



***St Giles School***

***Local Offer 2022 - 2023***

***Be the best you can be!***



## *What kind of school is St Giles?*

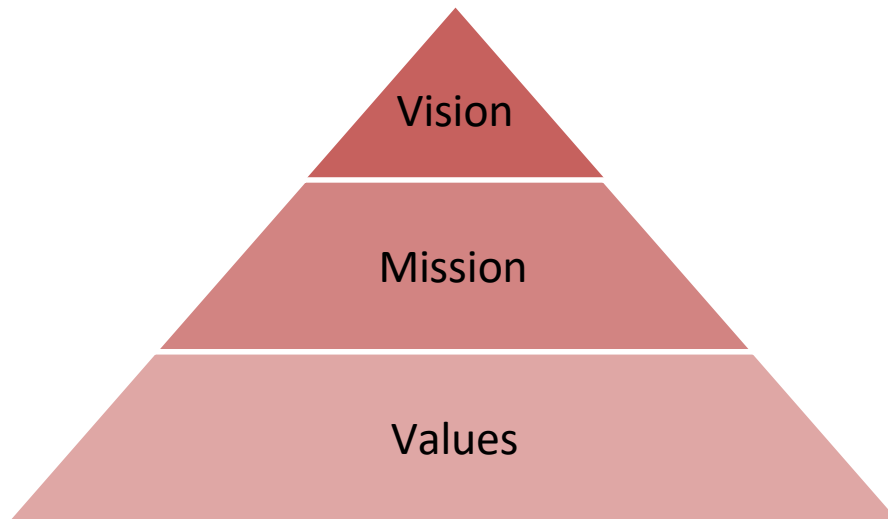
St Giles is a Croydon Local Authority Maintained Community School for pupils aged 2-16 with physical disabilities, complex medical needs, complex speech and language difficulties and associated learning difficulties, moderate(MLD), severe(SLD) and profound and multiple learning difficulties (PMLD).

There is a Further Education Unit for pupils with PMLD aged 16-19.

All pupils have an Education, Health and Care Plan (EHCP) or are transferring to one from a Statement of Special Educational Needs.

We were recognised as a Good school at our last Ofsted inspection in April 2023.





## *Our Vision*

Be the best you can be!



## *Our Mission*

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 enthusiasm and positive energy makes St Giles a truly happy and vibrant place to be.

## *Our Values*

Respect  
Choice  
Celebration  
Community  
Responsibility  
Cooperation  
Participation



## *What specialist facilities does the school offer?*

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

Specialist facilities include:

- ❖ Hygiene rooms with hoists and changing beds
- ❖ Hydrotherapy pool
- ❖ Trampoline for Rebound therapy
- ❖ Dark sensory room
- ❖ Light sensory room
- ❖ Hall
- ❖ Art resource room
- ❖ Music room
- ❖ Creative therapy room

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.





## Outdoors

The school is set in its own spacious grounds with separate areas for different age groups and different learning needs.

Outdoor learning is supported by covered areas, raised beds, a Forest School area, soft pour

wheelchair track, outdoor Boccia court, wheelchair accessible swing and roundabout.

Each class has timetabled access to our specialist bikes for wheelchair users and pupils with reduced mobility.



## *How does the school support pupils' learning?*

The school staff includes teachers, teaching assistants, pupil care and support assistants supported by administration, catering, premises management, swimming, technical and cleaning staff.

All school staff are specially trained to become experts in working with pupils with a wide range of learning difficulties, physical disabilities, complex medical needs, complex speech and language difficulties, visual and hearing impairments and sensory issues.

Pupils are grouped in small classes of 6-10 pupils. Class size is dependent on pupils' ages and learning needs with a very high level of staffing to support their learning and access needs. There are three departments:

Lower school – Nursery, Reception, Year 1 and Year 2

Middle school – Years 3-6

Upper school – Years 7-14



## *What does the curriculum look like?*

Learners at St Giles have a wide range of abilities and needs. The curriculum is designed to provide the opportunities essential for the learning and development of all learners, enabling them to make maximum progress throughout their time at the school and be the best that they can be. Learners have access to a broad and balanced curriculum, differentiated to meet their needs. The St Giles curriculum is designed for learners to access who are working within the Early Years Foundation Stage, Pre-formal, Semi-formal or Formal Curriculum pathways.



