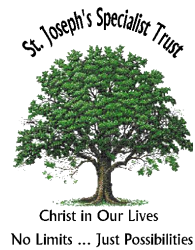


# St Joseph's Specialist Trust Prospectus



**2025 - 2026**



## Index

Message from the Trustees	4
Mission Statement	5
Safeguarding	6
Senior Leadership Team, Teachers and Therapists Staff List	7
Trustees and Governors	9
Welcome to St Joseph's Specialist Trust	10
A Brief History of St Joseph's and it's Buildings	11
Post 19 Adult Services: Supported Living at Springvale	13
Strategic Vision and Intent	14
Aims and Objectives	15
Learning and Teaching Philosophy Across the Waking Day	17
Facilities	18
School & College Day Organisation	19
Special Educational Needs	21
Integration and Inclusion	22
Equal Opportunities and Respect for All	23
Student Support at St Joseph's	24
School Uniform & Dress Code	25
Staff	26
The Curriculum	27
Careers Education and Guidance	29
Accreditations	30
Residential Provision	31
Therapies	33
Planning, Assessment, Recording, Reporting, Celebration and Standards (PARRCS)	35
Selection for Admission	36
Accessibility Plan	37
Holidays and School Dates 2025-2026	38

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 2025/26. The information was correct as September 2025. 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 2023 Education OFSTED report says,

*"Leaders have high expectations for all pupils to achieve everything of which they are capable. Academic learning is seamlessly interwoven with therapeutic interventions. This embedded approach enables pupils to develop firm foundations for learning.*

*Leaders have designed and implemented a carefully organised curriculum. This makes sure pupils are exceptionally well prepared for their next steps in education or employment. Consistent and established routines mean that learning environments are purposeful, and pupils can concentrate on their learning.*

*Highly skilled staff have an in-depth understanding of how to help each pupil achieve their full potential. Consequently, pupils feel happy, safe, and well supported to manage any difficult situations successfully.*

*Leaders prioritise keeping pupils safe. Staff are well trained, and they understand the needs and vulnerabilities of the pupils and are clear about their responsibilities to safeguard all pupils. Leaders are proactive and liaise effectively with other agencies as needed, to make sure that pupils get the right support."*

Our Care OFSTED (February 2024) report states

"The [home] has strongly advocated for children and young people and has challenged the professional network effectively to get the best support and outcomes for them. This demonstrates a belief in children and young people to receive the best opportunities and support from all involved in their care

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.

Visitors to St Joseph's tell 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.

Dominic Gorton  
Chair of Trustees

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](mailto:office@st-josephscranleigh.surrey.sch.uk)  
[www.st-josephscranleigh.surrey.sch.uk](http://www.st-josephscranleigh.surrey.sch.uk)

## Mission Statement

At St Joseph's Specialist Trust our students, their families, our staff and governors form a united community. Together, we foster a supportive Catholic ethos rooted in Christian values, where every element of our structure, curriculum and care is designed to help each student reach their full potential.

We strive to be a holistic learning environment in which every experience contributes to the growth of our students – nurturing skills, confidence and understanding that will benefit them both now and in the future.

### Our mission is to:

- Provide compassionate pastoral support for students and their families, helping them face challenges together with dignity and resilience
- Serve families and local authorities with flexibility and responsiveness, particularly where needs cannot be met within the maintained sector.
- Uphold a strong reputation for excellence in care and education, underpinned by a spiritual strength that inspires and sustains our entire community

We pursue these aims through clear policies, effective procedures, ongoing professional development and a focused strategic vision – always placing our students at the heart of everything we do.



**Mission**

**statement**



Everyone

at



St Josephs



work



together



to help



you

to be



happy



and



to learn



new skills.

## Safeguarding

At St Joseph's Specialist Trust safeguarding is central to everything we do. We are fully committed to protecting the safety, wellbeing and dignity of every student in our care.

All staff receive comprehensive training in safeguarding principles and practical procedures to ensure they can confidently identify and respond to any concerns. We have clear policies and robust procedures in place to promote a safe, supportive and happy environment for all.

Every member of staff undergoes rigorous pre-employment checks, including enhanced Disclosure and Barring Service (DBS) screening. Additional safeguarding measures are implemented before any new staff are permitted to work directly with students.

Our safeguarding responsibilities are overseen by a team of Designated Safeguarding Leads including the Head of Safeguarding, Executive Principal, Director of Care Services, Director of Education, Director of Therapies and Head of Inclusion. This multi-disciplinary leadership ensures a consistent and coordinated approach across all areas of the Trust.

We promote a transparent and open culture where concerns can be raised and addressed without delay. Any behaviour or action that may place a student at risk is taken seriously, reported promptly and investigated thoroughly.

To strengthen our safeguarding approach, we work closely with external partners – including the police, social care and health services – ensuring a joined up, multi-agency response to protect and support our students.



