



St. Giles' School SEN policy and Information Report

13th October 2024

Document control

SGS staff lead on policy : SH		Date of next review: Autumn 2025
No.	Updates/Changes made in 2023 include:	Page
1	6.3 under fundraising events, remove "Pamper Evening?" and replace with Cooll cafe	6
2	6.4 add GEMS framework	6
3	6.7 the list of rooms have been removed - Art and Music rooms are now combined. Remove Science and ICT Room and Outdoors: wheelchair accessible greenhouse.	7
4	6.8 add Tulip: Advice is sought from CAMHS and TULIP team for pupils who need additional behavioural support (also on page 10)	8 and 10
5	Add Work experience - "Year 11 take part in school based work experience. Remove year 11 take part in work experience in school community	10
6	6.13: Remove Croydon Primary Music Festival	

SEN policy and Information Report

St Giles School

October 2024



Approved by: St. Giles Governing Body

Last reviewed on: January 2024

Next review due by: Autumn 2025

Contents

1. Introduction	
2. Aims	3
3. Legislation and guidance	3
4. Definitions	3
5. Roles and responsibilities	4
6. SEN information report	5
7. Monitoring arrangements	12
8. Links with other policies and documents	12

.....

1. Introduction

St Giles' is a Croydon Local Authority Maintained Community School for 108 pupils aged 2-19 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).

The school has nursery places for pupils aged 2 – 4 and a Further Education class for pupils with PMLD aged 16 -19.

All pupils at St Giles have special educational needs (SEN) and have an Education, Health and Care Plan or are being assessed for one.

2. Aims

At St Giles we are passionate about learning. Our school community includes and values everyone, working together to achieve in a supportive, caring and professional way.

Our SEN policy and information report aims to:

- Set out how our school supports and makes provision for our pupils' special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for our pupils
- Explain how we support our pupils to be the best that they can be.

3. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

4. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5. Roles and responsibilities

5.1 SENDCO

The Headteacher of St Giles takes responsibility for the following SENDCO responsibilities:

- Overall responsibility for the provision and progress of learners with SEN and/or a disability
- Work with governors to determine the strategic development of the SEN policy and provision in the school
- Day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils, including those who have EHC plans
- Provision of professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Work with the governing board to deploy the school's budget and other resources to meet pupils' needs effectively
- Be the initial point of contact for external agencies, especially the local authority and its support services
- Work with the teaching assistant with responsibility for transition to liaise with potential next providers of education, ensuring pupils and their parents are informed about options and a smooth transition is planned
- Work with the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils up to date

The school has appointed an additional SENDCO who assists the Headteacher with the following responsibilities:

- Support the Headteacher to make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Support the Headteacher to evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective
- Maintain an accurate register of co-existing difficulties
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with early years' providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority for EHCP applications (LA)

- Support the Headteacher to analyse assessment data for pupils with SEN or a disability
- Identify a pupil's SEN
- Share oversight of provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Complete EHCP applications including contributions from parents and carers and relevant professionals in accordance with Croydon policy
- Review the education, health and care plan (EHCP) with parents or carers and the pupil
- Communicate regularly with parents or carers
- Support the Headteacher to ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the Headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Support the Headteacher to review information the governing board is required to publish
- Contribute to the school improvement plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Provide INSET for staff
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability.

5.2 Governors

The governors will:

- Monitor the quality and effectiveness of SEN and disability provision within the school
- Work with the Headteacher to determine the strategic development of the SEN policy and provision in the school.

5.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Headteacher and the Deputy Headteacher to review each pupil's progress and development and plan any changes to provision
- Ensuring they follow this SEN policy.

6. SEN information report

6.1 The special educational needs for which provision is made at St Giles' School

Our school currently provides for a range of needs, including:

- Moderate/severe/profound and multiple learning difficulties
- Communication and interaction, for example speech and language difficulties

- Social, emotional and mental health difficulties,
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

6.2 Assessing pupils' needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

Class teachers will make regular assessments of progress for all pupils.

They will identify those whose progress is significantly slower than that of their peers starting from the same baseline. This may include progress in areas other than attainment, for example, social needs.

When identifying what special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

6.3 Consulting and involving pupils and parents

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

- Annual Review of the Education, Health and Care Plan 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.
- Special events to raise funds for the school including raffles, the school fair and Cool café.

6.4 Assessing and reviewing pupils' progress towards outcomes

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

- Evidence of each pupil's learning is recorded in their Learning Journal, Topic book, Evidence for Learning and / or Assessment folder dependent on their phase of learning.
- Next Steps targets for each pupil linked to their Educational, Health and Care Plan (EHCP) annual targets, evidenced through Progress Time Lines.
- Pupils are assessed against Early Years Developmental Bands, Pebble Levels, Stepping Stone Levels, Bridging Levels or Milestones depending on age and attainment and through use of the GEMs framework.
- Regular moderation of assessment in phase departments, cross phase, with Croydon mainstream and Special schools and South London Specialist settings through the Specialist Learning Partnership (SLP).
- 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.

