



**ST JOHN BOSCO COLLEGE**  
BATTERSEA

## SEND INFORMATION REPORT

Guidance for Parents on the Special Educational Needs and Disability (SEND) system for the children of St John Bosco College 2025

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**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](mailto: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: <http://search3.openobjects.com/kb5/wandsworth/fsd/advice.page?id=7rPCudkErNs>

**The Provisions available at SJBC:**

In addition to the mainstream SEND area called St Francis, St John Bosco college has two Autism 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.

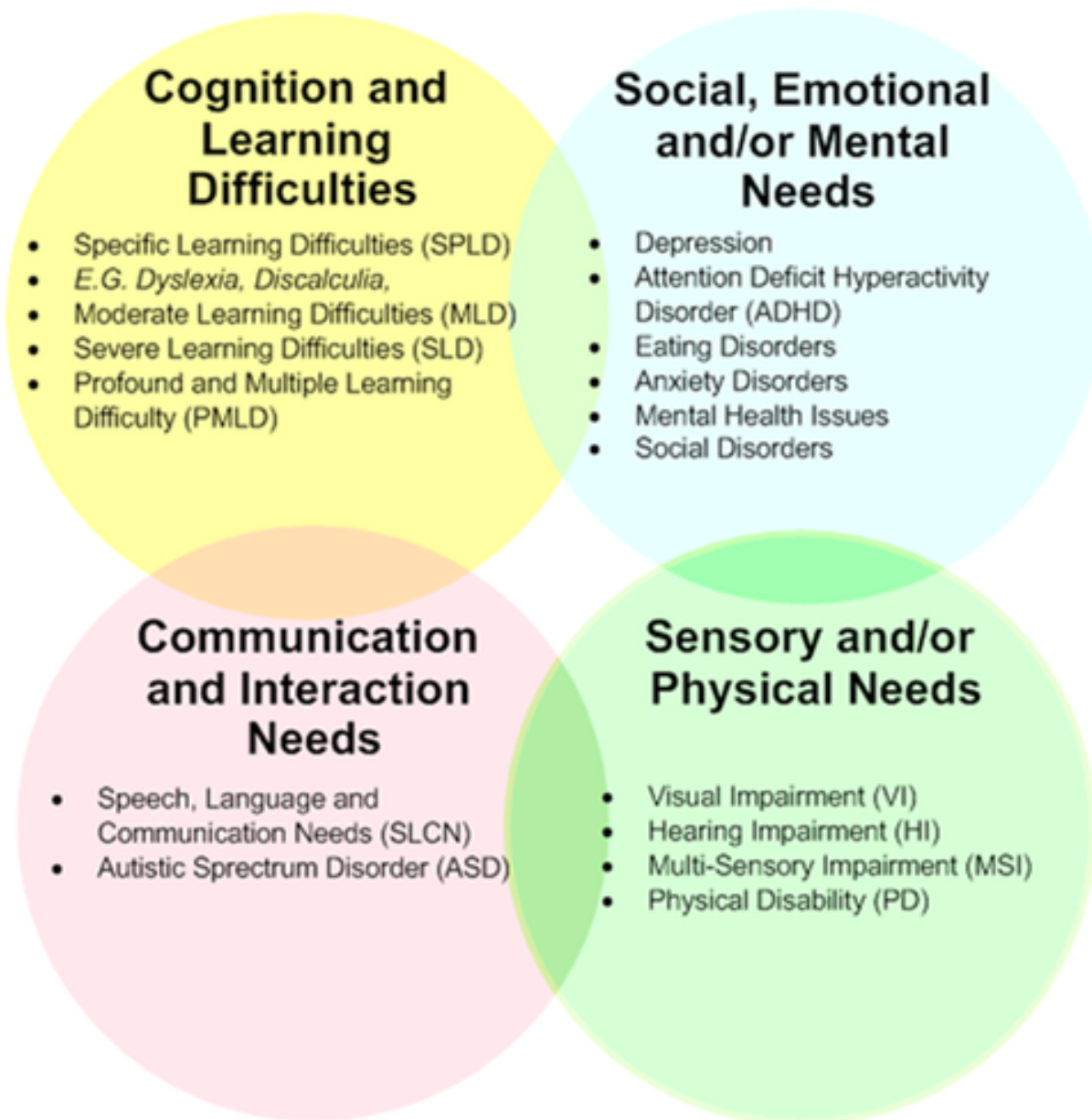
**Devereux Resource Base:**

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.