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

### Executive Principal

Annie Sutton BA (Hons) Maths, PGCE, NPQH

### Head Teacher & Director of Education

Simon Jaggard BA (Hons), PGDip, PGCE, MA, NPQH, 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 & Inclusion

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

### Deputy Headteacher

Monika Ryzinska MA, PG Diploma, BA (Hons), PGCert NASCO, QTS

### Assistant Heads (SENCO's)

Maria Gavrioli QTS, BEd (Hons), MEd in Autism, PGCert NASCO

Jevon Birchall	BA Fine Art with honours, PGcert in primary education, QTS and NPQLTD.
Kyla de Sousa	QTS, MA

### Therapy Leaders

Fern Geeson	BSC (Hons) MRCSLT, HCPC registered
Naomi Harding	BSC (Hons) MRCSLT, HCPC registered
Phoebe Parkes	BSC (Hons) MRCSLT, HCPC registered

### Leader of Catholic Life

David Purcell	BA (Hons), BTh (Hons), MA, PGCE, NPQH
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### 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
Metodi Markov	QCF level 3 Caring for Children and Young people
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**

Dominic Gorton (Chair)

Fr Jonathan How

Martin Hill

### **Foundation Governors**

Monica Whitehead

Tim O'Dwyer

Will Davies

### **Staff Governor**

Kath Hitchings

### **Parent Governor**

Janette Wallace

### **Local Authority Governor**

Léonie Collingwood

### **Ex-Officio**

Annie Sutton

### **Clerk to Trustees & Governors**

David Laird

## Welcome to St Joseph's Specialist Trust

St Joseph's Specialist Trust is a co-educational, non-maintained residential and day school for children and young people with complex and severe learning difficulties. We provide outstanding support for students across all Key Stages, including those on the Autistic Spectrum and those with significant communication and interaction needs.

As a Charitable Incorporated Organisation (CIO), the Trust operates under the governance of its Charity Trustees and the Roman Catholic Diocese of Arundel and Brighton. We are fully approved by the Department for Education (DfE).

Our provision is nationally recognised, with a strong reputation for excellence in supporting students with complex special educational needs. While we are based in Surrey we work in partnership with over 16 local authorities – primarily from London and the Home Counties, but also from further afield – reflecting our broad reach and trusted expertise.

St Joseph's delivers a holistic, student-centred approach to education and care, embedding the principles of *Every Child Matters* and Social and Emotional Aspects of Learning (SEAL) across the waking day. Our highly skilled staff team supports each student to develop the confidence, independence and skills they need to thrive both now and into adulthood.

We are proud to hold the National Autistic Society (NAS) Autism Accreditation, a nationally recognised standard of excellence in autism practice. This accreditation is reviewed annually to ensure we continue to meet and exceed rigorous benchmarks across 32 key standards.

As a specialist provider in the area of Communication and Interaction, we are committed to sharing our expertise to improve outcomes for students, families, professionals and the wider community.

St Joseph's is registered to support over 90 students, with typical occupancy around 80, ensuring we maintain the quality, care and individual attention each student deserves.



## A Brief History of St Joseph's and its Buildings

St Joseph's Specialist Trust has a rich heritage rooted in care, compassion and service. The school was originally established in Nov 1916 at Bigod's Hall in Dunmow, Essex, before relocating to Cranleigh, Surrey in 1951.

The school was founded by the Sister's of the Sacred Hearts of Jesus and Mary, a religious order established in France by Father Victor Braun. The Sisters dedicated themselves to serving the poor and vulnerable, guided by their mission to create communities of gentleness, justice and peace – reflecting the healing, liberating and empowering love of God.

In Sept 1981, the Sisters – no longer able to run the school – entrusted its care to the Diocese of Arundel and Brighton. While St Joseph's no longer belongs to the order, it continues to uphold their founding values and mission in all aspects of its work. The Sisters, now based at Chigwell Convent in Essex, still support two other schools for children and young people with Special Educational Needs.

Originally a boys-only school St Joseph's began admitting girls in 1984, the same year it introduced its Extended and Further Education programme for students aged 16-19.



## The Buildings and Grounds

The current site of St Joseph's occupies the historic Wyphurst Estate, which was transformed in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries into a private residence with landscaped gardens for the Chadwyck-Healey family. Their family motto, "*Crede Mihi*" – Latin for 'Believe in Me' – remains

visible above the main entrance and in stained glass overlooking the swimming pool. Fittingly, this motto continues to inspire the Trust's work with students today.

Over time, the estate has served many roles. At one point it was home to a diamond merchant, who added a secure strong-room in the tower above the main doorway – still intact today. Before being gifted to the Sisters of the Sacred Hearts of Jesus and Mary, the property was used as a rehabilitation hospital for Canadian servicemen injured during the Second World War. In 2007, the school marked the centenary of a major extension to the main house (from the tower to the wing opposite the swimming pool) with an Edwardian-themed Arts Week, including a picnic celebration for students and families.

### **Becoming a Specialist Trust**

In Sept 2009 St Joseph's was awarded Specialist School Status in the area of Communication and Interaction, reflecting its growing expertise and excellence in supporting complex needs. This led to a name change: first to *St Joseph's Specialist School and College* and more recently to *St Joseph's Specialist Trust* to reflect its broader organisational structure and mission.

The Trust also celebrated its Diamond Jubilee during the 2011-12 academic year, marking 60 years on the Cranleigh site (1951-2011). Events included an open-air Mass, a day of celebration and a commemorative exhibition exploring the school's unique history and legacy.



## Post 19 Adult Services: Supported Living at Springvale & The Lodge

St Joseph's Specialist Trust provides Supported Living Services for young adults at Springvale and The Lodge, located in Cranleigh. Our services are designed to promote independence, build practical life skills and encourage meaningful participation in the local community.

The ethos of our Supported Living model centres on empowerment, dignity and inclusion. Our dedicated team of Supported Living Workers supports each individual in developing new skills while consolidating existing ones, always with the aim of maximising autonomy.

With a personalised approach that integrates care, continued education and employment opportunities, every adult is supported to live a fulfilling life – in a way that reflects their choices, goals and identity.

A key focus of the service is helping young adults establish their place within the wider community, we believe in supporting our tenants to become active citizens who are engaged, connected and valued.

We are regularly inspected by the Care Quality Commission (CQC) to ensure we maintain the highest standards and comply fully with all relevant care legislation.

