

St Joseph's Specialist Trust Prospectus



2021 - 2022



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The contents of this document represent the information required in Schedule 2 of the Education (School Information) Regulations 1981 and relate to the school year 2021/22. The information was correct as September 2021. It should not be assumed that there will be no change affecting the arrangements described in this document before the start of, or during the school year in question, or in relation to subsequent years.



St Joseph's Specialist Trust

VISION STATEMENT



An inclusive Catholic community where integrated Therapy, Care and Education meets the needs of those with complex learning difficulties to reach their full potential regardless of starting points and individual challenges.

CHRIST IN OUR LIVES
No limits ... just possibilities



A Warm Welcome to St Joseph's Specialist Trust

CHRIST IN OUR LIVES

No limits ... just possibilities

Thank you for showing an interest in St Joseph's Specialist Trust. Our 2017 Education OFSTED report says, "The School is a happy and highly caring place. The rich curriculum is sharply focused on meeting pupils' needs and aspirations; teaching is sharply attuned to pupils' learning needs with wider development catered for extremely well. Teaching is strongly rooted in a holistic understanding of pupils' progress and learning needs offering heightened focus on preparation for adulthood, increasing and broadening pupils' opportunities to experience the world of work.

Close working between education staff and therapists ensures that learning activities are sharply focused on meeting pupils' learning and development needs providing a rich range of opportunities for all pupils. The offer is highly bespoke to each pupil's interests and aspirations and supports outstanding progress over time.

Safeguarding arrangements are fit for purpose and records are details and of high quality. Links with colleges and local employers are utilised very effectively."

Care OFSTED (June 2018) report says "Staff enable young people to develop life, social and personal care skills which promote independence and opportunities for adulthood. Plans address young people's needs holistically, providing staff with practical strategies to meet their individual needs, whilst working collaboratively with families and external professionals, ensuring that all are involved and aware of issues affecting young people."

St Joseph's is a Christian community where the values and traditions of the Catholic Church are made accessible to all. On visiting, you will find a happy, purposeful, calm atmosphere, where students blossom and thrive.

At St Joseph's, all students and staff members achieve a sense of their own uniqueness, importance and dignity, in an environment where everyone enjoys the feeling of belonging, and shows regard for the feelings and needs of others.

We deliver an inclusive programme, educating the whole person, heads, hearts and minds. Our comprehensive range of activities places **no limits** on student achievement, empowering and encouraging students to consider, and fully access, the **possibilities** available to them.

Almost everyone who has ever visited St Joseph's tells us it's a really special place.

If you feel St Joseph's Specialist Trust could be the right place for your child, please phone the school office to discuss the procedure for arranging a visit.

Bernard Smith

Vice Chair of Governors

Mrs. Annie Sutton
Executive Principal
St Joseph's Specialist Trust
Amlets Lane, Cranleigh, Surrey GU6 7DH
Tel: 01483 272449
office@st-josephscranleigh.surrey.sch.uk
www.st-josephscranleigh.surrey.sch.uk



Mission Statement

The students, their families, staff and governors are St Joseph's Specialist Trust. Together we will create a supportive Catholic ethos within a Christian environment, with aims, structures and curricula designed to achieve the full potential of all students.

St Joseph's aims to be a total learning environment where every aspect of the students' experience helps them in the development of new skills and understanding which they can use now, and will continue to be of value in the future.

St Joseph's aims to provide:

- a pastoral support for our students and families, enabling them to meet their difficulties together;
- a service to families and local authorities, responding to needs and adapting to changes in demand, that are not able to be met in the maintained sector.

St Joseph's aims to achieve:

- A good reputation for the high standards of care and education, and a spiritual strength that supports and encourages all those connected with the school and college.

The aims in this Mission Statement will be achieved through policies, procedures, staff continuing professional development and strategic intent.



Mission



statement



Everyone

at



St Josephs



work



together



to help



you

to be



happy



and



to learn



new skills.



Safeguarding

All staff are trained in the principles and practicalities of protecting our students from harm. We have policies and procedures in place to ensure students are kept safe and happy.

All staff have been checked with the Disclosures and Barring Scheme and additional rigorous checks and Safeguarding procedures are carried out for new staff before they work with the students.

Our designated co-ordinators for the school's approach to safeguarding students are: Head of Safeguarding, Executive Principal, Director of Care Services, Director of Education, Director of Therapies and Head of Inclusion.

We have an open ethos that ensures any actions that might harm students are reported and investigated.

To further protect our students, we work closely with other agencies such as the police, social care and health authorities to deliver a multi-agency approach to child protection.



School Leadership Team, Teachers, Therapists and Residential Care Staff List

School Leadership Team

Executive Principal

Annie Sutton BA (Hons) Maths, PGCE

Head Teacher & Director of Education

Simon Jaggard MA, BA (Hons), PGCE, PGDip, FSA

Director of Therapies

Karen May BSc (Hons), Dip CCS, MRCSLT, HCPC registered

Director of Care Services

Alan Day MBA, QCF Level 5 Diploma in Leadership for Health & Social Care and Children & Young People's Services, City & Guilds Advanced Care Management

Director of Business Services

Lizzie Hurst MA (Oxon)

Director of Human Resources

Liz Sanders Diploma of School Business Management, Chartered Insurance Institute's FPC (Financial Planning Certificate)

Director of Finance

Cedric De Souza ACCA

Director of Estates & Facilities

Adrian Maxey Member of the Institute of Workplace and Facilities Management (IWFM) and the Institute of Leadership and Management (ILM).

Head of Safeguarding

Jay Shekleton NVQ Level 4 Health and Social Care

Deputy Head Teacher

Monika Hosker MA, BA (Hons), Specialist Leader of Education, Advanced Skills Teacher

SENCo and Pathway Leaders

Kyla de Sousa QTS, BA (Hons)

Maria Gavrili QTS, BEd Primary, MEd in Autism, PGCert NASCO

Monika Hosker MA, BA (Hons), Specialist Leader of Education, Advanced Skills Teacher

Monika Ryzinska MA, PG Diploma, BA (Hons)



Leader of Catholic Life

David Purcell BA (Hons), BTh (Hons), MA, PGCE, NPQH

Class Teachers

John Battle

Sue Betteridge BEd Secondary

Jevon Birchall QTS, BA (Hons), PGCE

Kyla de Sousa QTS, BA (Hons)

Maria Gavrili QTS, BEd Primary, MEd in Autism, PGCert NASCO

Lloyd Hurrell BSc, PGCE Secondary

Monika Ryzinska MA, PG Diploma, BA (Hons)

Elaheh Safari BA (Hons), Level 5 Teaching Diploma

Gillian Tree BSc, PGCE Secondary

Helen Van-Mol Level 5 Diploma, PG Diploma

Specialist Teachers

Jan Durrant RHS Level 2, Vocational Work Assessor Award, Level 5 Teaching Diploma

Kathryn Hitchings BA (Hons), PGCE Primary

Jane Jarvis Registered Mental Health Nurse.

