

# Statement of Purpose

The School & College is committed to providing 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 pupils to achieve intellectual, emotional, spiritual, social and personal growth. Pupils will be encouraged to face and overcome physical challenges.
- The development, through the waking curriculum of a structured programme and positive ethos that encourages and enables pupils to display good behaviour and improve their self esteem.
- The provision of a Personal and Social Education programme for all pupils and students in the school and college designed to provide pathways to independence.
- Close working relationships between the school and college, parents, professionals and the child or young person in achieving comprehensive but accurate planning and realistic but challenging targets.

## CRITERIA FOR ADMISSION

Pupils and students will be admitted to St. John's on the following basis: -

- A learning difficulty to a degree that requires a pupil to have a statement of special educational need maintained by a Local Education Authority.
- A learning difficulty to a degree that requires a student over 16 years to seek a placement through the support of the Learning + Skills Council

- Pupils / students admitted from outside Great Britain are unlikely to have a statement of special educational need but will meet the other criteria for admission listed below.
- Pupils / students will be between the ages of 7 (NC Year 3) and 19 (Year 14).

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

In addition, for resident pupils and students:

A clear reference in the child or young person's statement to a need for residential provision;

In addition, for day pupils and students:

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

Pupils and students 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 pupil/student about the programmes on offer at St. John's, the needs of the pupil / student and the willingness of the parents and pupil/student to enter into a partnership in regard to future educational and care programmes;
- discussion with the school or unit from which the pupil / student is coming (this may well include a senior member of the St. John's staff observing the prospective pupil / student 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 pupil/student can be placed.

## PROVISION

Provision for children 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 children with special educational needs.

Teaching such children 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 children. The majority of children will learn and progress within these arrangements.

Facilities for meeting the needs of pupils and students placed at St. John's

- An experienced and qualified staff for who further professional development is an on-going commitment.
- Teaching and residential facilities that are designed to meet the needs of our pupils and students 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 pupil and student support from specialist staff where appropriate.
- Regular access to computer assisted learning through the school's Integrated learning System;
- Medical oversight at a level appropriate to individual needs.
- Speech therapy, occupational therapy and physiotherapy at a level appropriate to individual needs.
- Access to the services of the School Counsellor / Psychotherapist.
- Access to services within the local health authority that support the medical or psychiatric needs of pupils and students within the school.

#### APPROVED NUMBER (DAY AND RESIDENTIAL PUPILS)

The School & College is recognised by the Department of Education & Skills as a non-maintained special school with approval for 50 day pupils and 100 resident pupils of mixed gender and between the ages of 7 – 19 years.

## SPECIAL RELIGIOUS / CULTURAL ASPECTS

The school and college welcomes children and young people from diverse religious and cultural backgrounds and seeks to promote positive awareness of ethnicity amongst both staff and students.

## CHILD PROTECTION

The School & College have 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 site:</b>	<b>Mr. Chris Thompson</b>	-	<b>Head of Care</b>
		-	<b>Head of Education</b>
	<b>Mrs. Marilyn Ross</b>	-	<b>School Nurse</b>
<b>College site:</b>	<b>Ms Julie Newson</b>	-	<b>Head of Care</b>
	<b>Ms. Coral Romain</b>	-	<b>Head of Education</b>

*A copy of our Child Protection policy is available on request.*

## SITE SECURITY

The School & College use CCTV recording both inside and outside of the premises. Tapes are kept for a period of one month unless an incident has been recorded that needs to be retained for further use. Visitors to the site may on application to the Principal view any recording that may involve that person. The Principal reserves the right to refuse such permission.

## POSITIVE HANDLING

In every aspect of School life we must contribute to the physical and psychological security of our students. 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 the School.

Since 2000 the school has moved from the SCIP approach towards 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 children 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 child. It also offers a post-incident structure that supports the child 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 children in their care. These techniques have been modified specifically for children. 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; children 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. The school has trained and employed four senior staff to become trainers in the process. TEAM TEACH training is scheduled for every training day in the school 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.*

St. John's School & College is a long established charity providing care and education for a wide range of pupils and students with learning difficulties in the 7 - 19 age group. We are happy to admit pupils, 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
  
- Dyspraxia
- Pathological Demand Avoidance Syndrome
- Emotional Difficulties
- Psychotic related disorders
- ASD
- Poor Communication Skills
- Global Developmental Delay
- Klinefelter's Syndrome

We currently accept pupils and students from almost 40 LEA's and Social Services department across England and we also admit pupils from Europe and the Middle East.

Our educational and care provision is organised on two major sites. St. John's School, in Seaford, provides for pupils aged 7 - 16 and St. John's College in Brighton provides for students aged 16 - 19.

Most children have a statement of special educational need issued by their local education authority (LEA) but some pupils with learning difficulties who come to us from overseas and are unlikely to have a 'statement'. Some students are supported through the Learning & Skills Council.

## SERVICES

We provide speech and language therapy, occupational therapy, educational therapy, physiotherapy, behaviour management programmes, counselling as well as medical and psychiatric care. The school can provide additional individual and small group support in the school and care settings. The need for any particular additional support and therapeutic input is usually identified before admission and agreed with the funding authority.

## EDUCATION THERAPY

Education therapy is a specialised and therapeutic intervention which benefits children with learning and communication difficulties, social behaviour difficulties in school and with social relationships. The purpose of educational therapy is to develop a relationship which enables the student to feel more settled in the classroom, to explore and resolve emotional difficulties which are holding back learning and encouraging the student to make educational and social progress.

The student will meet the therapist during term time for a weekly session of approximately fifty minutes for up to four terms. The use of stories, drawings, educational activities or tasks, games and play will provide experiences which help the child make sense of his/her difficulties and gain the confidence necessary to become a learner. This will enable the student to gain access to the curriculum. Reviews will be held with parents/carers and with the educational staff.

*Don Kent*  
*Principal / Chief Executive*

*Approved by the School Board of Governors: 15th July 2004.*