We are committed to the principle of equality of opportunity. Professionals work together to ensure that everything is in place for each pupil to access all activities. This might include specialist communication aids, computer access, mobility equipment, furniture and learning materials.

All pupils have identified Annual Targets and Next Steps linked to the Outcomes agreed in their Statement of Educational Need or Educational Health and Care Plan. These are assessed, evidenced and tracked carefully to ensure good progress for each pupil.

The curriculum is designed around engaging topics using real life experiences and opportunities for creativity that make learning fun. Opportunities for working with others and engaging with the local community are built into topics.

Signing, symbols, switches and communication devices are used to support pupils with speech and language difficulties.



A highly sensory and interactive approach is used for pupils with severe and profound learning difficulties. Teaching groups are small in order to be able to meet the pupils' individual needs.



### *Lower School*

Pupils in Reception, Year 1 and Year 2 are based in our Early Years' classes – Nursery, Blue, Sky Blue and Orange, with children of similar developmental levels and a high staff to pupil ratio.

At St Giles School all of the children have additional complex needs. On entry into Lower School they are working in the Birth to 3 years' band of Development Matters so we focus first on the prime areas of development:

- Communication and Language,
- Personal, Social and Emotional Development

- and Physical Development.

In line with their development pupils will extend into the other specific areas of learning from the EYFS. Some pupils will work on literacy and numeracy including synthetic phonics following the Read, Write, Inc. Scheme. In year two pupils move onto one of the three curriculum pathways.



Activities are planned inside and outside to develop pupils learning through class topics and individual pupil interests. Communication is central to the whole curriculum and specialist input includes objects of reference, signing, symbols, communication books or communication devices.

### *Middle School*

Pupils in Year 3 – 6 are based in Silver, Gold, Purple, Pink and Green classes. Pupils are grouped according to age and ability to maximise progress. They follow the Pre-formal, Semi-formal or Formal curriculum pathways.

The curriculum is differentiated and adapted to make learning relevant and fun. Termly topics give opportunities to develop core English and Maths skills as well as developing subject knowledge and skills in all subject areas.



All five Middle School classes follow the same topic but the content is differentiated to enable pupils to extend their knowledge and understanding according to their age and ability.



Teaching and learning in the Middle School classes is highly practical, following on from the Early Years approach, with pupils working in different groupings, whole class, small group or 1-1, depending on the activity.

### *Upper School*

Pupils in Year 7 – 14 are grouped according to age and ability. Pupils with profound and severe learning difficulties are taught mostly by their class teacher whilst pupils with moderate learning difficulties benefit from some subject teaching.

Pupils are encouraged to be as independent as possible, to develop their self-esteem and to shine. Everyone performs in the Upper School Show and many represent St Giles and Croydon at Disability Sports events.

*Key Stage 3* - Pupils in KS3 follow the Pre-formal, Semi-formal or Formal Curriculum pathways under termly themes. Teachers use the themes to develop knowledge, skills and experience across the subject areas and also work with their colleagues to provide opportunities for students to work toward a shared goal.



**Key Stage 4** - Pupils in KS4 continue to follow the Pre-formal, Semi-formal or Formal Curriculum pathways under termly themes. Those following the Formal or Semi-formal curriculum pathway work towards accreditation in all subjects' dependent on their ability. Pupils who are academically able work towards Entry level certificates and awards. Pupils also complete unit awards in Life Skills, English, maths, PE, art, music and DT and towards ASDAN Bronze, Silver and Gold Awards.

Pupils with Profound and Multiple Learning Difficulties continue to develop their early skills whilst achieving Unit Awards to celebrate their achievements.

