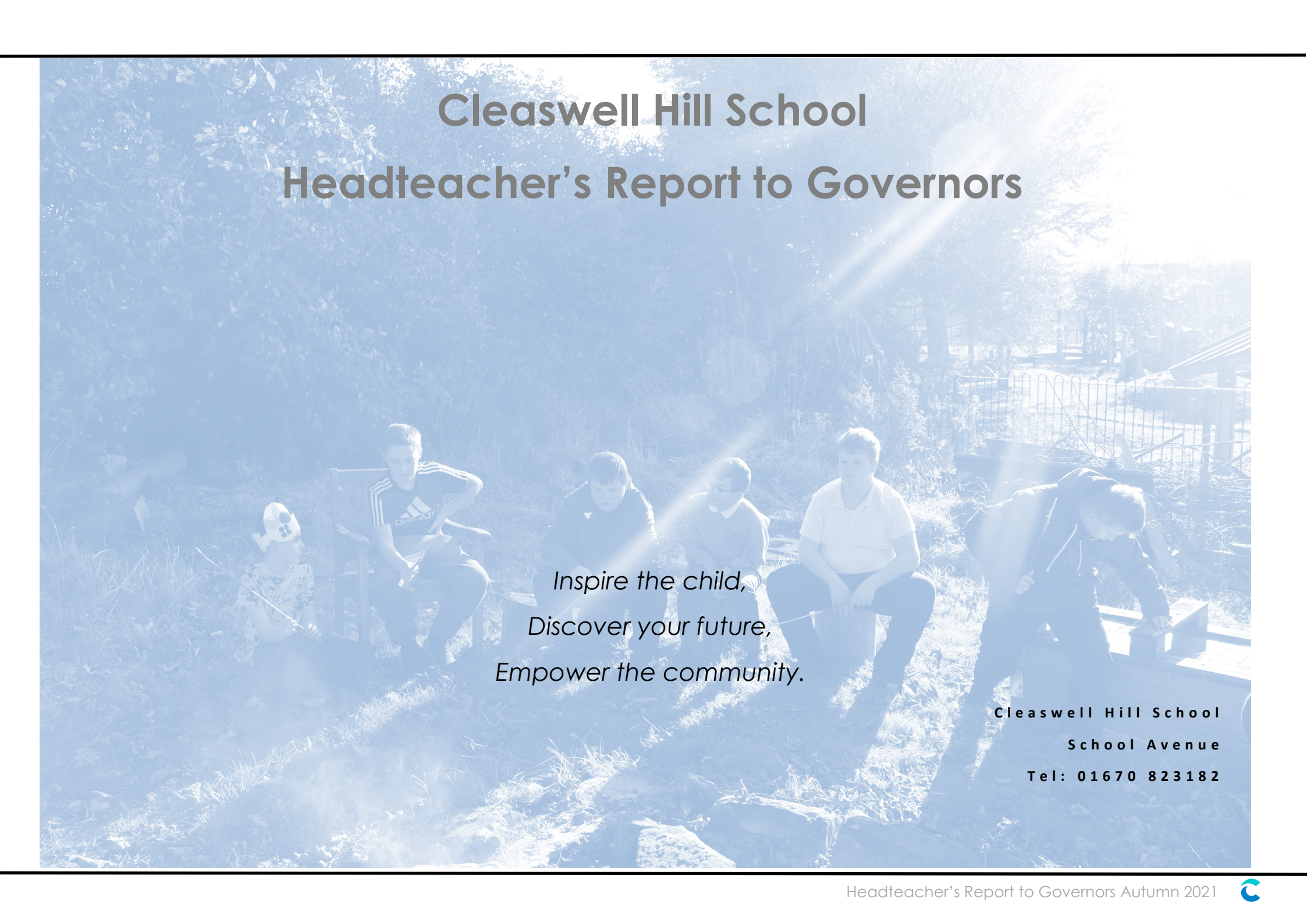




Cleaswell Hill School

Headteacher's Report to Governors

*Inspire the child,
Discover your future,
Empower the community.*

Cleaswell Hill School
School Avenue
Tel: 01670 823182

Introduction



The highlight of a 1970's Saturday afternoon was without a doubt *World of Sport* with Dickie Davis. Those young enough not to be familiar with this apogee of British broadcasting history (bear in mind we only had three channels back then) here's a way to visualise it..... imagine WWF on a shoe string budget with, let's say, much less athletic wrestlers and in exotic locations like..... Scarborough. The ultimate hero of the show was 'Big Daddy' who would often wrestle his nemesis the villain Giant Haystacks. These bouts would often take the form of 'tag' matches, where once one wrestler was beaten up/exhausted he could tag in his team mate to take over the battle. Often these matches would descend into chaos with the villains jumping into the ring together to cheat only to be overwhelmed by the good guys later on.

The reason for this nostalgia is that it's our role to build the ultimate tag team to face up to the numerous challenges that we face on a daily basis. The obvious recent villain being Covid-19 that at various points over the last 20 months tested our resolve and ability, but, when team mates had to 'tag out' others were available to enter the fray. This term we had anticipated that this contest would have been tougher, but, I won't tempt fate as the bell hasn't rung yet!

To take this analogy a little further I see the numerous challenges that we face at Cleaswell as multiple bouts taking place simultaneously. In order to succeed across them we must ensure that all staff have the training, experience and opportunity to take part and, hopefully, prevail.