6.5 Supporting pupils moving between phases and 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.
- Nursery / 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 in the summer term 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 can work with parents to take the pupil to the new school for transition visits.
- We can create a photo/social story about the new school with the pupil.
- We arrange for the transfer of specialist equipment if applicable.

6.6 Our approach to teaching our pupils

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to our pupils. This will be differentiated and personalised to meet individual pupil's needs.

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

6.7 Adaptations to the learning environment

St Giles main school 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
- Food and Design Technology room

Outdoors

- The school is set in its own grounds with separate areas for each age group.
- Outdoor learning is supported by covered areas, 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

St Giles Nursery is in a separate single-storey, accessible building shared with another Early Years class. There is a large classroom and smaller room for individual or small group work. The building has a hygiene room with changing beds and a medical room allocated to the Special School Nursing Team.

6.8 Additional support for learning

- 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, 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 CAMHS 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 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.
- Advice is sought from CAMHS and TULIP team for pupils who need additional behavioural support.

6.9 Expertise and training of staff

- 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 Special Educational Needs and Disabilities (SEND).

- Induction meetings 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 sessions.
- 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.

6.10 Securing equipment and facilities

St Giles' is a Croydon Local Authority Maintained Community School. Equipment and facilities costs to support our pupils are met through the school's budget.

6.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils by:

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
- Termly updates of the School Progress Review
- Termly Leadership monitoring of teaching and learning, targets, progress, assessment and planning
- Performance Appraisal of all staff
- Reviewing pupils' individual progress towards their goals each term
- Holding annual reviews for pupils.

6.12 Removing the barriers to learning and encouraging participation

See Inclusion Policy

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

The Early Years Foundation Stage, National Curriculum and Equals curriculum are our starting points for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- a creative curriculum that makes learning relevant and engaging;
- high levels of differentiation with pre-formal, semi-formal and formal pathways;
- realistic but challenging targets;
- a range of accredited courses for our KS4 and KS5 pupils that challenge and reward their achievements;
- providing appropriate equipment, resources and staffing to overcome potential barriers to learning;
- extra-curricular opportunities in and out of school;
- sourcing medical and therapy support;
- training staff to meet the learning, medical and therapy needs of their pupils

To ensure that all pupils receive the broadest possible educational and social opportunities, the school links with other schools and groups across Croydon, e.g.

- Middle School pupils have sung in the Croydon Primary Schools choir
- Upper School pupils compete in the Boccia and Panathlon competitions and London Youth Games
- The local Primary School joins the Middle Department for shared events
- The school is a member of the Croydon Special Schools Partnership and Coulsdon Cluster
- Upper School pupils plan shared activities with a local care home for the elderly
- Work experience - "Year 11 take part in school based work experience."

6.13 Support for improving emotional and social development and involving pupils in their education

We provide support for pupils to improve their emotional and social development in the following ways:

- 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
- Upper School students choose their lunchtime clubs
- Our more-able pupils are fully involved in choosing and assessing their targets
- All pupils take part in annual shows and weekly assemblies
- Upper School pupils represent the school, and Croydon, at sporting events
- Advice is sought from CAMHS and TULIP team for pupils who need additional behavioural support.

Extra pastoral support is provided when required;

- 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 CAMHS for pupils who need additional behavioural support
- Drama therapy may be sought (through Croydon NHS Trust).

school environment.

Physiotherapy is delivered in a variety of ways depending on your child's individual needs.

This may include use of specialist equipment i.e. standing frames, walking aids, exercise and activity programmes and orthotic provision.

The routine management of pain is taken

SLT work alongside class staff provide training and advice on communication goals which are incorporated into everyday classroom activities.

At times SLT may work directly with your child, individually or in small groups either within or outside of the classroom to target communication skills

SLT also have a role in ensuring that

Speech and Language Therapy

Class Team

OT aims to maximise your child's independence, facilitating access to the National Curriculum.

Referrals to OT can be made by parents/carers, school, medical and therapy staff

Nursing

is provided by an ongoing team of therapists or class staff.

The Class Team are part of Croydon's Hospital at Home Team

Your child's care needs will be risk assessed and will be met at school by either the nurses or class staff who have been trained.

The team can also help with referrals to other health services and run clinics at the school with the dietician, paediatrician and continence service

6.15 Complaints about SEN provision

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.

6.16 The local authority local offer

Our contribution to the local offer is: <http://www.st-gilesschool.co.uk/wp-content/uploads/2020/06/St-Giles-School-Local-Offer-2020-2021.pdf>

Our local authority's local offer is published here:

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>

7. Monitoring arrangements

This policy and information report will be reviewed by the Headteacher **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Admissions
- [Assessment for Learning policy](#)
- [Assessment, recording and reporting](#)
- Behaviour policy
- [Equalities Policy](#)
- [Transitions into St Giles](#)
- Supporting the education of pupils with medical needs

This Policy has been approved by the Governing Body of St Giles School at the meeting on

Signed: _____ Chair of Governors

Date: 13/11/24

Signed: _____ Headteacher

Date: 13/11/24

Date for next Review: Autumn 2025