Staff at our Supported Living homes are employed by St Joseph's but are funded through each tenant's individual budget, giving residents greater choice and control over their support.

### Our Core Values

- Citizenship – Living as part of and contributing to the community
- Individuality – Recognising and respecting each person's unique needs
- Choice – Supporting self-determination and informed decision-making
- Opportunities – Encouraging access to education, work and personal growth
- Work – Promoting meaningful employment and vocational pathways

### Contact Us

For more information about our Supported Living Services, please contact:

Angela Hammond - Supported Living Manager, St Joseph's Specialist Trust

Phone - 01483 275905

Email - [Ahammond@st-josephscranleigh.surrey.sch.uk](mailto:Ahammond@st-josephscranleigh.surrey.sch.uk)

## Strategic Vision and Intent

As a non-maintained specialist provision, St Joseph's operates within a changing educational landscaped shaped by national priorities and the ongoing drive for inclusion led by Local Authorities. To ensure the long-term sustainability and continued excellence of our school and college, it is essential that we remain responsive, forward-thinking and strategic in our development.

Meeting the complex and evolving needs of our students requires us to plan for significant growth in both capacity and capability. These developments will be focused on improving student outcomes, strengthening provision and ensuring that our values and high standards remain at the core of everything we do.

The School Leadership Team (SLT) is committed to aligning the Trust's short-term improvement plans with a clear long-term Strategic Vision – underpinned by the aspirations of our school community and a commitment to innovation, excellence and care.

## Our Strategic Intentions

- Develop and adapt our premises, facilities and resources to meet the increasingly complex needs of students with Autism and associated conditions
- Expand the use of e-learning and digital technologies to create personalised learning opportunities that extend beyond the classroom into home and care settings, maximizing student engagement and progress.
- Continue to provide outstanding education and care for all students, with particular focus on those with Autism and co-occurring needs.
- Enhance personalized post-19 provision ensuring our young adults receive meaningful support and pathways tailored to their long-term goals
- Develop a targeted outreach service to support partner schools and the wider community with specialist SEN expertise and training
- Embed Emotional Intelligence (EQ) throughout the Trust, creating a culture of self-awareness, empathy and emotionally literate practice.
- Ensure access to flexible boarding provision for all eligible students, supporting wellbeing, family need and continuity of care.
- Establish St Joseph's as a research-informed and enquiry-led community, where reflective practice, evidence-based strategies and professional curiosity drive continuous improvement.

## Aims and Objectives

### Our Aims

At St Joseph's Specialist Trust our overarching aim is to extend each student's knowledge, experience and imagination – fostering moral awareness, emotional growth and a lifelong capacity for enjoyment and fulfilment.

We are committed to providing a personalised education that brings out the best in every student, builds on their strengths, nurtures a love of learning and supports them in becoming confident, independent individuals who are valued for their unique contributions.

*(Adapted from 'Removing Barriers to Achievement', DfES, 2004)*

More specifically, we aim to:

- Support each student in overcoming or managing the challenges associated with their learning disabilities, including Autism and related conditions
- Deliver a highly personalised, needs-led educational programme tailored to each student's individual learning profile, interests and personal development goals.
- Recognise and develop the unique strength and abilities of every student to help them reach their full potential.
- Ensure all students have access to the cultural, educational and social opportunities available to their peers in wider society.
- Foster independent thinking and active participation in learning, equipping students with the cognitive tools to take ownership of their progress.
- Encourage the development of a strong and positive sense of self, promoting self-esteem, identity and self-awareness.

### Our Objectives

To achieve these aims, we focus on the following key objectives:

- Enable students to use a communication system that allows them to express needs, interact socially and build relationships.
- Promote independence and self-help skills, encouraging each student to operate at the highest level of personal autonomy possible.
- Foster positive social interactions with family, peers and significant others, enabling students to tolerate, enjoy and engage in meaningful relationships.
- Support the development of individual strengths, talents and interests, helping students thrive through areas of personal motivation and enjoyment.
- Build flexibility and resilience to help students cope with the demands of a changing social and physical environment.
- Develop awareness of self and others, supporting emotional intelligence and social understanding.
- Encourage behaviour that is age-appropriate and socially acceptable, while remaining sensitive to individual needs and contexts.

- Offer opportunities for creative expression and leisure, promoting enjoyment, exploration and emotional well-being.
- Strengthen thinking and problem-solving skills to enhance learning, independence and life outcomes.



## Learning and Teaching Philosophy across the Waking Day

At St Joseph's Specialist Trust our approach to learning and teaching is rooted in our **Vision, Mission, Aims and Core Values**. These principles guide every aspect of our work across the school and college, throughout the full waking day.

### Our Core Values

We are committed to:

- building relationships founded on **integrity and respect**
- promoting **individual development, empowerment and resilience**
- delivering a **high-quality, professional and needs-led service**
- championing **equal opportunities** for all
- ensuring our work represents **value for money** and long-term impact
- embedding **positive behaviour support** as a foundation of practice
- encouraging **individualism and character** in every student

### Philosophy in Practice

Each student at St Joseph's is recognised and respected as a whole person – not defined by their disability, but valued for who they are. For students who display challenging or complex patterns of behaviour, including those associated with Autism, their social responses are met with empathy and understanding.

Our role is to support students in managing the difficulties they face, while also helping them to **access relationships, experiences and learning** that may otherwise be out of reach. We do this with patience, creativity and consistency.

