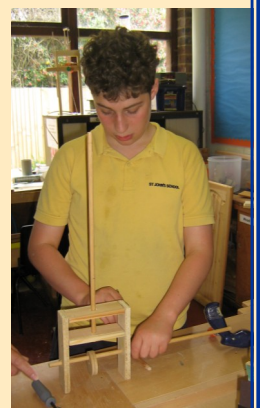
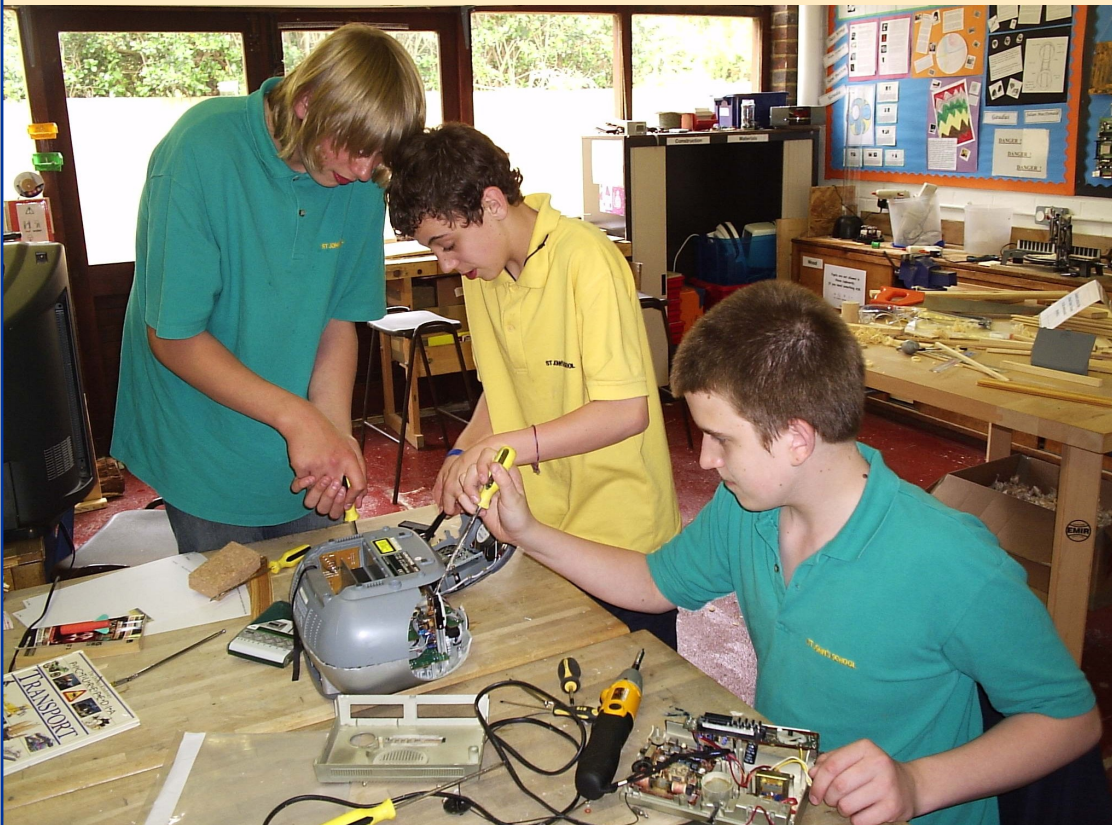




St JOHN'S  
School & College



***School and 6th Form Centre  
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 their visit as comfortable as possible.

St. John's School & College is committed to safeguarding and promoting the welfare of 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 both 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 provides for both day and residential young people between the ages of 7 years to 19 years.

Some significant changes have recently taken place. As from September 2008 our Seaford Campus will be 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 (Liz Coles) . The Admissions Secretary will then advise you of the arrangements depending upon your own individual circumstances should you wish to visit. The telephone numbers are provided on our contact sheet on page 9.