Alison Minguillon BA (Hons)



Specialist Therapists

Speech and Language Therapists

Fern Geeson (0.6)	BSc (Hons) in Speech & Language, RCSLT, HCPC registered
Naomi Harding (0.8)	BSc (Hons) in Speech & Language RCSLT, HCPC registered
Karen May	BSc (Hons), Dip CCS, MRCSLT, HCPC registered
Phoebe Parkes	BSc (Hons) in Speech & Language, RCSLT, HCPC registered

Physiotherapist

NHS Healthcare Trust physio attached to school

Occupational Therapists

Benjamin Choi	MSc, PGdip Occupational Therapy, Member of Royal College of Occupational Therapists
Georgia Hanson-Meekins	BSc (Hons) Occupational Therapy, Member of Royal College of Occupational Therapists; HCPC registered

Music Psychotherapist

Simone Fyles (0.4)	MA Music Therapy, HCPC Registered
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Drama Psychotherapist

Rebecca Olney (0.2)	MSc Drama Therapy, HCPC registered
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Arts Psychotherapist

Lizzie Wilson



Head of Inclusion

Nick Durling
QCF Level 5 Diploma in Leadership and Management for Residential Childcare (England);
Level 3 Diploma Supporting Teaching and Learning in Schools;
Positive Behaviour Management Senior Advanced Team Teach Trainer;
NVQ3 Supporting Teaching and Learning in Schools

Medical Staff

Helen Shoesmith
Senior Healthcare Assistant; C&G Advanced Care Management

Emma Fuller
Healthcare Assistant; NVQ Level 3 Health & Social Care

Residential Care House Managers

Andy Pusey
(Behaviour Support Manager)
QCF Level 5 Diploma Leadership for Health & Social Care and Children and Young Peoples Services;
BILD;
Team Teach Advanced Tutor

Amy O'Grady
QCF level 3 Caring for Children and Young people

Lorraine Kelleher
BA (Hons) Sociology;
QCF Level 5 Diploma Leadership for Health and Social Care and Children and Young People's Services;
QCF Level 3 Health and Social Care Children;
TAQA Assessor Course QCF Level 3 Award

Metodi Markov
QCF level 3 Caring for Children and Young people

Anna Bylinka
Lv3 Diploma for Residential Care

Andrew Lawrence
Lv4 Registered Manager NVQ

A full list of staff and their roles and responsibilities including all teaching assistants, therapy and OT assistants, ancillary, administration, care workers and grounds staff is available in the school office. As well as the qualifications listed above, Staff are also trained in the approaches and strategies adopted at St Joseph's, as appropriate for their various roles and responsibilities.



Trustees and Governors

Trustees

Peter Turvey (Chair)	Lawrence Bartel	Una Corning
Joanna Homewood	Bernard Smith	Annie Sutton
Rebecca Vickers		

Foundation Governors

Una Corning (Chair)	Bernard Smith (Vice Chair)	Grace Bradley
Jo Jacques	Jean Keane	Melissa Longmire
Tim O'Dwyer	Monica Whitehead	

Staff Governor

Maria Gavrili: *SENCo; Class Teacher*

Co-opted Governors

Andy Pusey: *Behaviour Support Manager*

Léonie Collingwood-Johnson

Local Authority Governor Gemma Mitchell

Ex-Officio Annie Sutton: *Executive Principal*

Clerk to Trustees & Governors Nicola Trumpess



Introduction

St Joseph's Specialist Trust is a co-educational residential and day school for students with complex and severe learning difficulties. St Joseph's has excellent provision for students, within the above categories, who are on the Autistic Spectrum. The school and college has developed expert provision for students with communication and interaction difficulties.

St Joseph's caters for students in all Key Stages. The Key Stage 5 Course of Extended Education offers programmes to students from 16 to 19 years of age.

St Joseph's is non-maintained and has full DfE approval. The Trustee is the R.C. Diocese of Arundel and Brighton.

We have built up a wide reputation for high quality provision for students with complex special educational needs, notably in London and the Home Counties, but also from further afield. Currently we deal with 16 local authorities.

St Joseph's incorporates the themes from Every Child Matters (ECM), Social and Emotional Aspects of Learning (SEAL) and the Doorways for Sustainable Schools (ecological and global concerns) across the waking day.

St Joseph's has achieved the National Autistic Society (NAS) standard of excellence – the Autism Accreditation Mark which is reviewed annually to ensure St Joseph's continues to improve and meet the rigorous criteria for each of the 32 standards.

St Joseph's has achieved specialist status in the SEN area of Communication and Interaction. This gives St Joseph's the opportunity to share and develop expertise and improve outcomes for students, their families, stakeholders and local community.

St Joseph's is registered to take over 90 students but capacity is usually full at around 80.

A Brief History of St Joseph's and its Buildings

St Joseph's School opened at Bigod's Hall, Dunmow, Essex in November 1916, transferring to Cranleigh in 1951.

The school was founded by the Sisters of the Sacred Hearts of Jesus and Mary. This Order of Sisters was founded in France by Father Victor Braun. The Sisters have, over the years, engaged in a variety of services for the poor and the deprived. They are called to help shape communities of gentleness, justice and peace that witness to the healing, liberating and empowering love of God.

In September 1981, the Order of Sisters, unable to continue running the school, handed it over to the trusteeship of the Diocese of Arundel and Brighton. The Order of Sisters, whose headquarters are at present at Chigwell Convent, Essex, still support two schools for children and young people with Special Educational Needs. Although no longer belonging to this order, St Joseph's continues the sisters' work by channelling the healing, liberating and empowering love of God in all they do.

St Joseph's was originally just for boys. In 1984, the first girls were admitted. The Course of Extended and Further Education for 16 -19 year olds was also opened the same year.



Swimming 1960's

The present school buildings and grounds were converted from the old Wyphurst Estate farmstead, in the late 19th and 20th centuries. This provided a private modern 'house' and landscaped garden, for the Chadwyck-Healey family. Their family motto 'Crede Mihi' means Believe in Me; a very appropriate motto for our present day students. This can be seen above the main school entrance and in stained glass, on a ground floor window, overlooking the swimming pool.

