
Proceeds on disposal of tangible fixed assets		-	300
Interest received	7	-	5,774
Net cash used in investing activities		(1,215,168)	(20,790)
Financing activities			
Loan finance	16	800,000	-
Loan interest		(4,327)	-
Net cash generated from financing activities		795,673	-
Net increase/(decrease) in cash and cash		(498,261)	147,559
Cash and cash equivalents at beginning of the year		2,024,623	1,877,064
Cash and cash equivalents at end of year		1,526,362	2,024,623

ST. JOHN'S SCHOOL & COLLEGE

NOTES TO THE ACCOUNTS (CONTINUED) FOR THE YEAR ENDED 31 AUGUST 2021

1 Charity information

St. John's School & College is a private company limited by guarantee incorporated in England and Wales. The registered office is St. John's School and College, Walpole Road, Brighton, East Sussex, BN2 0AF.

2 Accounting policies

2.1 Accounting convention

The accounts have been prepared in accordance with the charity's Memorandum and Articles of Association, the Companies Act 2006 and "Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102)" (as amended for accounting periods commencing from 1 January 2016). The charity is a Public Benefit Entity as defined by FRS 102.

The accounts are prepared in sterling, which is the functional currency of the charity. Monetary amounts in these financial statements are rounded to the nearest £.

The accounts have been prepared on the historical cost convention. The principal accounting policies adopted are set out below.

2.2 Going concern

At the time of approving the financial statements, the trustees have a reasonable expectation that the charity has adequate resources to continue in operational existence for the foreseeable future. This includes taking into account any known impact of the Coronavirus pandemic, the trustees continue to adopt the going concern basis of accounting in preparing the financial statements.

2.3 Charitable funds

Unrestricted funds are available for use at the discretion of the trustees in furtherance of their charitable objectives unless the funds have been designated for other purposes. Designated funds are those which have been set aside by trustees to be spent on a specific purpose.

Restricted funds are subject to specific conditions by donors as to how they may be used. The purposes and uses of the restricted funds are set out in the notes to the financial statements.

All funds are applied for charitable purposes.

2.4 Income

Income is recognised when the charity is legally entitled to it after any performance conditions have been met, the amounts can be measured reliably, and it is probable that income will be received.

Fees represent the total invoice value of educational and residential services rendered during the year. Fees invoiced in advance are deferred.

Cash donations are recognised on receipt. Other donations are recognised once the charity has been notified of the donation, unless performance conditions require deferral of the amount.

Government grants are recognised at the fair value of the asset received or receivable when there is reasonable assurance that the grant conditions will be met, and the grants will be received.

ST. JOHN'S SCHOOL & COLLEGE

NOTES TO THE ACCOUNTS (CONTINUED) FOR THE YEAR ENDED 31 AUGUST 2021

2 Accounting policies (Continued)

2.5 Expenditure

Resources expended are included in the Statement of Financial Activities on an accruals basis inclusive of any VAT which cannot be recovered (this includes ex-gratia costs).

Teaching and welfare includes the costs of schooling and residential care including staffing and the provision of educational apparatus and equipment. Also included here are the office running costs.

Support costs are those functions that assist the work of the charity. All support costs have been allocated to the main charitable activity. Governance costs are disclosed in the accounts and are also allocated entirely to the main charitable activity.

2.6 Tangible fixed assets

Tangible fixed assets are initially measured at cost and subsequently measured at cost or valuation, net of depreciation and any impairment losses.

Depreciation is recognised so as to write off the cost or valuation of assets less their residual values over their useful lives on the following bases:

Freehold land and buildings	No depreciation *
Equipment	Straight line over 10 years**
Motor vehicles	25% on the reducing balance method
Inklusion Ltd. transferred assets	25% on the reducing balance method

The gain or loss arising on the disposal of an asset is determined as the difference between the sale proceeds and the carrying value of the asset and is recognised in net income/(expenditure) for the year.

*The buildings are all used for the purpose of the charity's business. Each year considerable amounts are spent on refurbishing, updating and repairing the buildings so that they meet the charity's needs. It is the policy of the charity to write off these sums against revenue in the year they are expended/committed. The residual value of the buildings has been considered and assessed as high and therefore the Trustees do not consider it appropriate to depreciate the buildings. Professional advice has stated that the property is worth at least the value at which it is stated in the accounts and may have higher value if used for alternative purposes.

