



St JOHN'S
School & College



***A National Specialist College
Prospectus
2009 – 2010***



The Prospectus

This prospectus has been compiled with the assistance of our Disability and Diversity Advisors. Copies of our prospectus may also be provided as a CD to assist those visually impaired. We are also seeking to improve our service and relationships with parents and placing authorities and would welcome any suggestions for improvements to this prospectus.

Please contact the Principal's PA if you would like to comment.

Visitors who may have mobility issues around our sites are asked to contact us prior to their visit so that we may make your visit as comfortable as possible.

The College seeks to support you in all that you do during your time with us. It is important that you share with us any specific needs that will enable you to access all that the College offers.

St. John's School & College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

WELCOME

by the Principal

Thank you for your enquiry regarding our School, 6th Form and College. We trust that you will find the contents of this prospectus both informative and useful in your decision-making. Additional information about any of the aspects of the School, 6th Form and College are available should you require.

St. John's School, 6th Form and College operates from two different sites; the College based in Brighton provides both day and residential provision for learners between the ages of 16 years to 23 years; the School and 6th Form is based in Seaford and again provides for both day and residential learners between the ages of 7 years to 19 years.

Some significant changes are taking place. As from September 2008 our Seaford Campus became a School and 6th Form centre and is now taking post 16 learners who are attaining below level 3 of the National Curriculum.

More able learners will continue to attend our Brighton Campus.

To help you with your enquiry you should telephone our Admissions Secretary . The Admissions Secretary (Liz Coles) will then advise you of the arrangements depending upon your own individual circumstances should you wish to visit.

Telephone numbers are provided on our contact sheet on page 4.

For your information, St. John's School & College operates a system of 'taster' days for prospective learners, which involves an overnight stay for residential places. These taster days incur no charge, as we believe that it is vitally important that all parties are sure that placement at the School, 6th Form or College is suitable.

Should you have any questions about the contents of this prospectus please do not hesitate to contact the Personal Assistant to the Chief Executive who will assist you with your enquiry.

We look forward to meeting your young person.

Don Kent
Principal / Chief Executive



Mr. Don Kent
Principal / Chief Executive



Ms. Coral Romain
Head of College



Contacting Us:

St. John's School & College

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Fax: 01273 602243
E-mail: principal@st-johns.co.uk

Miss. Elizabeth Coles

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St. John's School & College
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St. John's College

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Web site for general info:

www.st-johns.co.uk

BOARD OF DIRECTORS & TRUSTEES - Mr. Richard Stewart - Chair

St. John's School - Governing Body - Mrs. Farah Woosnam - Chair

St. John's College - Governing Body - Mr. Len Parkyn - Chair

Clerk to all Boards - Mr. Terry Chandler

All can be contacted via:

St. John's School & College
The Business Centre
Walpole Road
Brighton
BN2 0AF





Who's Who at St. John's School & College

Principal / Chief Executive: Mr Don Kent

Head of College: Ms. Coral Romain

Head of School: Mrs. Jane Molyneux

Admissions Secretary: Miss. Liz Coles

Finance Manager: Mr. Terry Chandler

Human Resources Manager: Ms. Lizzie Lower

Head of Care Services: Ms. Julie Newson

Registered Care Manager St. John's School: Miss. Carol Somers

Registered Care Manager St. John's College: Ms. Louise Harman

Medical and Therapy Manager: Ms. Annie Ford

P.A. to the Principal / Chief Executive: Mrs. Becky Terry

Statement of Purpose

St. John's is committed to providing a challenging, relevant and differentiated curriculum. The curriculum is seen as a critical element in increasing knowledge, skills and competence, creating a climate for positive behaviour and improving self esteem. Learners who leave St. John's will demonstrate increased personal responsibility, social competence and intellectual curiosity.



Objectives that secure our Statement of Purpose

The provision of a relevant and differentiated curriculum.

A curriculum that challenges all our young people to achieve intellectual, emotional, spiritual, social and personal growth. Young people will be encouraged to overcome challenges.

The development, through the waking curriculum, of a structured programme and positive ethos that encourages and enables learners to display good behaviour and improve their self esteem.

The provision of a personal and social education programme for all learners in the School, 6th Form and College designed to provide pathways to independence.

Close working relationships between the School, 6th Form and College, parents, professionals and learners in achieving comprehensive but accurate planning and realistic but challenging targets.



Criteria for Admission

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

A learning difficulty to a degree that requires a learner to have a statement of special educational need maintained by a Local Education Authority.

A learning difficulty to a degree that requires a learner over 19 years to seek a placement through the support of the Learning and Skills Council.

Learners will be between the ages of 16 and 22.

The learning difficulties supported by St. John's will normally fall into the range described as moderate. However, the additional needs experienced by most learners referred to St. John's will mean that their needs are complex in nature.

A clear reference in the learner's statement to a need for residential provision;

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

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

Receipt from the referring LEA of the assessment reports that contributed to the most recent statement and / or annual review.

