



ST JOHN BOSCO COLLEGE SEND OFFER (SEND Information Report) 2021-2022

Introduction

St John Bosco College welcomes pupils with Special Educational Needs and Disabilities (SEND).

Wandsworth schools are committed to meeting the needs of all pupils including those with Special Educational Needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and ensure they feel that they are a valued member of the wider school community and are prepared for adulthood.

The Special Educational Needs Code of Practice 0-25 Years (2014) states that there are four broad categories of SEND which are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The range of support is tailored to individual needs, following a thorough assessment by school staff and external agencies. Our School Offer provides details of the resources, interventions and support from outside agencies that we provide at St John Bosco College. **For further information about what we offer at St John Bosco College, please contact: Katarzyna Wyciszkievicz, SENDCo-KWyciszkievicz@sjbc.wandsworth.sch.uk**

Some children/young people need increased support to access learning because

- They have a significantly greater difficulty in learning than the majority of children of the same age
- They have barriers to learning due to early emotional or physical trauma
- They have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age.

Admissions

Pupils with SEND are allocated places in two separate and distinct ways:

1. Those pupils with Education, Health and Care Plans (EHCPs) have a separate admissions procedure overseen by the SEND team at Wandsworth Borough Council.
2. Those pupils who have SEND but do not have an EHCP are admitted via the normal school admissions process.

In addition, schools have to provide details of the school specific offer. This is reflected in the Wandsworth Authority Local Offer which can be found at: <https://thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page?familychannel=2>

Educational provision for pupils on the school's SEND Register

All pupils identified as requiring additional educational support maybe offered one or more of the following:

- Subject teacher input via excellent targeted/differentiated classroom teaching (quality first teaching)
- Differentiated/directed questioning in lessons
- Teaching strategies which acknowledge individual needs
- Technology to enhance learning in the classroom e.g. Chromebook
- Other resources to enhance learning in the classroom eg. sensory items, time out cards, coloured overlay
- A pupil profile which is shared with their teachers
- Advice and guidance from our Careers Department and/or from Wandsworth Connexions Service
- Break time club in St Francis/ Savio
- Individual 1:1 or small group interventions in English or Maths using evidence-based programmes
- Nurture groups
- Adapted timetables
- A Key worker/Teaching assistant
- Mentoring
- Exam Access Arrangements
- Educational Wellbeing Practitioner, or Counselling
- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- Referral to other outside agencies e.g. CAMHS, social care
- Tailor made extra-curricular clubs, activities or trips eg. Therapy dog, Lego intervention.

The purpose of our provision is to ensure that barriers are removed where possible to allow equal access. We monitor and track progress of all pupils so that the support provided is specifically targeted to their needs. Full engagement of parents and carers is welcomed and, where necessary, the school seeks support and advice from external specialists.

We liaise with feeder primary schools and post-16 providers to ensure a continuity of support at key transition points.

We encourage parents to participate in supporting their children's learning at all stages through coffee mornings, parents evenings and regular face-to-face meetings with staff in the SEND department and other staff as necessary eg. Form tutors.

We monitor how effective we are in supporting all pupils' progress and development –including those who have SEND. This is part of our Assess, Plan, Do, Review process (SEND Code of Practice 2014).

In house training of teachers, teaching assistants and support staff supports our responsiveness to children's learning and other needs. All staff in school have access to the school SEND register. The SENDCo and the ASD Base Lead have professional qualifications in SEND.

Resource bases

St John Bosco College has two resource bases which offer a quiet and supportive environment away from the usual hustle and bustle of secondary school life.

Savio Autistic Spectrum Disorder (ASD) Resource Base

Savio is for pupils with an EHCP specifying a diagnosis of autism, speech and language difficulties, or a social communication disorder as a prime area of need.

Savio offers a quiet and supportive environment away from the usual hustle and bustle of secondary school life, and pupils attend 80% mainstream lessons. The other 20% is timetabled for Speech and Language Therapy support, social awareness and support groups, withdrawal for 1:1 and small group work, independent quiet study time in dedicated areas and access to IT facilities. At break and lunchtime, there are games and activities on offer and Savio pupils are encouraged to invite their friends in to play games and to socialise.