We believe that **emotional security** is the foundation for all learning and progress. To achieve this, we provide a **stable, structured and caring environment** that is predictable and easily interpreted by each student. Our ethos is **supportive, not confrontational**. The message we convey to our students is simple and powerful:

*'We are on your side'*

### Promoting Independence

A key goal for every student is the development of **personal independence**. Activities and routines are thoughtfully designed to promote this, with appropriate support and **sensitive prompting** where needed. Staff gradually reduce support over time, encouraging students to gain confidence and mastery at their own pace.

By maintaining this consistent and person-centred approach across the waking day – in education, care, therapy and beyond – we help each student take meaningful steps toward greater autonomy, engagement and fulfilment.

## Facilities

St Joseph's is proud to offer a wide range of high-quality facilities designed to meet the educational, therapeutic and residential needs of our students in a safe, supportive and inspiring environment.

### Education Spaces

- Students aged **5 to 14** learn in a **purpose-built, well-resourced education block**, designed specifically for younger learners. This space is separate from residential areas, providing a focused learning environment.
- Students aged **14 to 19** benefit from a modern suite of classrooms that support a more adult-orientated curriculum, reflecting the growing independence and maturity encouraged at Key Stages 4 and 5.
- Our on-site **Therapies Centre** is a purpose-built facility that supports the delivery of our integrated therapeutic services, promoting holistic development across the waking day.

### Residential Provision

- Residential accommodation is provided within both the **historic main building** and in **self-contained houses**, located on and off the main school site. These spaces offer a nurturing, home-like environment tailored to the needs of each student.

### Specialist Learning and Recreation Facilities

- Heated outdoor **swimming pool**
- Dedicated **art room, pottery room** and **ICT suite**
- **Workshop** for practical and vocational learning
- **Food technology room** for developing life skills
- **Small sensory room** and a large **interactive multi-sensory environment**
- **Soft indoor play area, outdoor play areas** and a **hard games court**

### Natural Grounds and Outdoor Learning

- Extensive **landscaped grounds** and **sports fields**
- **Woodland areas, wildlife ponds** and **garden features** offer valuable opportunities for outdoor learning, environmental awareness and wellbeing.

### Spiritual Space

- Our modern **chapel** serves as a hub for spiritual life at St Joseph's. It hosts RE lessons, regular services and reflection time. All students, families and staff are welcome to attend.

## School and College Day Organisation

At St Joseph's Specialist Trust teaching and learning are delivered through a carefully structured day that supports both **academic progress** and **personal development**. Our provision spans school and college age groups, with a strong emphasis on individualisation and continuity across the waking day.

### Pathways for Personalised Learning

Students are taught through a **Pathway approach**, which allows staff to design highly personalised curricula tailored to each student's individual interests, abilities and future aspirations. When choosing a Pathway, staff consider:

- The student's skills and learning style
- Areas of interest and motivation
- Likely destination after leaving St Joseph's

These pathways are **flexible and responsive**. Staff regularly monitor progress to ensure students are in the most appropriate setting for their current needs and can transition between Pathways when necessary. Each student's Pathway is designed to be both **realistic and aspirational**, supporting meaningful progress.

### Class Groupings and Staffing

Students are grouped into small class groups, typically of **up to 10 learners**, based on age and need. Each class is supported by a team that includes:

- A **qualified teacher**
- A **higher level teaching assistant (HLTA)**
- A team of **teaching assistants and therapists**, working in a **transdisciplinary** model

This integrated team approach ensures that education, therapy and care work seamlessly together to meet each student's full range of needs.

### Structure of the Day

The school day begins with **class-based activities** designed to allow for calm reflection and preparation for learning. This is followed by targeted sessions focused on **core skills**, with education and therapy staff working collaboratively.

Throughout the rest of the day, students access a **broad and balanced curriculum**, with **choice and personalisation** built into timetables as appropriate. Many students follow **individualised timetables**, reflecting their specific learning priorities and support needs.

### Reflection and Spiritual Development

Each day includes **Candle Time** or **Assembly**, where students are encouraged to reflect on spiritual and emotional themes. This quiet moment of reflection celebrates the gifts we each bring and receive and often centres around the symbolic use of light – representing **Jesus as the light of the world**. It offers students a meaningful experience of **awe, wonder and connection**.

## Care and Communication

For residential students there are **daily morning and evening handovers** between care and education staff. These ensure that every student's evolving needs are fully understood and supported across both environments, promoting continuity of care and learning.

## 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 (SEN)

All students at St Joseph's have an Education, Health and Care Plan (EHCP), which is reviewed annually to ensure it continues to meet their evolving needs.

Our SEN Policy is regularly reviewed and updated to reflect best practices and current legislation. At St Joseph's every student is valued equally, regardless of ability or behaviour. We recognise and respond to individual needs through flexible, personalised provision delivered throughout the waking day.

### Policy Aims and Guiding Principles

Our approach is underpinned by the following objectives:

- To provide all students, regardless of their learning difficulties or disabilities, with access to a broad, balanced and meaningful curriculum that is appropriately differentiated and/or personalised.
- To identify additional learning needs as early as possible and implement effective support strategies.
- To help every student reach their full potential and build self-esteem
- To foster a positive, inclusive attitude across the whole school community
- To work collaboratively with families, developing a consistent approach between home and school.
- To actively involve students in decisions about their education, ensuring their views are heard and respected.
- To follow the Code of Practice (2001), adopting a graduated approach tailored to individual needs.

### Our Approaches

We use a wide range of specialised strategies and interventions to support students, including:

- **Makaton signing**
- **Symbol-based communication**, including PECS where appropriate
- **TEACCH**, a structured, small-step approach to foster independence
- **Individual therapeutic support**, such as TouchTalk therapy, art and music psychotherapy, individual music sessions, reflection time and play-based strategies (including intensive interaction)
- **Positive behaviour support** underpinned by the BILD-accredited **Team Teach** approach

Our **Inclusion Support Team** works closely with students and staff to help manage behaviour and promote the development of social skills.

