



ST JOHN BOSCO COLLEGE SEND OFFER (SEND Information Report) 2024-2025

The SEND Information Report is a summary of how St John Bosco College identifies, assesses and makes provision for pupils with SEND.

Introduction:

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

Wandsworth schools are committed to meeting the needs of all students including those with Special Educational Needs. There is a shared expectation that all students, regardless of their specific needs, should be offered inclusive teaching which will enable them to develop to their full potential and 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, for example, Autistic Spectrum Disorder, Asperger's Syndrome, Speech and Language difficulties (SLCN) etc.
- Cognition and Learning, for example, General and Moderate or Severe Learning Difficulties (MLD/SLD) Specific Learning Difficulties (SpLD) eg. Dyslexia, Developmental Language Disorder (DLD), Developmental Coordination Disorder (DCD) etc.
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD), Anxiety Disorders, Attachment Disorders etc.
- Sensory and/or physical needs, for example, Visual Impairments, Hearing Impairments, Processing Difficulties, Epilepsy etc.

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: Shaheeda Motiwala, Head of Learning SEND, SMotiwala@sibc.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.

The progress of all learners is monitored regularly by teaching staff, the SENDCo and the Senior Leadership Team so that when a pupil is not making expected progress in a particular area of learning, the school can identify the need for additional support. This will then be discussed with parents/carers and the pupil concerned. Progress is also discussed regularly regarding pupil behaviour, personal and social goals, and achievements. Staff consult the SENDCo and raise concerns promptly and these are subsequently addressed and monitored.

St John Bosco College adopts a cycle of:

- Assess
- Plan

- Do
- Review

During this cycle, the school evaluates the progress and attainment of learners and puts the relevant support in place using a graduated approach. The decision as to the level of support provided is made after assessing the pupil's needs. We adopt a graduated approach to meeting needs with adjustments being made within the classroom in the first instance.

Admissions:

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

1. Those students with Education, Health and Care Plans (EHCPs) have a separate admissions procedure overseen by the SEND team at Wandsworth Borough Council.
2. Those students 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 students on the school's SEND Register:

All students 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 programs.
- 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.
- Lead Practitioner for SEND to develop whole school SEND teaching practice.

The purpose of our provision is to ensure that barriers are removed where possible to allow equal access. We monitor and track the progress of all students 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 students' 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 offers withdrawal for 1:1 and small group work, independent quiet study time at individual workstations and access to IT facilities. At break and lunchtime, there are games and activities on offer and Savio students are encouraged to invite their friends in to play games and to socialise.

The purpose of Savio is to support students 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. It will also provide a center of expertise within the school enabling all staff to develop their ability to cater for the needs of these students.

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 students have the learning potential to follow a broadly age-appropriate curriculum. These students, with significant adjustments over time, will be able to access aspects of a mainstream school environment with additional specialist support.

Frequently Asked Questions

<p>How does the school know if my child needs extra help?</p>	<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> <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 Wyciszekiewicz KWyciszekiewicz@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 <ul style="list-style-type: none"> • Autism spectrum disorder • Speech and language difficulties • Cognition and Learning <ul style="list-style-type: none"> • Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia • Moderate learning difficulties • Severe learning difficulties • Social, emotional and mental health difficulties <ul style="list-style-type: none"> • Attention deficit hyperactive disorder (ADHD) • Attention deficit disorder (ADD) • Sensory and/or physical needs. <ul style="list-style-type: none"> • Hearing impairments • Visual impairment • Multi-sensory impairment • Physical impairment

<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 students will follow a full timetable, and some will have access to support in some lessons.</p> <p>Some students 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 students 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</p>

	involve SEND students in student voice feedback across the whole school.
How will I be involved in making decisions about my child's SEND?	<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>
How will you support my child when they are leaving this school or moving to another year group	<p>For children transferring from primary school:</p> <ul style="list-style-type: none"> • Primary transfer meeting for Year 6 students where SENDCos share information. • Primary transfer day for Year 6 students 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 students to choose GCSE options in Year 9. • We advise on choice of college placements as well as Further Education options. • We help students prepare for college interviews and attend Open Days. <p>We liaise with SEND Departments in post 16provisions eg. colleges.</p>
How does the school know how effective the provision for pupils with SEND is?	<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>Annual Reviews of student's EHCP</p>
What will you do if my child has medical needs?	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.

Where can I go for further advice and support?

- Wandsworth Information, Advice and Support Service (WAISS) provides an impartial service to all parents of children with SEND and young people with SEND.

www.wandsworth.gov.uk/schools-and-admissions/wandsworth-information-advice-and-support-service-wiass/wiass-information-and-resources-on-send/

Email: wiass@wandsworth.gov.uk

Tel: 020 8871 8065

- SEND in Mind (SEND family support service) - support families with children who have SEND needs (0-19 years old) with anything related to the health, education, and overall wellbeing of their child and family members.

https://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/service.page?id=G6ZSS4p_vu4&familychannel=2

Email: SENDinMind@bwwmind.org.uk

Tel: 07496 600171

- The Council for Disabled Children (CDC)
This is the umbrella body for the disabled children and young people's sector in England. It is the only national body that brings together the diverse range of organisations that work with and for disabled children and young people (0-25 years old)

Email: cdc@ncb.org.uk



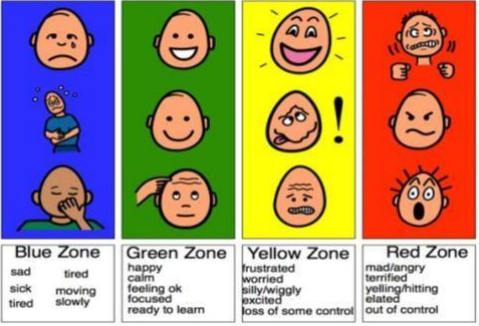
Tel: 020 7843 6000

- The Advocacy People
Provide advocacy for young people with Special Educational Needs, helping to provide a voice for you when needed.