Later the house was home to a diamond merchant and his family. They built a huge strong-room in the tower above the main doorway, which still exists. Much later, prior to the Sisters of the Sacred Hearts of Jesus and Mary being given the building and grounds, the school was used as a rehabilitation hospital for Canadian Servicemen injured during the Second World War.

2007 was the centenary of a very large extension to the 'house'; from the tower, at the front of the school, to the end of the wing, opposite the swimming pool. This was celebrated in July 2007 with an Edwardian themed Arts Week and included an Edwardian picnic for the students and their families.

In September 2009 St Joseph's achieved Specialist School Status in Communication and Interaction. The name was changed to reflect the organisational structure to St Joseph's Specialist School and College, and more recently to St Joseph's Specialist Trust.

During the academic year 2011/2012 the Diamond Jubilee Celebration of the 60th year that St Joseph's has been open on this site (1951 – 2011) took place. This included an open air mass and day of celebration in September and concluded with an exhibition of past times at the school.



Post 19 Adult Services

Your Life ... Your Way

St Joseph's provides outstanding Supported Living Services in two locations, Springvale in Cranleigh and Long Barn in Beare Green.

The ethos of our Supported Living Services is to maximise independence, promote skills and support the development of community interaction.

Our Supported Living Workers ensure they do as much as they can to promote independence of the young adults they are working with; and support them in the development of new skills as well as consolidating existing ones.

With a focus on care, further education and work opportunities each adult will receive the support they need to live their life their way. Establishing a place in the community is a key aspect of Supported Living Services.

The Care Quality Commission inspect Springvale and Long Barn annually and ensure we comply with relevant legislation.

Staff are employed by the school but are paid for by tenants through their individual budgets.

Values:

- Citizenship – living in the community and being part of it
- Individual
- Choice
- Opportunities
- Work

To find out more:

Springvale: contact, Angela Hammond Supported Living Manager at St Joseph's Specialist Trust.

01483 375905 – Ahammond@st-josephscranleigh.surrey.sch.uk

Long Barn: contact Faisal Iqbal, Supported Living Manager at St Joseph's Specialist Trust.

01306 712421 – fiqbal@st-josephscranleigh.surrey.sch.uk



Strategic Vision and Intent

Due to the nature of non-maintained schools, and the ever present LAs inclusion agenda, it is important that St Joseph's is aware of shifts it should make in its provision, to better secure the long term sustainability of the school and college.

If we are to continue to successfully meet our students' needs plans for these shifts should include the development of significant capacity and capability that will impact positively on student progress.

St Joseph's School Leadership Team (SLT) believe it is important that its short term development and improvement plan is supported by a longer term strategic vision and the intents of the school community.

St Joseph's Strategic Intent

- Premises, facilities and resources developed to meet the needs of students with Autism and other complex needs
- Facility to encourage through E-learning a more personalised approach to extending learning into the home / care environment and to maximize student achievement through ICT
- To continue to strive to provide the best education and care for all students including those on the Autistic Spectrum
- Personalised provision in terms of meeting the ongoing needs of students post 19
- Pursue effective partnerships for school improvements and a more fluid integration with other schools, FE provision etc. – in terms of students, staff and specialist CPD
- The development of an outreach SEN service for our partner schools and those in the wider community
- To become an Emotional Intelligent (EQ) school
- To ensure all relevant students have access to flexible boarding provision
- To become an enquiry research based community.



Aims and Objectives

The Aims

To extend a student's knowledge, experience and imaginative understanding and thus his/her awareness of moral values and capacity for enjoyment.

'To provide a personalised education that brings out the best in every student, that builds on their strengths, enables them to develop a love of learning, and helps them to grow into confident and independent citizens, valued for the contribution they make'. (*Removing Barriers to Achievement. DfES, 2004*).

More specifically, St Joseph's aims to:

- Help each student overcome or cope with the difficulties posed by their learning disability / disabilities including those on the Autistic Spectrum
- Provide each student with an individualised and personalised educational programme that addresses the specific needs of the student, as they relate to his / her personal needs
- Develop the specific attributes and strengths of each student to maximise potential
- Provide access to the culture and education generally available to children and young people in society
- Help each student to develop the thinking skills that enable him / her to learn independently, and be an active participant in his / her own learning
- Enable each student to develop a 'self' concept, as far as is possible.

The Objectives

- To use a form of communication that enables needs to be communicated and social communication to take place
- To use independence and self-help skills according to the maximum of his / her ability
- Tolerate and enjoy social interaction with family, significant others and peers
- Develop his / her strengths and interests to the maximum of their potential
- Develop sufficient flexibility in order to cope with the demands of the social and physical environment
- Develop an awareness of his / her own identity and that of others
- Behave in a socially acceptable and age-appropriate manner
- Express him / herself through creative and / or leisure pursuits
- Have maximised his / her thinking and problem solving skills.



Learning and Teaching Philosophy across the Waking Day

The school and college seeks to achieve its vision mission, aims and objectives by acting in accordance with the following Core Values.

- to conduct relationships with integrity and respect
- to promote individual development, empowerment and resilience
- to promote a high quality, professional and needs led service
- to promote Equal Opportunities
- to represent value for money
- to promote Positive Behaviour Support and
- the encouragement of individualism and character.

Each student is treated as a person and is not simply defined in terms of his / her disability. Where a student has challenging and complex patterns of behaviour his / her social behaviour is respected at all times. At the same time the school and college recognises the difficulties posed, in particular to a person with autism, and seeks to help the student come to terms with these or address them directly. By doing so, the student is helped to make contact with people, activities and forms of knowledge that would otherwise be inaccessible.

St Joseph's believes that the best way for its students to achieve progress is through providing a stable, structured and caring environment. In order to provide the emotional security, without which progress is impossible, the student's environment needs to be predictable and easily interpreted by him or her. The ethos and climate of the school is supportive rather than confrontational. The 'message' conveyed by staff to students is that 'we are on your side'.

As personal independence is a key objective for each student, activities are designed in order to facilitate this. If a student is not able to carry out an activity independently, staff members may prompt them through it in a sensitive fashion, and gradually reduce the level of prompting as time goes on.

Facilities

Students aged 5 to 14 attend a purpose built, well-resourced education block which is separate from the main living area. Students aged 14 to 19 years work in a modern suite of teaching rooms designed to reflect and support the more adult oriented approach to activities encouraged within Key Stage 4 and Key Stage 5. We also have a modern purpose built therapies centre on site.

Residential accommodation for students is provided within the traditional setting of the main building and in self-contained houses situated both on and off the main school site.

Other facilities include a heated outdoor swimming pool, art room, pottery room, ICT suite, workshop, food technology room, small sensory room, larger interactive multi-sensory environment, hard games area, outdoor play areas, soft indoor play area, extensive grounds and sports fields, landscaped features, woodland areas and wildlife ponds.

