

Quality of Education

To work in partnership with parents to support pupil wellbeing and improve learner attendance

Achievement and Standards

Quality of Education

To further improve learner access to Alternative and Augmentative Communication.

Achievement and Standards

Quality of Education

To further develop support for learners with social communication needs.

Achievement and Standards



ST GILES SCHOOL DEVELOPMENT PLAN

2022—2023

Be the best you can be

Rationale – To enable us to meet the educational, health and care needs of children with very complex needs at St Giles and in the wider community.

Leadership expectation—This plan will be achieved through distributed leadership with named staff being accountable for detailed action plans and impact reports.

Leadership and Management

To improve the accuracy and consistency of EHCPs across the school.

Resources

Leadership and Management

To support and develop Staff Well-being.

Resources

Leadership and Management

To further develop subject leadership at St Giles.

Resources

To work with your family to help you to feel happy and come to school.

To help you communicate if you have difficulty talking

To help you stay calm, communicate with others and say how you feel.



St Giles DEVELOPMENT PLAN
Easy read headlines for learners
2022—2023

We are working

To make sure your Education and Health Care plan is correct.

To help your staff team stay well.

To help your teachers make sure you are learning the right things.

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St Giles' School Development Plan 2022-23		Quality of Education 1 <i>To work in partnership with parents to support learner wellbeing and improve attendance.</i> <i>Link Governor – Achievement and Standards</i>				
Target One	Actions	Lead HT / DT / Department Leaders / FSW	Resources / cost	Timing Blue achieved, Green on track, Amber at risk, Red will miss the milestone	Governor Monitoring	Impact / Next Steps
A. Deliver clear information to learners, staff and families about the school's expectations and routines for learner attendance.	1. Review and revise the school's Attendance Policy to include Nursery provision and ensure a graded response from designated staff to learner absence on a daily basis.	DHT	LMT Meeting time	Completed – Spring 23 EWO to suggest further changes	<i>Achievement and Standards November 22</i>	Staff, families and where appropriate learners, clearly understand the school's expectations and routines for learner attendance
	1. Ensure families are aware of the school's policy. Develop EAL awareness on entry to school to ensure families are able to access information about their child's attendance and progress and have access to an interpreter if they need this service.	HT	School News Letter, website and Handbooks	Content in Newsletters	<i>Achievement and Standards</i>	
	2. Departments to develop an offer of irresistible curriculum activities and events across the year. <ul style="list-style-type: none"> Twice Termly Departmental School Council to be used to monitor learner wellbeing and monitor inclusive activities. Review assemblies & festivals to ensure a good range to match the cultural, religious and ethnic diversity of the school and parental involvement. Review the curriculum and resources to ensure that positive representation of all groups is included: cultural, religious, ethnic, gender and sexual diversity. 	Department Leaders	Appraisal target for teachers	Ongoing throughout the year <ul style="list-style-type: none"> Residential trip Woodlarks Sept 22 Move & Groove Week Oct 22 Upper School Wow event Oct 22 Green class Primary Panathlon Autumn 2022 Lower School Christmas Events Dec 22 Winter Wonderland parent and pupil workshop Kahlo and Dalzell S and K Dec 22 Hawking and pupils from Kahlo and Christy Christmas at Woodlarks visit Christy / Hawking Solo Wood - woodworking activity with parents attending March 23 Middle School Easter Show March 23 Upper School Summer Show June 23 	<i>Achievement and Standards</i>	

