



St Giles School Progress Review

Updated July 2020

Context

Overall Effectiveness and next steps

Quality of Education

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Behaviour and attitudes

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Context

St. Giles is a Croydon community special school, providing education for children and young people with physical disabilities, complex health needs and additional learning difficulties, PMLD, SLD and MLD, aged 4-16 and for learners aged 16-19 with profound and multiple learning difficulties.

All learners have an Education, Health and Care Plan and are admitted at any point in their school career.

July 2020	Degree of learning difficulty		
	PMLD	SLD	MLD
Whole school 103	46	47	20
R-Y6 64	28	38	10
Y7-Y14 39	18	9	10

	100 planned places 103 currently on roll
Gender	boys - 52% girls - 48%
Free school meals	39%
Ethnic minority groups	80%
Looked after learners	2.9%
EAL	29%
Travellers	0%
Religion	Christian - 36%, Roman Catholic 11% Muslim - 25%, Hindu - 4%, Buddhist - 1%, Sikh -1%, None - 16%, Other - 4%,
Refused	1%

Overall Effectiveness

Overall St Giles offers good provision with some outstanding features for all its learners.

Staff have high expectations for all learners and continually strive to further improve the provision. The curriculum enables learners to develop core skills in meaningful contexts across the day. Learning is highly differentiated and personalised resulting in highly engaged learners and outstanding progress from their starting points. Alternative and augmentative communication is used effectively to support communication.

Most importantly learners are well equipped for the next stage of their education, at St Giles, alternative primary or secondary provision or college, having developed the communication, social and independence skills to cope with transition.

Achievements

- ❖ Gold London Healthy Schools Award 2019
- ❖ Gold Award Surrey Wildlife Trust and overall winner of the School Garden Award 2019
- ❖ Platinum Arts Mark 2018
- ❖ Gold School Games Mark 2018
- ❖ Bronze School Travel Award 2018
- ❖ Panathlon South London champions 2018
- ❖ South London Boccia champions 2018.

Overall Effectiveness

The school was judged good by Ofsted in December 2017 and outstanding by the local authority in March 2018. Overall St Giles offers good provision with some outstanding features for all its learners. The Covid-19 Pandemic has impacted on the progress made with the planned next steps.