Email: info@theadvocacypeople.org.uk

Tel: 0330 440 9000

St John Bosco Special Educational Needs Menu of Support (Interventions and Therapies)

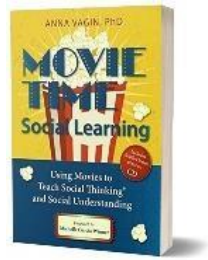
Subject learning support	
Support in class	<ul style="list-style-type: none"> Individual TA support in class for SEN students as guided by the teacher. TAs providing support to children who need additional help with their work; supporting students with difficulties connected to learning, behaviour or attention by encouraging to develop independent learning skills, confidence and motivation and good working habits.
Subject 1:1 intervention	 <ul style="list-style-type: none"> These interventions are offered to students 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 student's timetable or as an afterschool club.
Speech and Language Therapy	 <p>The Speech and Language Therapist works directly with SEN students one day a week. This includes assessments, designing individual programs 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	 <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 students can identify with.</i> This is provided for students who struggle with self-regulation. They help students to recognise and manage their feelings. The intervention takes place as a block of 6 sessions, but the principles and strategies of the program are used on daily basis needed.

Check ins



Feelings check-ins **communicate how everyone is feeling 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 students how to recognise feelings, label them, and then regulate them.

Move time social learning

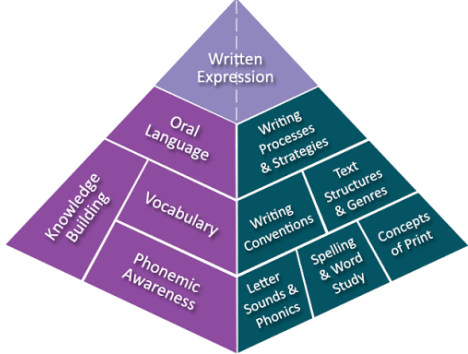
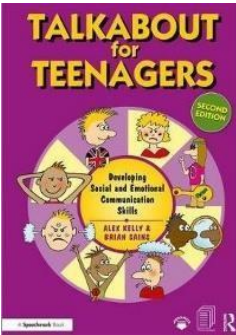
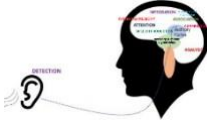





Movie Time Social Learning - an activity many students love—watching **movies**—and using it as a springboard to study the intricacies of **social** interaction, the depth and range of emotions we experience in our lives, and the **social** expression that drives our interactions.

Lego Therapy

The image shows a set of Lego Therapy role cards. At the top left is a logo with 'Lego Therapy' and a star. 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?'. The website 'www.aufemteachingtool.com' is in the top right. Below are three role cards: 1. **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. 2. **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. 3. **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 students must use their communication and social skills to build the model. The session is facilitated by a TA who has been 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 student 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"> • Group work 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"> • Developing coping strategies and revision techniques

Occupational Therapy	OT consists of assessments, designing individual programs of support, individual and group therapy. Programs delivered by OT and TAs.
	<ul style="list-style-type: none"> • Fine motor and hand strengthening exercise program. • Handwriting program. • Touch typing. • Theraputty program. • Emotional regulation activities. • Sensory processing information sessions. • Sensory circuit program. • Developing gross motor skills.
Educational Psychologist (EP)	Supporting students with understanding: <ul style="list-style-type: none"> • how they learn. • how they behave and helps them manage their emotions. • supports them with developing positive relationships with others. • Identify strategies both inside and outside the classroom.
Battersea Young People's Wellbeing Service 	<p>EWP (Education Wellbeing Practitioner) support provided through the Battersea Education Wellbeing Service. Students are identified and referred by the ASD Base Lead, Senior Pastoral Lead, and SENCo. Students attend sessions either virtually or in school and learn strategies to help with feeling low and/or anxious. Parents can attend sessions if students would like them to.</p> <p>The EWPs are based at St. John Bosco College.</p>

Extra-curricular	
Break/ Lunch time clubs	<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"> • A variety of activities including robotics club, chess club, debate club and football club to name a few.
Homework club	<ul style="list-style-type: none"> • St. Francis (Monday- Thursday 3- 4pm) <ul style="list-style-type: none"> - All SEN students invited - Led by TAs
Pastoral/ Mentoring	Provided the Pastoral team, plus outsider providers
Child Sexual Exploitation (CSE)	Referrals are made for young people who are at risk of being groomed or have been sexually active or assaulted. The school has an multiagency support who 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 students who are at risk of permanent exclusion and not engaging in learning; generally one student 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.
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.
School Social Worker	<ul style="list-style-type: none"> • Early intervention social care support for child and family – can be long term unlike MASH route social care intervention