St Joseph's has a modern chapel which is a base for many RE lessons and is also used for regular services. All students, their families and staff are welcome to attend these.



School and College Day Organisation

St Joseph's Specialist Trust provides teaching and learning across the school and college. Students are taught in pathways. Staff choose the most appropriate Pathway for each student by considering: individual interests, skills, and where a student may go after they leave St Joseph's. The Pathways allow staff to plan a personalised curriculum for each student that best meets their own needs.

The Pathways are not fixed; staff monitor progress to make sure that each student is within the right Pathway for them. They can move from one Pathway to another at any time, if this is best for them; but we want their chosen Pathway to be realistic and achievable.

Transition programmes are in place to ensure students move successfully from one Key Stage to the next.

Students are grouped according to age and need into classes of up to 10 with a teacher, HLTA and a team of therapists and teaching assistants.

The school day starts in class with activities which allow time for reflection. The students then work on basic skills with education and therapy staff working alongside each other in a transdisciplinary fashion. After this structured start to the day students will have a broad and balanced curriculum with choice and options offered as appropriate. For many students, it is more appropriate for them to have a personalised timetable.

Candle time, or Assembly, is a daily activity in which students are encouraged to reflect. It is an opportunity to appreciate God's love for us all, demonstrated in the many gifts that he gives to us. The use of candles is symbolic of the concept of Jesus as the light of the world and helps students to experience a sense of awe and wonder.

For residential students there are daily morning and evening handovers to ensure care and education staff are kept fully informed of learners' needs.

Timings of the School Day

	Monday	Tues - Thurs	Friday
School Starts	09:30	09:00	09:00
School Finishes	15:15	15:15	15:00



Special Educational Needs

All students at St Joseph's have an Education Health Care Plan, these are reviewed annually. St Joseph's SEN Policy is reviewed and updated regularly.

At St Joseph's all students, regardless of ability and behaviour, are valued equally. Students' needs are recognised and met through varied and flexible personalised provision throughout the waking day.

The objectives and guiding principles of this policy are:

- To ensure that students, regardless of their learning difficulties and disability, have access to a broad, balanced and relevant curriculum that is differentiated and / or personalised to meet their needs
- To ensure early identification of any additional learning difficulties and disabilities and to provide for these
- To help every student realise his / her full potential and optimise their self esteem
- To encourage the whole school community to demonstrate a positive attitude towards students
- To encourage an effective partnership with families on developing and implementing a joint approach at home and at school
- To encourage and support students to participate in decision making processes that occur in education i.e. their views are sought and taken into account
- To follow the Code of Practice (2001) which recommends a graduated approach whereby approaches and actions are matched to individual students' needs.

Approaches used at St Joseph's include Makaton Signing, communication through symbols including PECS if applicable, TEACCH (small step approach, using a structured environment, to help students gain independence), individual therapeutic approaches (touch talk therapy, art and music psychotherapy, individual music time, individual reflection time and individual play strategies including use of intensive interaction). Positive Behaviour Support and its management is supported by the use of the Nationally BILD Accredited, Team-Teach approach.

The Inclusion Support Team support students and staff in helping students manage their behaviour and develop social skills.

On request, the lead practitioner for each approach can explain these to you in detail.



Integration and Inclusion

We aim to make integration and inclusion opportunities as successful and independent as possible.

The school & college maintain strong links with the local community, including the use of the leisure centre, adult education centres and various social clubs. Over 22 places of work are used for College Work Experience.

Students from St Joseph's may also attend the local comprehensive school on a part-time basis, with support. Post 16 students in Year 13 attend Adult Education classes and, if applicable, link courses at local FE colleges such as Guildford College and St Peter's Catholic School, Guildford.

We encourage students to take as much responsibility as possible for their own behaviour. They are also helped to understand the consequences of their actions.

All staff are trained in positive handling of students through Team Teach, nationally accredited by BILD. The School has four onsite Team Teach trainers who run regular induction and updating sessions for all staff.

For the benefit of our students, staff members link with the teachers and students of other schools in Surrey through, among other things, membership of the Surrey SLD / ASD network, Diocesan Schools and Deanery Schools network.

St Joseph's welcomes students from local comprehensive schools, universities and colleges to undertake work experience and/or professional placements and to apply for placements as Teaching Assistants.

Co-operation and seamless strategies between home and school are of enormous importance if learning goals are to be achieved.

Equal Opportunities and Respect for All

At St Joseph's we are aware that young people who are required to leave their home area for their schooling should not be placed at any unnecessary disadvantage because of their learning difficulty. Therefore, every activity and policy is designed to restore equality of opportunity by maximising potential and providing access to as many of the curricular and social opportunities as students in mainstream schools would enjoy as well as making provision for our students' specific needs.

Our policy also applies to adults. We aim to ensure that families are not unduly disadvantaged by circumstances such as distance from the school or having to cope with professional jargon.

Staff are selected and promoted on merit and are provided with as many opportunities and resources as possible to assist professional development.



The Students

Over 80% of students at St Joseph's are on the Autistic Spectrum.

A number of students, particularly those whose primary learning difficulty is ASD, exhibit violent behaviour, sometimes of a severe nature. The school admits such students with due reference to the balance of behaviours exhibited by existing students. St Joseph's seeks to create a sense of stability in which students can be helped to overcome behavioural difficulties while the safety and emotional wellbeing of all students is protected.

St Joseph's offers a small number of placements to students who initially require individual teaching and/or sleeping with a high level of staffing.

Staff at St Joseph's encourage students to use socially appropriate behaviour. This is managed through the school's comprehensive Inclusion Support Policy (Behaviour Management). St Joseph's encourages appropriate behaviour through positive reinforcement strategies.

St Joseph's offers education to both boys / young men and girls / young women, although the greater incidence of general learning difficulties amongst males means that there are always likely to be more boys / young men than girls / young women at the school. The curriculum and staffing are organised to ensure that equal opportunities are afforded to all students.

Uniform

Students in Key Stage 1, 2, 3 and 4 wear school uniform which is available for purchase online from wearyourlogo.co.uk

We also have a small quantity of stock remaining (with the previous school name), available through the school office.

Key Stage 5 students may select their own clothes. Implicit within the 16 to 19 curriculum is the development of the skills required to select appropriate clothing and equipment e.g. overalls for outdoor work experience, track suits for leisure activities etc.

Full details of clothing requirements and cost are available on request



Staff

A multi-disciplinary staff team is fully involved in, and informed about, activities across the broad spectrum of the school day.