At each reporting end date, the charity reviews the carrying amounts of its tangible assets to determine whether there is any indication that those assets have suffered an impairment loss. If any such indication exists, the recoverable amount of the asset is estimated in order to determine the extent of the impairment loss (if any).

**Most purchases of equipment are replacements and are written off in the year of acquisition.

ST. JOHN'S SCHOOL & COLLEGE

NOTES TO THE ACCOUNTS (CONTINUED) FOR THE YEAR ENDED 31 AUGUST 2021

2 Accounting policies (Continued)

2.7 Cash and cash equivalents

Cash and cash equivalents include cash in hand, deposits held at call with banks, other short-term liquid investments with original maturities of three months or less, and bank overdrafts. Bank overdrafts are shown within borrowings in current liabilities.

2.8 Financial instruments

The charity has elected to apply the provisions of Section 11 'Basic Financial Instruments' and Section 12 'Other Financial Instruments Issues' of FRS 102 to all of its financial instruments.

Financial instruments are recognised in the charity's balance sheet when the charity becomes party to the contractual provisions of the instrument.

Financial assets and liabilities are offset, with the net amounts presented in the financial statements, when there is a legally enforceable right to set off the recognised amounts and there is an intention to settle on a net basis or to realise the asset and settle the liability simultaneously.

Basic financial assets

Basic financial assets, which include debtors and cash and bank balances, are initially measured at transaction price including transaction costs and are subsequently carried at amortised cost using the effective interest method unless the arrangement constitutes a financing transaction, where the transaction is measured at the present value of the future receipts discounted at a market rate of interest. Financial assets classified as receivable within one year are not amortised.

Basic financial liabilities

Basic financial liabilities, including creditors and bank loans are initially recognised at transaction price unless the arrangement constitutes a financing transaction, where the debt instrument is measured at the present value of the future payments discounted at a market rate of interest. Financial liabilities classified as payable within one year are not amortised.

Debt instruments are subsequently carried at amortised cost, using the effective interest rate method.

Trade creditors are obligations to pay for goods or services that have been acquired in the ordinary course of operations from suppliers. Amounts payable are classified as current liabilities if payment is due within one year or less. If not, they are presented as non-current liabilities. Trade creditors are recognised initially at transaction price and subsequently measured at amortised cost using the effective interest method.

Derecognition of financial liabilities

Financial liabilities are derecognised when the charity's contractual obligations expire or are discharged or cancelled.

ST. JOHN'S SCHOOL & COLLEGE

NOTES TO THE ACCOUNTS (CONTINUED) FOR THE YEAR ENDED 31 AUGUST 2021

2.9 Employee benefits

- Childcare vouchers – scheme closed 4th October 2018
- Simply Health – level 1 funded by St. John's
- Travel to work scheme
- Bike to work scheme
- Cinema discount

Termination benefits along with any unused holiday entitlement costs are recognised immediately as an expense when the charity is demonstrably committed to terminate the employment of an employee or to provide termination benefits.

2.10 Retirement benefits

The charity contributes to the Teachers' Defined Benefits Scheme at rates set by the scheme actuary and advised by the scheme administrator. The scheme is a multi-employer pension scheme and it is not possible to identify the assets and liabilities of the scheme which are attributable to the charity. In accordance with FRS 102 the scheme is accounted for as a defined contribution scheme. The charity operates defined contribution schemes for other employees whereby the assets of the schemes are held separately from those of the charity in independently administered funds. Contributions to these schemes are charged to the Statement of Financial Activities as they become payable in accordance with the rules of the schemes.

3 Critical accounting estimates and judgements

In the application of the charity's accounting policies, the trustees are required to make judgements, estimates and assumptions about the carrying amount of assets and liabilities that are not readily apparent from other sources. The estimates and associated assumptions are based on historical experience and other factors that are considered to be relevant. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised where the revision affects only that period, or in the period of the revision and future periods where the revision affects both current and future periods.

The trustees do not consider that there are any critical estimates or areas of judgement that need to be brought to the attention of the readers of the financial statement.