For your information, St. John's School, 6th Form & 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 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 you and your young person.

**Don Kent**  
**Principal / Chief Executive**



**Mr. Don Kent**  
**Principal / Chief Executive**



**Mrs. Jane Molyneux**  
**Head of School**



## **Contacting Us:**

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

Business Centre  
Walpole Road  
Brighton  
BN2 0AF  
Telephone: 01273 244029  
Fax: 01273 602243  
E-mail: [principal@st-johns.co.uk](mailto:principal@st-johns.co.uk)

### **St. John's School**

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Fax: 01323 872958  
E-mail: [secretary.sch@st-johns.co.uk](mailto:secretary.sch@st-johns.co.uk)

### **St. John's College**

Walpole Road  
Brighton  
BN2 0AF  
Telephone: 01273 244000  
Fax: 01323 872958  
E-mail: [reception@st-johns.co.uk](mailto:reception@st-johns.co.uk)

### **Miss. Elizabeth Coles Admissions Secretary**

St. John's School & College  
Business Centre  
Walpole Road  
Brighton  
BN2 0AF  
Telephone: 01273 244008  
E-mail: [admissions@st-johns.co.uk](mailto:admissions@st-johns.co.uk)

### **Web Site**

**For general information: [www.st-johns.co.uk](http://www.st-johns.co.uk)**





## **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**





## **BOARD OF DIRECTORS & TRUSTEES**

### **Mr. Richard Stewart - Chair**

C/o The Business Centre  
Walpole Road  
Brighton  
BN2 0AF

### **St. John's School - Governing Body**

#### **Farah Woosnam - Chair**

C/o The Business Centre  
Walpole Road  
Brighton  
BN2 0AF

### **St. John's College - Governing Body**

#### **Mr. Len Parkyn - Chair**

C/o The Business Centre  
Walpole Road  
Brighton  
BN2 0AF

#### **Mr. Terry Chandler - Clerk to all Boards**

C/o The Business Centre  
Walpole Road  
Brighton  
BN2 0AF



## Statement of Purpose

The School and College is committed to providing a broad balanced, 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. Young people 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 broad, balanced 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, throughout the waking curriculum of a structured programme and positive ethos that encourages and enables young people to display good behaviour and improve their self-esteem.

The provision of a Personal and Social Education programme for all young people in the School designed to provide pathways to independence.

Close working relationships between the School, parents, professionals and the young person in achieving comprehensive but accurate planning and realistic but challenging targets.





## Criteria for Admission

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

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

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

In addition, for a residential placement:

- A clear reference in the young person's statement to a need for residential provision.

In addition, for day placement:

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

Young people 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 and young person about the programmes on offer at St. John's, the needs of the young person and the willingness of the parents and young person to enter into a partnership in regard to future educational and care programmes.
- Discussion with the School or unit from which the young person is coming (this may well include a senior member of the St. John's staff observing the prospective young person 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 young person 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, 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 young person. 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 your son or daughter to spend a short time with us following the initial referral so that we can get to know them. For resident young people 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 for your young person. The Chief Executive will then make a formal offer of a place to the local authority.

This process should take no longer than four to six weeks and in the event of an emergency referral can be achieved in less than two working weeks.

**St. John's School & College will only make an offer of a placement once a formal request has been received from the placing authority.**

*"Learners make good progress and achieve well, given their special educational needs and their levels as they enter the School".  
OFSTED May 2006.*

**St. John's School & College**  
Business Centre  
Walpole Road  
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E-mail: [admissions@st-johns.co.uk](mailto:admissions@st-johns.co.uk)