❖ Quality of Education Intent	<p>The curriculum is ambitious, broad and balanced and designed to meet the needs of each learner whatever their ability or disability.</p> <p><i>Next step: Continue to develop the curriculum, ensuring it is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for learners' future learning and destinations.</i></p>
❖ Quality of Education Implementation	<p>Monitoring of teaching and learning, learner progress, assessment and target setting show that teachers have good knowledge of the subjects and courses they teach. Teaching is at least good and some is outstanding.</p> <p><i>Next step: Ensure that the strategies and resources for the teaching of mathematics and reading support all learners to maximise their skills and engagement.</i></p>
❖ Quality of Education Impact	<p>Access for all learners is excellent, they develop knowledge and skills across the curriculum and, as a result, achieve well.</p> <p><i>Next step: Further develop and embed the school and national assessment systems to support target setting, tracking and learner progress.</i></p> <p><i>Moderate core and foundation subject assessment and the school's targets with other mainstream and special schools through Croydon Local Authority and the Special School Partnership.</i></p>
❖ Personal Development	<p>St Giles values are based around the British values and reflect our whole school life – Respect, Choice, Celebration, Community, Responsibility, Cooperation and Participation. There is an active student council that is consulted on issues such as the curriculum, school meals and fundraising events. The council is currently involved in the Croydon Mayor's Young Ambassador Project.</p> <p>The rich curriculum provides for all learners' broader development, developing their resilience, confidence and independence – and helping them keep physically and mentally healthy.</p> <p><i>Next steps: Further develop the curriculum to extend learner independence and prepare learners for the next stage of education.</i></p> <p><i>Develop teaching to deliver appropriate Relationships Education and Relationships and Sex Education (RSE) to support learners' personal development.</i></p>
❖ Behaviour and Attitudes	<p>The school is a caring environment where everyone is valued and the achievements of all are celebrated, however small. As a result, relationships among learners and staff are positive and respectful and learners' attitudes to school are positive. They take pride in their achievements.</p> <p><i>Next step: To improve the school environment to meet the needs of all learners.</i></p>
❖ Leadership and Management	<p>The Leadership Team have a clear and ambitious vision for providing a high-quality, inclusive education to all learners. This is realised through strong, shared values, policies and practice. The team is focused on improving staff's subject and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment.</p> <p>The Governors support and challenge the Leadership Team and hold them to account for all aspects of the school's performance.</p> <p><i>Next steps: Further develop rigorous, fair and transparent systems to review the quality of education, further developing teachers' ability to plan and teach a well-structured curriculum and use assessment effectively.</i></p> <p><i>Foster and develop middle leaders' leadership skills and competencies.</i></p>
❖ Early Years	<p>Provision in the Early Years department at St Giles is outstanding. Learners arrive with very complex needs in addition to their learning difficulties. The staff work closely with the families and the Croydon Early Support Team to facilitate successful transition.</p> <p>Learners are engaged in rich and broad learning experiences, personalised to support outstanding progress from very early starting points.</p> <p>Learner assessment, target setting and tracking is used very effectively to promote learner progress.</p> <p>Learners follow the Early Years Foundation Stage in Reception, Year 1 and Year 2. This approach to learning suits the development levels of the learners with a high focus on Communication and Language, Physical development and Personal Social and Emotional development, the prime areas of the EYFS Framework.</p> <p><i>Next step: Work with Croydon Local Authority to further develop the early years offer.</i></p> <p><i>Moderate the Early Years Foundation Stage assessments with other Special Schools through the Specialist Learning Partnership and Croydon Local Authority.</i></p>
❖ Sixth form	<p>St Giles offers sixth form provision for learners with Profound and Multiple Learning difficulties in Years 12, 13 and 14. Provision is outstanding with staff using the secondary creative curriculum to plan meaningful, age appropriate activities to prepare the students for life beyond St Giles.</p> <p>Staff continue to assess, set targets and track progress to promote continued small steps of progress with high expectations continuing for all the learners.</p> <p>Learners take part in the secondary department and whole school special events and work closely with the secondary PMLD class on joint activities.</p> <p><i>Next step: Work with Croydon Local Authority to improve the post 19 offer.</i></p>

Quality of Education – Intent

Leaders and staff at St Giles know learners well and provide a positive learning environment. Learners at St Giles often have very limited life experiences because of their physical disabilities and complex medical needs. The school provides an ambitious, broad and rich curriculum with real-life learning experiences, including WOW events and educational visits, to enthuse learners, provide a vehicle for core skills and extend knowledge and understanding of the world. Each department has developed a thematic curriculum which follows age appropriate termly themes that link all subject areas, covering the Early Years Foundation Stage and National Curriculum areas.

Learners at St Giles have very personalised programmes with most learners needing 1-1 support for physio and speech and language, medical and personal care programmes. Teachers and support staff receive training, advice and support from therapists and most programmes are integrated into the school day within the classroom.

The curriculum is constantly reviewed to ensure it meets the needs of the school's changing population. Leaders and staff at St Giles are working this year to further develop the curriculum, ensuring that it is coherently planned and sequenced to meet the needs of all learners ensuring learners have sufficient knowledge and skills for future learning and destinations.

The school is further developing its rigorous approach to the teaching of reading, developing learners' confidence and enjoyment in reading. This year the school was working with a Croydon local authority advisory teacher to further develop teachers' knowledge of the early stages of learning to read and to ensure reading materials are closely matched to learners' phonics knowledge.

Key strengths observed in the 2019/2020 monitoring cycle

- ✓ Use of sensory, personalised and practical activities to support learner engagement.
- ✓ Reading developed in different ways across the school including volunteer reading helpers and sensory stories with PMLD learners.
- ✓ Creation of engaging classroom environments that allow the learner to focus on learning.
- ✓ Examples of curriculum opportunities that support learners' broader development e.g. enabling learners to develop and discover their interests and talents.

