



St Giles' School SEND Information Report 2017-18

Under section 65(3) (a) of the Children and Families Act 2014, a school must publish its report containing Special Educational Needs and Disabilities, SEND, Information and make it available on the school website. The report will be updated annually to reflect changes and plans within the school. This report describes the current provision at St Giles School.

What are the kinds of special educational needs for which provision is made at St Giles' School?

St Giles' is a Croydon Local Authority Maintained Community School for 100 pupils aged 4-16 with physical disabilities, complex medical needs, complex speech and language difficulties and associated learning difficulties, moderate(MLD), severe(SLD) and profound and multiple learning difficulties (PMLD). There is a Further Education Unit for pupils with PMLD aged 16-19.

All our pupils have, or are transferring to, an Education, Health and Care Plan.

The admission arrangements for our pupils can be found on our school website:

<http://www.st-gilesschool.co.uk/admissions/>

How does St Giles School evaluate the effectiveness of its provision?

The school monitors the effectiveness of the provision and subsequent progress of the pupils through:

- Annual questionnaires to parents and carers
- A programme of Governor monitoring visits
- Twice yearly monitoring visits from our Croydon Link Advisor, Judith Lunnon
- Termly updates of the School Progress Review
- Termly Leadership monitoring of teaching and learning, targets, progress, assessment and planning
- Performance Appraisal of all staff

What are the school's arrangements for assessing and reviewing pupil progress?

- Evidence of each pupil's learning is recorded in their Learning Journal, Topic book or Assessment folder dependent on their phase of learning.
- Next Steps targets for each pupil linked to their EHCP annual targets, evidenced through Progress Time Lines.
- Pupils are assessed against Early Years Developmental Bands, P levels, Bridging levels or Milestones depending on age and attainment.
- Termly moderation of assessment in phase departments, cross phase and with Croydon mainstream and Special schools.
- Tracking of progress across the year for each pupil through individual meetings with teachers and senior leadership monitoring of pupil next steps, assessment and evidence.
- Annual data analysis comparing progress of our pupils against national data bases.

What training do staff have in relation to the needs of pupils/students at St Giles School?

- All staff are required to demonstrate a positive attitude to disability and a 'can do' approach to meeting needs at interview. All class support staff are expected to have experience of working with young children or children with special needs and at least a Level 2 qualification in Child Development, Supporting Teaching and Learning or Health and Social Care.
- All teachers have qualified teacher status and a special interest in SEND.
- Induction week for all staff.
- All staff have performance appraisal targets and are supported to develop their knowledge and skills through INSET, staff meetings and observations in other classes.
- Weekly briefings for all staff to update on pupil needs.
- Weekly Makaton signing training.
- Weekly programme of teacher meetings to develop good practice.
- Programme of medical training across the year for all staff with the nurse trainer.
- Specialist medical training for specific staff who deliver medical interventions in class.
- Moving and handling training for all staff with follow up competency checks and annual updates.
- Programme of INSET linked to school development plan.
- The Physiotherapists, Speech and Language Therapists and Occupational Therapists run regular training sessions to enable staff to deliver therapy programmes in class.
- Staff attend specialist external courses to widen their knowledge and understanding of SEND and to improve provision.

How will equipment and facilities be provided to support pupils at St Giles School?

St Giles is a single-storey, accessible building, divided into two main sections linked by a ramped corridor.

Specialist facilities include:

- Overhead hoists in classrooms
- Hygiene rooms with hoists and changing beds
- Hydrotherapy pool
- Trampoline for Rebound therapy
- Dark sensory room
- Light sensory room
- Hall
- Library
- Art room
- Music room
- Science and ICT room
- Food and Design Technology room
- Dramatherapy room

Outdoors

- The school is set in its own spacious grounds with separate areas for each age group.
- Outdoor learning is supported by covered areas, a large wheelchair accessible greenhouse, raised beds, a Forest School area, soft pour wheelchair track, outdoor Boccia court, wheelchair swing and roundabout.
- Each class has timetabled access to our specialist bikes for wheelchair users and pupils with reduced mobility.

Most pupils at St Giles have individual access requirements and staff work with therapists to ensure all needs are met, including:

- Rise and fall tables
- Specialist seating
- Specialist computer access – switches, alternative keyboards, joystick mouse, touch screens, ipads
- Alternative and Augmentative Communication (AAC) – symbols, communication books and devices, switches, Eye Gaze technology
- Standing frames
- Walking frames
- Floor support – mats, wedges, beanbags
- Benches
- Writing slopes
- Pencil grips

More information about our Creative Curriculum and personalised approach to learning can be found in the Curriculum Policy and under each department on the website.

<http://www.st-gilesschool.co.uk/curriculum/>

<http://www.st-gilesschool.co.uk/departments/>

What are the arrangements for consulting families of pupils at St Giles School and involving them in the education of their child?