	3. September staff meeting to revise school's routine responses to learner absence with staff teams, establishing that attendance is 'everyone's business' in school.	LMT	Teachers' Meeting Sept 22	Completed	<i>Achievement and Standards October 22</i>	
	4. Monthly newsletter to families will celebrate the school's irresistible curriculum offer and consistently emphasise the importance of attendance by learners and its impact on attainment.	LMT	School News Letter, website and Handbooks	Content in Newsletters	<i>Achievement and Standards October 22</i>	
	5. All school reports for EHCP reviews to include data on individual learner attendance and a reference to its impact on attainment.	Admin Team	Admin team time	Discussion September 22 – on track to deliver 22-23	<i>Achievement and Standards October 22</i>	
B. Monitor implementation of attendance policy.	1. Ensure accurate recording of attendance, including coding of absence.	DHT / SBM	Admin team time TEAM EWO service support 2023 £1078 – to come from amended pupil premium plan	Service level agreement with TEAM Education Welfare Service – they are supporting this process. Pupil Premium funding to be used.	<i>Achievement and Standards November 22</i>	Attendance Policy to be completed and implemented. Trends and patterns in learner attendance to be tracked and addressed.
	2. Weekly monitoring in LMT meetings of learner attendance using individual and whole school data with discussion about reasons for absence, patterns, attendance of particular groups and the impact of interventions.	LMT	LMT Meeting time	Ongoing – scaffold created for class teachers to use in calls to learners whose absence is causing concern. Department Leaders met to agree shared approach using SIMS to refer learners causing concern at LMT / safeguarding meetings	<i>Achievement and Standards</i>	
	3. Bench marking of whole school data with similar Special School settings	HT / DHT	Use SLP and links to other special schools	Ongoing – support from EWO service.	<i>Achievement and Standards</i>	
	4. Weekly monitoring in Multiagency meetings of learner attendance using individual and whole school data with discussion about support offer for children / young people with medical conditions and mental health problems.	HT / DHT	Weekly Multi-Agency Safeguarding and Liaison meetings	Ongoing	<i>Achievement and Standards</i>	
	5. Learner attendance using whole school data with discussion about reasons for absence, patterns, attendance of particular groups and the impact of interventions is discussed at every Governors' Achievement and Standards Meeting.	HT / DHT	Governor Meetings	Ongoing	<i>Achievement and Standards</i>	
	6. Develop relationship with local authority attendance teams to support implementation of attendance policy.	HT / DHT	Contact with SEN	Ongoing	<i>Achievement and Standards</i>	

			caseworkers and Mark Malcolm Croydon TEAM EWO service support 2023 £1078	Decision February 23 to supplement with Service level agreement with TEAM Education Welfare Service. Pupil Premium funding to be used.		
C. Develop support for learners who are unable to physically attend school due to complex medical conditions.	1. Meet with Local Authority, Health and Social Care to agree responsibilities for learners too unwell to attend school.	HT	Contact with SEN caseworkers about use of CMIE	Ongoing	<i>Achievement and Standards</i>	Learners who are unwell and unable to attend school are appropriately supported and their return to school assisted.
	2. Continue to work closely with Hospital schools to support the needs of learners in school appropriately. Make links to nursing and play team in Rainbow Ward at Croydon University Hospital with support from Special School Nursing Team to ensure essential information about learners' communication and interests is shared with staff at the hospital.	DHT		Ongoing	<i>Achievement and Standards</i>	
D. Support learners' with their social, emotional and mental health and wellbeing	A school Leader to attend training to agree appropriate measures to use to baseline pupil wellbeing to measure impact and benefit from programme– Summer 23.	LMT	No cost except possible supply.	From April 23		Learners social, emotional and mental health wellbeing will be baselined.

St Giles' School Development Plan 2022-23		Quality of Education 2 To further improve learner access to Alternative and Augmentative Communication (AAC). Link Governor – Achievement and Standards				
Target Two	Actions	Lead HT / Communication TLR	Resources / cost	Timing Blue achieved, Green on track, Amber at risk, Red will miss the milestone	Governor Monitoring	Impact / Next Steps
A. Establish a rigorous and sequential approach to the teaching of multi-modal Alternative and Augmentative Communication (AAC) strategies within the school.	1. Complete Communication semi-formal and formal curriculum booklets with reference to appropriate AAC strategies and techniques for each curriculum pathway. Update website.	Communication TLR	TLR post holder PPA	TLR post holder for communication has asked to stand down. Interviews for replacement March 23	<i>Achievement and Standards</i>	Sequential and rigorous approach to AAC in place and reflected in curriculum.
	2. Communication faculty and SaLT to deliver INSET day October 2022, providing staff team with overview of sequence of AAC approaches to support learners.	Communication TLR / SALT	£250 – cost of Specialist Teacher. Video content. Training to be recorded where possible	October 31.10.22 – Tara Dale providing regular staff training in Briefing sessions and booked into Makaton training for Summer 23. She will then be able to support parents and staff induction. Further CPD possibilities discussed Talking Mats		
	3. Information on sequential approach used in all training sessions on AAC to be used to create future Induction Booklet for new members of staff.	Communication TLR / SALT				
B. Create an environment where all adults working with learners are communication partners who are modelling learners' AAC systems using robust AAC systems that are available throughout the day.	1. INSET day 1.09.22 and ongoing staff training to establish expectation that; <ul style="list-style-type: none"> All learners have access to Total Communication and the many different types of communication they use (e.g., objects of reference, speech, sign, symbol, picture, photo, object, gesture, vocalisations etc.). Learners' AAC systems available at all times including meals /play/ assembly, Communication passports available to supply staff/professionals, describing learners' AAC systems, EAL information and communication partner support, Staff actively model communication in class during adult led sessions. School council sessions to be accessible to pupils using AAC. 	LMT Communication TLR / SALT	Wednesday morning Staff training sessions to be used	Ongoing throughout the year <ul style="list-style-type: none"> Makaton signing in Friday Staff Briefing sessions Staff given links to AAC awareness month through October briefing notes 	<i>Achievement and Standards</i>	The school is a Total Communication environment in which all adults working with learners are communication partners who are modelling robust learners' AAC systems, available to them throughout the day.
	2. Lesson observations in Autumn Term to focus on adults as communication partners and learner access to AAC systems.	LMT / Communication TLR	Autumn term lesson observations	Summer Term		
C. Further develop systematic teaching and use of TaSSeLs: Tactile Signing for	1. TLR post holder to complete training as Makaton Instructor and familiarise herself with TaSSeLs: Tactile Signing for Sensory Learners.	Makaton TLR	£2000	Current post holder also covering Middle School Department Leader. Training planned for Summer Term.	<i>Achievement and Standards</i>	Systematic teaching and use of TaSSeLs: Tactile Signing for Sensory Learners /
	2. All teachers, TA4/3/2s to complete training in Makaton or TaSSeLs: Tactile Signing for Sensory Learners by the end of the year.	Makaton TLR	Twilight Summer term	INSET day required for staff wellbeing		