If you would like more information, our lead practitioners are available to explain each approach in detail.

## Integration and Inclusion

At St Joseph's we are committed to promoting integration and inclusion by providing opportunities that foster independence, confidence and meaningful engagement with the wider community.

We maintain strong and active links with local organisations, including leisure centres, adult education providers and various social clubs. Many students also benefit from part-time placements at the local academy, supported as needed to ensure a positive experience. For our Post-16 learners, particularly in year 13, external placements may be arranged to support their transition into future educational or vocational settings.

Students are encouraged to take increasing responsibility for their own behaviour and are supported in understanding the consequences of their actions. Our approach emphasises personal growth, accountability and positive development.

All staff are trained in positive behaviour management using the **Team Teach** approach, which is nationally accredited by **BILD**. St Joseph's has four certified Team Teach trainers on-site who deliver regular induction and refresher training sessions for all staff.

We actively collaborate with other schools in Surrey through networks such as the **Diocesan Schools** and **Deanery Schools** networks. These partnerships enable staff and students to share knowledge, build connections and enrich the educational experience for all.

St Joseph's also supports the development of future educators and professionals by welcoming students from local comprehensive schools, colleges and universities for work experience, placements and training opportunities. We offer clear career progression pathways for those interested in roles in education, care or therapy.

We believe that consistent communication and a united approach between home and school are essential to achieving the best outcomes for our students. By working together, we can ensure every child reaches their full potential.



## Equal Opportunities and Respect for All

At St Joseph's we are committed to promoting equal opportunities and fostering a culture of respect for all. We recognise that young people who need to live away from home for their education should not face additional disadvantages due to their learning difficulties.

To this end, every policy and activity is carefully designed to promote equality, maximise individual potential and ensure access to a wide range of curricular and social opportunities – comparable to those available to students in mainstream education – while also meeting each student's specific needs.

Our commitment to equality extends to adults as well. We strive to ensure that families are not disadvantaged by factors such as geographic distance or unfamiliarity with professional language. We work to maintain clear, respectful communication and build strong, supportive relationships with families.

Staff are recruited and promoted based on merit and we are dedicated to supporting their continuous professional development. We provide access to high-quality training and resources to enable staff to grow, thrive and deliver the best outcomes for our students.



## Student Support at St Joseph's

Over 80% of students at St Joseph's are on the autistic spectrum. Many of these students, particularly those whose primary learning difficulty is Autism Spectrum Disorder (ASD), may sometimes display challenging or aggressive behaviour, including in severe forms.

St Joseph's carefully considers each new admission in relation to the existing student cohort, ensuring a balanced and supportive environment. Our goal is to provide a sense of stability that enables students to address and manage behavioural challenges, while prioritising the safety and emotional wellbeing of all.

A small number of placements are available for students who initially require individual teaching and/or residential arrangements supported by high staffing levels.

Staff at St Joseph's promote socially appropriate behaviour through a positive, structured approach. This is guided by our comprehensive *Inclusion Support Policy (Behaviour Management)*, which emphasises positive reinforcement and tailored support strategies.

We welcome both boys and girls, though the higher prevalence of learning difficulties among males means there are typically more boys enrolled. Our curriculum and staffing are designed to provide equal opportunities for all students, regardless of gender.



## School Uniform and Dress Code

Students in Key Stages 1 to 4 are required to wear the school uniform, which can be purchased online at [www.wearyourlogo.co.uk](http://www.wearyourlogo.co.uk) .

Students in Key Stage 5 are not required to wear a uniform and may choose their own clothing. As part of the 16-19 curriculum, students are supported in developing the skills to select clothing and equipment appropriate for different settings and activities.

A full list of clothing requirements, along with current pricing, is available on request.



## Staff

St Joseph's is proud to have a dedicated, multidisciplinary staff team that is actively involved in all aspects of the school day. We believe that delivering a high-quality service to our students requires an extended, integrated curriculum supported by a wide range of professionals.

Our curriculum is enriched by a team of speech and language therapists who deliver targeted programmes through a combination of withdrawal sessions, in-class support and community-based work.

Healthcare support is provided by a team that includes a senior healthcare assistant (qualified in C&G Advanced Care Management), a healthcare assistant and a local GP who visits weekly to hold a clinic. Together, they ensure the ongoing health and wellbeing of our students.

Our grounds team maintains the school's 22-acre site and also contributes directly to learning by supporting projects in natural science, environmental studies and horticulture. They also play a key role in delivering horticulture courses and work-related learning opportunities.

Catering, domestic and maintenance staff contribute significantly to the therapeutic environment that underpins our residential provision. In addition to their core duties they offer valuable opportunities for students to gain hands-on work experience.

Continuous professional development is a key priority at St Joseph's. We work closely with Surrey County Council to access a wide range of staff development programmes. We are also well supported by the local Health Authority, social services and the educational psychology and ASD services of our sponsoring local authorities.



## The Curriculum

At St Joseph's our curriculum is carefully designed to meet the individual needs of each student, ensuring they make progress academically, socially and personally. We work within the framework of the National Curriculum and Religious Education, as required by the Education Reform Act, meaning our students spend time studying core and foundation subjects in line with DfE guidelines.