Quality of Education – Implementation

Monitoring of teaching and learning shows consistently good and some outstanding teaching. Teachers have good knowledge of the subject(s) and courses they teach. The Leadership Team carry out joint observations with the headteacher as well as monitoring to support performance appraisal and development. Core subject leaders also carry out observations. Staff are supported to develop their skills through mentoring, performance appraisal and focused training. Effective support is given to those teaching outside their main areas of expertise. The local authority Link Advisor has carried out joint observations with the headteacher.

Teachers and leaders use assessment well. Teachers check learners' understanding systematically, using assessment to inform teaching and to help learners embed and generalise knowledge and skills. Termly focused monitoring by the Leadership Team supports teacher, subject and department development e.g. class liaison meetings, monitoring of Progress Timelines, planning, environment, marking, assessment and evidence.

All learners have Education, Health and Care Plans and contribute to their EHCP reviews through Power Point presentations of their significant achievements and progress. Where appropriate, learners are supported to create their own Power Point and present it at their review.

Outcomes are agreed with parents, carers and learners at the annual review and inform annual targets and short term next steps targets. Teachers work with the Deputy Head teacher before annual reviews to

review progress towards the annual targets and set new challenging annual targets broken down into short term next steps targets on progress timelines.

Next steps targets in Progress Timelines are continually evidenced, reviewed and updated over the year. This is monitored by LMT and through termly progress review meetings to identify which learners are on track to meet their annual targets and who needs further challenge or intervention. See Assessment, recording and reporting policy for more details.

Recent changes following the Rochford Review mean that P-levels are no longer used to assess learners progress with core subjects. Leaders have worked with Croydon Local Authority and subject leaders to develop an assessment toolkit to support assessment and target setting in core and foundation subjects. The wide range of assessment tools used reflects the wide range of ability levels and ages. The toolkit includes Early Years Developmental bands, P levels for learners working below subject-specific levels, Stepping Stones, Bridging and Milestones. The school also has its own Communication Assessment Framework, developed with support from the speech and language therapy team and Personal, Health and Social Education Assessment Framework.

There are regular opportunities to moderate work with other mainstream and special schools in Croydon and as part of the Special Schools Partnership. This year the school is introducing 'Evidence for Learning' as an online assessment platform that will support formative and summative assessment. See Assessment, Recording and Reporting Policy for more details.

The high staff ratio ensures that all learners are able to access the curriculum and make good progress. This is reviewed over the year and staffing changed to meet the needs of learners. An HLTA leads on Disability Access to ensure learners with complex physical needs have the appropriate equipment to support their access to the curriculum.

Many learners have complex sensory needs. The school is currently funding an occupational therapist who supports pupils with sensory issues. This support has continued through the recent lockdown period.

A high percentage of learners at St Giles have complex communication difficulties. They are supported across the day through the use of highly differentiated language, Makaton signing, symbols, body cues and bespoke high and low tech communication aids including Eye Gaze technology and PODD. Staff work closely with the Speech and Language therapist to lead intervention groups and carry out individual therapy programmes. The HLTA for access works with SALT, OT and the Wolfson Centre to carry out assessments and provide high tech communication solutions for learners with highly complex needs. This support has continued for learners during lockdown and some catch up SaLT therapy sessions are planned for the summer holidays for learners with complex communication needs.

All learners complete homework activities relevant to their age and ability to consolidate key skills and extend their learning.

Key strengths observed in the 2019/2020 monitoring cycle

- ✓ Strong partnership working between support staff and teachers with support staff effectively leading small group activities.
- ✓ Teachers' good pedagogical understanding of what they are teaching.
- ✓ Use of activities that match learners' individual needs and assessment levels.

Quality of Education – Impact

Learners at St Giles develop knowledge and skills across the curriculum and, as a result, make good progress. We know this because of our detailed assessment for each child; rigorous target setting and tracking of progress; regular monitoring of teaching and learning; moderation across the school and with local special and mainstream schools. This prepares learners well for transition to other settings at the end of Year 6, 11 or 14.