Savio Plus like Savio is for pupils with an EHCP specifying a diagnosis of autism, speech and language difficulties, or a social communication disorder as a prime area of need and offers a quiet and supportive environment away from the usual hustle and bustle of secondary school life. Savio pupils attend 50% mainstream lessons, with the remaining 50% following a broadly age-appropriate curriculum delivered in 1:1 or small group settings plus Speech and Language Therapy support, social awareness and support groups, withdrawal for 1:1 and small group work, independent quiet study time in dedicated areas and access to IT facilities.

The purpose of both Savio and Savio Plus is to support pupils to access the curriculum of the main school with the appropriate level of support, whilst providing a place, and staff expertise, for some very specific and individual needs. The ASD Base Resource provision also provides a centre of expertise within the school enabling all staff to develop their ability to cater for the needs of these pupils.

Devereux Resource Base

Devereux is a targeted specialist resource base provision for young people who have an Education Health and Care Plan- EHCP - specifying ASD or Social Communication Disorder needs as a prime need and who have complex mental health needs including high levels of anxiety, eating disorders, phobias or self-harming behaviours.

The Devereux curriculum is delivered largely in 1:1 or small group settings, where pupils have the learning potential to follow a broadly age appropriate curriculum. These pupils, with significant adjustments over time, will be able to access aspects of a mainstream school environment with additional specialist support.

Frequently Asked Questions

How does the school know if my child needs extra help?	<p>If your child already has an identified Special Educational Need (SEN), their primary school will inform the SENDCo at St John Bosco College.</p> <p>We work closely with primary schools through transition meetings to support children with SEN in Year 6 as they come into Year 7.</p> <p>When your child starts at St John Bosco College we will test their reading comprehension and spelling.</p>
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	<p>The school listens to parents. Sometimes the first signs of difficulty are discovered through conversations with parents who are always welcome to contact the school to discuss concerns.</p> <p>If the school has concerns about your child's learning you will be contacted by a member of the SEND team to discuss your child's needs.</p>
<p>What should I do if I think my child may have special educational needs?</p>	<p>You can contact your child's Form tutor or their Head of House. You can also contact the SENDCo: Katarzyna Wyciszkiewicz KWyciszkiewicz@sjbc.wandsworth.sch.uk Tel: 020 7924 8310</p>
<p>What kinds of special educational needs are provided for at St John Bosco College?</p>	<p>We provide for the range of needs outlined in the SEND Code of Practice 2014. This includes:</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, emotional and mental health difficulties • Sensory and/or physical needs.
<p>How will the curriculum be matched to my child's needs?</p>	<p>All children will have high quality teaching in all lessons. All teachers are trained to adapt lesson plans to suit the needs of every child.</p> <p>Most pupils will follow a full timetable and some will have access to support in some lessons.</p> <p>Some pupils might be withdrawn from some lessons for short periods so that they can benefit from specialised intervention. However, some children may require an adapted timetable.</p> <p>In KS4, some pupils follow a personalised learning option in replace of an additional GCSE subject.</p>
<p>How are decisions made about when children require extra support?</p>	<p>All children will have high quality teaching in all lessons. This means that teachers will have high expectations of all children and will take different needs into consideration when planning and delivering lessons.</p> <p>Some children with identified special needs will also require additional support or different strategies as outlined earlier in this document.</p> <p>If your child has an Education, Health and Care Plan (EHCP), the additional provision they require will have been discussed with yourself and other professionals when your child starts at St John Bosco College. Your child will have an annual review.</p>