- Annual Review of the Education, Health and Care Plan/Statement to review provision, progress and outcomes.
- Parents' evenings in October and June to review provision, progress and Next Steps Targets
- Transition meetings for all new pupils and their families.
- Class staff visit Early Years' pupils at home just before they start to talk through the child's needs and agree a plan for the first few weeks.
- Programme of meetings, workshops and coffee mornings over the year to which all parents and carers are very welcome.
- Parents and carers are invited to join the school for special assemblies, sports days, WOW events and family learning sessions.
- Full time family support worker in school can attend meetings and appointments with families, help complete applications and signpost to other professionals and services.
- Friends of St Giles holds special events to raise funds for the school including the school fair, Pamper Evening and Christmas Bazaar.

What are the arrangements for consulting young people at St Giles School about, and involving them in, their education?

- The Student Council has representatives from each department. Pupils advocate for their less able peers. Pupils work with the catering company to decide menus; give pupil feedback to governors; make suggestions for new activities and equipment
- Pupils take part in their Annual Reviews by preparing PowerPoints of their key successes from the past year. Staff advocate for the youngest and most complex pupils whilst those pupils who are able, attend their review, show the PowerPoint they have prepared and give their views to inform target setting and provision.
- Pupils are involved in choices about what they will learn about e.g. the songs they will learn, the artists they will study

- Secondary students choose their lunchtime clubs
- Our more able pupils are involved in choosing and assessing their targets
- All pupils take part in annual shows and weekly assemblies
- Secondary pupils represent the school, and Croydon, at sporting events
- Primary pupils sing in the Croydon Primary Music Festival

What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils/students in relation to the provision made at St Giles School?

- The complaints procedure/policy is available on the school website or via the school office.
<http://www.st-gilesschool.co.uk/school-policies/>
Most complaints are resolved informally and in the first instance should be addressed to your child's class teacher. If the complaint is not resolved it will then be escalated as described in the policy.

How does the governing body involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils/students at St Giles School and in supporting their families?

- We have a wide range of staff working together within the school to support the children, young people and their families. Some are employed directly by the School, others are commissioned services e.g. nursing staff, physiotherapy, speech and language therapy, occupational therapy, Willow drama therapy (through Croydon NHS Trust).
- The school staff includes teachers, teaching assistants, pupil care and support assistants and a social care team supported by administration, catering, premises management, technical and cleaning staff.
- The school employs an ELSA – Emotional Literacy Support Assistant to support emotional needs and a music therapist to support early communication needs
- Advice is sought from a specialist consultant for pupils who need additional behavioural support
- The Educational Psychologist assesses pupils new to the country for their first Education, Health and Care Plan.
- Volunteers hear children read and support class activities
- The school offers Work Experience placements and course placements to students across the year
- Volunteer groups from local businesses help with outside projects
- The school runs open mornings twice a year to promote St Giles to local businesses, fundraising groups and prospective students. We regularly receive donations towards specialist equipment and activities from local charities and businesses.
- The school employs a full time Family Support Worker who liaises directly with social services. A senior social worker meets with us every two weeks to review children in need.
- The Family Support Worker leads multi-disciplinary Team Around the Child meetings to resolve complex issues
- The school has a service level agreement with Caterlink Catering who are responsible for our lunchtime provision.
- Transport to school is organised by the Local Authority in which the child resides. Transport staff are employed by the transport companies. Families should contact Passenger Transport direct if they have any concerns but the school is able to offer support if needed - Passenger Transport 020 8686 2215

What are the school's arrangements for supporting pupils/students in transferring between phases of education or in preparing for adulthood?

Transition into St Giles

- When a place is agreed at St Giles all available information about the child is gathered through visits to the previous setting and transition meetings with the parents, carers and professionals involved with the child. This enables information from the family, education, medical, SALT, Physio and OT to be shared and the necessary resources put in place ready for the child's first day.
- Reception children have a phased start to school agreed with their parents/carers.
- New pupils further up the school come for taster days, and are encouraged to take photos to support their transition.

Transition between classes and phases at St Giles

- Class lists are agreed by June for the beginning of the new school year.
- Each pupil has an e-folder containing all their essential information. This is updated in June ready for transition.
- Class staff hold transition meetings in July to ensure all information is passed on – academic, health, therapy programmes, likes and dislikes etc.
- Pupils take part in taster sessions in their new classes in the second half of the summer term.
- Equipment is transferred over the summer holiday ready for the new school year.

Transition out of St Giles

- Some pupils move schools because they move house or they require different provision for the next phase of their education. Planned moves are discussed with parents and carers through the Annual Review process.
- We encourage parents and carers to visit settings to inform them about their options, (with support from St Giles' staff if necessary). The school Transition Manager supports pupils in KS4 and their families to look for and apply to appropriate Key Stage 5 provision.
- Key Stage 5 pupils and their families are supported to transition to adult provision.
- We invite the new school to observe the pupil at St Giles .
- We meet with the new school to discuss the pupil's needs and to pass on all information.
- We take the pupil to the new school for transition visits.
- We create a photo/social story about the new school with the pupil.
- We arrange for the transfer of specialist equipment if applicable.

Where is the information on the Croydon's local offer published?

Further details about Croydon's Local Offer can be found at: www.croydonlocaloffer