Staff work hard to remove barriers to learning and to find ways for their learners with very complex physical

disabilities, medical conditions and complex speech difficulties to access learning and demonstrate their abilities. Learners have less time for focused learning than other children with similar learning difficulties because of

- ❖ Lower attendance – due to frequent illness, long spells in hospital and frequent medical appointments
- ❖ Physio programmes
- ❖ Personal care programmes
- ❖ Daily medical procedures

Due to each child's learning difficulties, attainment is well below age expected levels; however, all learners make progress towards their EHCP outcomes and leave St Giles with a portfolio of accreditations including Entry Levels, Arts Awards, Unit Awards and ASDAN awards. This year, due to Covid-19 there have been no Entry Level exams, but learners have completed these courses and will receive accreditation through teacher assessment.

The personalised programmes followed by learners for physio and speech and language, medical and personal care programmes enables them to make excellent progress with the outcomes set for them in their Education, Health and Care plans (EHCP). Each learner's Learning Journal, Topic Book or Evidence Folder records all aspects of this wider range of progress – cognitive, communication, physical, social, emotional and independence. Many learners complete their EHCP outcomes before the end of the key stage. Physiotherapy, speech and language and support from school nursing continued to be provided remotely during lockdown.

In line with changes to national measures of progress for pupils working below national curriculum levels, we are reviewing the systems used to monitor pupil progress. End of year assessments for English and Maths in 2018-19 were recorded on percentile graphs based on historic performance data. These graphs reflect the degree of learning difficulty and starting points for the individual learner. These graphs will enable us to analyse progress towards end of key stage targets over the coming year. We are developing teachers' skills in using these graphs to identify expected progress and set aspirational annual targets.

Through data analysis and monitoring, areas for school improvement focus are identified. A current focus is on further developing strategies and resources for the teaching of mathematics to support all learners to maximise their skills and engagement.

There is careful analysis of the learners who do not make expected progress and interventions are put in place to improve outcomes. A few learners with highly complex needs will not make measurable progress and maintaining existing levels is a significant achievement.

Analysis shows there are no significant differences between different groups of children across the school e.g. Looked After Children, Free School Meals, gender. Learners who attract the Learner Premium make at least as good, if not better, progress than their peers.

In 2018-19 year 2 and Year 6 moderation with Croydon Mainstream schools validated our end of key stage assessments. Unfortunately, this has not been able to take place during 2019-20 due to the covid-19 pandemic. The school did however moderate Foundation curriculum subjects and Early Years' baseline assessments with other South London Special Schools as part of the Special School Partnership to moderate and core and foundation subject assessment of across all year groups.

When a learner is identified as benefiting from a different school placement they are supported to find an appropriate placement and prepared for transition.

St Giles prepares learners for the next stage of education. The school provides opportunities for all Year 11 and Year 14 students to achieve a portfolio of accreditation that meet their interests, aspirations and demonstrates the breadth of curriculum and a high level of challenge matched to their personal abilities and needs. All year 10 and 11 learners normally take part in work related learning, completing work experience appropriate to their needs. This year this was not possible due to the covid-19 pandemic.