**The needs SJBC accommodates for:**

We provide for the range of needs outlined in the SENDCode of Practice 2014. This includes:



### **Identifying students with SEND:**

If your child already has an identified Special Educational Need (SEN), their primary school will inform the SENDCo at St John Bosco College.

We work closely with primary schools through transition meetings to support children with SEN in Year 6 as they come into Year 7.

When your child starts at St John Bosco College we will test their reading comprehension and spelling.

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.

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

Depending on the area of need, pupils could be identified through one or more of the following:

- Referrals from parents
- Transition information passed on from Primary and or previous schools attended.
- KS2 results, baseline testing and progress data
- Feedback from teaching staff and observations
- Interventions not having an impact

### **Educational provision for students on the school's SEND Register:**

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.

Most students will follow a full timetable, and some will have access to support in some lessons.

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.

### **In KS4, some students follow a personalised learning option in replace of an additional GCSE subject.**

All students identified as requiring additional educational support may be 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.

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.

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.

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

### Support in class

- 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.

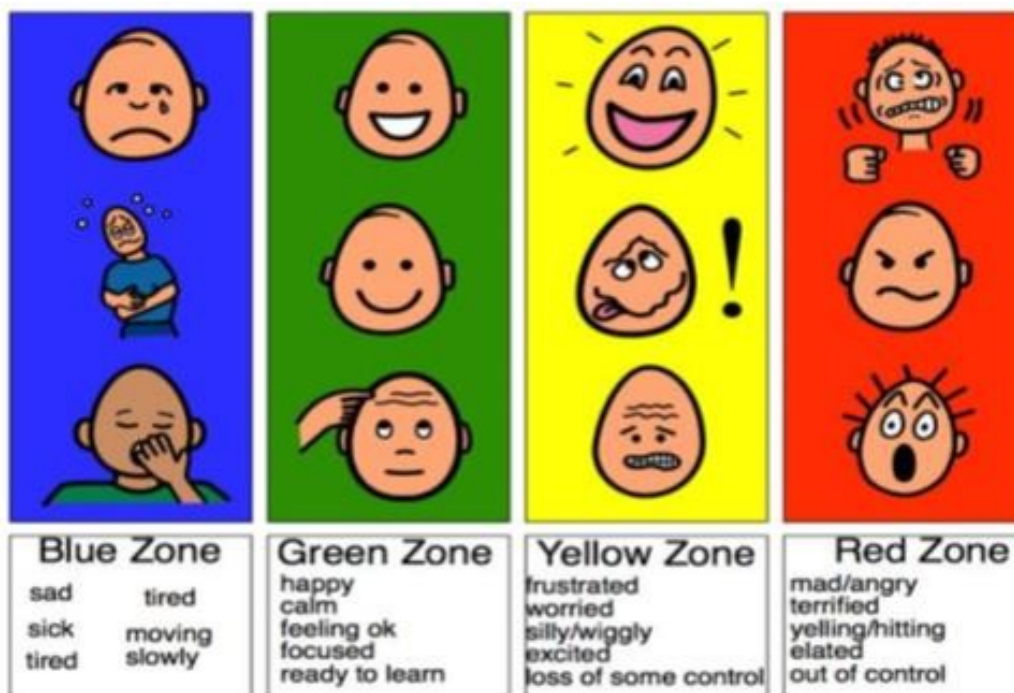
### Subject 1:1 Intervention

- 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

- The Speech and Language Therapist works directly with SEN students three days a week. This includes assessments, designing individual programs of support and delivering individual and group interventions.
- The therapist will also provide training for all school staff including teachers and TAs to ensure identified strategies are being used across the school.