	<p>The type and amount of support your child may require will be discussed and agreed by: looking at your child's academic progress; looking at your child's social and emotional progress; discussions with you and your child.</p>
<p>How will you measure the progress of my child in school?</p>	<ul style="list-style-type: none"> • Assessments in all subject areas • Feedback from parents and children • Feedback from staff • Monitoring attendance • Monitoring achievement & behaviour points
<p>How is the school made accessible to children with SEND? (Including after school clubs etc...)</p>	<p>Some children may require additional resources or equipment to help them access the curriculum in class. If your child requires additional resources, this can be discussed with you and your child.</p> <p>All children are able to access the full range of after school clubs on offer at St John Bosco College. Form tutors will actively encourage your child to join an appropriate club, depending on their interests. If your child has needs that require specific resources to enable them to fully access activities, this can be discussed with you and your child.</p>
<p>How will my child be involved in making decisions about support for their SEND?</p>	<p>All children are encouraged to share their views about learning with their form tutor, Head of House, subject teacher or SENDCo. SEND children meet with their Key workers regularly to review their targets and look at their strengths, areas of difficulty, and strategies that can be used to remove barriers to learning and improve progress. We regularly involve SEND pupils in pupil voice feedback across the whole school.</p>
<p>How will I be involved in making decisions about my child's SEND?</p>	<p>All parents are invited to comment on their child's progress reports and are also invited to annual parents' evenings.</p> <p>If your child has an EHCP, you will be asked to provide feedback on the quality of your child's support and the impact it has had on their progress.</p>
<p>How will you support my child when they are leaving this school or moving to another year group</p>	<p>For children transferring from primary school:</p> <ul style="list-style-type: none"> • Primary transfer meeting for Year 6 pupils where SENDCos share information • Primary transfer day for Year 6 pupils to attend in the Summer Term • Liaison with individual primary SENDCos and attendance at Annual Reviews <p>For some children or young people who may require additional support with future options:</p> <ul style="list-style-type: none"> • We are involved in supporting SEND pupils to choose GCSE options in Year 9 • We advise on choice of college placements as well as Further Education options

	<ul style="list-style-type: none"> • We help pupils prepare for college interviews and attend Open Days • We liaise with SEND Departments in post 16 provisions eg. colleges.
<p>How does the school know how effective the provision for pupils with SEND is?</p>	<p>The SENDCo, Senior Leadership Team, and Governors regularly monitor the provision for SEND by reviewing:</p> <ul style="list-style-type: none"> • SEND pupil progress data • SEND attendance and exclusion data • Quality of teaching, marking and feedback in all subject areas • Feedback from pupils, parents and staff • Behaviour data
<p>What will you do if my child has medical needs?</p>	<p>Children with medical needs are referred to the school nurse for advice, who will then liaise with parents and St John Bosco College to establish a care plan for your child.</p>
<p>Where can I go for further advice and support?</p>	<ul style="list-style-type: none"> • Wandsworth Information, Advice and Support Service (WAISS) provides an impartial service to all parents of children with SEND and young people with SEND. <p>www.wandsworth.gov.uk/schools-and-admissions/wandsworth-information-advice-and-support-service-wiass/wiass-information-and-resources-on-send/</p> <p>Email: wiass@wandsworth.gov.uk Tel: 020 8871 8065</p> <ul style="list-style-type: none"> • Contact a Family Wandsworth supports parents and carers who care for a child with any disability or additional need. <p>www.contact.org.uk/wandsworth</p> <p>Email: wandsworth.office@cafamily.org.uk Tel: 020 8947 5260</p> <ul style="list-style-type: none"> • The Wandsworth Parents' Forum 'Positive Parent Action' champion children and young people (from birth to 25), living in Wandsworth who are affected by disability. <p>www.positiveparentaction.org.uk/</p> <p>Email: positiveparentaction@yahoo.co.uk info@positiveparentaction.org.uk Tel: 07496 600171</p>

Special Educational Needs Menu of support (interventions and therapies)