The initial agreement of senior staff concerned that the referral falls within the parameters of our admission criteria.

Discussion with the parents / carers and learner about the programmes on offer at St. John's, the needs of the learner and the willingness of the parents / carers and learner to enter into a partnership in regard to future educational and care programmes.

Discussion with the educational establishment or unit from which the learner is coming (this may well include a senior member of the St. John's staff observing the prospective learner in their 'sending' School).

Agreement by senior staff at St. John's that there is an appropriate peer group (socially and intellectually) into which the learner can be placed.



Admission Procedures

At St. John's we recognise that you are at the point of making some very important decisions. To help you in this process you need to know how we manage our admission procedures. On receipt of a letter seeking a placement from your Local Education Authority or Connexions Service, our admission panel meets to discuss the relevant documents and advice that will have been provided. The panel consists of the Chief Executive and the relevant Heads of Education and Care. Other key staff may be asked to contribute to that discussion. If we feel that St. John's may be appropriate, the referring authority will be asked to arrange a visit for you and where appropriate the learner. Following this visit and if you still wish to pursue a placement we then offer a short assessment period.

It is our practice to invite learners to spend a short time with us following the initial referral so that we can get to know them. For resident learners this may entail an overnight stay of one or two nights for which there is no charge. Following this 'taster' visit we will then meet with you to discuss any issues or ask for further information. The referral is then taken back to our admissions panel who will reach a decision regarding the suitability of St. John's or application for funding through the LSC. The Chief Executive will then make a formal offer of a place. This process should take no longer than four to six weeks and in the event of an emergency, referrals can be achieved in less than two working weeks.

St. John's School, 6th Form & College will only make an offer of a placement once a formal request has been received from the placing authority. The only exception to this will be in the case of a privately funded place being sought.



'Each learner has an individualised programme that meets their needs and interests well, including vocational and enterprise activities.'
OFSTED / ALI INSPECTION REPORT (MAY 2006)



Approved Number

(Day and Residential Learners)

St. John's is recognised by the Department of Education & Skills as a non-maintained special School & College with approval for 100 day learners and 50 resident learners of mixed gender and between the ages of 7 – 19 years for residential and up to 23 years old for day learners.

Special Religious / Cultural Aspects

The College welcomes young people from diverse religious and cultural backgrounds and seeks to promote positive awareness of ethnicity amongst both staff and learners.

Child Protection / Protection of Vulnerable Adults

The School and College have a comprehensive child protection / POVA policies devised in collaboration with Brighton & Hove Child Protection Team. Training is provided for all staff. Both the School 6th Form and College have their own designated members of staff for Child Protection and they are:

College Campus:	Ms. Louise Harman	-	Registered Care Manager
	Ms. Coral Romain	-	Head of College
School Campus:	Ms. Carol Somers	-	Registered Care Manager
	Mrs. Jane Molyneux	-	Head of School
	Mrs. Marilyn Ross	-	School Nurse

A copy of our child protection and POVA policy is available on request.

Safeguarding of Learners

St. John's School and College are committed to the safeguarding of children and young people and gives paramount consideration to their well being and care.

We have comprehensive policies for the Protection and Safeguarding of Children and the Protection of vulnerable Adults. These are based on the local Pan Sussex Safeguarding of Children and Vulnerable Adults policies.

Both the School, 6th Form and College have co-ordinators who are senior staff and have extra training in child protection and the protection of vulnerable adults. They work closely with the local families and schools teams.

All staff who work for St. John's School and College will have rigorous checks before being employed and from October 2009 all staff who wish to work with children or vulnerable adults will have to register with the local safeguarding team.

If you would like more information, or would like a copy of any of these policies please contact the PA@st-johns.co.uk or call 01323 872940.

Learners Achievements



I work in 'Scrummies' Enterprise Restaurant



I played Cinderella in the College pantomime



I have work experience at The Holiday Inn



I have completed an NVQ1 in Horticulture



I go to Help the Aged for my work experience



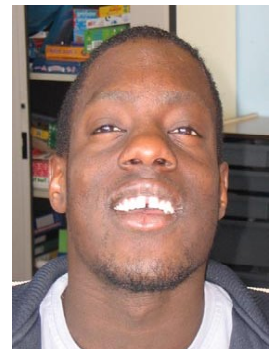
'I really enjoy all the sporting activities available at College'



I have begun an NVQ1 in Hospitality and Catering



I am goalkeeper for the College football team



I keep fit by working out at my local gym



Leisure Facilities at St. John's





Learners are able to access a range of excellent facilities either on site or within the local community:

ON SITE: Fitness Centre, Internet Café, Technology Workshop, Youth Centre, hard court games area, Media Suite, Art & Design Studio, Horticulture Centre, Multi-sensory suite.

OFF SITE: Local multiplex cinema, bowling, Brighton and Hove Gym, Stanley Deason Leisure Centre which includes a rock climbing wall, outdoor pursuits centre and public swimming pools.