All pupils have opportunities for Work Experience such as helping in a Primary class, assisting the music teacher or admin team or working outside school in carefully planned work placements with appropriate support.

Pupils and their families are supported to find appropriate college places and courses for KS5.



**Post 16** - Students with Profound and Multiple Learning Difficulties may remain at St Giles until they are 19. They follow a personalised curriculum continuing to develop their communication, physical development and emotional and social skills based around creative themes. There are practical opportunities to develop life skills such as helping with messages round school, cooking, gardening and household activities. Students will participate in a sensory ASDAN accreditation programme, Transition Challenge. Students have regular

trips into the local community to help them learn to cope with different environments and different people.



## *Religious*

### *Education and Collective Worship*

Religious Education is delivered throughout the school, based on the Croydon Agreed Syllabus. This is a legal requirement, although any parent has the right to withdraw a child, wholly or partly, from this area of the curriculum and from collective worship. Requests for withdrawal should be made in writing and arrangements for withdrawal will be discussed on an individual basis. Whole school, departmental and class assemblies are regularly held which are broadly Christian, but reflect cultural diversity.

## *Physical development*

Staff work closely with the Physiotherapists to integrate physio and positioning programmes into the school day.

All pupils also have weekly PE lessons and fortnightly swimming/aquatherapy sessions with specialist teachers. A positive attitude towards physical activity is encouraged and through this, confidence and self-esteem, as well as physical skills, are developed. Pupils take part in a wide variety of activities both in and out of school including disability sports and Rebound Therapy. These are highly enjoyable and appropriate to each pupil's stage of development.



### *Homework*

Homework activities are based on the age and developmental level of each child. They are carefully planned and structured to support progression in learning. There is an agreed programme of homework activities so that teachers, pupils, parents and carers know what to expect each week.

### *How does the school support pupils' health needs?*

The school has excellent NHS nursing and therapy provision to ensure that the holistic needs of the pupils are met. The team work with education staff to provide the services that individual pupils require in the least disruptive way to their education. We believe that pupil's physical health and well-being is key to their success in the classroom – if they feel unwell or uncomfortable, they will not be able to fulfil their potential.

## *Nursing*

St Giles School has a team of nurses and Health Care Assistants on site on a daily basis. They are part of Croydon's Children's Hospital at Home Team.

Each child's care needs are met at school by the nurses, health care assistants or trained class staff depending on their need. This may include administering prescribed medication, suctioning, gastrostomy and tracheostomy care, catheterisation and epilepsy management.

All education staff trained to carry out healthcare interventions have attended general training sessions and undertaken individual competency assessments with the nurses. All staff are reviewed on a termly basis to ensure the delivery of high quality, evidence based care.

The team work as part of a larger multi-agency network to support children with complex needs. They offer specialist clinics at the school including; Dietetic support, Paediatrician reviews, Continence management and multi-disciplinary support for children with complex feeding.

## *Physiotherapy*

The Physiotherapy team works with pupils alongside education staff and other professionals to maximise their physical potential. This is done in a variety of ways which includes individual therapy sessions, group sessions, the use of equipment such as standing frames and mobility aids and the use of orthotics as necessary.

They advise and train other staff to help achieve better postural control for the pupils and to promote their gross motor functional ability and ease in accessing the curriculum.

The physio department arranges regular onsite Orthotics clinics.

## *Occupational therapy (OT)*

The Occupational Therapy team are involved in the assessment, provision and advice of specialist equipment for individual pupils, such as upper limb splints, seating, toileting and feeding. They also provide



assessment and advice to education staff on access issues regarding pupils, such as computer access, posture management and fine motor skills.

### *Speech and Language therapy (SALT)*

The Speech and Language Therapy department work with pupils who need support with their communication or eating and drinking. This may involve children who have difficulties with understanding and using language, producing intelligible speech and interacting with people around them. Some children need an alternative system as their main method of communication or to support their speech. This may be through the use of signing, symbols, voice output communication aid (VOCA) and eye gaze technology.