Core subjects include:

- Maths
- English
- Science
- PSHE (personal, social, health and economic education)
- Religious Education

Foundation subjects include:

- Design & Technology (DT)
- Humanities (History, Geography, Modern Foreign Languages)
- Creative Arts (Music, Media, Pottery, Dance)
- Sport
- RHS Horticulture
- Work-Related Learning (WRL), including Enterprise

### ***Primary Education***

Our primary classes provide a secure and nurturing environment where students can begin to develop essential skills. Younger students follow the International Primary Curriculum, which offers creative, hands-on learning. The Curriculum is designed to help students make connections across subjects, ensuring learning is interesting, relevant and contextual. Specific skills are reinforced through focused interventions, supporting progress in areas such as literacy, numeracy and social development.

### ***Secondary and Post-16 Education***

When students transition from school to college within our site, they enter the 14-19 department, where the timetable focuses on three key areas:

- Vocational Learning
- Functional Skills (Numeracy and Literacy)
- Personal and Social Development

Over five years students work towards the OCR Life and Living Skills Diploma alongside other accreditations tailored to their abilities. Work-Related Learning includes weekly work experience, enterprise projects and a travel skills programme.

Our overarching goal is to enhance independence, preparing students for their next placement, whether that be college, training, employment or other suitable pathways. During their final year, students receive carefully planned transition support, ensuring a smooth progression to the next stage of their lives.

### ***Relationships and Sex Education (RSE)***

At St Joseph's RSE is taught in line with statutory guidelines. Families are fully informed about the content and approach. For younger students, lessons focus on growing up and puberty, while older students explore a wider range of issues relevant to their age and development.

### ***Learning Approach***

Our curriculum is highly personalised to suit each student's learning style. We emphasise experiential, 'real-world' learning, using visual aids and clear, step-by-step instructions. Students are provided with detailed timetables and learning plans to maximise engagement and understanding.

At St Joseph's every aspect of learning is designed to ensure that students feel supported, confident and prepared for life beyond school.



## Careers Education and Guidance

At St Joseph's Specialist Trust every student is entitled to careers education and guidance. Our programme is designed to help students understand themselves, develop independence and prepare for a rewarding adulthood. We deliver this through a combination of:

- Work Experience and Work-Related Learning
- Work Preparation
- Life Skills
- Enterprise Projects

Career's education is integrated into the school curriculum through half-termly topics and dedicated sessions, ensuring that students gain practical skills and guidance for the future

### ***Work Experience & Work-Related Learning***

Work experience is a core part of our careers programme. Placements are carefully matched to each student's ability, with appropriate staff support provided at all times. Students participate in weekly placements, both within the school and college grounds and externally in the local community, giving them a real-world experience and confidence in a supported environment. The school also provides a dedicated Career's Area, where students can explore information on college courses, job opportunities and placements. Staff are available to discuss careers, work-related learning and PSHE topics, helping students make informed choices about their future.

### ***Life Skills & Travel Skills***

Our Life Skills programme helps students develop independence in everyday situations. Through regular trips into the local community, students learn to engage with local businesses, organisations and members of the public, building confidence and practical skills.

The Travel Skills programme is a personalised, differentiated programme that prepares students to use public transport safely and independently, supporting their future ability to travel to work or further education.

### ***Enterprise***

Our Enterprise Groups give students the opportunity to develop employability skills through hands-on projects. Students learn to work both independently and as part of a team, producing quality items to sell from cakes and plants to Christmas decorations. These activities help students understand the value of work, teamwork and personal responsibility.

## Accreditations

At St Joseph's Specialist Trust students work towards developing vocational, personal and key skills through a range of nationally recognised qualifications. These awards are designed to equip students with the skills and confidence they need for their next stage of education, training or employment.

Our accreditations include:

- OCR Life and Living Skills – Entry Levels 1-3
- NCFE Functional Skills in English & Mathematics – Entry Levels 1-3
- NCFE Functional Skills in English & Mathematics – Levels 1 and 2
- WJEC Entry Level Awards, Certificates and Diplomas in Humanities, Religious Studies, Creative Media, Art & Design and Design & Technology
- AQA GCSE Art
- RHS Level 1 Introduction to Horticulture Award

## ***Progression Pathways – Stages Not Ages***

Students at St Joseph's are taught through Progression Pathways which focus on skills development rather than chronological age.

- **Baseline Assessment:** On joining each student's skills and abilities are assessed with input from families and staff
- **Personalised Curriculum:** Staff design a curriculum tailored to the student's needs, focusing on the skills required for their next placement.
- **Outcome-Focused Learnings:** Every programme is designed to ensure that students leave St Joseph's Ready for college, training, employment or other suitable opportunities, with the confidence and practical skills to succeed.



## Residential Provision

Residential Care at St Joseph's Specialist Trust is designed to extend and enhance the day curriculum, offering young people a safe, nurturing environment to develop independence, life skills and social confidence.

We have three residential houses organised according to age, offering weekly, 38-week and 52-week boarding. Each house is supported by a Residential House Manager and a dedicated care team, providing personalised support in daily living, independence activities and leisure pursuits.

The residential department is overseen by the Director of Care Services, with the Senior Leadership Team providing on-call cover evenings and weekends. Every residential student is allocated a Link Carer who supports them with individual targets outlined in their Care Plan and Inclusion Support Plan.

### ***Extra-Curricular Activities***

Our students enjoy a wide range of activities, both on-site and in the community, including:

#### On-Site:

- Sports, music, art and cookery
- Sensory room and soft play areas
- Outdoor imaginative play, bike riding, football and basketball
- Outdoor swimming pool (summer only)

#### Community-Based:

- Swimming at Cranleigh Leisure Centre
- Riding for the Disabled
- Shopping trips, dining out, cinema and theatre visits
- Bowling and other recreational outings

Families are asked to provide pocket money for students to participate in these activities.