Year 11 progress and accreditation July 2019 (R=reading, W=writing)					
Learner	Subject and Year 6 level	Year 9	Year 11 Accreditation	Additional Accreditations	Asdan
A	N/A	R = L3 W = L3	Additional English Certificate Entry Level 3	PSE Entry Level 3 Humanities Certificate Entry Level 3 Arts Award Bronze Entry Level 1 Unit Awards in PE, Music, Art and ICT	Gold Silver Bronze
	N/A	M = L3	Functional Maths Entry Level 3 Maths Entry Level 3		
	N/A	Sc = L3	Science Today Certificate Entry Level 3		
B	R = L1 W = L1	R = L2 W = L2	Additional English Certificate Entry Level 3	PSE Entry Level 2 Humanities Certificate Entry Level 3 Arts Award Bronze Entry Level 1 Unit Awards in PE, Music, Art and ICT	Gold Silver Bronze
	M = L2	M = L3	Functional Maths Entry Level 2 Maths Entry Level 3		
	Sc = L2	Sc = L3	Science Today Certificate Entry Level 3		
C	N/A	R = L2 W = L2	Additional English Certificate Entry Level 2	PSE Entry Level 2 Humanities Certificate Entry Level 2 Arts Award Bronze Entry Level 1 Unit Awards in PE, Music, Art and ICT	Gold Silver Bronze
	N/A	M = L1	Functional Maths Entry Level 1 Maths Entry Level 1		
	N/A	Sc = L2	Science Today Certificate Entry Level 2		
D	R = P8 W = P8	R = L2 W = L2	Additional English Certificate Entry Level 2	PSE Entry Level 2 Humanities Certificate Entry Level 2 Arts Award Bronze Entry Level 1 Unit Awards in PE, Music, Art and ICT	Gold Silver Bronze
	M = P8	M = L2	Functional Maths Entry Level 1 Maths Entry Level 1		
	Sc = P8	Sc = L2	Science Today Certificate Entry Level 2		
E	R = P5 W = P5	R = P8 W = P7	Unit Awards in English	Unit Awards in Humanities, PSHE, PE, Music, Art and ICT	Bronze
	M = P5	M = P8	Unit Awards in Maths		
	Sc = P5	Sc = P7	Unit Awards in Science		

All Year 11s in 2017, 2018 and 2019 continued in education and were prepared for transition by the Transition Coordinator. The Transition Coordinator works with learners and their parents from year 9 onwards to choose appropriate placements and courses that meet their needs, make transition visits and ensure specialist equipment is in place.

Learners are encouraged to develop their particular talents. Identified students have individual lessons with our specialist music teacher and there are opportunities to sing, play and act in the school shows, assemblies and local choirs which, perform at events in Croydon.

Learners who show sporting ability compete at local and national level as part of the school Boccia and Panathlon teams. The specialist PE teacher adapts her provision to enable all learners to take part.

Please note that this year, due to the impact of the Covid-19 pandemic, there will be some issues understanding the impact of teaching and learning at St Giles.

Behaviour and Attitudes

Learner behaviour and attitudes to learning is excellent. Leaders, teachers and learners have created a positive and respectful culture. Visitors remark on the fantastic way learners care for and respect each other, not just with their peers but across age groups and levels of need.

There are few disruptions in the classroom due to an appropriate curriculum, well differentiated and

appropriate learning activities and a positive whole school staff approach to behaviour management with regular training and development. Staff know learners very well and are able pick up on signs when a child is unhappy or anxious and they work together to resolve the situation. When necessary a behaviour plan is drawn up for a child and shared with parents and other staff. This is reviewed regularly to ensure the approach is effective.

Systems in place for managing behaviour include merits, stickers and awards in assemblies, behaviour plans and individualised tracking and target sheets for identified learners. Bullying, peer-on-peer abuse and discrimination are not tolerated. Incident forms are used to record the very rare incidents of challenging behaviour, bullying and racism. All incidents are monitored by leaders and action is taken to address and resolve the situation.

The school has well established systems for monitoring attendance and supporting learners who have low attendance due to their complex medical conditions, hospital stays and frequent medical appointments. Every effort is made to help learners return quickly to school and learners are given work to do at home or in hospital to support their learning. A member of the office team works closely with the Deputy Head to ensure that attendance is carefully scrutinised and learners are safeguarded. We believe it is important to support learners to be in school as much as possible and work closely with Close liaison with parents, the school nursing service, community paediatrician and therapists to ensures learners are able to maintain their attendance. As a result, the overall rate of absence dropped by from 17.2% in 2017-18 to 15.2% in 2018-19. The rate of persistent absence dropped from 56% to 54% over the same time. Tracking rates of absence in 2019-20 has been more challenging due to the impact of the covid-19 pandemic. The overall rate of absence up to half term in the Spring term was 14.04%. this suggests that attendance was continuing to improve.