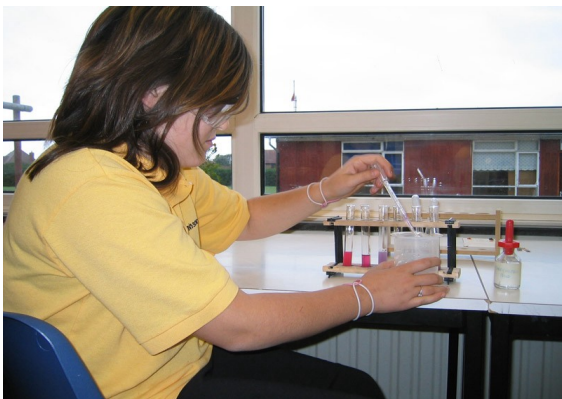




## Provision



Provision for young people with special educational needs is a matter for the School as a whole. In addition to the governing body, the School's head teacher and all other members of staff have important day-to-day responsibilities. All staff are 'teachers' of young people with special educational needs.



Teaching such young people is therefore a whole school responsibility. At the heart of the work of every teaching and care group is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of young people. The majority of young people will learn and progress within these arrangements.





St. John's regularly supports local charities such as the annual 'Love in a Box' appeal.



Provision is made for the inner well being of our learners by offering a well balanced, varied menu each day.



Emphasis is placed on learners attaining academic targets however small, and each day the timetable allows for reading time which enhances these skills.



## **Facilities for meeting the needs of young people placed at St. John's**

- An experienced and qualified staff for whom further professional development is an on-going commitment.
- Teaching and residential facilities that are designed to meet the needs of our young people and which are the subject of regular review in relation to quality and suitability.
- Recreational facilities and resources.
- Planning and review procedures that ensure staff are working to appropriate targets and in a consistent and coherent manner.
- Individual support for our young people from specialist staff where appropriate.
- Medical oversight at a level appropriate to individual needs.
- Speech therapy, occupational therapy and physiotherapy at a level appropriate to individual needs.
- Access to the services of the School Counsellor / Psychotherapist.
- Access to services within the local health authority that support the medical or psychiatric needs of young people within the School.

## **Approved Numbers**

(Day and residential young people)

The School and College is recognised by the Department of Education & Skills as a non-maintained special school with approval for 100 day young people and 50 resident young people of mixed gender and between the ages of 7 – 22 years.

## **Special Religious / Cultural Aspects**

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





# Sports Facilities at St. John's





There are excellent facilities at St. John's School and 6th Form on the Seaford campus. Young people have the opportunity to use the swimming pool under the supervision of experienced qualified staff







## Education Provision

St. John's School, 6th Form & College is a long established charity providing care and education for a wide range of young people with learning difficulties in the 7 - 22 age groups. We are happy to admit young people, boys and girls, 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
- Poor Communication Skills
- Global Developmental Delay
- Klinefelter's Syndrome
- Dyspraxia



Assemblies are a focal point of unity and it is an opportunity to recognise and celebrate the success of the learners.



## **Child Protection**

St. John's has a comprehensive Child Protection Policy devised in collaboration with Brighton & Hove Child Protection Team. Training is provided for all staff. Both the School and College have their own designated members of staff for Child Protection and they are:

<b>School &amp; 6th Form:</b>	<b>Mrs. Jane Molyneux</b>	-	<b>Head of School</b>
	<b>Mr. John Denman</b>	-	<b>Deputy Head of School</b>
	<b>Mrs. Marilyn Ross</b>	-	<b>School Nurse</b>
<b>College Campus:</b>	<b>Ms. Julie Newson</b>	-	<b>Head of Care Services</b>
	<b>Ms. Coral Romain</b>	-	<b>Head of College</b>
	<b>Ms. Louise Harman</b>	-	<b>Registered Care Manager</b>
<b>Co-coordinator:</b>	<b>Mrs. Annie Ford</b>	-	<b>Medical &amp; Therapy Manager</b>

*A copy of our Child Protection 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 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.





Our educational and care provision is organised on two main sites. St. John's Seaford Campus provides for young people aged 7 - 19 and the Brighton Campus provides for College learners 16 - 22 years.