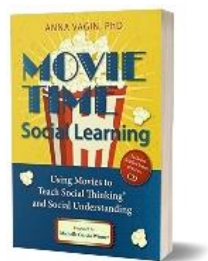
Subject learning support													
Support in class	<ul style="list-style-type: none"> • Individual TA support in class for SEN pupils as guided by the teacher. • TAs providing support to children who need additional help with their work; supporting pupils with difficulties connected to learning, behaviour or attention by encouraging to develop independent learning skills, confidence and motivation and good working habits. 												
Subject 1:1 intervention	<div data-bbox="763 603 1003 756" data-label="Image"> </div> <ul style="list-style-type: none"> • These interventions are offered to pupils who are struggling with specific subject/subjects, eg. 1:1 maths, 1:1 literacy • The interventions are led by Teaching Assistants under guidance of the teacher. • They take place in St. Francis/ Savio either weaved into pupil's timetable or as an afterschool club. 												
Speech and Language Therapy		<div data-bbox="763 790 1003 970" data-label="Image"> </div> <p>The Speech and Language Therapist works directly with SEN pupils one day a week. This includes assessments, designing individual programmes of support and delivering individual and group interventions. She also supports the Learning Support Coordinator and TAs providing training and guidance.</p>											
Zones of Regulation	<div data-bbox="524 1002 1003 1331" data-label="Image"> <table border="1"> <thead> <tr> <th>Blue Zone</th> <th>Green Zone</th> <th>Yellow Zone</th> <th>Red Zone</th> </tr> </thead> <tbody> <tr> <td>sad tired sick tired</td> <td>happy calm feeling ok focused</td> <td>frustrated worried silly/wiggly excited</td> <td>mad/angry terrified yelling/hitting out of control</td> </tr> <tr> <td>tired moving slowly</td> <td>ready to learn</td> <td>loss of some control</td> <td>out of control</td> </tr> </tbody> </table> </div> <ul style="list-style-type: none"> • The Zones of Regulation interventions are <i>based on four colours blue, green, yellow, and red representing four zones that pupils can identify with.</i> • This is provided for pupils who struggle with self-regulation. They help pupils to recognise and manage their feelings. • The intervention takes place as a block of 6 sessions but the principles and strategies of the programme are used on daily basis as appropriate and needed. 	Blue Zone	Green Zone	Yellow Zone	Red Zone	sad tired sick tired	happy calm feeling ok focused	frustrated worried silly/wiggly excited	mad/angry terrified yelling/hitting out of control	tired moving slowly	ready to learn	loss of some control	out of control
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Check ins



Feelings check-ins **communicate how everyone feels is important**. And that as part of a community, someone is going to care how you feel. It's such a simple daily task to do that shows someone wants to listen and help. It is an opportunity to use principles of Zones of regulation to teach pupils how to recognise feelings, label them, and then regulate them.

Move time social learning



Movie Time Social Learning - an activity many pupils love—watching **movies**—and using it as a springboard to study the intricacies of **social** interaction, the depth and range of emotions we experience in our lives, and the **social** expression that drives our interactions.

Lego Therapy

A diagram for Lego Therapy. At the top left is a 'Lego Therapy' logo with a star and a gear. In the center is a diagram showing a stick figure with a question mark, an equals sign, another stick figure with a question mark, and a brick with a question mark, with the text 'Who is doing what?' below. At the top right is the website 'www.duffin-teachingtool.com'. Below are three role cards for 'Engineer', 'Supplier', and 'Builder'. Each card has an icon and a list of job details.

www.duffin-teachingtool.com

Engineer

My job details:
Look at the plans
Describe the bricks
Tell the Supplier what pieces to find
Tell the builder where to put the bricks
I never touch the Lego

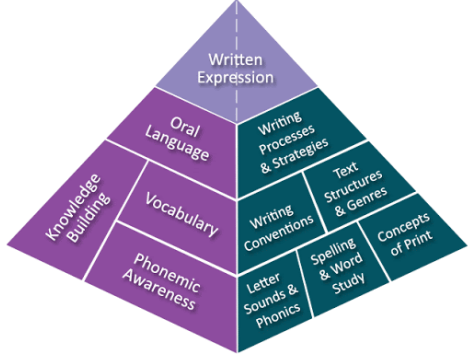
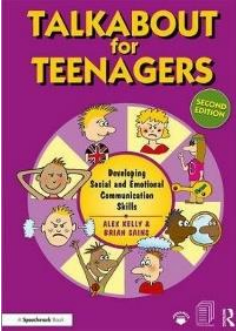
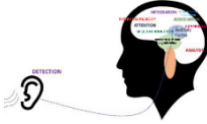