Sensory Learners / Makaton within and outside the school for learners with little or no functional speech.				Use Summer Term Wednesday Training sessions instead		Makaton within and outside the school
	3. Department leaders to agree with teaching staff and SaLT core Makaton and / or TaSSEls vocabulary each term that links to department topic theme or class routines. A sign vocabulary book is accessible for all staff in the classroom with this vocabulary.	Department Leaders	Ongoing	Ongoing throughout the year <ul style="list-style-type: none"> • Makaton signing in Friday Staff Briefing sessions • TaSSEls training AAC training INSET Oct 		
	4. One Wednesday staff training meeting each term to be used to enable Departments practise signing of core vocabulary.	Makaton TLR	Wednesday morning Staff training sessions to be used	Completed September 21		
	5. Parents to be offered Makaton / TaSSEls training. EHCP actions to be used to identify most urgent requests.	Makaton TLR	Summer Term?	Current post holder also covering Middle School Department Leader. Training planned for Summer Term.		
	6. Involve family in developing vocabulary of the communication book or boards to include fringe / personalised vocabulary reflecting the learner's interests and their environment. Ensure EAL information included as part of communication passport.	Communication TLR / SALT / FSW		Discussion with SaLT and new Communication TLR post holder required EAL information is being put onto communication passports.		
D. Further develop the creation and use of communication books and boards within the and outside the school for learners with little or no functional speech.	1. Learners' EHCPs to reflect AAC needs/provision including <ul style="list-style-type: none"> • Time / staff commitment within school required to create and update books and boards, • Time/staffing working in partnership with parents • Role of staff as communication partners in class. 	HT / DHT / SENDCO	EHCP meetings	Ongoing throughout the year	<i>Achievement and Standards</i>	High quality Communication Books and boards have been created and are used both within school and in the learner's family home and local community
	2. LMT to review role of TA3 for Communication to enable creation of communication books / boards.	LMT		Spring Term 23		
	3. LMT, SaLT and TLR Communication post holder to agree; <ul style="list-style-type: none"> • Learners who may require a high-tech speech-generating device in the future, • Learners who would benefit from school led tutoring funding to support possible future access to high-tech speech-generating device, • Evidence from class required to trigger / support a specialised assessment, 	LMT		Ongoing throughout the year New communication leader will support this further Summer 23		
	4. Information from other professionals required to trigger / support a specialised assessment.					
	5. HT and Governors undertake discussion with all services about funding source for AAC equipment. This is reflected in EHCPs.	Communication TLR / SALT		Letter sent October 22 to Health re – funding for AAC equipment Meeting 20.10.22 with Head of SEN cancelled		

<p>E. Establish practice for learners with a clear discrepancy between their level of understanding and their ability to speak:</p> <ul style="list-style-type: none"> to access a specialised assessment to obtain a high-tech speech-generating device where appropriate, to develop skills 	<p>1. If high-tech device has been obtained, involve families in;</p> <ul style="list-style-type: none"> developing vocabulary of speech-generating device to include personalised vocabulary reflecting learners' interests and needs at home, familiarisation with speech-generating device. 	Communication TLR / SALT		<p>TLR post holder for communication has asked to stand down. Interim holder to be appointed Spring 23.</p>	Achievement and Standards	
	<p>6. Reflect cost of high-tech device and time within school required to update the device, work in partnership with parents and train the staff team in each learner's EHCP.</p>	Communication TLR / SALT	EHCP Meetings	<p>Letter sent October 22 to Health re – funding for AAC equipment Meeting 20.10.22 with Head of SEN cancelled</p>		