Seaford Campus



Most young people attending the Seaford campus have a statement of special educational needs issued by their local education authority (LEA) but some young people with learning difficulties who come to us from overseas are unlikely to have a 'statement'.



Brighton Campus





After an initial period of observation and assessment all young people will benefit from an Individual Education Plan (IEP). These plans assist the teaching staff to set challenging targets and measure progress. Each IEP will be reviewed with the young person and the parents at regular intervals.

### **The National Curriculum**

All young people have access to the National Curriculum within Key Stages 2, 3 and 4. Young people are taught a wide variety of skills in the core subjects of Maths, English, Science and ICT. These skills are used to explore the foundation subjects of Resistant Materials and Food Technology, History, Geography, Art, Music, Information and Communication Technology, PE and RE.



The School also follows the National Literacy and Numeracy strategies – this is further supported by our delivering elements of these core areas within our Technology and PE programmes.



The Seaford campus has its own gym and swimming pool and all young people are encouraged to engage in at least one physical activity within the School day.

The School has a well equipped ICT suite, in addition to computers in all class areas. The suite supports learning in Maths and English through both the 'Success Maker' system and RM Maths. It also has internet access as do the computers in all class areas which enable supporting learning through independent research.

The use of the internet is always supervised and St. John's uses a number of control programmes to prevent inappropriate use.

St. John's also places great emphasis on personal, social and health education through which we seek to help young people be as fully prepared as possible to deal with the world in which they live. All young people will be involved in Standard Assessment Tasks (SATs) at the same age as their peers in mainstream Schools. Details of our academic achievements may be found later in the brochure.



*"Teaching and learning are good overall. Staff know their learners well and work very effectively in teams". OFSTED May 2006.*



## **Sixth Form Centre**

This new and exciting development based on the Seaford campus is designed to meet the needs of young adults through a personalised programme of learning delivered by multi-professional teams (education, care and medical therapy). Learners will have an individual timetable that reflects their particular needs and interests. Some courses will be delivered on our Brighton campus as well as our local FE colleges, Sussex Downs, City College and Plumpton. We will use these off-site opportunities for travel as part of our independence and mobility curriculum.

### **Opportunities within the programme will include:**

- ◆ Academic courses / Personal Mentoring
- ◆ Further development of Functional skills (numeracy, literacy, ICT)
- ◆ Health and social skills
- ◆ Citizenship
- ◆ Careers education
- ◆ Pre-vocational / vocational learning / work related learning
- ◆ Enterprise / work visits / work experience
- ◆ Accessing the community
- ◆ Sport and leisure – health and fitness
- ◆ External College placements
- ◆ Opportunities to access courses and facilities on both sites
- ◆ Range of therapeutic interventions
- ◆ Personal presentation / development / effectiveness
- ◆ Community service including the Duke of Edinburgh's award
- ◆ Development of personal independence skills, including personal responsibility, independence and autonomy within a sheltered environment
- ◆ Social use of language groups

### **Vocational options will include:**

- ◆ Hospitality and catering
- ◆ Land based studies including horticulture and conservation
- ◆ Outdoor pursuits
- ◆ Sport and leisure (including off-site activities e.g. sailing / fishing)
- ◆ Printing skills
- ◆ Basic mechanical repairs
- ◆ Basic DIY
- ◆ Art and design
- ◆ Study skills
- ◆ Media studies
- ◆ Drama
- ◆ Enterprise Education
- ◆ Fabrication





## Quality Assurance

St. John's is described by OFSTED as being 'a very good School with many excellent features' offering 'very good value for money'. We are subject to annual Ofsted Care Inspections and usually host up to four or five LEA monitoring visits each year.

Copies of our full OFSTED Inspection 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 Inspection, 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, reviews 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 your young person 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.

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 improvement plans for both the School and the College.