4 Income from donations and legacies

	Unrestricted funds £	Restricted funds £	Total 2021 £	Total 2020 £
Donations and grants	120,361	161,221	281,582	116,304
For the year end 31 August 2020	105,455	10,849	-	116,304

ST. JOHN'S SCHOOL & COLLEGE

NOTES TO THE ACCOUNTS (CONTINUED) FOR THE YEAR ENDED 31 AUGUST 2021

5 Income from charitable activities

	Fee income £	Ancillary £	Restricted £	Total 2021 £	Total 2020 £
<u>Income from charitable</u>					
School Education	2,007,641	-	-	2,007,641	1,504,824
School Residential	591,667	-	-	591,667	496,874
College Education	3,922,637	-	-	3,922,637	3,681,304
College Residential	4,277,688	-	-	4,277,688	3,508,506
Respite	3,888	-	-	3,888	64,193
Government Grants	1,137,975	-	25,510	1,163,485	1,210,876
Ancillary	-	3,624	-	3,624	28,820
	<u>11,941,496</u>	<u>3,624</u>	<u>25,510</u>	<u>11,970,630</u>	<u>10,495,397</u>

6 Other trading income

Other trading income is made up of various work related enterprises run by the school and college, these consist of Scrummies Café, Scrummies Deli, Print Shop and Zest Car Valeting.

Beneficiaries carry out related work duties providing opportunities for them to develop the vital skills, knowledge and behaviours relevant to the work place.

This approach raises levels of beneficiaries' independence and self-confidence and helps learners to prepare for work experience, volunteering and employment.

	2021 £	2020 £
Enterprise takings	<u>1,136</u>	<u>1,581</u>

7 Income from investments

	2021 £	2020 £
Interest receivable	<u>-</u>	<u>5,774</u>

ST. JOHN'S SCHOOL & COLLEGE

NOTES TO THE ACCOUNTS (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2021

8 Expenditure

	Staff costs £	Depreciation £	Other Costs £	Total 2021 £	Total 2020 £
Raising Funds	22,331	-	21,047	43,378	35,072
Charitable Activities					
Direct	6,794,895	-	1,644,194	8,439,089	8,041,480
Support (note 9)	1,729,850	-	165,905	1,895,755	1,312,829
Premises	-	22,268	1,143,700	1,165,968	734,356
Charitable Activities Total	8,524,745	22,268	2,953,799	11,500,812	10,088,665
Total	8,547,076	22,268	2,974,846	11,544,190	10,123,737

9 Support costs

	Support Costs £	Governance Costs £	2021 £	2020 £
Audit Fees	-	15,000	15,000	14,700
Inspection Fees	-	17,919	17,919	5,007
Legal Fees	47,580	-	47,580	2,111
Professional Fees	61,291	-	61,291	30,946
Consultancy IT	12,206	-	12,206	522
Consultancy Health & Safety	11,228	-	11,228	5,898
Governors expenses	-	681	681	-
Support Salaries	1,729,850	-	1,729,850	1,253,645
	1,862,155	33,600	1,895,755	1,312,829

The allocation of staffing costs between direct costs and support costs has been reviewed in 2020/21 to align these to the fee income calculation and charges for direct fees and overhead contribution.

Support costs include £15,000 (2020: £14,700) paid to current auditors in respect of audit fees and £550 (2020: £nil) in respect of other services.

ST. JOHN'S SCHOOL & COLLEGE

NOTES TO THE ACCOUNTS (CONTINUED) FOR THE YEAR ENDED 31 AUGUST 2021

10 Staff costs

Number of employees

The average monthly number employees during the year was:

	2021 number	2020 number
Teaching and welfare	334	341
Education Support	43	44
	<u>377</u>	<u>385</u>

Employment Costs	2021 £	2020 £
Wages and salaries	7,627,121	7,291,876
Social security costs	610,037	605,912 *
Other pension costs	309,918	312,167
	<u>8,547,076</u>	<u>8,209,955</u>

*2020 Social security costs includes PAYE Settlement Agreement costs of £20,298 relating to prior years.

During the period payments of £40,117 (2020: £799) were made with regards to the termination of employment.

The number of employees whose annual remuneration was £60,000 or more were:

	2021 Number	2020 Number
£60,000 - £70,000	2	1
£70,000 - £80,000	2	2
£80,000 - £90,000	1	1

All employees whose emoluments exceeded £60,000 were engaged in direct charitable work.

Employer's pension costs relating to staff with remuneration over £60,000 totalled £44,247 (2020: £56,663).

Remuneration of key management personnel

The senior leadership team consists of the CEO, Principal, Headteacher, Director of Operations (left 23/05/20), Head of HR and Positive Behaviour Support Leader. Senior leadership pay for the period totalled £457,273 (2020: £489,454).