Two of our children are unable to attend school full time because of their complex medical needs. They are supported with a home learning programme delivered by a senior teaching assistant under the direction of the class teacher. This approach successfully supported an additional child recovering from major transplant surgery to return full time to school last year.

Personal development

The school's curriculum provides for learners' broader development, enabling them to develop and discover their interests and talents. Enrichment and extra-curricular opportunities are offered across the year including music lessons, music therapy sessions, Whizzkidz wheelchair skills, Boccia after school club, secondary lunch time clubs, a Key Stage 4 residential, a Year 5 and 6 sleepover, Prom night, theme days and weeks e.g. World Book Day, Science and Engineering week, Performing Arts week. These activities widen learners' knowledge and skills but also promote self-esteem and social skills and develop leisure skills for adulthood.

The curriculum and the school's wider work supports learners to develop their character – including their resilience, confidence and independence. There is a high expectation for all the learners to be as independent as possible and they all work towards increased independence through their personal targets, the PSHE curriculum and ASDAN life skills. Some older learners take part in Travel Training programmes as part of their preparation for transition and adulthood. All key stage four learners take part in work experience.

The school works to support learners to become responsible, respectful, active citizens. Learners are supported to contribute positively to society and to develop their understanding of British values. Learners are supported to develop their understanding and appreciation of diversity through a programme of school assemblies. Learners contribute to the development of the school through representation on the School Council. Their views are listened to and acted upon.

This year during the autumn term, the School Council supported the Mayor's Young Ambassador programme. Key Stage Four learners took part in the Croydon SENDIASS Service's Conference "Knowledge is Power. Know Your Rights" They have also taken part in a consultation with Croydon's Local Strategic Partnership to support the creation of a Children, Young People and Families plan for Croydon. Learners have opportunities across the year to fundraise for charities and to develop their understanding of wider world issues.

The school's curriculum helps learners keep physically and mentally healthy. The PSHE curriculum, tutor

time, circle time and assemblies are used well to support social and emotional literacy and tackle any issues that arise in school or at home. Learners with greater need receive music, drama or Emotional Literacy (ELSA) therapy. Older learners can also self-refer to ELSA drop in counselling. E-safety is a priority and the Computing coordinator makes sure that policy and practice are continuously updated. Staff reinforce e-safety throughout the year and also hold a special e-safety week each Spring to reinforce online safety. The strong pastoral support in the school was noted during a recent learning walk with the local authority Link Advisor.

All children take part in cycling activities using our fleet of adapted bikes and a bike club runs at weekends for St Giles families. Learners are encouraged to be as active and physically independent as they can be, including developing fitness through weekly sessions using the physio gym equipment. A very high percentage of learners have school lunches and all learners take part in horticulture and cookery activities to develop their understanding of healthy eating.

Leadership and management

The Headteacher, Governing Body and Leadership and Management Team share a clear and ambitious vision for providing high-quality, inclusive education to all learners. This is realised through strong, shared values, policies and practice. The staffing structure has established distributed leadership with accountability at all levels.

The Leadership and Management Team monitor teaching and learning through an annual programme of observations, drop-ins, monitoring of planning and data analysis. They identify areas for development which inform the School Development Plan and staff development programme. This academic year, the Leadership and Management Team had planned to further develop their leadership skills and competencies through working with Challenge Partners, a national partnership of schools committed to reducing educational inequality and improving the life chances of all children. This was to prepare the school to take part next academic year in a Quality Assurance Review, an open, challenging process to the school's development. Unfortunately, due to the covid-19 pandemic, this has been postponed.

The Leadership and Management Team focus on improving staff's subject, pedagogical knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff is being built up and improved over time through a comprehensive inset programme of staff meetings, training days, opportunities to network with colleagues from other special school communities, coaching and mentoring. Teachers have been equipped to lead their departments, class teams and subjects, to analyse their learner data, set rigorous targets, lead training in their areas of expertise and contribute to the development of policy, curriculum and accreditation to meet the needs of our current population.