St Giles' School Development Plan 2022-23		Quality of Education / Personal Development 3 To further develop support for learners with social communication needs. <i>Link Governor– Achievement and Standards</i>				
Target Three	Actions	Lead HT / DHT / SENDCO/ Department Leaders	cost	Timing Blue achieved, Green on track, Amber at risk, Red will miss the milestone	Governor Monitoring	Impact / Next Steps
A. School to undertake a self-audit of current practice using some of the standards from the National Autistic Association Autism Accreditation Assessment ..	1. SENDCO to identify <ul style="list-style-type: none"> the number of learners with autism identified on their EHCPs, the number of learners who have social communication identified on their EHCP. 	SENDCO	SENDCO time	Ongoing – referrals made for 3 pupils to CAMHS	<i>Achievement and Standards</i>	School to have accurate record of learners who have social communication difficulties and routes for assessment established
	2. Department Leaders to work with teachers to identify <ul style="list-style-type: none"> learners without an ASD diagnosis who teachers believe may have autism, the main approaches or methods employed by the school to support learners with social communication needs. 	LMT	Department Meetings	Ongoing – referrals made for 3 pupils to CAMHS		
	3. LMT and SENDCO to meet with SaLT / community paediatrician to cross reference results and identify, review and discuss: <ul style="list-style-type: none"> Routes for assessment of Learners who may have ASD, Future training and professional development needs, Person centred planning for learners with ASD is recorded e.g. communication passports, Behaviour plans. 	Department Leaders SENDCO		SENDCO and SaLT have established route for assessment. This has been shared with the staff team.		
	4. Admin team to cross reference SIMS to ensure the school has an accurate record of learners with ASD.	SBM	Admin time	Action not completed		
	5. Focus on INSET day October 2022 to provide the staff team with an overview of approaches or methods to support learners with social communication needs.	Communication TLR / SALT / SENDCO		Meeting 14.09.22 to plan training by SALT and school for 31.10.22		
	6. Use of Wednesday morning training sessions for further staff training in ASD and approaches or methods to support learners with social communication <i>issueCs</i> e.g. Zones of Regulation.	SENDCO / Department leader	Staff Training time	Autumn term Weds Training SENDCO delivered introduction to ASD in Weds training Middle school leader - Zones of regulation training ASD display session – Sarah M Orange Zones of Regulation demonstration – TA Pink class		
B. Staff team to receive training in approaches or methods to support	1. Specialist support e.g. PRICE / Social Eyes, to be sourced to support further training for staff supporting learners with social communication issues who are struggling to make progress. Where appropriate, funding	LMT / SENDCO	Successful Panel applications	Autumn Term Price Training for Green class undertaken	<i>Achievement and Standards</i>	Trained staff team able to meet the needs of pupils with

learners with social communication issues.	and description of provision to be made through an Interim EHCP meeting and panel application.		for PRICE Pink and Green class training made	Spring Term PRICE and Social Eyes delivered staff training on Positive Behaviour support and Zones of Regulation INSET Jan 23 CAMHS input / advice for 2 learners Summer Term PRICE to deliver training to Pink Class Private Drama-therapy to be obtained for pupil where NHS unable to support following bid to panel.		social communication issues.
	2. Induction on social communication to be used for new members of staff using TES training offer.	HT	Cost included in TES package Spring 23	Ongoing		
	3. Pilot of low stimulus display techniques in Orange Class School's display policy to be reviewed by LMT and amended to reflect impact of high visual display on learners with autism and those who have sensory processing impairments.	LMT / SENDCO		Pilot Orange Class – Autumn term Approach shared with staff team 19.10.22 Spring term – Dalzell K, Pink class Keller adopt approach for display Corridor display reduced.		
C. Create learning spaces that will support autistic children.	1. SENDCO and Department leaders to support teachers and class teams to think strategically about placing tables, chairs, workstations, computers and cupboards to enable ASD learners and learners with sensory processing issues to have personal space and equipment. This to include; <ul style="list-style-type: none"> • use of dividers where appropriate, • access to sensory regulating equipment / activities, • creation of individual workstations with TEACCH activities and workbox and 'finished' box. 	SENDCO and Department leaders		Ongoing – discussed with feedback in lesson observations Spring term 23	Achievement and Standards	School environment made as accessible as possible for pupils with ASD / social communication difficulties.