ST. JOHN'S SCHOOL & COLLEGE

NOTES TO THE ACCOUNTS (CONTINUED) FOR THE YEAR ENDED 31 AUGUST 2021

11 Tangible fixed assets

	Freehold land and buildings £	Equipment	Motor vehicles £	Total £
Cost				
At 1 September 2020	3,079,572	104,604	163,369	3,347,545
Additions	1,215,168	-	-	1,215,168
As at 31 August 2021	4,294,740	104,604	163,369	4,562,713
Depreciation				
As at 1 September 2020	-	54,127	101,104	155,231
Depreciation charged in the year	-	6,702	15,566	22,268
As at 31 August 2021	-	60,829	116,670	177,499
Carrying amount				
At 31 August 2021	4,294,740	43,775	46,699	4,385,214
At 31 August 2020	3,079,572	50,477	62,265	3,192,314

12 Debtors: Amount falling due within one year

	2021 £	2020 £
Trade debtors	1,060,267	489,455
Other debtors	3,343	8,486
Prepayments and accrued income	950,768	456,723
	<u>2,014,378</u>	<u>954,664</u>

13 Creditors: Amounts falling due within one year

	2021 £	2020 £
Trade creditors	554,794	240,978
Accruals	150,655	156,647
Deferred income (note 14)	263,241	241,607
Other taxation and social security	134,356	129,456
Other creditors	76,370	165,533
Bank loans (note 16)	31,799	-
	<u>1,211,215</u>	<u>934,221</u>

ST. JOHN'S SCHOOL & COLLEGE

NOTES TO THE ACCOUNTS (CONTINUED) FOR THE YEAR ENDED 31 AUGUST 2021

14 Deferred income

	2021	2020
	£	£
Deferred income at 1 September	241,607	184,126
New	263,241	241,607
Released	(241,607)	(184,126)
Deferred income at 31 August	<u>263,241</u>	<u>241,607</u>

15 Creditors: Amounts falling due after one year

	2021	2020
	£	£
Bank loans (note 16)	<u>768,201</u>	-
	<u>768,201</u>	-

16 Bank loans

	2021	2020
	£	£
Bank loans are wholly repayable in instalments as follows:		
Less than one year	31,799	-
More than one year but less than two years	48,375	-
More than two years but less than five years	<u>719,826</u>	-
	<u>800,000</u>	-

During the year the charity obtained an £800,000 five year term loan from Barclays Bank PLC. Interest is charged at 2% above base rate.

Barclays Bank PLC hold a charge over 18/20 Caburn Road, Hove, East Sussex, BN3 6EF.

ST. JOHN'S SCHOOL & COLLEGE

NOTES TO THE ACCOUNTS (CONTINUED) FOR THE YEAR ENDED 31 AUGUST 2021

17 Retirement benefit schemes

The School participates in the Teachers' Pension Scheme ("the TPS") for its teaching staff. The pension charge for the year includes contributions payable to the TPS of £185,893 (2020: £172,039).

The TPS is an unfunded multi-employer defined benefits pension scheme governed by The Teachers' Pensions Regulations 2010 (as amended) and The Teachers' Pension Scheme Regulations 2014 (as amended). Members contribute on a "pay as you go" basis with contributions from members and the employer being credited to the Exchequer. Retirement and other pension benefits are paid by public funds provided by Parliament.

The employer contribution rate is set by the Secretary of State following scheme valuations undertaken by the Government Actuary's Department. The most recent actuarial valuation of the TPS was prepared as at 31 March 2016 and the Valuation Report, which was published in March 2019, confirmed that the employer contribution rate for the TPS would increase from 16.4% to 23.6% from 1 September 2019. Employers are also required to pay a scheme administration levy of 0.08% giving a total employer contribution rate of 23.68%.

The 31 March 2016 Valuation Report was prepared in accordance with the benefits set out in the scheme regulations and under the approach specified in the Directions, as they applied at 5 March 2019. However, the assumptions were considered and set by the Department for Education prior to the ruling in the 'McCloud/Sargeant case'. This case has required the courts to consider cases regarding the implementation of the 2015 reforms to Public Service Pensions including the Teachers' Pensions.

On 27 June 2019 the Supreme Court denied the government permission to appeal the Court of Appeal's judgment that transitional provisions introduced to the reformed pension schemes in 2015 gave rise to unlawful age discrimination. The government is respecting the Court's decision and has said it will engage fully with the Employment Tribunal as well as employer and member representatives to agree how the discriminations will be remedied. The government announced on 4 February 2021 that it intends to proceed with a deferred choice underpin under which members will be able to choose either legacy or reformed scheme benefits in respect of their service during the period between 1 April 2015 and 31 March 2022 at the point they become payable.

