



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 2026**

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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, SMotiwalas@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.

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.

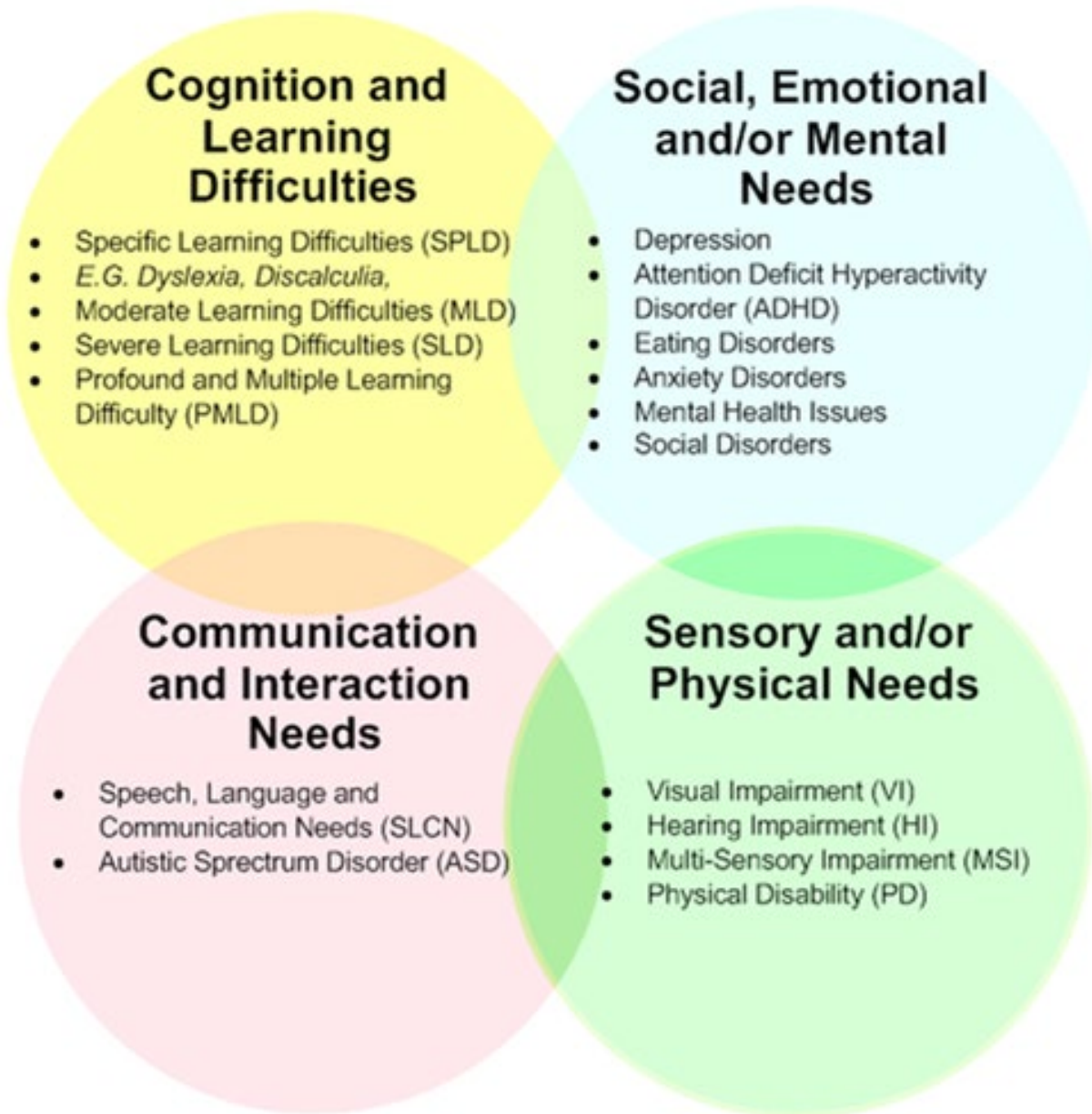
Devereux Resource Base:

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 SEND Code 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 Nursery/Infant/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.

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 Wyciszkiewicz

KWyciszkiewicz@sibc.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/

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

Frequently Asked Questions

How will my child be involved in making decisions about support for their SEND?	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.
How will I be involved in making decisions about my child's SEND?	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.

SEND Interventions

Name / Provider	Barrier to support	Brief Description	Target Students	Review Cycle / Success Criteria
Speech and Language Therapy (SaLT) Listen Check Succeed group	- SLCN difficulties - difficulties building meaningful relationships - limited social skills - limited social communication	- Direct sessions with a SaLT - Direct sessions with a SaLT trained HLTS - Small group sessions - developing social skills and practicing social communication within a structured setting led by a Speech and Language Therapist	Students will have varying speech and language needs identified by the SaLT. Target students can be from year 7 – 13 as required	6 week intervention and maybe extended after a review
Educational Psychologist (EP)	- Cognition and learning difficulties - Social - emotional and mental health needs - Complex SEND concerns	Consultation, observation and assessment Recommendations for strategies and provision Support for staff and families	Students requiring specialist assessment or advice	Reviewed following assessment and implementation of recommendations
Occupational Therapist (OT)	- Fine/gross motor difficulties - Sensory processing needs - Difficulties with independence skills	Assessment and targeted intervention Sensory regulation strategies Programmes to develop motor skills	Students with identified occupational therapy needs	Termly review of targets and progress
Little Wandle - Phonics program (KS3 intervention)	- difficulties with decoding - difficulties in reading/ low reading age	- Phonics lessons - Support and build fluency in reading	Students with low reading ages	
Keyworker Check in	- Confidence - difficulties building meaningful relationships - limited social skills	1:1 support - Weekly sessions to work through positive and negative aspects of the week and discuss and concerns		On going to ensure student is able to seek support when needed and build confidence in doing so
Touch typing	Illegible handwriting	Structured touch-typing	Students whose handwriting	Reviewed each half term;