St Joseph's believes in the provision of an extended curriculum, as the best possible means of delivering a high quality service to its students.

All curriculum activities are supported and enhanced by the involvement of a team of speech and language therapists who construct programmes on a 'withdrawal', 'in class' and 'community' basis.

Further support is provided by a team of healthcare staff, a senior healthcare assistant (C & G Advanced Care Management), a healthcare assistant and a local GP who attends school once a week to undertake a 'surgery'. Together they ensure the health and wellbeing of the students attending the school.

The grounds staff, as well as caring for the twenty-two acres of land within the school boundaries, assist in the provision of sites for natural science, environmental, horticultural and other school projects. This team is also able to offer help in the delivery of the horticulture courses, and enterprises for students on the work related learning programme.

The catering, domestic and maintenance teams assist all other staff groups in adding to the therapeutic atmosphere, essential for successful residential provision. These teams also offer valuable practical assistance, in providing work experience placements for the students.

Staff Continual Professional Development is a priority at St. Joseph's. We maintain close links with the local authority (Surrey County Council) and utilise the full range of its staff development programme.

We are also well supported by the local Health Authority, as well as social services and schools' psychological and ASD services of our sponsoring local authorities.

The Curriculum

The Education Reform Act requires that all schools work within the framework of the National Curriculum and RE. This means that the students at St. Joseph's should spend a reasonable amount of time studying certain specific subjects as set down in DFE guidelines.

The main subjects, referred to as **core** subjects, are Maths, English, Science and Information and Communication Technology (ICT); the others, known as **foundation subjects** are Design & Technology (DT), History, Geography, French, Art, Music, PE and Personal Social Health Citizenship and Economic Education (PSHCE), Work Related Learning (WRL) including Enterprise; RHS Horticulture.

The primary class provides a secure and nurturing environment in which our students can start to develop the skills they need.

Younger students follow the International Primary Curriculum. This creative topic based curriculum provides active and engaging learning opportunities. The progressive learning links within each unit enables the student to make connections within the separate subject areas. Contextual learning opportunities ensure that the topics and tasks are appropriate, interesting and relevant to our students. Specific skills are learned and practised in Focused Intervention groups.



When students move from Key Stage 3 to Key Stage 4 they transition to the 'college' environment within the school site. As part of Foundation Learning the timetable in the 14-19 Department is focused on three main areas:-

- Vocational Learning
- Functional Skills – Numeracy, Literacy and ICT
- Personal Social Development

Across the five years the students work towards achieving a Foundation Learning Diploma. Other accreditation offered includes a variety of ASDAN programmes related to the students ability and Entry Level subjects. Work Related Learning includes a weekly programme of work experience and enterprises. We also offer a travel skills programme.

Our overall objective is to enhance the students' independence skills and prepare them for when they move on to their next placement.

During their final year in the department students are supported with carefully planned transition work to prepare them for their next steps; college, training, employment or whatever is appropriate for the young person.

The Sex and Relationship Policy outlines how St Joseph's approaches the teaching of this area. Families are informed of the nature of teaching in this area. Sex and Relationship education is taught throughout the school; for younger students we focus on growing older and puberty. Following this, we look at a variety of issues that may affect our older students.

The children and young people's learning at St Joseph's is carefully planned to meet their very individual needs. We aim to make our curriculum 'real' through as much experiential teaching as possible. To maximise learning we present subject matter in a visual way which suits our students learning styles and make sure all students have a detailed breakdown of their timetable and learning instructions.

The school year is divided into half termly blocks, usually six weeks learning, teaching and formative assessment, with the last week of each half term including summative assessment, enrichment activities and time to share achievements and successes.



Careers Education and Guidance

Every student at St Joseph's Specialist Trust is entitled to careers in education. St Joseph's delivers this through Work Experience, Work Preparation, Life Skills, Enterprise Groups and Adult Education. In the school, this is mainly delivered through half termly topics.

Work Experience and Work Related Learning is fundamental to the Career Education and Guidance Programme which enables the students at St Joseph's to know themselves. This in turn develops their personal skills and independency for a rewarding adulthood. The school offers a Careers Resource Centre (Young People Support service); an area dedicated to careers, further college courses and placements. Relevant information, college courses and job opportunities can be found as well as providing an area dedicated for students to meet with staff and discuss work related and PSHCE issues.

Work Experience placements are found according to the ability of the student and appropriate staff support given. Work experience happens weekly for the students in the college. Students are placed both internally within the School and College grounds and externally within the local community, giving them the greatest opportunity and support the College can provide.

Work Prep looks at all the different job families surrounding work experience. Giving students at St Joseph's, an overview of the work ethos as well as preparing them for their work experience opportunities.

Life Skills programme is followed throughout the college, whereby students take regular trips into the local community, they are encouraged to visit local business and organisations and interact with members of the public.

Travel Skills supports our students through a differentiated personalised programme enabling them to use public transport system appropriately and safely, as far as they are able to prepare them for travelling to work.

Enterprise Groups gives the students the opportunity to develop and apply enterprise and employability skills in a work related activity. It looks at personal skills, working as a team and independently. The students produce quality items to sell, from cakes and plants to Christmas decorations.

Adult Education is an outside link to St Joseph's, where students have the opportunity to be taught independent living skills and work skills. This is greatly encouraged at St Joseph's as it helps to prepare our students for times of transition and for their future beyond St Joseph's.



Accreditation

All students work towards developing the vocational, personal and the key skills necessary to gain a number of nationally accredited awards. These include:

- AQA GCSE Art
- OCR Entry Level English, Maths
- KS4 - ASDAN Award / Certificate in Personal Social Development or ASDAN Award / Certificate in Personal Progress
- KS5 – ASDAN Diploma in Personal Progress or ASDAN Diploma in Life Skills
- KS4/5 WJEC Award / Certificate / Diploma in Humanities
- KS4/5 WJEC Award / Certificate / Diploma in Creative Arts and Media
- KS4/5 WJEC Award / Certificate / Diploma in Science
- ECDL Computer Driving License
- RHS Level 1 Introduction to Horticulture Award

St Joseph's students are taught in Progression Pathways. Progression Pathways is a DfE initiative and forms part of the 14 - 19 Foundation Learning Tier.

Its purpose is to ensure that students leave St Joseph's with the skills necessary for their next placement. As part of this programme we will make a baseline assessment of the student when they join. Families and staff will be involved in the process. Staff will then look at the expected next placement and skills needed and devise a personalised curriculum to teach the necessary skills.

See table at back of Prospectus for an overview of student achievements over the past three years.