Children may receive therapy individually, in a small group, through a programme carried out by school staff or by support within the classroom.

### *Music Therapy*

Music therapy at St Giles is provided by the UK's leading music therapy charity, Nordoff Robbins. Sessions may take place individually or in small groups, and are regularly reviewed to monitor progress.

In sessions, pupils are encouraged to take part in active music making with the therapist in whichever way they are able to. This may include playing a range of accessible instruments and the use of voice and movement in both familiar and improvised music. Sessions may help with skills such as listening and turn taking, engagement and concentration, co-ordination, emotional regulation, confidence and self-esteem and can be particularly beneficial for pupils who have difficulties with communication and interaction.

## *Drama therapy*

Our visiting NHS drama therapist works with children facing life limiting or life threatening conditions. She uses drama, story, movement, puppets, art, music and play to provide a safe, secure and confidential space in which pupils can explore and communicate their feelings and emotions and work through the changes in their lives.

## *ELSA – Emotional Literacy Support Assistant*

An ELSA is a specialist Teaching Assistant who works with children who are showing a range of emotional or social difficulties such as anxiety, low self-confidence, sadness, angry feelings or friendship issues. Sessions include a range of activities such as games, puppets, crafts, talking and listening and role play.

## *What extra-curricular activities does the school offer?*

A range of activities in and out of school are offered to all pupils to enrich the curriculum, build self-esteem and support sporting and social development:

- Class trips into the local community to support the topic
- Topic Wow events
- Visiting musicians and theatre productions
- Department shows each year when everyone takes part
- Boccia after school club
- Secondary lunchtime clubs – Music, Sports, Drama.....
- Whizz-Kidz wheelchair skills sessions
- Forest Schools activity sessions
- Close links with Waddon Youth Club. Students taking part are escorted to the club after school once a week.
- Primary pupils take part in the annual Croydon Music Schools' Concert

- Secondary pupils take part in the Panathlon and Boccia competitions.
- Residential trip for KS4 pupils
- Overnight residential in school for Year 5 and 6 pupils
- School Prom for KS4 and 5 pupils
- Saturday Valentine's disco

## *How do we work with parents and carers?*

### *Transition*

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.

Class staff also 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.

### *Progress reviews*

Teachers meet with parents and carers to review progress and set targets for their child at the Annual Review of the EHCP and at autumn and summer consultation evenings.

### *Parent and carer workshops and coffee mornings*

We have a programme of meetings and coffee mornings over the year to which all parents and carers are very welcome.

### *Special events*

Parents and carers are invited to join the school for special assemblies, sports days, WOW events and family learning sessions.

### *Family Support Worker*

Hazel is our full time family support worker in school. Hazel can attend meetings and appointments with you, help you to complete applications and signpost you to other professionals and services.



### *Friends of St Giles*

Everyone is invited to our special events across the year to raise funds for the school.

## *How do we support pupils' in other schools?*

We offer a range of support to mainstream and other special schools:

- Support and outreach for staff teaching pupils with physical difficulties and complex medical needs
- Identifying access needs of pupils with a physical difficulty e.g. writing, ICT, practical activities, multi-sensory approaches
- Advice on furniture and equipment to support an individual child or to help set up a new classroom or hygiene area.
- Advice about different types of switches, keyboards and software to meet a child's specific needs.
- Training on the use of Board maker or Symwriter to create symbol resources for visual timetables and worksheets, to scaffold writing and to aid pupils' communication and recording in all subjects.
- Information and training about disability sports that all children can take part in – Boccia, Polybat, Table Cricket, Target Beanbag, New Age Curling.
- Support with writing risk assessments and policies for a new pupil, a specific activity or a school journey.

- Advice on managing intimate care and encouraging independence

## *What next?*

If you would like more information about St Giles please see our website <http://www.st-gilesschool.co.uk/>

or phone the school office on 020 8680 2141 to arrange a visit to see the school and meet the head teacher, Mr Hehir.