'.....a great deal of fun and laughter was observed alongside discreet individual attention and support.' CSCI INSPECTION (APRIL 2006)



Education Provision

St. John's School & College is a long established charity providing care and education for a wide range of learners with learning difficulties in the 7 - 23 age groups. We are happy to admit learners whose learning difficulty is associated with autism, Asperger's syndrome, ADHD, speech and language problems, rare chromosomal disorders and some medical conditions.

At present we cater for the following learning needs:

- Asperger's Syndrome
- Williams Syndrome
- Noonan's Syndrome
- Oppositional Defiance Disorder
- ADHD
- Obsessive Compulsive Disorder
- Fragile X Syndrome
- Lennox-Gestaut Syndrome
- Tourettes Syndrome
- Pathological Demand Avoidance Syndrome
- Emotional Difficulties
- Psychotic related disorders
- ASD / PDD / Atypical
- Poor Communication Skills
- Global Developmental Delay
- Klinefelter's Syndrome
- Dyspraxia

'.....teachers use their detailed knowledge of the learners to plan activities that they know are relevant and interesting. This planning enables lessons to move at a good pace, ensuring learners concentrate well and learn effectively.'

OFSTED INSPECTION REPORT (MAY 2006)



Quality Assurance

'Learners make good progress in their personal development, especially in their social skills and their ability to express themselves.'

OFSTED INSPECTION REPORT (MAY 2006)

Copies of our full OFSTED / ALI Reports may be obtained from the Chief Executive's Personal Assistant.

The Management Team at St. John's has a full and comprehensive system of internal monitoring and improvement. Each year the Senior Management Team undertake two full weeks of monitoring teaching and learning. Since the introduction of the Commission for Social Care Inspections St. John's has developed a review system of residential care provision based upon the CSCI minimum standards. The results of these reviews are shared with all staff and action plans are developed and implemented. In addition, the Chief Executive, with the senior managers, review the value added indicators.

To ensure that we remain at the forefront of good education and care practice we have staff operating as Quality Teams who undertake regular quality assessments of their immediate working environment and of the professional work undertaken within that environment. Quality teams are multi disciplinary and involve all those who work in the identified area.

St. John's is committed to a continuous programme of staff development and to reviewing staff performance to ensure that learners will have the very best education and care possible. In 2007, St. John's secured registration as a City & Guilds Centre with the intention of providing quality teacher training for those working in the 6th Form and College.

All non-teaching staff are encouraged and supported in attaining a minimum NVQ Level 3 standard in Child Care and Development. In addition we offer NVQ Level 3 towards the new National Occupational Standards for teaching assistants. St. John's is an NVQ Training Centre validated by CACHE and manages the learning and training of its staff.

All of the care team are encouraged and supported in attaining a minimum NVQ Level 3 standards in Child Care and Development. In addition we offer NVQ Level 3 towards the new National Occupational Standards for teaching assistants. St. John's is an NVQ Training Centre validated by CACHE and manages the learning and training of its staff.

St. John's has a full and comprehensive system of performance review. All teaching staff engage in the statutory frame work for teacher performance review. Teaching assistants and care staff undertake annual appraisal that results in a personal development plan that supports the professional development of the staff and the improvements plans for both the School and the College.

Copies of LEA & CSCI monitoring reports are available on request.

'The holistic approach developed at the College in recent years, has enhanced the level of support offered by the care staff team for the students' education.'

CSCI INSPECTION (APRIL 2006)

Meeting the Needs of Learners with Autism / Asperger's Syndrome

St. John's admits a number of learners whose needs are consistent with ASD (Autistic Spectrum Disorder). Not all learners with autism arrive at St. John's with an 'official' diagnosis and where appropriate St. John's will support parents / carers through the process of assessment and diagnosis. St. John's is not a specialist provision for learners with autism or an autism specific provision but we do successfully meet the needs of between 20 and 30 such learners at any one time.

St. John's School, 6th Form & College is not exclusively committed to any single technique or way of meeting the needs of learners with autism. We understand that there are physiological, linguistic and social elements involved in this disorder. However, we believe we are best placed to work cognitively with learners with autism. We will work to improve their knowledge, skills and understanding of the world as a principal means of moving towards independence. For those learners with specific curriculum strengths i.e. maths and ICT we will provide additional specialist teaching and where possible leading to GCSE accreditation.





Policies

Behaviour

The School, 6th Form & College have a comprehensive behaviour policy. A copy of this policy will be made available on request.

'The quality of care, support and guidance is good. Behaviour management and social skills development is particularly good.' OFSTED INSPECTION REPORT (MAY 2006)

Complaints

A parent / carer who believes that there are deficiencies in our programmes, the curriculum, or who have a grievance of any kind, should first approach the relevant Head of Education or Care and seek to resolve the difficulty informally. If such an approach does not resolve the situation for the parent / carer, a complaint may be submitted to the Chief Executive. The complaint may be presented verbally or in writing and the Chief Executive will meet with the parent / carer. The complaint may be passed to the relevant Managing Body who will meet with the parent / carer to discuss their complaint.