	• Little to no progress seen with a handwriting intervention	• programme • Development of keyboard skills to support written recording	significantly impacts learning	increased speed and independence in recording work
Handwriting club	• Illegible handwriting	• Following a clear handwriting program • Supporting the formation of specific letters as required	Students requiring support with letter formation and presentation	Half-termly review; improved legibility and consistency of handwriting
Lego therapy	• Difficulties with social interaction • Turn-taking and communication skills • Building relationships	• Small group structured activities using Lego • Focus on communication, teamwork and problem-solving	Students requiring support with social communication and interaction	6–12 week intervention; improved collaboration and communication skills
ELSA - Social skills/language for emotions interventions	• Emotional literacy difficulties • Anxiety • Limited understanding and expression of emotions	• Targeted ELSA sessions • Development of emotional vocabulary, resilience and social understanding	Students requiring support with emotional regulation and social skills	6–12 week intervention with measurable emotional and social targets
Numeracy Intervention	• Gaps in mathematical understanding • Low numeracy skills	• Small group or 1:1 numeracy support • Targeted teaching of key mathematical concepts and fluency	Students working below age-related expectations in mathematics	Half-termly review; progress evidenced through assessment and classroom performance
Life Skills Intervention	• Difficulties with independence, organisation • Difficulties preparation for adulthood	• Small group or 1:1 sessions developing independent living, communication, travel training, money management and personal organisation skills	Students requiring support to develop independence and life skills	Termly review; increased independence and application of skills in school and daily life
Movie Time - Improve listening, understand emotions and social situations	• Difficulties understanding social situations, emotions and perspectives of others	• Structured viewing and discussion activities to develop listening, inference, emotional literacy and social understanding	Students requiring support with emotional understanding and social communication	6–12 week intervention; improved listening, emotional awareness and discussion skills
Subject catch up interventions	• Gaps in learning and attainment	• Targeted intervention sessions to address identified curriculum	Students working below expected levels or requiring	Half-termly review; measurable progress in

		gaps reinforce key knowledge and skills	additional support in specific subjects	assessments and classroom performance
Homework Club	- Difficulties completing homework - Difficulties with organisation - Difficulties independent study	- Supported homework sessions providing guidance, resources - a structured environment for learning - Access to a device and the internet	Students requiring support with organisation, study skills or homework completion	Termly review; improved completion rates and independence in learning
Sensory Circuit Gym Sessions	- Sensory processing difficulties - Regulation difficulties - attention and concentration difficulties	Structured sensory circuit activities designed to alert, organise and regulate sensory systems to improve readiness for learning	Students with sensory regulation needs affecting access to learning	Termly review; improved regulation, focus and engagement in lessons

Pastoral Interventions

Name / Provider	Barrier to support	Brief Description	Target Students	Review Cycle / Success Criteria
FutureMen	Behaviour, especially risk taking or at risk of disengagement from education	Small group or 1:1 talking External	Boys year 8 plus, risk of permanent exclusion or engaging in risky behaviours in the community	6 weeks, ongoing, in exceptional cases does extend beyond target 6 or 12 weeks
Spectra	Behaviours with sexual wellbeing and health or issues with gender or sexuality	1:1 External	Male or identify as male, displaying barriers as described	10 week programme
Bike Building	Low self confidence, lack of social skills	5 days of building and fixing bikes in a small group External provider	Year 8 and 9, barriers as described	1 off 5 day programme
Suaad Mohammed, Inspire Projects	Students at severe risk of underachieving – becoming NEET, where parental engagement is challenging	Holistic 1:1 or small group mentoring, liaising and engaging parents External	Year 10 to 12 students	6 or 12 week programmes, on occasional Suaad will go back and check in with students

	or where parents need support			
School Nurse	Health impacts on school or attendance, identified need for support, chronic health conditions	1:1 External	Any internal or self referral	This is a highly flexible intervention
School Social Worker	Significant domestic issues impacting upon attendance or attitude to learning	1:1 Support, engaging with families External	Internal referral. Sometimes referred directly from MASH	Usually on a 6 week review, flexible
Educational Welfare	Low rates of attendance, impact upon progress	1:1 Support, engaging with families External	Below 85%	Flexible- until attendance is no longer a concern
Young Carers	Students who care for family members, take more responsibility than most students, serious and chronic health conditions	1:1 support, holiday activities External	Any Young Carer	Flexible, long term support
Attendance Officer	Where attendance impacts on progress	1:1 Support and family engagement, monitoring Internal	Any	Flexible, long term support
Family Support Worker	Concerns about engagement with education/attendance and behaviour. Wider needs for			
Pastoral Support Programme	Where behaviour impacts	1:1 Support, PRU, family engagement	High number of behaviour points and suspensions	6 and 12 week reviews