St Giles' School Development Plan 2022-23		Leadership and Management 1 To improve the accuracy and consistency of EHCPs across the school. <i>Link Governor – Resources</i>				
Target Four	Actions	Lead	Resources / cost	Timing Blue achieved, Green on track, Amber at risk, Red will miss the milestone	Governor Monitoring	Impact / Next Steps
A. Create role of SENDCO to support accuracy and consistency of EHCPs.	1. Induction training programme for new SENDCO to include; <ul style="list-style-type: none"> • FSW meeting, • Class observations, • Evidence for Learning – familiarity / training, • Moving and Handling / Eating and Drinking training, • Meeting with Sarah Lishmund Early Years Team LA re – EHCP Framework, • Attend LA funding panel meeting. 	SENDCO		Moving and Handling / Eating and Drinking training Meeting with Sarah Lishmund Early Years Team LA re – EHCP Framework Class observations ongoing Panel meeting to be confirmed with SEN Head of Service	Resources Committee	Role of SENDCO established and EHCP process reviewed to support accuracy and obtain appropriate provision for pupils.
	2. Review current EHCP process with teachers identifying positive practice, issues and ambitions. Include work /life balance as part of discussion.	LMT	Staff meeting	Staff Meeting September 22 Pilot Sky Blue and Dalzell S Staff Meeting February 23 To be introduced Summer 23	Resources Committee	
	3. Establish job description and prioritise and timetable workload for SENDCO to include: <ul style="list-style-type: none"> • Opportunity to work in partnership with teachers (Thursday pm) • Gathering of evidence for new EHCPs, • Application for equipment/additional provision for learners. 	HT		Job description and timetable completed September 22 Reflected in SEN policy October 22	Resources Committee and Achievement and Standards	
	4. SENDCO / Croydon Early Years' Service / Admin Team to meet to confirm timescales and processes for: <ul style="list-style-type: none"> • EHC needs assessment and preparation of the EHC plan, • Timing for EHCP reviews – including transfer between phases, • Use of Admin team for supporting meetings, • Information for parents and recording of views, • Early Years reviews for learners without EHCPs. 	HT		Meetings completed September 22	Resources Committee	
	5. Establish timetable, work station(s) and meeting areas available for SENDCO. Ensure meeting area has access to necessary IT and is conducive to meetings with parents.	SENDCO / HT / SBM		Autumn Term Area identified, workstation. Whiteboard and seating	Resources Committee	
	6. LMT and SENDCO to work to identify generic costed education provision for MLD, SLD and PMLD cohorts that reflect the school's curriculum offer and agreed delegated care and health support for learners,	HT / SBM		Ongoing – SENDCO has been working with SBM to put in costs to all new EHCPs	FGB	

	7. Discuss and agree generic costed education provision with Governors	SBM / LMT / SENDCO		Ongoing	FGB	
B. LMT and Governors work in partnership with Local Authority, Health and Social Care to identify standard provision for MLD, SLD and PMLD learners.	1. Provide case studies for the most complex, mid-range and least complex pupils, itemising accurate actual annual costs per placement to the LA, Health and Social Care.	SBM / HT / SENDCO		20 case studies of most complex pupils sent to SEN Head December 22	FGB	Provision for learners at St Giles reviewed in partnership with Local Authority, Health and Social Care
	2. SENDCO and HT / DHT to identify learners in each cohort whose education provision needs to exceed generic provision.	SBM / HT		Completed SBM and Headteacher Spring 23		
	3. Governors and HT to discuss the range of costed provision with the Local Authority, Health and Social Care.	SENDCO / HT / DHT		Letter sent October 22 to Health re – funding for AAC equipment Meeting 20.10.22 with Head of SEN did not happen – no apparent plans for this to happen this year.		
	4. LMT / SENDCO to introduce, where appropriate, the use of generic descriptors when reviewing EHCPs and developing new ones.	SENDCO / HT / LMT		Not completed but discussed LMT		
	5. School to cease funding full cost of specialist equipment from January 23 recommended by Health Services. This equipment should be provided via the health section of the EHCP and be funded by health.	HT	Agreed with Croydon first £300 only to be met by school	Completed		
C. Further develop person-centred approach to EHCP reviews partnership with child / young people and their parents taking account of their views, wishes and feelings in EHCP Reviews.	1. SENDCO to obtain information from Local authority on Personal Budgets as part of the Local Offer establishing eligibility criteria and the decision-making processes should parents require this.	SENDCO		Not completed	Resources Committee and Achievement and Standards	EHCP reviews foster a partnership with the child / young people and their parents taking full account of their views, wishes and feelings in EHCP Reviews.
	2. Ensure parents and, where appropriate, CYP are part of a discussion about learner attendance and its impact on attainment during the EHCP review.	SENDCO	See costs for TEAM EWO	Attendance included in school report Spring / Summer 23 - Involve EWO where attendance a particular concern.		
	3. Review of self-review questions used with learners to further develop learner voice / participation in EHCP reviews using: <ul style="list-style-type: none"> Video and photos with annotations – Evidence for Learning, Paragraphs written by the child/young person, Mind-maps, Paragraphs scribed by a friend/family member/TA, Low tech communication resource e.g. Talking Mats 	SENDCO / HT		Questions reviewed and learner involvement greatly increased Autumn 22 Planned CPD for SENDCO on Talking Mats		