Equality and Diversity

The Trustees of St. John's are committed to ensuring that both School, 6th Form and College offer a safe and secure environment for all its learners and staff. We are determined that St. John's will be a place where all learner's can flourish regardless of ability, social, cultural or ethnic background. In order to make this intention a reality the Trustees have issued a clear policy that is actively promoted throughout St. John's. A copy of this policy will be made available on request.

Sex and Relationships Education

The Trustees agreed the St. John's sex education policy following consultation with parents' and learners' attending the College at that time. A copy of this policy will be made available on request .

In addition St. John's hold a large number of relevant policies that may be seen on request.

'Good staffing ratios, sound relationships observed between students and their carers and good communication between staff from different areas of the College.' CSCI INSPECTION (APRIL 2006)

Residential Care at St. John's College

As with education, the residential provision is organised in such a way as to encourage learners to develop during their time at St. John's to increasingly challenging and independent settings.

The College has a number of residential houses providing for a range of learners and placement in a house will depend on level of need and progress towards independence. Consideration of an appropriate peer group is also a factor. We seek to provide a structured yet challenging environment:

- In which learners are presented with opportunities to improve upon practical skills.
- That provides opportunities to develop Independence and social skills for living.
- That involves each young person in setting targets and reaching objectives to create individual care Plans.
- Offering and encouraging participation in a range of activities, to help increase personal responsibility, self-confidence and self-esteem.

An enthusiastic care team, who are often graduates, or hold NVQ certificates in care, work with the registered Care Manager to provide a safe, but stimulating environment. The registered Care Manager, who holds an Honours Degree in social work, is a part of the Senior Management Team and the care team members are further supported by senior care officers and by the Youth Worker.



The care provision at the College is arranged in a number of houses at varying distances from the administrative centre of the College. In each house there is a group of resident learners who are supported by a team of care workers. Each small team is led by a Team Leader.



The team share responsibility for working with the learners in meal preparation, handling money, shopping, banking and budgeting. There's a strong focus on personal care, matters of health and hygiene and managing clothes and laundry.

Each learner is allocated a keyworker. This member of the care staff provides an important link between home and St. John's and takes a lead in advocating for the learner whilst they are resident with us. Communication with parents and carers is encouraged, both by telephone calls, visits and e-mails.

The keyworker system promotes individual time for each learner, to monitor and adjust Care Plans and to ensure that learners are enabled to pursue their particular leisure interests and activities wherever possible.



For further information about residential care at St. John's College, please contact the Head of Care Services – Miss. Julie Newson

Direct line: 01273 244012 E-mail: julie.newson@btinternet.com

*'The Every Child Matters agenda is well promoted'.
OFSTED INSPECTION REPORT (MAY 2006)*



Residential Care at St. John's College

A major advantage of residential education is the ability to offer consistent management across the day and the week. It also offers the opportunity to use a variety of settings to:

- Deliver curriculum experiences
- Teach and learn new skills
- Reinforce and practice previously taught skills
- Enhance self-esteem and develop understanding

In order to maximise such opportunities it is important that all staff are aware of the areas of overlap between the formal and informal curriculum.

It will be necessary to have an ILP that ensures each learner to a varied, relevant, enjoyable and challenging range of activities. Such activities should be based within the community as well as in the College.

Taking part in such a range of varied activities will involve the learners themselves in a progressive degree of choice and informed decision-making. Increased choice would relate to measured growth in self-confidence, personal responsibility and independence.

We seek for there to be an overview to ensure that there is a balance in the type of activities across the formal curriculum and those activities available in the residential setting.

Access to the activities depends on efficient and flexible use of residential, teaching and support staffing but within a regular timetable. In addition more efficient and flexible use of the premises and specialist areas significantly enhances the waking curriculum.

Residential staff are informed of the topics that young people in their groups will be experiencing within the formal curriculum so that with liaison with the subject teacher extension activities can be planned effectively. Although residential groups and class groups are not identical, extension activities could be undertaken individually, in pairs or across residential groupings.

Individual placement plans and individual learning plans are cross referenced to ensure that behavioural, independence, personal and social targets are reinforced within informal as well as structured situations. This cross-referencing formalises the creation of Individual Learning Plans that contribute to the overall placement plan.



Residential Care

Some understanding of the desired outcomes enhances the effectiveness of many activities. For example, the time and effort involved in organising a trip will be repaid to a greater extent when staff are clear about general outcomes for the group and more focused outcomes for individual learners setting targets.

Staff will be aware of individual targets within learning and placement plans when organising and supporting choice of activities, e.g. some learners will want to avoid activities that will encourage the development of necessary personal and social skills.