Further guidance on curriculum, accreditation and approaches to learning and teaching within each Key Stage, can be found in four individual Key Stage Curriculum Overview booklets, obtainable from the school office.



Residential Provision

Residential care at St Joseph's extends and enhances the curriculum delivered during the day. There are seven residential groups, based on the age of the Children and Young People, offering weekly, 38 week and 52 week boarding.

Each residential house is assigned a Residential House Manager and a care team who support the children and young people in a variety of independence activities and leisure pursuits.

The work of the residential department is overseen by the Director of Care Services. The School Leadership Team provide on call cover during the evenings and weekends.

All residential children and young people are allocated a Link Carer who support the child/young person with individual targets on their care plan and Inclusion Support Plans.

Extra-Curricular Activities

The young people participate in many extra-curricular activities including Sports for All, cookery club, story club, music club, art club, use of sensory room and soft play areas, use of the school grounds for imaginative play, bike riding, football, basketball, use of the school outdoor pool (summer only). They also participate in many community based activities such as swimming at Cranleigh Leisure Centre, Riding for the Disabled, shopping, eating out, bowling, cinema and theatre trips, Young Rotarians and Student Voice Groups.

Families are asked to provide the young people's pocket money.

Life Skills

The houses provide an atmosphere where the purposeful learning of independence skills is encouraged. All students are expected to contribute towards daily living skills. The extent of these activities depends on the abilities and needs of each individual young person. All young people work towards improving and consolidating personal hygiene routines.

Preparation For Life (PREP)

Handover meetings between care and education staff ensure that the young people's needs are met and that appropriate personalised extended learning activities are able to be completed in group time. This includes reading, personalised cross curricular activities and work towards individual Interim EHCP targets.

EXTENDED DAY FOR DAY STUDENTS

Breakfast in Class

We can provide breakfast in class each day for all non-residential students. This facility assists students, especially those who have travelled long distances, in being calm and ready to learn.



Therapies

The Director of Therapies co-ordinates and leads a department that includes Occupational Therapy, Speech and Language Therapy, Arts Psychotherapy, Music Therapy and Drama Therapy.

St Joseph's has a Sensory Room, Soft Play Area and Playroom which are timetabled for use by students of all ages on a regular basis. In addition to these regular experiences, some students will use the facilities at specific times as the need arises to help them develop their senses and explore their immediate environment. It is also a useful facility to enable some students to re-focus themselves ready to access specific areas of the curriculum.

Families are always involved in discussions as to the most appropriate individual therapies and approaches for their son/daughter.

Embedded Therapy

Speech and Language Therapy and Occupational Therapy work within an embedded model whereby therapists are based within classrooms alongside teachers. Classes have 2 days SALT and 2 days OT weekly, this is supported by a team of therapy assistants who reinforce and model strategies and interventions devised by therapists.

Speech & Language Therapy

St Joseph's considers Communication and the Speech and Language Development a priority. It is, therefore, an important part of the whole waking day curriculum and as a result crosses all departments and pathways.

The Speech and Language Therapy Department aims to provide a specialist service to all students.

Each student is assessed on entry by a Speech and Language Therapist. A therapy programme is then put in place which can include individual one to one contact, small group therapy, class activities and work in the community. Therapy aims are reviewed on a termly basis and monitored.

The Speech and Language Therapists liaise closely with teaching staff, care staff, parents and other professionals and attend and contribute to Interim EHCP (target setting) and Annual Review meetings.

Our aim is to improve communication. This includes not only verbal, but also non-verbal aspects of communication and social skills.

The Makaton signing system is part of our approach. Staff and parents have opportunities for ongoing training in signing. Makaton symbols are used to help and support students in their educational and social environment.



Occupational Therapy

Occupational Therapy 'Uses everyday occupations and tasks creatively and therapeutically to achieve goals that are meaningful to people and relevant to their daily life' (Duncan, 2006)

The OT team here at St Joseph's work collaboratively with the school, college, care staff and parents. Our aim is to enable the students to develop their independence skills and reach their full potential. Many of our students here have sensory processing needs so one of the first assessments the OT will carry out will be to consider the student's ability to process and use sensory information from the external environment and their internal sensory systems. This is then followed by assessing other skills such as functional hand skills, visual perception skills, coordination, self-help skills and psychosocial skills. A treatment plan is then written with achievable aims to enable the student to develop these skills. Treatment plans may involve individual therapy, a therapeutic group or classroom activities.

Progress and evaluation is delivered through Interim EHCP (target setting) and Annual Review meetings. The OT is available to support and discuss progress with parents and supporting staff.

Arts Therapies

The Art, Drama and Music Therapists provide psychological interventions that focus on exploring and expressing thoughts and feelings through the different mediums.

The creative Arts Therapies are able to support students with special needs, providing a consistent, safe space in which the student can establish a trusting and non-judgmental relationship. Within this relationship individuals can begin to develop their self-esteem, self-awareness, build on social skills and enhance their quality of life.

Issues that can be addressed include: Mental health, Communication, Emotional and Behavioural.

The focal point of the therapy is the expressive process; it is not about ability or achievement. It is predominantly non-directive and student led.

The different disciplines offer confidential individual and small group sessions within the school day.



Equine Therapy

We continue to work with Hera Therapy Services. Various students have attended Individual Therapy and a new change of service, Pairs Groups. These sessions are to improve Interpersonal interaction, Independence/Friendship skills.

The Equine Therapist is also currently in the process of completing a Masters in Sensory Integration Course.

Within the service offered by the ET is Sensational Riding Therapy. This is **not** a learning to ride session, it is a unique sensory motor skills programme based on a sensory integrative approach. The programme is designed to improve:

- Gross motor skills
- Movement and balance
- Bilateral co-ordination
- Body awareness
- Tactile function
- Auditory and Visual processing
- Emotional and Social Behaviours
- Listening and Attention
- Ability to concentrate and stay on task
- Confidence and Self-esteem

In-House CAMHS Provision

St Joseph's has an in-house CAMHS provision. Working collaboratively with local provider healthcare on demand.

A psychiatrist visits monthly and a clinical psychologist visits fortnightly to support students' mental health needs, providing advice and reviewing medication as appropriate.



Planning, Assessment, Recording, Reporting, Celebration and Standards (PARRCS)

In common with maintained special schools we have developed a great deal of expertise in the area of PARRCS.

Our cycle of information collection provides a comprehensive profile for families and local authorities. This is reported annually in the SEN Annual Review Report.

Inclusion Support plan and the Education Health Care Plan documents provide targets which are worked towards with the students, and reviewed with families and students each term.