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

*"The School has a detailed development plan which contains clear priorities, well formulated targets and well developed systems for monitoring and review. Comprehensive data about young people's progress and attainment is used to inform planning for individuals and for the School as whole". Southampton Monitoring visit 2002.*



## Positive Handling

In every aspect of School life we must contribute to the physical and psychological security of our learners. The promotion of good 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 St. John's.

Since 2000 we have used the TEAM TEACH model. The TEAM TEACH system of behavioural management is a specifically developed 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 'Young people's Services Section of C&R [General Services].

Following intensive, supportive and practical TEAM TEACH training, staff feel more confident about interacting with learners 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 St. John's are required to undertake TEAM TEACH training. The School and College has trained and employed six senior staff to become trainers in the process with further staff in training.

TEAM TEACH training is regularly held throughout the year 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.](#)



## Meeting the Needs learners with ADHD

### Attitude towards Ritalin

The use of Ritalin has grown considerably over the last ten years. Daily dosages range from 15 mg. to 60 mg. The School has seen a significant improvement in the attention span, academic achievement and behaviour of some learners that have been prescribed Ritalin.

For these learners, Ritalin allows them some respite from the effects of their condition allowing access to the curriculum and giving opportunities to build up positive behaviours. For some other learners Ritalin has appeared to have no beneficial outcomes and in these cases after consultation with parents and consultants the medication has been discontinued.

The St.John's medical team works closely with parents, consultant paediatricians and psychiatrists, GP's and other specialists in monitoring the effects on young people who take Ritalin (including blood pressure and weight) and making appropriate adjustments to dosages where appropriate.

The staff also conduct regular close observation of learners who are taking Ritalin so that we can be assured that there are tangible benefits from this particular chemical intervention.



All staff share the concerns of parents about the possible long-term consequences of taking Ritalin and would always be looking to reduce medication wherever practical.



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

St. John's 6th Form admits a number of learners whose needs are consistent with ASD (Autistic Spectrum Disorder). Not all young people 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. We successfully meet the needs of between 60 and 70 young people with autism at any one time.



St. John's is fully committed to professional training and staff development. Staff development always receives a high profile and other significant training is carried out throughout the year on issues specific to ASD. Key members of staff have undertaken the TEACH and PECS training programmes.

Both speech therapists and members of the teaching staff have received training in the use of the Social Use of Language Programme (SULP). All staff are aware of the St. John's behaviour policy and are trained in nationally recognised physical intervention procedures.



St. John's School, 6th Form and College is not exclusively committed to any single technique or way of meeting the needs of young people with autism. We understand that there are physiological, linguistic and social elements involved in the disorder and we will work remedially in these areas. However, as a organisation we believe we are best placed to work cognitively with young people with autism. We will work to improve their knowledge, skills and understanding of the world through the curriculum as a principal means of moving towards independence.

A multi sensory provision for learners who need to experience sensory, motivational skills.



For those learners with specific curriculum strengths i.e. maths and ICT, we will provide additional specialist teaching and where possible this could lead to GCSE accreditation.

We are committed to good practice as outlined in the 'OFSTED' framework and we do look at the benefits of those strategies and techniques that appear to have proved successful with some young people. We are not aware of any programme or technique that is successful with all young people with ASD.

Within the 'OFSTED' framework we are pragmatists; we will use strategies that work for that learner at that time. For some learners careful structuring of the curriculum and an environment designed to reduce stress and to promote cued learning has proved to be a valuable asset in the educational process.

However, it is vital that wherever possible the organisation should encourage the learner to move towards developing internally cued strategies and to be more flexible in their thinking processes. As the learner progresses it will be important to enable them to move away from the externally erected scaffolding of tight routines into more normalised social patterns.

Individual Education Plans (IEPs) and Individual Care Plans (ICPs) will reflect targets that may initially provide management strategies that allow a young person to cope with autism but longer term goals will seek to achieve outcomes that give young people as much responsibility as possible for their own learning. Education, care, medical and therapeutic staff will work together with parents and carers to agree targets and strategies and monitor progress.