	4. SENDCO / HT to cross reference outcomes set by Local Authority in reviewed EHCPs with targets / outcomes set by school to ensure accuracy.	SENDCO		Still a problematic area – e.g. EHCPs arriving over summer after input from private physios and parents		
	5. Parents to receive a comprehensible record of the level at which their child / young person is working with the EHCP review.	SENDCO / HT		Ongoing discussion on how to further develop access to this without increasing workload for class teachers – build into Assessment Assistant Head’s brief Summer 23?		
D. Ensure that EHC plans actively monitor learners’ progress towards their outcomes and longer term aspirations	1. Admin Team to record progress towards EHCP annual targets and outcomes using Excel. Results to be reported termly to; <ul style="list-style-type: none"> Curriculum faculties and subject leaders Governors. 	LMT / SENDCO / FSW	Staff Meetings Achievement and Standards meeting	Progress data towards EHCP outcomes shared with teachers and Governors from last year Autumn and Spring 22 Ongoing results recorded by admin team for 22-23.	<i>Resources Committee and Achievement and Standards</i>	EHC plans actively monitor learners’ progress towards their outcomes and longer term aspirations.

St Giles' School Development Plan 2022-23		Leadership and Management 2 To support and develop Staff Wellbeing - reducing sickness absence and improving recruitment and retention • <i>Link Governor – Resources</i>				
Target Five	Actions	Lead DHT / HT / Department Leaders	Resources / cost	Timing Blue achieved, Green on track, Amber at risk, Red will miss the milestone	Governor Monitoring	Impact / Next Steps
A. Ensure line managers have access to the tools and resources needed to support the wellbeing of the team they manage including HR support, accurate staff sickness absence information to further develop strategy for staff wellbeing.	1. Weekly monitoring in LMT meetings of staff sickness absence using accurate whole school data through: <ul style="list-style-type: none"> SIMS InVentry Resulting discussion about possible reasons for absence, patterns, attendance of particular groups, clear routes for escalation for further support as required and the impact of actions and interventions.	LMT		InVentry in place March 2023 – initial staff response positive Continued concern about high long term absence March 23 – discussion with Governors and HR.	<i>Resources</i>	Line Managers have access to accurate staff sickness absence information in order to further develop strategy for staff wellbeing.
	2. Admin team, SBM, HT and DT to meet to check / agree coding for sickness absence.	SBM, HT and DT		Autumn 22		
	3. Governors to receive termly reports on staff sickness absence.	HT		Ongoing		
	4. HT, SBM and Governors to evaluate support to staff from HR providers and consider changing.	HT		Autumn 22 decision to remain with Strictly. Further discussion with HR SBM / HT / DH to be shared at Resources March 23		
B. Promote staff wellbeing to the same high standards of pupil wellbeing including tailored training to promote staff wellbeing.	1. Ensure staff know how to access appropriate guidance, support and tools, and encourage their use throughout the organisation through INSET Day September 22 and ongoing references during Staff Briefing covering: <ul style="list-style-type: none"> Correct procedure for sickness absence, raising concerns and information about the Employee Assistance Programme including Health Assured app. Wellbeing and diversity to be the focus for May 2023 INSET day. Staff Handbook 	HT, SBM		Covered on INSET days September 22 – EAP presentation January 23 and in Wednesday staff training Visit from EAP representative 3.1.23 and training from Ratna Dey Cordukes FSW and Personal Care Manager have attended ERASMUS	<i>Resources</i>	Staff are given support and are able to take responsibility for their own and others' wellbeing
	2. Establish weekly slot in briefing meetings for staff member to share well-being tips / opportunities with the rest of the staff team.	HT / DHT		Ongoing – Weighted hoopla hoop, Pilates and Yoga sessions established Social Committee more active – Christmas Party		