Education and Residential Care Workers keep continuous records on each student's progress and achievements. The B-Squared data base is used to enter and track student progress. Annually this data is uploaded onto CASPA and used for in depth analysis which provides measures of achievement against other special schools, allowing a view of year on year progress within St Joseph's. The CASPA data analysis tool provides comparative progress measures against other similar students nationally. In addition, CASPA also provides St Joseph's with a greater degree of analysis of the students' levels of progress against aspirational targets. The system allows termly tracking to ensure that progress remains on track and to provide evidence of necessary interventions and additional support. These analysis tools are used as the basis for evaluating the progress of the student and the quality of the teaching

As well as academic subject progress, St Joseph's monitors Social Communication and Emotional Regulation through a tracking and target setting system called **SCERTS**. The on-site team of therapists lead in this area, ensuring that progress and target setting are carefully mapped and recorded for each individual student.

These records are open for all inspecting bodies and to families through direct request teacher or care worker. The records are compiled in accordance with the school's PARRCS Policy and are used as a basis for planning the student's objectives in their Education Health Care Plan, as well as the Curriculum and Care objectives. A termly consultation is provided to families to provide information and to create opportunities for families and staff to work together in partnership.

The student, families, teachers, therapy and care staff meet formally on a termly or in some cases half termly basis to review the Inclusion Support Plan, Care Objectives, Curriculum Objectives and the Education Health Care Plan. They also check and update behaviour support management guidelines and prepare for the termly meeting with families. These are called Interim EHCP (target setting) meetings.

Each student's EHCP is reviewed on an annual basis at the Annual Review. St Joseph's review procedure complies fully with the [DfES SEND Code of Practice 2015](#).

A written review of progress in the form of an Annual Report is circulated to families and all professionals involved prior to the review meeting. At the multi-disciplinary Annual Review meeting full account is taken of the views of the families and students in finalising arrangements. A report of the Annual Review meeting is sent to all those involved, including families, sponsoring local authorities and other professionals; with a clear summary of the suitability or otherwise of the current provision made for the student. This process may result in an amendment of the student's EHCP/statement, additional or modified provision or a reassessment of the student's special educational needs.



Selection for Admission

St. Joseph's aims to meet the needs of students with a wide range of learning difficulties. These may be severe or complex difficulties and are usually accompanied by Autistic Spectrum Conditions and speech and language difficulties. Some of our students also experience resultant emotional and social difficulties.

Initial contact may be made to St Joseph's by families, local authorities or social care, and may lead to a period of assessment at the Trust. This involves several stages and levels of information collection so that targets can be set once they have started at St Joseph's.

In formulating its Admissions Policy, St Joseph's recognises the importance of adherence to the regulations and the spirit of the Special Educational Needs and Disability Discrimination Act (2005), The Human Rights Act (1998), The Race Relations Act (1976) and the Sex Discrimination Act (1975).

The maximum number of students attending St. Joseph's Specialist Trust is determined by Her Majesty's Inspectors of Schools. Guidance is also given on the maximum number of residential students, within the total number of students in attendance. When a place becomes vacant and more than one student has been referred to the school a selection must be made. This decision will be made by the School Leadership Team following consultation with relevant staff.

The selection will be a balanced judgement that takes account of the following factors:

- Match of potential students to class/residential placement available in terms of age and gender.
- Match of learning styles of potential students to placement available.
- Level of challenging behaviours exhibited by the young person balanced against levels exhibited by other students. The school and college admits young people and children with challenging behaviour. However, at the same time St. Joseph's is sensitive to the limits of numbers of these young people that can be accommodated at one time and the needs to provide less challenging models of behaviour.
- The desirability of filling boarding accommodation where a choice has to be made between a day or residential student, priority may be given to the latter if the school or college has spare residential capacity.
- Siblings already at the school or college.

Prior to admission, the Director of Care Services, or nominated deputy, may observe the student in their current educational setting or at home and families will make a visit to St. Joseph's in order to inspect the facilities, observe teaching in progress and discuss the school's and college's approaches to education. If families are considering placement at St Joseph's, after this initial visit, they will be encouraged to make a further visit accompanied by their child if this is possible.

For further information on admissions contact the main office on 01483 272449.

Email: admissions@st-josephscranleigh.surrey.sch.uk



Accessibility Plan

The Disability Discrimination Act (DDA), as amended by the SEN and Disability Act 2005, places a duty on all schools and Local Education Authorities (LAs) to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. All schools are required to produce an accessibility plan for their schools.

St Joseph's Specialist Trust is required to plan for:

- Increasing access for disabled students to the school curriculum
- Improving access to the physical environment of schools
- Improving the delivery of written information to disabled students.

Improving the physical access at school - Accessibility Plan 2016-2019

Target / Action	Strategy	Outcome	Timeframe
Improving access to the physical environment			
DDA actions resulting from updated report	To remain up to date with current DDA legislation	Actions to be prioritized in a new action plan	
Moving and handling plans for individual Students	To provide individual support for Students with walking difficulties to assist movement in the classroom or residential house and transitions to other parts of the building – being led by Therapies Department	Individual plans created for staff to follow	2016-2017
Install disabled toilet in KS1/2/3	Plans already drawn up – awaiting budget allocation	Disabled facilities made available	2016-2017
Reduce sound levels in the dining room	Explore possible sound reduction / acoustic systems	Reduction of noise levels and noise distraction for students making dining a more pleasant experience for those with hypersensitivity to noise. Traffic light system has been trialled in the dining room to indicate, in a very visual way, when noise levels are too high, however, this was tampered with.	2017-2018



Increase access to the curriculum			
Community initiatives and awareness. To include local community and disability groups	Build links with local & special schools as well as LA, local agencies and disability groups and involvement within the wider community.	Increased access to opportunities for students as well as increased consultation from groups that assist in the creation of these opportunities. E.g. Membership of the NAS Teaching and Learning Forum On going	2017-2018
Developing Students involvement in making decisions, both long term and short term. Developing family involvement in making decisions for the child's future.	Involve Students in understanding what disability equality is. Promote a culture of continuous student voice on a daily basis through use of the school newsletter, student participation at key meetings, School Council, teacher interviews, assemblies etc. Provide more opportunities for Students' and their families to make decisions during transitions and for their EHCP's.	Students empowered to make choices and shape their lives / future outcomes. Families empowered / provided with more opportunities to be involved throughout their child's education and future. On going	2017-2018
Audit of the curriculum, its resources and how together these assist in the attainment of each students targets regardless of disability	Policies and plans reviewed to ensure positive models of disability and to ensure maximum accessibility for all across the curriculum. Students taught using TEACCH principles. Autism qualifications for staff. Autism accreditation for school.	Positive models related to disability actively sought. Improved staff awareness and ability to work with students. Lessons involve opportunities for group work as well as paired work and independent work. All Students make progress in their individualised targets.	2017-2018
To deliver a curriculum that maximises support for student progression no matter what their disability	Grouping pupils using a pathway model to focus curriculum delivery.	The three pathways development will narrow the range of differentiation in a class and for students to be taught at their developmental level rather than according to age and key stage.	2017-2018