## **Policies**

### **Behaviour**

St. John's has a comprehensive behaviour policy . A copy of this policy will be made available on request when parents / carers visit or to any parent / carer of a young person attending St. John's

*"Behaviour is good, and learners respond well to the School's very clear and positive system of rewards and sanctions. Learners are confident that they will not be bullied and feel safe because of this". OFSTED May 2006.*

### **Complaints**

A parent / carer who believes that there are deficiencies in the curriculum, or who has a grievance of any kind, should first approach the Head of School 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.

### **Equal Opportunities**

The Trustees of St. John's are committed to ensuring that both the School, 6th Form and the College offer a safe and secure environment for all its learners, learners and staff. We are determined that St. John's will be a place where all learners 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 when parents / carers visit the School or to any parent / carer of a young person attending St. John's.

### **Sex and Relationships Education**

The Trustees agreed the St. John's sex education policy following consultation with parents/ carers and learners attending St. John's at that time. A copy of this policy will be made available on request when parents / carers visit or to any parent / carer of a learner attending St. John's.





## The Rights of Parents and Carers

A learner may have the benefit of a statement of special educational need when the normal range of resources available to a mainstream school cannot properly meet their needs. Prior to a statement being issued a statutory assessment will be carried out with advice from all those who know the young person. Parents / Carers have an essential part to play in the assessment process because you usually know your young person better than anyone else. Once the statement has been agreed with the parents it is reviewed on an annual basis. When your young person is in Year 9 the annual review takes the form of a transition plan, which involves a re-assessment of needs and a forward look to post 16 and post 19 provisions. The statement can remain in place until the young person reaches the end of the academic year in which their 19th birthday occurred. Continuing education post 19 becomes the responsibility of the Learning and Skills Council and not the LEA.

You have a right to express a preference for which school you want your young person to attend. In order for you to make an informed decision the LEA should send you a list of those state and 'non-maintained' special schools that could meet your young person's needs. A critical criterion for the LEA is whether your choice of school is seen to be an efficient use of the LEA's resources. St. John's prides itself on being a very cost effective . We make a conscious effort to provide 'value for money' and our OFSTED report (2006) stated that St. John's provides "very good value for money".

All young people with learning difficulties have an *entitlement* to receive further education and training between the ages of 16 and 19. The provision of further education and / or vocational training to meet the continuing needs of the young person will be considered when the Transition Plan is discussed with parents. Transition Plans are the responsibility of the LEA and are drawn up following the annual review at the time when the young person is 14 and in Year 9. Your views and aspirations as well as the views of your young person should be sought and taken fully into consideration. The young person and their parents have a *right to express their preference* as to where such education and training could best be provided. St. John's College is able to provide academic, vocational and social skills training up to the age of 22.

### **Inclusion, Independence and Mobility**

In the recent past the School, 6th Form and College have been able to assist in a significant number of learners and learners being re-integrated into mainstream schools and colleges. This has been achieved by enabling the young people to gain positive experience through supported attendance at local Schools and FE Colleges. It is not unusual for around 50% of St. John's learner population to be involved in some form of attendance in mainstream provision at any one time.

Encouraging our learners to attend a variety of clubs and societies in the local community further support this. Many of our learners attend cubs, brownies, scout, guides, church youth groups and army cadets amongst others. Additionally great use is made of the local communities through regular shopping trips and leisure activities such as cinema and theatre visits.

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



**An opportunity for learners to access RoSPA an activity which provides them with the means to learn.**

## 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, 6th Form and College and the community, as a learning environment.

St. John's seek to demonstrate that there is a clear 'value added' element for those learners with learning difficulties 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.







## Residential Care at St. John's School & 6th Form

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 learners 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 Education Plans that contribute to the overall placement plan.



The residential provision at the School and 6th Form is divided into spacious and well decorated living areas. All of the bedrooms are divided into single room accommodation providing personal and independent provision for our young people. Each living area has its own lounge with a wide range of facilities including TV, video, computer, computer games, CD player, puzzles and books.