The TPS is subject to a cost cap mechanism which was put in place to protect taxpayers against unforeseen changes in scheme costs. The Chief Secretary to the Treasury, having in 2018 announced that there would be a review of this cost cap mechanism, in January 2019 announced a pause to the cost cap mechanism following the Court of Appeal's ruling in the McCloud/Sargeant case and until there is certainty about the value of pensions to employees from April 2015 onwards. The pause was lifted in July 2020, and a consultation was launched on 24 June on proposed changes to the cost control mechanism following a review by the Government Actuary. The consultation closed to response on 19 August 2021 and the Government is currently analysing the responses.

In view of the above rulings and decisions the assumptions used in the 31 March 2016 Actuarial Valuation may become inappropriate. In this scenario, a valuation prepared in accordance with revised benefits and suitably revised assumptions would yield different results than those contained in the Actuarial Valuation.

Until the consultation and the cost cap mechanism review are completed it is not possible to conclude on any financial impact or future changes to the contribution rates of the TPS. Accordingly no provision for any additional past benefit pension costs is included in these financial statements.

ST. JOHN'S SCHOOL & COLLEGE

NOTES TO THE ACCOUNTS (CONTINUED) FOR THE YEAR ENDED 31 AUGUST 2021

17 Retirement benefit schemes (continued)

The charity also operates a defined contribution scheme from Standard Life, which is available to the non-teaching staff. The employer contribution under this scheme was 5%. Employer contributions for the year were £14,279 (2020: £14,644). This scheme is closed to new entrants.

The charity operates a pension scheme with NEST for its remaining employees', contributions under this scheme were 3%. Contributions made by the employer during the year were £109,746 (2020: £125,484).

Contributions were due under the schemes at the balance sheet date amounting to £42,265 (2020: £57,765) are included in other creditors.

18 Restricted funds

The income funds of the charity include restricted funds comprising the following unexpended balances of donations and grants held on trust for specific purposes:

	Movement in funds				Balance at 31 August 2021 £
	Balance at 1 September 2020 £	Incoming resources £	Resources expended £	Transfers between funds £	
Research Officer Intern	89	-	-	-	89
Music Equipment - Brighton	975	-	-	-	975
Outdoor Improvement Project	3,750	-	-	-	3,750
Recording Studio - Seaford	2,453	-	(1,680)	-	773
Building Futures	26,092	25	(26,117)	-	-
Seaford Library Grant	1,801	-	-	-	1,801
St. John's Summer School	5,614	-	-	(5,614)	-
Framfield Vehicle	1,321	2,175	-	-	3,496
Pier View Coastal Walk	1,564	461	(7,449)	5,614	190
Community Heroes - Seaford					
Play Equipment	-	3,588	-	-	3,588
Karten Trust - Inklusion	-	17,654	(17,654)	-	-
Other Fundraising	2,930	2,895	(1,575)	-	4,250
Inklusion fixed assets	6,354	-	(1,588)	-	4,766
16-19 Bursary Funding	9,058	12,061	(1,620)	-	19,499
Pupil Premium Funding	-	13,450	(3,118)	-	10,332
COVID-19	-	134,422	(134,422)	-	-
	62,001	186,731	(195,223)	-	53,509

Project	Description
Research Officer Intern	Research and marketing officer employed temporarily to assist.
Music Equipment - Brighton	Update and expand the range of music equipment within the College.
Outdoor Improvement Project	Nature trail for Seaford School grounds.
Recording Studio - Seaford	Update and expand the range of music equipment within the School.
Building Futures	Create a state-of-the-art bespoke residential unit that provides accommodation for learners from St. John's.

ST. JOHN'S SCHOOL & COLLEGE

NOTES TO THE ACCOUNTS (CONTINUED) FOR THE YEAR ENDED 31 AUGUST 2021

18 Restricted funds (continued)

Seaford Library Grant	Introduce and develop a library within Seaford School.
St. John's Summer School	3-day summer school open to raise awareness of the activities and opportunities the charity offers. The transfer out of this fund in the year relates to a repurposing of funds, as agreed with the National Lottery.
Framfield Vehicle	To purchase a new vehicle for Framfield residential house.
Pier View Coastal Walk	Create an outdoor sensory space for Pier View residential house.
Community Heroes - Seaford Play Equipment	Pirate Ship for Seaford grounds.
Karten Trust – Inklusion	Funds to purchase new printing equipment to expand enterprise. Website development and training costs to implement new Inklusion website.
Other Fundraising	Funds for various residential houses to replenish sensory items.
Inklusion fixed assets	Net book value of fixed assets transferred from Inklusion. To be returned to funder if no longer in use.
16-19 Bursary Funding	Provide financial help to learners whose access or completion of education might be inhibited by financial consideration.
Pupil Premium Funding	Government funding that was introduced in 2011 to improve the education of underprivileged children.
COVID-19	Funding provided by local authorities and ESFA restricted to spend on additional exception COVID-19 cost.