### ***Life Skills***

Residential houses provide a supportive environment where independence and personal responsibility are encouraged. Students contribute to daily living tasks, with activities tailored to their individual abilities and needs. Personal hygiene routines and other practical skills are developed and reinforced across the residential setting.

### ***Preparation for Life***

Regular handover meetings between care and education staff ensure that each student's needs are met and that personalised extended learning activities can continue in the residential setting.

Activities include:

- Reading and literacy support
- Cross-curricular projects
- Progress towards individual Interim EHCP targets

### ***Extended Day for Day Students***

We offer breakfast in class for all non-residential students, helping those who travel long distances to start the day calm, focused and ready to learn.



## Therapies

At St Joseph's Specialist Trust our therapy department is led by the Director of Therapies and includes:

- Occupational Therapy (OT)
- Speech & Language Therapy (SALT)
- Arts Psychotherapy
- Music Therapy
- Drama Therapy

Our purpose is to support each student's personal, social and educational development, helping them access the curriculum and thrive in school and beyond.

### ***Specialist Facilities***

Students benefit from a range of specialist facilities, including:

- Sensory Room
- Soft Play Area
- Playroom

These spaces are timetabled for regular use by students of all ages. In addition, they may be used individually or in small groups to:

- Develop sensory awareness and explore their environment
- Re-focus and regulate emotions before accessing learning activities

Families are always actively involved in discussions to determine the most appropriate therapies and approaches for their son or daughter.

### ***Embedded Therapy***

Our embedded therapy model integrates therapists directly into the classroom, working alongside teachers to provide targeted support throughout the day.

- Classes receive 2 days of SALT and 2 days of OT weekly
- A team of therapy assistants supports the delivery, reinforcing and modelling strategies and interventions devised by therapists.

This approach ensures therapy is practical, consistent and closely aligned with learning, enabling students to make meaningful progress in all areas of their development.

## ***Speech & Language Therapy***

At St Joseph's Specialist Trust communication and speech development are a top priority. Speech and Language Therapy (SALT) is fully embedded in the whole-day curriculum, supporting learning across all departments and pathways.

- **Assessment and Planning:** Every student is assessed on entry by a Speech and Language Therapist. A tailored therapy programme is then created, which may include one-to-one sessions, small group work, classroom activities and community-based interventions.
- **Monitoring Progress:** Therapy goals are reviewed termly and progress is carefully monitored.
- **Collaboration:** Therapists work closely with teaching staff, care staff, parents and other professionals, contributing to Interim EHCP target setting and Annual Reviews.
- **Communication Approaches:** Therapy focuses on improving verbal and non-verbal communication as well as social skills. The Makaton signing system is used to support communication, with training available for both staff and families.

## ***Occupational Therapy***

Occupational Therapy (OT) uses everyday tasks creatively and therapeutically to help students develop meaningful skills relevant to their daily life.

- **Collaborative Approach:** OT staff work closely with teachers, care staff, parents and college teams to help students develop independence and reach their full potential.
- **Assessment:** Initial assessments consider sensory processing abilities, functional hand skills, visual perception, coordination, self-help skills and psychosocial skills.
- **Therapy Plans:** Based on assessments, individual or group therapy sessions are designed, alongside classroom-based activities.
- **Monitoring Progress:** Progress is reviewed through Interim EHCP targets and Annual Reviews with staff and parents actively involved.

## ***Arts Therapies***

Art, Drama and Music Therapies provide safe, creative spaces for students to explore and express thoughts and feelings.

- **Focus and Approach:** Therapy is student-led and non-directive emphasizing the expressive process rather than ability or achievement.
- **Benefits:** Supports self-esteem, self-awareness, social skills and overall quality of life, addressing issues such as mental health, communication and emotional or behavioural challenges.
- **Delivery:** Sessions are offered individually or in small groups during the school day.

## ***In-House CAMHS Provision***

St Joseph's has an in-house Child and Adolescent Mental Health Service (CAMHS) to support students' mental health needs. A psychiatrist visits monthly and a clinical psychologist visits fortnightly. They provide advice, support and medication reviews as appropriate.

## Planning, Assessment, Recording, Reporting and Celebration and Standards

At St Joseph's Specialist Trust we have developed extensive expertise in planning and monitoring student progress in line with maintained special school practice. Our approach ensures that each student's academic, social and personal development is carefully tracked and supported.

### ***Comprehensive Assessment and Target Setting***

- On entry each student's abilities and needs are assessed, forming the basis for their Education, Health and Care Plan (EHCP) and Inclusion Support Plan.
- Targets are set collaboratively with students and families and are reviewed termly to ensure progress remains on track.
- Both Education and Residential Care Staff maintain continuous records of each student's achievements.

We use the B-Squared database to track progress, with annual data uploaded to CASPA for in-depth analysis. This allows:

- Comparison with other special schools nationally
- Tracking progress against aspirational targets
- Evidence-based identification of interventions and additional support.

### ***Social, Emotional and Communication monitoring***

- Student progress is also measured in social communication and emotional regulation through the SCERTS framework.
- The on-site therapy team leads in this area, ensuring that targets are carefully mapped, monitored and recorded for each individual.

### ***Family Involvement and Transparency***

- Records are open to families and inspecting bodies on request.
- Termly consultations give families the opportunity to work in partnership with staff, reviewing Inclusion Support Plans, Care Objectives and Curriculum Objectives.
- Formal Interim EHCP meetings occur termly or half-termly, involving students, families, teachers, therapy and care staff to review progress and update behaviour support and care guidelines.