Informal assessment procedures are available to residential staff. Such assessments will enable them to assess the success of learners in relation to given activities, record their achievement and report such achievement e.g. swimming, conservation.

It is important that the knowledge, skills, experiences and achievements of all our learners in whichever context it occurs is appreciated, recorded and accredited.

The implementation of the waking curriculum is supported by the allocation of a budget. At the College the learners will be able to use their own money to supplement more age appropriate activities.

'The teamwork of the staff is a strength. Staff used agreed communication and behaviour management strategies very well.'
OFSTED INSPECTION REPORT (MAY 2006)



Youth Activities



Visit to Highbury Stadium

St. John's College employs a qualified Youth Leader to devise and provide an interesting, varied and challenging social programmes for learners. They lead a combined team of care and education staff who deliver these programmes.

The College has its own dedicated Youth Centre, freely available to the learners during evenings and weekends.

Recent programmes have included kick boxing, cricket and football coaching, swimming, reiki, cooking, canoeing, climbing, drama and a range of visits to places of interest.

Day learners can also access this programme and all activities can contribute to the Duke of Edinburgh Award Scheme.

The Wizard of St. John's

Our 2007 production set ever increasing standards in the quality of performance for a whole range of learners. Featuring live music, our cast entertained audiences thoroughly. Costumes, props and staging were all produced in-house and our trained technical crew set up sounds and lighting. Learners were involved in all aspects of the production.





The youth worker achieves this by providing:

OPPORTUNITY to encourage and build on present skills and develop new talents.

PARTICIPATION by organising activities and coordinating the time and space to involve the learners in developing skills and discovering new talents.

SHARING their interests and encouraging this further by networking with other like minded individuals and groups.

COMMUNITY involvement in issues and activities providing access to resources that are human and material.

GROWTH by providing opportunities for individuals to further their personal skills and abilities in all areas of development.

SUPPORT through friendly, effective and constructive relationships and organising and coordinating effective programmes and resources.

ENJOYMENT for meeting voluntarily in a stimulating environment that offers choices and empowerment for learners.

CHALLENGE as a necessary component for personal growth and healthy competition.

FUN by allowing learners to express themselves in a safe, anti-discriminatory environment, where differences are celebrated and welcomed.

The College Youth Centre provides learners with opportunities and resources for developing and engaging in leisure time activities. It encourages personal achievements, community and social involvement, adventure and the discovery of new talents and interests. All learners are supported and encouraged by all staff to participate as fully as possible in leisure time activities.

St. John's encourages learners to work towards the Duke of Edinburgh's Award and progress towards self-fulfilment and maturity in all areas of their lives.

For further information please contact the College Youth Worker:

Ms. Loraine Martin - Direct line: 01273 244011



Faculty of Academic and Vocational Studies

The Faculty of Academic and Vocational Studies (AVOC) is part of the provision within St. John's College and has been designed to meet the needs of learners, who have been assessed as having moderate but complex learning difficulties that suggest that mainstream College may prove to be too challenging at the current time.

The learners benefit from a broad academic and vocational curriculum that moves towards preparing them for independent adult living according to their own skills and abilities. The programme is designed to meet the individual needs of each learner and focuses on developing their intellectual, social, emotional and physical skills.

Staff have high expectations of all of our learners but believe in building strong relationships such that each learner can mature within an unthreatening and supportive environment that promotes an ethos of tolerance and personal responsibility. Learners are set targets that are appropriate and attainable and there is an emphasis upon striving to do one's best, with or without support, rather than competing with other learners.

The focus of the learning programmes is the attainment or development of core skills associated to other areas of learning which can be transferred to adult living and the world of work, enabling each individual to function as confidently and independently as possible.

For further information regarding the College and particularly the Faculty for Academic and Vocational Studies please contact:

Ms. Coral Romain - Head of College: 01273 244000

'Learners are successful in a range of nationally recognised awards that contribute to their progression to more advanced course and to raising their self-esteem and feelings of achievement.'

'There are good links with other local Colleges. This increases the range of course available, as well as helping to prepare learners for progressing to a mainstream College after leaving St. John's.'

OFSTED INSPECTION REPORT (MAY 2006)



LINC

Living	Working towards developing independent life skills
Interaction	Working to promote and apply social awareness skills
Communication	Enhancing communication skills for self advocacy

LINC is the faculty within the College that offers provision and specialises in learners on the Autistic Spectrum. Learners benefit from being together in small group where the primary focus is on teaching independent life skills.

Strategies and teaching methods will inevitably vary but use is made of the 'Widget' symbol and 'PECS' systems, Signalong as well as reinforcement of learning using social stories wherever appropriate.

The LINC group is subdivided in order that each learner can work within a compatible group towards achieving the principal targets that form their Individual Learning Plans.

Learners attend the Academic and Vocational Studies Faculty some for their specialist sessions (Information Technology, Workshop, Food Technology and Expressive Arts etc) and are taught by specialists. Support staff from LINC are with them at all times.