Staff are encouraged to research new initiatives and share their learning with others. In the last year they have organised shared sessions on:

- Bucket Time – supporting increased attention skills.
- Colourful Semantics – supporting the development of writing across the school
- Intensive interaction

Leaders engage with staff and are aware and take account of the main pressures on them. Use of staff teams and published schemes of work have been used to provide realistic and constructive way to support curriculum development. Staff absence is monitored carefully. The leadership and management team work closely with the school's Human Resources suppliers to support staff who are experiencing issues with sickness absence. The school uses Health Assured to support staff well-being and there are five mental health first aiders who are available to support staff.

The school engages proactively with parents and carers so that they are well informed and supported to meet their children's needs. Staff meet with parents and carers at least three times a year at the Annual Review and consultation evenings. Home school books are used to communicate daily with home, and parents are welcome to call school whenever they have any concerns. Parents and carers are also invited to assemblies, concerts, shows, WOW days and special events.

The full time Family Support Advisor works with families to identify need, liaise with multi professionals

and signpost to community services to ensure the wider holistic needs of the child are met and that the child can attend school ready to learn. This includes housing, accessing medical support, behaviour management support, referrals to CAMHS and short breaks. She also facilitates transition for our new Reception learners and arranges parent workshops. Recent parent workshops have included Special Yoga and support with housing and benefits.

Governors understand their role and carry this out effectively. They ensure that the school has a clear vision and strategy and that resources are managed well.

Our Governors are a very supportive body who:

- Provide critical analysis, challenge and suggestions in connection with LMT proposals
- Bring and use a wide range of skills and knowledge
- Provide direct input to the schools plans and policies
- Carry out extensive monitoring of school practices
- Meet with Croydon local authority Link Advisor
- Monitor safeguarding.

They question the management of resources and agree priorities, carry out spot checks on the financial management of the school, review policies, question progress data and suggest areas for development.

The school has a culture of safeguarding that supports effective arrangements to identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation. Safeguarding is on the agenda at weekly multi-professional meetings. Fortnightly safeguarding meetings are held with the Headteacher, Department leaders, the Family Support Worker, representative from the school nursing service and member of staff supporting ELSA. There are also regular Children in Need meetings which are attended by a social worker from the Children with Disabilities Team. Training in child protection is given to all staff in their induction and annually as part of the INSET programme. The staff work with a multidisciplinary team of professionals who are based in school to ensure all learner's needs are met. The school works effectively with social workers to support children who are looked after, are children in need or on a child protection plan.

The school manages safe recruitment. The Leadership and Management Team have successfully filled all staff vacancies in recent years. Induction for the new teachers begins in the summer term to ensure a smooth handover and no gaps in provision for the learners. A programme of induction for new support staff is delivered at the beginning of the Autumn term.

St Giles has an outstanding reputation for supporting colleagues and learners in mainstream schools.

- Members of teaching and support staff advise on curriculum provision, access, personal care and risk assessments.
- Experienced teachers lead training in PMLD practice for external practitioners
- The school leads moderation work on end of Key Stage teacher assessments.
- Guided visits for mainstream NQTs and child care students
- Work experience and specialist placements for school and university students.

The school is outward looking and benefits from a wealth of significant partnerships with other agencies:

- On site NHS nursing, occupational therapy, speech and language therapy and physiotherapy.
- Visual and Hearing Impairment services visit regularly to support identified learners and to provide information for parents, staff and learners.
- NHS Drama Therapy for learners with life limiting conditions.
- Bespoke packages of Drama therapy and Behaviour support for identified learners
- Waddon Youth Club offers weekly after school special needs youth club sessions. Members of staff escort secondary learners to the club after school.
- Learners take part in sporting events with other schools including involvement in inter-borough and cross-borough activities in athletics, Boccia and Panathlon
- Primary learners perform annually with mainstream primaries at the Croydon Primary Music Festival
- Member of the Croydon Special School Partnership
- Fundraising through links with local businesses and charities.