				December 22 and Staff quiz March 23		
	3. Establish an agenda item for all team meetings to discuss staff wellbeing and what factors are affecting this.	HT		September 22 – established for all team meetings		
	4. Training INSET day 3.01,2023 from EAP providers on offer from this service and Session on wellbeing for teaching staff on a. Understand the importance of self-care b. Develop a simple plan to take action c. Create self-care habits that last	Middle School Department Leader	No cost	Feedback from staff extremely positive. January 23		
	5. Apply for Inclusive and Nurturing Schools Programme - this will provide further CPD for staff on wellbeing - diversity and inclusion with advice on HR support from a Consultant 2024	HT	No cost	Accepted on the programme March 23		
C. Prioritise staff mental health	1. Use Wellbeing Measurement for Schools staff survey to: • Identify the factors that affect staff mental wellbeing in school, • assess the impact current actions are having • plan further improvements and enhance morale.	LMT		October 22 – discussion LMT February 23 – Anna Freud Wellbeing Survey used with all staff – Results March 23 See Equality Action Plan	<i>Resources</i>	Staff mental health is positively impacted
	2. Formalise weekly class and fortnightly Department Meetings with a standing agenda that contains items on staff wellbeing and factors affecting this. Train all Department Leaders as mental health first aiders.	LMT		Completed and ongoing		
	3. Introduce proactive system of mentoring class leaders and introduce framework to ensure TAs and leaders are supported	LMT		LMT putting measures into place Spring Term 23		
D. Establish clear communications policy	1. LMT to agree clear guidance to all stakeholders (internal and external) on remote and out-of-school including when it is and isn't reasonable to expect staff to respond to queries. This to be shared through Staff Briefing and in School Handbook	LMT		October 22 – weekend email policy discussed	<i>Resources</i>	Clear communications policy for staff established and reflected in the Staff Handbook.
	2. Subscription to TES Staff Pulse survey programme. To be used in conjunction with Staff Voice to support communication and further involvement in decision making in school.	SBM / HT LMT		Purchased March 23		
E. Proactively encourage an open and transparent dialogue between staff. Include the voice of staff in the decision-making process across the school.	1. Continue to hold regular Staff Voice meetings with standing agenda agreed with LMT. LMT to compile list of tasks undertaken by staff. Use Staff Voice and teacher appraisal meetings to add to list. 2. Use Teachers Meeting Autumn Term to have “Keep, tweak or ditch” – Workload Analysis discussion.	LMT		Staff Voice Meetings continue but recognition that to embed LMT need to agree lead / timing / minutes etc. “Keep, tweak or ditch” discussed Autumn term Staff Meeting EHCP paperwork under review Autumn Term 22	<i>Resources</i>	Staff involved in ongoing decision making process

F. Support staff to progress in their careers	1. Refine the programme of CPD for staff to ensure that there is a regular rhythm of opportunities, to form a coherent programme which includes opportunities for collaboration and expert challenge e.g. <ul style="list-style-type: none"> • Further develop use of Specialist Learning Partnership, • Further develop training for QTS / ECT • Develop Induction materials and plan • Develop weekly morning staff training input • review use of external advice / support • review use of Challenge Partners 2022-23 This to be in line with DfE Standard for teachers' professional development. Standard for teachers' professional development - GOV.UK (www.gov.uk)	LMT		Autumn term – weekly staff training agenda set up to reflect priorities in School Development Plan ECT Fidelity check completed ECT successfully has completed her training. Induction plan reviewed with Joel Benham – Health and Safety – Croydon TES training package to be included.	<i>Resources</i>	Staff are able to receive CPD to support their progression with their careers.
	2. Subscribe to TES – professional development resource. 3. Incorporate TES offer in ECT and staff team induction programme	SBM / HT LMT		Professional development resource purchased as part of TES package. Summer Term 2023		
G. Develop supportive approaches to flexible working and diversity. Include training for staff about the benefits of a diverse and inclusive workforce.	1. Create, where possible and appropriate flexible opportunities to support staff e.g. review possible range of PCSA working hours	LMT		Range of hours for PCSAs extended in 3 cases as a pilot	<i>Resources</i>	Staff receive supportive approaches to flexible working and diversity
	2. To raise awareness of equality issues at governor meetings. As school policies are reviewed ensure they are aligned with the equalities policy. Governor monitoring to include equalities issues.			See actions in Equality Action Plan		
	3. SBM / DHT and HT attending ACAS training on Diversity.	LMT		Completed September 22		
	4. DHT / Lower School leader to attend “Tackling Racism, Sexism, LGBTQ-phobia and harassment: The Essential Guide for Transforming School Culture”	DHT / LSDL		24.11.22 completed		
	5. LMT complete NEU Diversity Survey and develop actions to be agreed with Governors and staff team.	LMT		Not completed		
	6. Apply for Inclusive and Nurturing Schools Programme - School has been accepted onto Inclusive and Nurturing Schools Programme which will provide further CPD for staff on diversity and HR with support from a Consultant 2024	HT		Accepted on the programme March 23 – see Equality Action plan		
	7. INSET day 26 th May 2023 – base the day on workshops / small groups. Link to planned International Day / week event	LMT		Ongoing discussion		