Each living area has a team of qualified staff who are trained to work with your young person in a caring and responsible manner. The team itself is led by a Team Leader who is responsible for the running of that team.

St. John's is committed to providing a professional staff team. All staff are required to undertake NVQ Level 3 Care and Education, within 3 months of commencing work at the School.

Our aim is to provide our learners with a diverse programme of challenging, integrating and stimulating options which will help them prepare for the future in their own individual manner. Each learner at the School has their own particular needs and we work hard to ensure that they receive the independent support that they require. This is provided through an on-going waking curriculum generated by a whole School, 6th Form approach.

We provide a comprehensive programme of activities through the week including skiing, canoeing, basketball, badminton and swimming. We have our own pool on site which gets used on a daily basis. We have developed our own Youth Centre facility with a qualified Youth Leader to head up the activities and co-ordinate off site links with the community. We as an organisation openly encourage our learners to create links with the community through attendance at a variety of community clubs and societies. The Youth Centre itself also plays a big part in encouraging youngsters to participate in more creative projects as well as creating a friendly environment for them to play snooker, watch TV and listen to music.

Overall, we hope that all young people who reside with us feel part of a friendly, happy environment which endeavours to provide them with sufficient knowledge and understanding to face the difficult road ahead.

#### *CSCI Inspection 2006*

*"We confirm our judgement that your service provides excellent outcomes for the people who use it."*

**For further information about residential care at the School, please contact  
Miss. Carol Somers – Registered Care Manager - St. John's School & 6th Form.  
01323 872955**

## Youth Activities

**Aiming to provide individuals and groups with opportunities for social, spiritual, cultural, educational and recreational activities.**

St. John's employs a qualified Youth Leader to devise and provide an interesting and challenging social programme for all the residential learners. The site has its own well designed Youth Centre which provides a wide range of facilities for the learners.

- M** Measure of ones abilities
- E** Entertainment
- E** Education through activity
- T** Try something new
  
- T** Testing times
- H** Help and support others
- E** Extend the knowledge and understanding
  
- C** Community involvement
- H** Honesty to others
- A** Awareness of others
- L** Learn to strive for the best
- L** Leisure facilities
- E** Encouragement to partake in a variety of activities
- N** Nurturing support
- G** Growth by development of personal skills
- E** Enjoyment as a part of life
- S** Support through times of difficulty



The Youth Centre offers learners a chance to integrate with their peers whilst offering the opportunities for social, spiritual, educational and recreational activities.

**For further information please contact the School, 6th Form Youth Leader  
Mr. Chris Westwood**





## Academic Achievements 2008

### Key Stage 3 SATs Results

11 Year 5 learners eligible

Maths					
Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
1	2	-	-	1	-

Science					
Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
1	2	-	-	-	1

English					
Below Level 3	Level 3	Level 4	Level 5	Level 6	Level 7
4	1	1	1	-	-

### Entry Level Certificates at Key Stage 4

	Level 1			Level 2			Level 3		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
<b>ICT</b>	7	2	-	-	4	-	-	-	-
<b>English</b>	-	1	1	2	4	1	3	2	5
<b>Maths</b>	5	3	1	-	6	2	1	3	2
<b>Science</b>	-	1	-	3	2	-	2	4	-

### Other Attainments

#### Vocational & Educational Training Scheme

**Passes with Distinction      2**





## Home / School Books

At St. John's School, 6th Form the Home / School Book is an important means of communication between the parents / carers and education and / or care staff. It is a means by which parents / carers and teaching and care staff have direct and regular contact so that all parties can work together to ensure the best possible circumstances to enable the young person in their development and learning.