Learners able to integrate into other College groups can follow courses in Literacy, Numeracy and IT that can lead to Entry Level Awards or other appropriate accreditation.

The Speech & Language therapy team works with learners in group sessions each week where the Social Use of Language Programme is followed, encouraging speaking and listening and social and communication skills. The team also sees some of the learners individually, working towards specific speech and communication targets identified on their Individual Learning Plans.

Due to the difficulties that learners who are on the Autistic Spectrum experience in the areas of communication, social awareness and social interaction, a significant percentage of our programmes are planned to take place outside the College. It is in the wider environment, out in the community, that the learners can practice and begin to generalise some of the skills learned.

If you would like any more information specifically regarding the LINC faculty please contact the **LINC Coordinator: Mrs. Margaret Morgan - 01273 244000**

'Links with parents are good and they hold the College in high regard.'
OFSTED INSPECTION REPORT (MAY 2006)



Life Skills Department

The Life Skills Department meets the needs of learners who are been assessed as having severe learning difficulties.

The 'Skills for Life' programme continues to focus on core and relevant practical skills that will enhance independence and autonomy through and into adult life.



The learners benefit from a broad programme designed to meet their individual needs in both their educational and personal development.

They are taught in small groups and are set small attainable tasks. All learners have access to appropriate levels of support.

The focus of the curriculum is the attainment of practical skills associated to areas of learning which can be transferred to their everyday lives and enable them to function as confidently and independently as possible.

The Life Skills Department is divided into small tutor groups. Learners are generally placed with their peer group. The timetable is set so that learners have the opportunity of working with all members of the department staff, but they are based with a specified tutor. Learners will also have the opportunity to work with many other members of College staff as well as a variety of appropriate adults within the community.





The teaching staff work together on the provision of an interesting and suitably modified curriculum to meet the needs of the learners. Regular staff briefings and meetings ensure that the style of presentation of all sessions and the structure of the working day is cohesive. Writing with Symbols is used extensively to make reading books, work sheets and displays.



Learners attend some sessions with specialists, either in the Academic and Vocational Faculty or within the Unit. They are supported in these sessions by Teaching Assistants from the department.

Learners will be encouraged and enabled to attend a variety of part time courses at Sussex Downs College, Brighton & Hove City College and Plumpton Agricultural College. The Learner Placement Coordinator and a member of the Unit Staff support them.

Individual learners can follow an inclusion programme within the Academic and Vocational Faculty and focus on aspects Entry Level Awards in specific subject areas.

'Teamwork by all staff is a particular strength.'
OFSTED INSPECTION REPORT (MAY 2006)



Positive Inclusion Programme

The aim of the service is to provide a variety of reliable and appropriate educational activities for an identified group of individuals who are or have been unable to access or have been or are at risk of being excluded from existing educational services. The service is built around one core staff team which operate with specific learners. The team work from a base which also serves as a venue for a number of session activities. Some sessions take place in facilities available to the whole College or the general public or the learners' home. The team has access to additional resources which enable them to vary the support available to each user as required. This is usually a minimum of 1:1, but this could be increased for high-risk or demanding situations.

Key components of the service:

- Opportunities for participation in valued daytime activities, including leisure, vocational, employment and life skills.
- An increasing use of integrated settings from the outset.
- A positive behavioural framework that focuses on the inter-relationships between people, their behaviour and the physical settings.
- High levels of support that allow users to access a wide range of opportunities.
- A recognition that specialist skills reside in staff not buildings.
- The use of effective strategies for the development of skilled behaviour and the improvement of challenging behaviours.





The staff team consists of a team of support workers specifically trained in positive behaviour support, intensive interaction, Autistic Spectrum Disorders and intellectual disabilities.

Learners within the service are encouraged to follow an individualised, challenging and relevant curriculum. Throughout the timetable O'Brien's five accomplishments and the philosophy of Valuing People (2001) are embraced:

- **Choice** – increasing the variety and significance of the choices a person makes
- **Respect** – giving the learner respect and the opportunity to earn respect through access to valued roles
- **Competence** – empowering the learner to define and pursue objectives that are personally and socially important
- **Community presence and inclusion** – to increase the number and variety of ordinary places that the learner knows and can access
- **Rights** – to empower the learner to self-advocate and where needed to advocate on their behalf
- **Independence** – to enable the learner to do as much as they can for themselves

Learners spend varying amounts of time with the service ranging from two to five full days each week.

As well as supporting specific learners the team can be called upon to give advice, training and support to staff from other departments in the College as and when necessary relating to behavioural problems of other learners.

For further information regarding this programme, please contact, the Positive Inclusion Programme Co-ordinator: Mrs. Margaret Morgan- 01273 244000



The Extended Day

Our aim is to provide each learner with a planned and integrated programme of activities across the waking day so that each learner's potential for enjoyment and learning is fully realised.