St Giles' School Development Plan 2022-23		Leadership and Management 3 <i>To further develop subject leadership at St Giles. Link Governor – Achievement and standards</i>				
Target six	Actions	Lead HT / DT	Resources / cost	Timing Blue achieved, Green on track, Amber at risk, Red will miss the milestone	Governor Monitoring	Impact / Next Steps
A. To agree and implement Bridging Levels in all subject areas.	1. Progression in core subject Bridging Levels is discussed together with examples of pupil attainment at this level on Evidence for Learning. This to support development of Bridging levels.	HT / DT	Teacher Meetings	Second half of Autumn Term Second half of Spring Term	<i>Achievement and standards</i>	Bridging levels created for all subject areas
	2. Compare and moderate the draft Bridging levels against those developed in other subjects.	HT/DT	1 Teachers Meeting	Second half of Autumn Term This is likely to become an assistant head's responsibility		
	3. Upload new levels onto Evidence for Learning.	DT	Admin time	First half of Spring Term This is likely to become an assistant head's responsibility		
	4. Use progress in SS3, B1,2 and 3 and M1 as focus for Summer Term moderation of foundation subject areas – see Six B2.	DT		This is likely to become an assistant head's responsibility		
B. Continue to develop the roles of curriculum faculties, subject leaders and Link Governors to develop strong working relationships and drive improvement in subject areas.	1. Agree Creative Arts Faculty membership and leadership.	LMT / Governors		Autumn Term	<i>Achievement and standards</i>	Governor visits and subject areas agreed and established
	2. Create Link Governors to support Curriculum Faculties and/or subject leaders.	HT / Governors		Autumn Term – Maths, English, Communication and Science links established		
	3. Timetable termly Curriculum Faculty Meetings to support subject leaders.	HT/DT		Ongoing		
	4. Job descriptions for subject leaders and TLR post holders to be revised to differentiate between them.	HT/SBM		Autumn Term		
	5. Develop system of Governor visits, agreed information that will be shared with the Governor and key school events that they could attend.	HT / Governors		Autumn Term		
C. Subject Leaders to develop judgements on standards of learners' work,	1. Analysing and interpreting data on learners' attainment in the subject,	DT	Teachers Meeting	First half of Autumn and Spring term Second half of Summer Term This is likely to become an assistant head's responsibility	<i>Achievement and standards</i>	Subject leaders have clear understanding of learners' attainment across all pathways
	2. Reviewing with teachers their assessments of learners' progress in their classes, including identified groups and individuals,	DT	Teachers Meeting	Second half of Autumn Term and Spring Term First half of Summer Term This is likely to become an assistant head's responsibility		
	3. Sampling learners' work for use in Core and Foundation Moderation internal and external (SLP).	DT	Teachers Meeting / SLP	SLP moderation took place for Foundation Subjects Spring Term 23		

D. With support from LMT, subject Leaders evaluate teaching and learning, identifying strengths and areas for improvement.	1. Subject leaders to be involved in completing lesson observations alongside a member of the LMT and use this to identify strengths and areas for development in their subject.	Subject leaders / LMT		Spring Term 23	<i>Achievement and standards</i>	Subject leaders have clear understanding of teaching and learning in their subject area across all pathways.
	2. Work with Curriculum Faculty to evaluate and further develop the curriculum in their subject, feeding information from lesson observations into the school development plan and updating an action plan for the subject / curriculum faculty.	Subject leaders / LMT		Second half of Autumn Term, Spring Term and Summer Term		
	3. To support the creation of a Curriculum Faculty display and displays for the subject area across the school to ensure they follow the display policy, are of high quality, and accessible to pupils	LMT		Creation of Curriculum overview board with pillars in hall. Ongoing reflection of subjects and areas across the school.		