### Zones of Regulation



- The Zones of Regulation interventions are based on four colours **blue**, **green**, **yellow**, and **red** representing four zones that students can identify with.
- 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

Emotional check-ins to 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.

### Lego Therapy

# LEGO® BASED THERAPY

## A SOCIAL DEVELOPMENT PROGRAMME

Each participant is assigned a role & they're rotated through the group



### ENGINEER

**Gives out instructions**

**Over-sees the Project**



### SUPPLIER

**Co-ordinates the lego pieces**

**Supplies the lego to the builder**



### BUILDER

**Follows instructions to put the pieces together**

**Builds the model**

### Objectives : Develop Social Skills



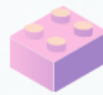
Collaborative Play



Following Rules



Cooperation



Problem Solving



Turn-taking



Conversation Skills

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.
- 

### **Word Awareness**

- 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:
  - Introduce the word
  - Picture or symbol
  - Listen to sounds of word
  - Focus on meaning
  - Practical activity

### **Auditory Memory**

Interventions are run in school by the Speech and Language Therapist (SLT) and/ or a Teaching Assistant (TA).

### **Exam Preparation**

Developing coping strategies and revision techniques.

### **Occupational Therapy**

The OT consists of assessments, designing individual programs of support, individual and group therapy. Programs delivered by OT and TAs.

### **Educational Psychologist (EP)**

Work with the students to support them with metacognition, managing emotions, developing positive relationships and strategies to support inside and outside the classroom.

### **Battersea Emotional Wellbeing Service**

The EWP (Education Wellbeing Practitioners) support provided through the Battersea Emotional 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.

### **Extracurricular clubs**

- Break/ Lunch time clubs – A quiet safe space for students who struggle with the dynamics of a whole school lunch and break, there are board and card games as well as chess for students.

### **Pastoral/ Mentoring**

- 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 - 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: for concerns in the community and home.
- School Nurse – The school will make referrals for health concerns as well as advice on,
- sexual relationships, healthy eating, anxiety, self-harm etc.

### **SEND student assessment and reviews**

The SENDCo, Senior Leadership Team, and Governors regularly monitor the provision for SEND by reviewing:

- 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
- Annual Reviews of student's EHCP

The progress of students is monitored using the following:

- Assessments in all subject areas
- Feedback from parents and children
- Feedback from staff
- Monitoring attendance
- Monitoring achievement & behaviour points

### **Transitions**

To ensure your child is able to transition smoothly from one phase to the next the school will do the following:

For children transferring from primary school:

- 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.

For some children or young people who may require additional support with future options:

- 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.

We liaise with SEND Departments in post 16 provisions eg. colleges.

### **Contact Details**

You can contact your child's Form tutor or their Head of House. You can also contact the SENDCo:

Katarzyna Wyciskiewicz

[KWyciskiewicz@sjbc.wandsworth.sch.uk](mailto:KWyciskiewicz@sjbc.wandsworth.sch.uk)

Tel: 020 7924 8310

## Support for parents

Below are names of services that offer support and services for children with SEND

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/](http://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](mailto: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](https://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/service.page?id=G6ZSS4p_vu4&familychannel=2)

Email: [SENDinMind@bwwmind.org.uk](mailto: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](mailto: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](mailto:info@theadvocacypeople.org.uk)  
Tel: 0330 440 9000

## Frequently Asked Questions

<b>How will my child be involved in making decisions about support for their SEND?</b>	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 students in student voice feedback across the whole school.
<b>How will I be involved in making decisions about my child's SEND?</b>	All parents are invited to comment on their child's progress reports and are also invited to annual parents' evenings.  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.