It is important that the Home / School Book is a positive means of communication and one in which the young person feels involved in and proud of. It should be used as follows:

- ◆ To notify parents / carers of events and activities in which their young person has been involved at School.
- ◆ To celebrate achievements, success, progress and positive outcomes for the learner at School and home.
- ◆ To notify parents / carers of forthcoming events and activities.
- ◆ To give parents / carers an opportunity to inform the teaching and care staff of activities and events in which the young person has been involved at home.
- ◆ For parents / carers to notify the teacher of any forthcoming events, activities or appointments, which may have a bearing on the learners School day.

The Home / School book will not be used by teaching and care staff to notify parents / carers of information of a more sensitive nature, such as issues involving confidentiality, poor or inappropriate behaviour and bullying, or medical issues and medication. Such information will be communicated by letter or telephone.

We look forward to regular, positive and meaningful communication with parents / carers through this book and should there be any concerns or questions regarding it please do not hesitate to contact the School by telephoning (01323) 872940.





## **Home / School Partnership Agreement**

This agreement demonstrates our desire to work in partnership with you in order to achieve the very best for your young person while he / she is a member of the School. The agreement sets out what you as a parent / carer can expect from the School and what the School expects from parents / carers. Establishing a good working partnership will enable your child to progress effectively during his / her years at St.

### **Parents / carers can expect the School, 6th Form to ensure that:**

1. Every learner will be able to access a broad, relevant and challenging curriculum, including the National Curriculum and a comprehensive programme of personal, social and health education.
2. Staff are carefully checked before employment, receive appropriate in-service training and are properly supervised in the performance of their duties.
3. Parents / carers receive information speedily and effectively.
4. Provision is made for regular opportunities to discuss the progress that your young person is making. The School arranges Annual Review meetings for each learner and telephone calls are welcomed from parents / carers anytime.
5. School policies on Behaviour Management, Sex Education, Complaints and other important issues are always available to parents / carers.
6. The School works closely with parents / carers to resolve any problems speedily and with the best interests of the learner in mind.
7. Staff will always treat learners with respect and dignity and will explore every opportunity of allowing young people to express their views and make choices.
8. Prescribed medicines will be administered to learners according to agreed instructions. Parents / carers will also provide signed consent for medical staff to give non-prescribed and / or homeopathic medicines when needed.
9. Provision detailed in Part 3 (the part detailing the necessary range of provision that should be made to meet your young person's needs) of the statement of special education need will be fully implemented.
10. Support will be given to parents / carers when seeking an onward placement for their young person including the transition to St. John's College in Brighton.



### **The School, 6th Form can expect parents / carers to:**

1. Give the School staff a full picture of their young person's needs, behaviour and social skills before admission.
2. Arrange to collect their young person from St. John's School if they have an infectious illness and keep them at home until a period of 24 hours free from symptoms has passed. Day learners should not be sent to School if they complain of being unwell.
3. Let the School know about any concerns or problems that might affect their young person's work or behaviour.
4. Support St. John's School policies and guidelines for behaviour across the waking curriculum.
5. Ensure that St. John's School has a current and reliable contact number for emergencies.
6. Read and respond to information sent out by the School.
7. Be aware of the School's guidelines on standards of dress and encourage their young person to dress appropriately.
8. Make staff aware of any medication or alternative therapies that their young person is taking, handing in medication to staff using the established routines of the School.

### **What the School, 6th Form expects of its learners:**

1. To be helpful.
2. To listen to staff.
3. To behave in a responsible way
4. To be polite to others.
5. To treat property with care.
6. To try their best.



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## How to find us

St. John's School and 6th Form is located on Firle Road. From Seaford town centre travel east on the A259 and at The War Memorial follow the left fork into Avondale Road.

Continue on this road until you come to a roundabout. Continue straight on into Firle Road. St. John's School is on the right, screened by trees and hedging.



## **St. John's School**

Firle Road  
Seaford  
BN25 2HU

Telephone: 01323 872940

Fax: 01323 872958

[www.st-johns.co.uk](http://www.st-johns.co.uk)

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