The waking curriculum is a term that describes all that St. John's plans to teach its learners during the time they are at our College and all that they learn. It includes all that happens in formal teaching situations as well as during mealtimes and in both planned and informal leisure activities. Some of this curriculum is 'hidden' in the sense that it is not written down and there is no conscious intention to teach it. The term 'hidden curriculum' most often refers to those values and beliefs that are held by the staff and are offered consciously and unconsciously to learners through our verbal language, body language, social interaction, dress etc.

Acknowledging the waking curriculum gives practical expression to the view that not all formal learning takes place within normal working hours or that all informal learning takes place in the residential setting.

Planning and delivering the waking curriculum enables staff to maximise the learning potential of the residential setting, both within the School and College and the community, as a learning environment.

The College seek to demonstrate that there is a clear 'value added' element for those learners with special needs who receive residential education.

The Crypt Café

The Café in the Crypt is a community partnership between St John's and Kemptown Crypt Community Centre. Located in the heart of Kemptown and a short walk from the College; the Café is operated by the College. Open to the public and with seating for forty, the Café provides a wide range of work related learning opportunities and offers our learners real life experiences to further develop their independence in a supported environment. It also offers delicious lunches!





Enterprise Education

Scrummies Restaurant

Scrummies Restaurant was started in November 2000 following market research by the learners. This research formed the basis of a module of real work in Mathematics and Business Studies. This is a real business, owned by the learners and staff and provides activities which support and complement learning across a range of curriculum areas and the development of key skills.



Greenfingers

Greenfingers was established at the same time as Scrummies though a number of its activities had been in place previously. A group of learners operate and work in the business, which has now also taken responsibility for the care and maintenance of some aspects of the College grounds. Again the wealth of experience in the enterprise provides and promotes activities in a range of key skill areas.

Power Print

Power Print started in January 2000 and provides a professional print and design service. Learners utilise skills developed in ICT. Learners have produced orders for letterheads, posters, brochures, ID Cards, menus, invitations and business cards.



Options list 2008 –2009

These are the options that are currently available to learners attending St. John's College as from September 2008 / 2009. Learners will be supported in making appropriate choices and will be given an individual timetable based on individual need. This will be reviewed on a termly basis.

CORE OPTIONS

Numeracy
 Literacy
 ICT
 Food Technology
 Health & Social Studies
 Citizenship
 Learner Mentoring
 Careers
 Science

Enterprise Projects, including:

Power Print
 Greenfingers
 Design & Making
 Maintenance
 Scrummies Restaurant
 Café in the Crypt

VOCATIONAL OPTIONS

Into the Community
 Independence Training
 Music / Music Technology
 Film Making
 Catering / Food Hygiene
 Sports & Leisure
 Print & Design
 Discovering Brighton & Hove
 Basic Construction Skills
 Art & Craft Design Workshop
 Health & Fitness
 Land based Studies
 Horticulture
 Drama & Performing Arts
 Internet Café
 Photography
 Literacy for Leisure
 Exploring Sussex
 Pottery
 Business Studies
 Photoshop/Web Design
 Theatre Skills
 Meal Planning & Preparation
 Cartooning
 Outdoor Pursuits (Climbing,
 Mountain Biking etc)

THERAPEUTIC OPTIONS

Occupational Therapy
 Physiotherapy
 Speech & Language
 Anger Management
 Anxiety Management
 Personal Effectiveness
 Personal Presentation
 Reiki
 Yoga
 Counselling / Art Psychotherapy
 Massage
 Reflexology
 Multi-sensory Activities

EXTERNAL OPTIONS

Local Mainstream College Courses
 (with appropriate support)
 Work Experience (with appropriate support)
 Community Service
 Duke of Edinburgh's Award



Positive Handling

In every aspect of College life we must contribute to the physical and psychological security of our learners. The promotion of appropriate behaviour will involve more than taking measures to reduce the incidence of poor or inappropriate behaviour.

The ethos of St. John's promotes a view that control should be based on mutual respect and the maintenance of good personal and professional relationships between all those who are part of the College.

Since 2000 the College has moved from the SCIP approach towards the TEAM TEACH model.

The TEAM TEACH system of behavioural management is a specific programme developed out of 20 years experience of caring / educating young people from 8-18 years of age mostly within the residential education environment. Our neighbouring LEAs, East Sussex, Brighton & Hove and Kent also adopt the TEAM TEACH approach.

TEAM TEACH reinforces the essential verbal and non-verbal skills required in a crisis situation. It will make staff groups more aware of the necessary intervention strategies appropriate to a particular level of behaviour reached by the young person. It also offers a post-incident structure that supports the young person and members of staff following an incident. These techniques combine the best practice elements of a variety of training programmes used in the USA and have been modified and made suitable for use in the United Kingdom.

TEAM TEACH provides staff groups with the knowledge, understanding and physical skills required for their personal safety and for control of the young people in their care. These techniques have been modified specifically for young people. The physical skills taught in the TEAM TEACH programme are moderated by the 'Children's Services Section of C&R [General Services]!