19 Designated funds

	Balance at 1 September 2020	Incoming resources	Movement in funds		Balance at 31 August 2021
	£	£	Resources expended	Transfers between funds	£
Building Futures	750,000	-	(283,244)	(466,756)	-
Building Futures Loan	-	-	-	150,000	150,000
COVID-19	200,000	-	(134,349)	(65,651)	-
	<u>950,000</u>	-	<u>(417,593)</u>	<u>(382,407)</u>	<u>150,000</u>

The Building Futures Fund relates to funds set aside to create a state-of-the-art bespoke residential unit that provides accommodation for learners from St. John's. The Charity's intention is to provide residential homes that meet the needs of the CYPAs, promote their independence to the maximum, and play a key part of the charity's commitment to sustainability. The transfer out of the fund relates to capital expenditure incurred during the year.

ST. JOHN'S SCHOOL & COLLEGE

NOTES TO THE ACCOUNTS (CONTINUED) FOR THE YEAR ENDED 31 AUGUST 2021

19 Designated funds (continued)

The Building Futures Loan Fund was created during the year and relates to funds set aside to repay the loan obtained to support the Building Futures project.

The COVID-19 Fund is a designated reserve to support the additional cost due to the ongoing COVID-19 pandemic. The total COVID-19 spend was £269k, however due to additional in year restricted income, only £134k of designated funds were utilised. The remaining £66k has been released via a transfer to unrestricted funds during the year.

20 Analysis of net assets between funds

	Unrestricted Funds £	Designated Funds £	Restricted Funds £	Total 2021 £
Fund balances as at 31 August 2021				
Tangible assets	4,380,448	-	4,766	4,385,214
Current assets	3,341,997	150,000	48,743	3,540,740
Current liabilities	(1,211,215)	-	-	(1,211,215)
Long term liabilities	(768,201)	-	-	(768,201)
	<u>5,743,029</u>	<u>150,000</u>	<u>53,509</u>	<u>5,946,538</u>

	Unrestricted £	Designated £	Restricted £	Total 2020 £
Fund balances as at 31 August 2020				
Tangible assets	3,185,960	-	6,354	3,192,314
Current assets	1,973,640	950,000	55,647	2,979,287
Current liabilities	(934,221)	-	-	(934,221)
	<u>4,225,379</u>	<u>950,000</u>	<u>62,001</u>	<u>5,237,380</u>

21 Operating lease commitments

At the reporting end date the charity had outstanding commitments for future minimum lease payments under non-cancellable operating lease, which fall due as follows:

	Land and buildings 2021 £	Other 2021 £	Land and buildings 2020 £	Other 2020 £
< 1 year	-	24,575	105,000	24,575
1 - 2 years	-	23,915	-	48,490
	<u>-</u>	<u>48,490</u>	<u>105,000</u>	<u>73,065</u>

ST. JOHN'S SCHOOL & COLLEGE

NOTES TO THE ACCOUNTS (CONTINUED) FOR THE YEAR ENDED 31 AUGUST 2021

22 Related party transactions

During the year L Parkyn received £Nil (2020: £100) in respect of education consultancy and reimbursed expenses. No trustees received remuneration for their role as a trustee in 2021 or 2020.

During the year Griffith Smith LLP provided legal services to the charity. In June 2021, N Cowdrey a partner in Griffith Smith LLP was appointed a trustee of the charity. The amount the charity was invoiced for legal services from June 2021 to the 31 August 2021 was £1,680.

23 Cash generated from operations

	2021 £	2020 £
Surplus for the year	709,158	495,319
Adjustments for:		
Investment income recognised in profit or loss	-	(5,774)
Loan interest paid	4,327	-
Loss on disposal of tangible fixed assets	-	12,720
Depreciation of tangible fixed assets	22,268	29,069
Movements in working capital:		
Increase in debtors	(1,059,714)	(392,546)
Increase in creditors	245,195	29,561
	<u>(78,766)</u>	<u>168,349</u>