Improve the Delivery of Information			
Further staff training related to visual impairments	Whole school training	Improved staff knowledge, understanding and ability to adapt information to reach those who are visually impaired. More accessible information for all, including Students and families.	2017-2018
Ensure all text that is visible to Students is as accessible as possible	All text to have Makaton symbols	All visual information is accessible to all. Only functional information is visible. The environment is therefore low arousal and assisting in creating an optimal learning environment. Ongoing	2015-2016
AAC (Assisted Augmentative Communication) audit	Audit of whole school and individual AAC devices	Students have access to appropriate devices for communication at all times. Students are therefore able to communicate at all times.	2017-2018
Families' preferred mode(s) of communication used to share information	Families' preferences for communication are requested at the start of each academic year.	Families are contacted via their preferred mode(s) of communication. Links with Families are therefore maintained. Views and preferences are known and respected. On going	2017-2018

See also *Equal Opportunities and Respect for All Policy Section 8 Disability Equality Scheme and Accessibility Plan* which can be found under the *Policies* section on the website www.st-josephscranleigh.surrey.sch.uk



The school operates a traditional three term year with holidays at Christmas, Easter and during the summer. In addition there are breaks of one week in the middle of each term and five days are set aside annually for the school staff's continuing professional development programme.

The timing of holidays is broadly in line with Surrey County Council schools

HOLIDAY LIST 2021 - 2022

AUTUMN TERM 2021

Monday 6th September	First day of Autumn Term (Students start at 9.30am)
Friday 22 nd October	End of Autumn 1 (Students finish at 3.00pm)*
Monday 1 st November	Return to school for Autumn 2 (Students start at 9.30am)
Friday 17th December	Last day of Autumn Term (Students finish at 3.00pm)*

SPRING TERM 2022

Tuesday 4th January	First day of Spring Term (Students start at 9.00am)
Friday 11 th February	End of Spring 1 (Students finish at 3.00pm)*
Monday 21 st February	Return to school for Spring 2 (Students start at 9.30am)
Friday 1st April	Last day of Spring Term (Students finish at 3.00pm)*

SUMMER TERM 2022

Tuesday 19th April	First day of Summer Term (Students start at 9.00am)
Monday 2nd May	Bank Holiday (School closed)
Friday 27 th May	End of Summer 1 (Students finish at 3.00pm)*
Monday 6 th June	Return to school for Summer 2 (Students start at 9.30am)
Wednesday 20th July	Last day of Summer Term (NB Students finish at 1.00pm)*

5 x Continuing Professional Development Days

1st (Wed) 2nd (Thur) and 3rd (Fri) September 2021
21st (Thurs) and 22nd (Fri) July 2022

*It is possible in special circumstances to arrange for students to be collected during the evening before the final day of term or half term.



Nationally Accredited Awards KS 4/5

AWARD		2017 - 2018	2018- 2019	2019 - 2020
GCSE				
Art				
Maths			1	
English Language			1	
French (GCSE)		1		
Physics			1	
ASDAN Award Scheme				
Diploma in Personal Progress	Entry 1	2	5	
Certificate in Personal Progress	Entry 1		2	
Award in Personal Progress	Entry 1		1	
Diploma in Life Skills	Entry 2	2	2	
Diploma in Life skills	Entry 1		5	
Certificate in Personal Social Development	Entry 2	1	8	
Certificate in Personal Social Development	Entry 1		8	
Award in Personal Social Development	Entry 2			
Award in Personal Social Development	Entry 1		1	
Arts Award				
Arts Award	Discover	8		6
OCR Functional Skills				
English	Entry 1	5	9	14
	Entry 2	3	11	4
	Entry 3	4	2	12
Maths	Entry 1	5	10	20
	Entry 2	7	5	5
	Entry 3	5	2	8
ICT	Entry 2		1	
	Entry 3		2	



Nationally Accredited Awards

AWARD		2018-2019	2019 - 2020	2020-2021
OCR Life and Living Skills				
Introductory Award	Entry 1			2
Award	Entry 1	4	6	3
Certificate	Entry 1	3	3	12
Extended Certificate	Entry 1	6	4	6
Diploma	Entry 1	2	4	4
Introductory Award	Entry 2	1	1	1
Award	Entry 2	5	1	5
Certificate	Entry 2	3	4	12
Extended Certificate	Entry 2	5	8	6
Diploma	Entry 2	7	3	7
Introductory Award	Entry 3	2	3	7
Certificate	Entry 3	1		6
Extended Certificate	Entry 3		2	1
WJEC - Entry Pathways				
Creative Media & Performing Arts	Entry 2 Award	2	1	
	Entry 3 Award	1		
	Entry 3 Ceramics Unit	1		
	Entry 2 Introduction to Print making		3	
	Entry 2 Organising an Art Exhibition		1	
	Entry 2 Painting and Drawing			1
	Entry 3 Painting and Drawing	2		
	Entry 2 DT: Making a product	4	2	
	Entry 2 Exploring Film Genres	1		
	Entry 3 Exploring Film Genres	1		
Humanities	Entry 3 Award		2	
	Entry 3 Famous Follower of Religion		4	
	Entry 3 Places of Worship		4	
	Entry 3 Religious Festivals	2		
	Entry 3 Religious Initiation Rites	3		
	Entry 3 Religious Charities	2		5
Duke of Edinburgh - Bronze Award			7	
Duke of Edinburgh – Silver Award			4	
John Muir Award for Conservation - Explore 5			2	



Destinations - Key Stage 4 & 5

Destinations from Key Stage 4	2019	2020	2021
Specialist College			
Local Sector FE College or School			
Schools other than St Joseph's		1	1
Residential Specialist College			
Other			1
Destinations from Key Stage 5	2019	2020	2021
Local Sector FE College			
Ambitious About Autism			1
Coleg Elidyr		1	
Guildford College of Further and Higher Education			1
NESCOT	1		1
Reading College		1	
Specialist College			
NCYPE – St Piers	1	1	1
St Elizabeth's College			1
St John's College		2	3
Luffton College		1	
Orchard Hill College			1
Others			
Following Interests at Home - supported			1
Independent / Supported Living	5	1	2



St. Joseph's Specialist Trust



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No Limits ... Just Possibilities**

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