Following intensive, supportive and practical TEAM TEACH training, staff feel more confident about what they are doing and as a result offer an improved level of care and educational delivery. Staff are more able to use a considered judgement about what assessment, analysis and action needs to take place; the concept and practice of team work is enhanced and reinforced; young people sense a calmer and more secure atmosphere; there are less incidents occurring that require physical controls as staff become more skilled and confident at utilising verbal and non-verbal strategies, defusing and de-escalating where and when possible.

All staff at the School and College are required to undertake TEAM TEACH training. St. John's has trained and employed four senior staff to become trainers in the process. TEAM TEACH training is scheduled for every training day in St. John's calendar to enable all staff to be kept up to date with TEAM TEACH. Attendance at the training opportunities is noted in individual staff CPD files.

A copy of our Positive Handling policy is available on request.



Moving On

Plans for the future destinations of our learners on leaving St. John's are generally discussed at their Annual Review prior to the leaving year. All learners have a Transition Plan and Long Term Goal, updated annually, to enable targets to focus on their needs for when they move on from St. John's. Parents / carers often refer to our destinations file of suitable and possible placements and the College staff are more than willing to support parents / carers by, as far as possible, making appropriate recommendations. It is also possible to discuss providing an up to date Educational Psychology report as well as a full assessment of 'Workskills' by the Occupational Therapist, to better advise those professionals who will take over from the team at St. John's.

Visits to potential destinations can also be arranged where this is felt it would be helpful.



Academic Results External Accreditation

	2005	2006	2007	2008
AS LEVEL				
Spanish	No Entries	1	No Entries	No Entries
GCSE				
Mathematics	6	3	2	6
English Language	2	No Entries	2	1
ICT	No Entries	No Entries	No Entries	1
PE	No Entries	No Entries	No Entries	1
French	No Entries	1	No Entries	No Entries
English Literature	2	No Entries	1	No Entries
ENTRY LEVEL CERTIFICATES				
Mathematics				
Level 1	5	5	5	6
Level 2	2	No Entries	6	3
Level 3	2	1	4	10
English				
Level 1	No Entries	No Entries	1	1
Level 2	1	2	4	1
Level 3	No Entries	3	2	6
Science				
Level 1	No Entries	No Entries	1	No Entries
Level 2	No Entries	4	2	No Entries
Level 3	1	2	4	No Entries
ICT				
Level 1	3	8	2	No Entries
Level 2	No Entries	1	4	No Entries
Level 3	No Entries	No Entries	1	No Entries
Food Technology				
Level 1	No Entries	2	No Entries	No Entries
Level 2	No Entries	No Entries	No Entries	No Entries
Level 3	No Entries	No Entries	No Entries	No Entries
Horticulture				
Level 1	No Entries	2	No Entries	No Entries
AQA Certification in Adult Literacy				
Level 1	No Entries	5	5	2
AQA Unit Awards	No Entries	16	227	331



Attainment Data

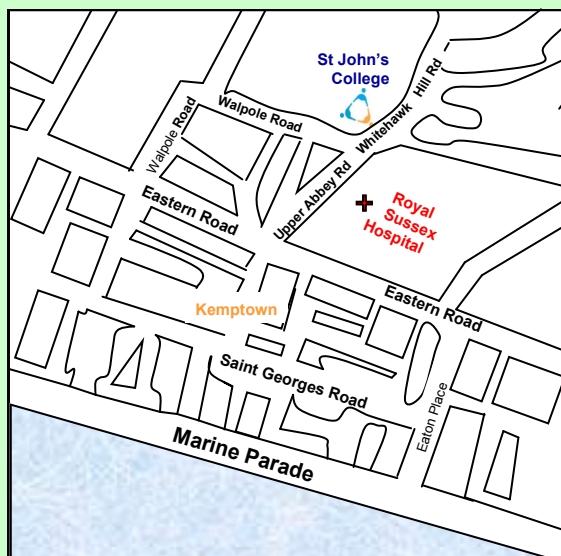
Results at St. John's School for Key Stage 3 SAT's may be found in the School Prospectus or are available on request.

Other Attainments

	Passes		
	2006	2007	2008
Connexions Certificates for Work Experience	18	23	
ASDAN Towards Independence Awards	13	14	
NVQ 1 Catering & Hospitality	1	2	
OCR Level 1 Certificate for IT Users (New CLAIT)	1	3	
Edexcel Certificate Business Enterprise with Craft	2	3	
Edexcel Certificate Shop, Cook & Eat	4	7	
Sussex Downs College Certificates (ALDD)	14	18	

Accreditation

The College uses a wide range of accredited courses which reflects the needs of our learners. The table on the previous page highlights the increase in adult courses such as the AQA Certificate in Adult Literacy and the Unit Award Scheme. Learner transferring from the School will increasingly have achieved Entry Level Awards as part of their Key Stage 4 programme.



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