Supplier

My job details:
Listen to the Engineer
Find the correct piece of Lego the Engineer asks for
Give the Lego to the builder
I don't build the Lego

Builder

My job details:
Get the Lego from the Supplier.
Listen to the Engineer so I know how to put the pieces of Lego together
Build the model

- Interventions are run to develop social communication skills.
- Lego Therapy is delivered in 30-minute sessions, once per week, in which a group of children build Lego models together.
- The pupils must use their communication and social skills to build the model. The session is facilitated by TA pre- trained by SALT.
- The children take it in turns to fulfil specific roles:
 - Engineer- uses plans to describe the construction needed and bricks.
 - Supplier- finds the correct bricks as described by the Engineer and gives to Builder.
 - Builder- uses the verbal instructions given by the Engineer to put the bricks together.

<p>Word Awareness</p> 	<ul style="list-style-type: none"> • Word Aware interventions are run in school by the Speech and Language Therapist (SLT) and/ or a Teaching Assistant (TA). • Word Aware Groups run by TA are overseen by SLT. The interventions are usually focused on Pre-Teaching of the across the curriculum vocabulary covered in lessons before the pupil hears it in class. • Word Aware Approach: <ul style="list-style-type: none"> - Introduce the word - Picture or symbol - Listen to sounds of word - Focus on meaning - Practical activity
<p>Talkabout for teenagers</p> 	<ul style="list-style-type: none"> • Groupwork teaching social and relationship skills to teenagers, designed specifically for teenagers with social, emotional or behavioural difficulties. • Divided into five, hierarchical modules; self-awareness and self-esteem, body language, conversational skills, friendship skills and assertiveness skills. • Contents: <ul style="list-style-type: none"> - Level 1: Talkabout Me - Level 2: Talkabout Body Language - Level 3: Talkabout Talking - Level 4: Talkabout Friends - Level 5: Talkabout Assertiveness
<p>Auditory Memory</p> 	<ul style="list-style-type: none"> • Interventions are run in school by the Speech and Language Therapist (SLT) and/ or a Teaching Assistant (TA). • Groups run by TA are overseen by SLT and are for children who have difficulty retaining and processing information which they have heard.
<p>Sentence construction</p> 	<ul style="list-style-type: none"> • Develop and increase sentence writing skills (syntax).
<p>Exam Preparation</p> 	<ul style="list-style-type: none"> • St. Francis: Friday P6- revision strategies eg. flashcards, graphic organizers, visual revision timetables • Savio: Developing coping strategies and revision techniques

Occupational Therapy (OT)



OT consists of assessments, designing individual programmes of support, individual and group therapy. Programmes delivered by OT and TAs.

- Fine motor and hand strengthening exercise programme
- Handwriting programme
- Touch typing
- Theraputty programme
- Emotional regulation activities
- Sensory processing information sessions
- Sensory circuit programme
- Developing gross motor skills

Educational Psychologist (EP)



Supporting pupils with understanding:




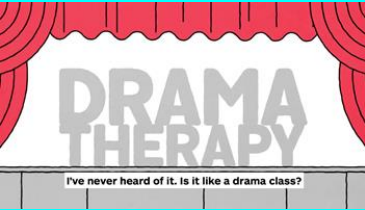
- how they learn
- how they behave and helps them manage their emotions
- supports them with developing positive relationships with others

Counselling Catch 22



Pupils, who are struggling emotionally, having a difficult time and need someone to talk through, are referred to Catch 22 service by SENCo. Pupils may be identified as needing emotional support by any staff member in school or parent. This service offers free assessments and counselling across the London borough of Wandsworth and is delivered in schools including SJBC.