### ***Annual Review Process***

- Each student's EHCP is formally reviewed annually, in compliance with the SEND Code of Practice.
- Families and all professionals involved receive a written Annual Report prior to the review meeting.
- During the multi-disciplinary Annual Review the views of families and students are fully considered to ensure appropriate and effective provision.
- Outcomes may include amendments to the EHCP, additional or modified provision or a reassessment of special educational needs.

## **Selection for Admission**

St Joseph's Specialist Trust aims to meet the needs of students with a wide range of learning difficulties, including severe or complex needs, often accompanied by Autistic Spectrum Conditions, speech and language difficulties and sometimes emotional or social challenges.

### ***Initial Contact and Assessment***

Families, local authorities or social care may make initial contact with the Trust. This may lead to a period of assessment, which involves several stages of information gathering to ensure that appropriate targets and support plans are in place when the student begins at St Joseph's. Before admission, the Director of Care Services, or a nominated deputy, may observe the student in their current educational setting or at home. Families are encouraged to visit the Trust, observe teaching in progress, inspect the facilities and discuss our educational and care approaches. A second visit, ideally accompanied by the child, is encouraged to support informed decision-making.

### ***Admissions Policy***

St Joseph's Admissions Policy adheres to the regulations and principles of:

- The Special Educational Needs and Disability Discrimination Act (2005)
- The Human Rights Act (1998)
- The Race Relations Act (1976)
- The Sex Discrimination Act (1975)

The maximum number of students is determined by His Majesty's Inspectors of Schools, including guidance on the number of residential students within the total population.

### ***Selection Criteria***

When a place becomes available and multiple candidates are referred, the School Leadership Team, in consultation with relevant staff, makes a balanced selection based on:

- Age and gender compatibility with available class / residential placements
- Learning style match with the available placement
- Level of challenging behaviours, balanced against other students, to ensure the safety and wellbeing of all students.
- Boarding accommodation availability, where priority may be given to residential students if capacity allows
- Sibling enrollment already at the Trust.

### ***Contact for Admissions***

For further information, please contact: Main Office – 01483 272 449 or email [admissions@st-josephscanleigh.surrey.sch.uk](mailto:admissions@st-josephscanleigh.surrey.sch.uk)

## Accessibility Plan

Under the Disability Discrimination Act (DDA), as amended by the SEN and Disability Act 2005, all schools and Local Education Authorities have a duty to plan and improve accessibility for disabled students. This includes creating and implementing a formal Accessibility Plan. At St Joseph's Specialist Trust our Accessibility Plan focuses on:

- Curriculum Access: Increasing access for disabled students to all areas of the school curriculum, ensuring every student can participate fully in learning and activities.
- Physical Environment: Improving access to buildings, facilities and outdoor spaces to create a safe and inclusive environment.
- Information Delivery: enhancing the way written information is presented to students with disabilities, making materials clear, accessible and easy to understand.

Our plan is regularly reviewed and updated to ensure that all students have equal opportunities to learn, grow and thrive at St Joseph's.



# HOLIDAY LIST 2025 – 2026

St Joseph’s Specialist Trust operates a traditional three-term academic year, with holidays at Christmas, Easter and Summer.

In addition, there is a one-week break in the middle of each term. Five days each year are also allocated for staff Continuing Professional Development (CPD) to ensure teaching and care remain of the highest standard.

The timing of holidays is broadly aligned with Surrey County Council schools, helping families plan around local school calendars.

## ***Autumn Term 2025***

<b>Thursday 4<sup>th</sup> September</b>	First day of Autumn Term (Students start at 9am)
<b>Friday 24<sup>th</sup> October</b>	End of Autumn 1 (Students finish at 3pm)
<b>Monday 3<sup>rd</sup> November</b>	Return to school for Autumn 2 (Students start at 9:30am)
<b>Friday 19<sup>th</sup> December</b>	Last day of Autumn Term (Students finish at 3pm)

## ***Spring Term 2026***

<b>Monday 5<sup>th</sup> January</b>	First day of Spring Term (Students start at 9:30am)
<b>Friday 13<sup>th</sup> February</b>	End of Spring 1 (Students finish at 3pm)
<b>Monday 23<sup>rd</sup> February</b>	Return to school for Spring 2 (Students start at 9:30am)
<b>Friday 27<sup>th</sup> March</b>	Last day of Spring Term (Students finish at 3pm)

## ***Summer Term 2026***

<b>Monday 13<sup>th</sup> April</b>	First day of Summer Term (Students start at 9:30am)
<b>Monday 4<sup>th</sup> May</b>	Bank Holiday (School Closed)
<b>Friday 22<sup>nd</sup> May</b>	End of Summer 1 (Students finish at 3pm)
<b>Monday 1<sup>st</sup> June</b>	Return to school for Summer 2 (Students start at 9:30am)
<b>Thursday 16<sup>th</sup> July</b>	Last day of Summer Term (Students finish at 1pm)

## ***Normal Timings of the School Week***

The first day of any term or half-term starts at 9:30am and the last day finishes at 3pm, except for the end of the Summer Term, when students finish early at 1pm.

For all other education weeks, the standard timings are:

Day	Start	Finish
Monday	9:30am	3:15pm
Tuesday – Thursday	9am	3:15pm
Friday	9am	3pm

## ***Continuing Professional Development (CPD) Days***

The school sets aside five CPD days each year, when students do not attend:

- 2<sup>nd</sup> & 3<sup>rd</sup> September 2025 and 17<sup>th</sup>-21<sup>st</sup> July 2026

In special circumstances, arrangements can be made for students to be collected during the evening before the final day of term or half-term.

*St. Joseph's Specialist Trust*



Christ in Our Lives  
No Limits ... Just Possibilities

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