After an initial assessment by the counsellor individuals' care plan is created. This is followed by six sessions of counselling which addresses any issues the young person may have. The sessions take a place on-site in SJBC, and we have three counsellors who work with our pupils: Hayley, Holly, and Niamh.

<p>Battersea Young People's Wellbeing Service</p> 	<p>EWP (Education Wellbeing Practitioner) support provided through the Battersea cluster NHS Trailblazer. Pupils are identified and referred by the ASD Base Lead, Senior Pastoral Lead, and SENCo. Pupils attend sessions either virtually or in school, and learn strategies to help with feeling low and/or anxious. Parents can attend sessions if pupils would like them to.</p> <p>The EWPs are based at St. John Bosco College.</p>
<p>Social worker</p> 	<p>In school two days per week, working closely with JTI.</p>
<p>Music Therapy</p> 	<p>Provided by a skilled musician and professionally trained, qualified Music Therapist. The Music therapist supports our pupils to reach their full potential, building confidence and developing physical, emotional, mental and social wellbeing. The Music Therapy sessions focus on communication using sound (using instruments and the voice), which enables pupils to communicate and express themselves.</p>
<p>Dramatherapy</p> 	<p>Provided by a qualified Drama Therapist, drama therapy is the intentional use of drama and/or theater processes to achieve therapeutic goals. It is an embodied practice that is active and experiential. This approach can provide the context for pupils to tell their stories, set goals and solve problems, express feelings, or achieve catharsis. Through drama, the depth and breadth of inner experience can be actively explored and interpersonal relationship skills can be enhanced.</p>
<p>Extra-curricular</p>	
<p>Breakfast club</p>	<ul style="list-style-type: none"> • Breakfast club (every day at 8- 8.40am led by TAs)
<p>Break/ Lunch time clubs</p>	<ul style="list-style-type: none"> • Lunch and Break in St. Francis/ Savio <ul style="list-style-type: none"> - Board and card games, chess (St. Francis) - Board and card games, movie club, karaoke (Savio)

Afterschool clubs	<ul style="list-style-type: none"> • Savio: Cooking, chess, craft, gardening, sports
Homework club	<ul style="list-style-type: none"> • St. Francis (Monday- Thursday 3- 4pm) <ul style="list-style-type: none"> - All SEN (KS3 only) pupils invited - Led by TAs • Savio (Monday- Thursday 3- 4pm) <ul style="list-style-type: none"> - Led by TAs and LSC
Pastoral/ Mentoring	Provided by the Pastoral team, plus outsider providers
Child Sexual Exploitation (CSE)	Referrals are made for girls who are at risk of being groomed, or have been sexually active or assaulted. The school has a good relationship with Nyree and she has run some small group sessions on self-esteem and keeping safe. These group sessions run for four weeks.
Future Men	<ul style="list-style-type: none"> • Offered to all Year 8 boys. Six group sessions around: keeping safe out of school, behaviour, and generally how to grow up into a responsible male. • Individual sessions aimed at boys in KS4: they may be on a CP plan, have been arrested for something outside school, or maybe that there are concerns around friends and the potential for them to misbehave, or they have been identified as struggling and just needing someone to talk to. It is completely random.
Prince's Trust	<ul style="list-style-type: none"> • Referrals are made for those pupils who are at risk of permanent exclusion and not engaging in learning; generally one pupil per term. • 10 week placement, usually three days per week • Various workshops offered, and school selects depending on need
School Nurse	<ul style="list-style-type: none"> • All health concerns referred • Advice on, sexual relationships, healthy eating, anxiety, self-harm etc.
Spectra	<ul style="list-style-type: none"> • Two slots available for 8 weeks. • Pupils referred if concerns re. sexuality, sexual health, or trauma.
Stop smoking services	<ul style="list-style-type: none"> • For anyone smoking or vaping.
Substance misuse worker	<ul style="list-style-type: none"> • For anyone involved in alcohol and drugs.