The fight against Covid has certainly toughened us up and contributed to developing a broad base of strong leaders that is not just restricted to the SLT. This skill base alongside the current leadership structure enables us to tackle new exciting challenges. The five year plan is being built upon these foundations enabling us to form multi skilled teams to explore and develop diverse areas for improvement. This approach enables wider ownership of school improvement, builds staff skills,

provides sustainability (and succession planning) and, as you will see, is already showing significant results.

Although the finalised five year plan is somewhat off completion, in this report you will find updates regarding areas of focus within the plan in addition to our usual areas of school improvement. These are led by a range of staff all with the ultimate goal of enhancing the provision for our diverse range of pupils, what makes this even more remarkable is that this is being achieved despite the backdrop of our ongoing fight with Covid-19.

The report reflects not only the strong position that we have put ourselves in but that our focus remains, as always, upon the challenges of the next round.



Mike Jackson, November 2021

Section 1 - School Development

Whole School Targets (WSTs)

Our whole school targets for 2021-22 (the full breakdown is available within your Governor's pack) are:

Quality of Education

Quality of education standards are exceeded as a result of strategic and highly co-ordinated approaches to teaching and learning

Behaviour and Attitudes

Embedded NAPPI principles and strategies will enable pupils to self-regulate and engage in purposeful activities thereby leading to greater progress and improvements in their personal development.

Personal Development

Pupils are equipped with the skills they need for an enhanced quality of life as a result of personalised opportunities for development within enabling learning environments

Leadership and Management

'Systems Leadership' opportunities drive improved outcomes for pupils, through the development and implementation of an evolving, pioneering and innovative 5 year development plan.

Ofsted

The area for further improvement from Ofsted (April 2017) is shown below:

Develop further the quality of leadership and management by:

- *continuing to identify accurately the changing and future needs of the school's pupil population*
- *strengthening the range of expertise in the school to meet the emerging needs of pupils.*

(See SEF pages 8 and 10)

School Improvement Partner (SIP)

Lynn Watson's summer SIP visit report is included in your pack, but here's the summarised version;

- School leaders, including governors have continued to drive innovative and inspiring approaches to meeting the pupils needs at Cleaswell Hill school.
- A highly ambitious approach permeates the strong culture at Cleaswell where children and young people are at the centre of all decision making.
- Ethical and moral leadership underpins the work undertaken and standards have continued to rise as a result.
- Staff have embraced the development of an integrated education and therapy approach and there is strong evidence of the impact of the therapist's input in pupils accelerated progress and achievement.
- Leaders have successfully implemented change within phase 3 for the most

vulnerable children and young people in school. Pupils have been observed self-regulating emotional responses and applying strategies to manage sensory needs.



- Staff understand that de-regulation is a communication and they continue to work hard to evaluate and learn from pupil's presentation in order to plan for a successful inclusive environment throughout school.
- Transitions have been well-planned to assist pupils to manage change. Post 16 students have identified FE/voluntary placements for September and school will follow up how successful their plans to prepare students for life beyond school have been managed.
- The identification of how to accumulate data to inform upon gaps in pupils learning following the disruption to school life through the pandemic has been rigorous. This has informed highly structured interventions strategies

Lynn has visited school twice this term in her support role working with Juliet on the Integrated Therapy approach, Patrick on assessment, and myself on the Five Year Plan and Leadership and Management. Lynn's autumn term visit will be later this term and she will also be carrying out my appraisal.

Lynn received a very well deserved OBE earlier this month for her contribution to Special Needs Education.

Mike Jackson

Section 2 - Covid –19 Pandemic

Despite a business as usual approach being encouraged in September we kept in place a number of the measures that we had introduced over the pandemic, anticipating that restrictions may well return, which they have!

Testing

All staff (and pupils who are able) are encouraged to test twice a week. The cold that has been going around has led to some staff testing significantly more than this. Compared to last year the numbers of positive cases are relatively small, fingers crossed that this continues.



Groupings

For almost all of the timetable we continue to group pupils within phase bubbles. At school the classes are grouped into phases which form our 5 bubbles, this enables the bubble to have break times outside within zoned areas, have lunch together and make school as normal as possible for our pupils. Positive cases appear in clusters which is why in order to prevent further transmission the phase group needs to be isolated.

Dealing with an Outbreak

Two cases within one of our class groups is classified by Public Health England as an outbreak. So far this term we have had one outbreak, we were advised to keep pupils and staff class based so that they didn't mix with others and wear masks (if

they could around school).

Vaccinations

On 1st October we had in school vaccinations for pupils aged 12-16, as with anything that involves an injection the day proved to be quite eventful!

Assessment

Teachers followed Cleaswell Hill's curriculum assessment policy during the 2020-2021 academic year, using both summative and formative methods. This enabled them to systematically check pupils' understanding, identify misconceptions and accurately provide next steps in learning.

To measure curriculum progress multiple systems are used across Cleaswell Hill to ensure that the assessment method is appropriate for specific cohorts. The systems used are; Cherry Garden, MAPP, iASEND and Trackers for qualifications, PHSEE and PE. Each system benefits from the use of live assessments being made against the depth that an individual curriculum expectation is met. The depth of learning is determined by how fluent, generalised, maintained and independent a skill has become. The inputted information allows for data to be collected on pupil attainment, progress and achievement meaning variations in cohort performance can be monitored.

Over the last 2 years, we have developed the use of Personal Learning Intention Maps (PLIMs). These are highly significant in planning for and ensuring pupils' development towards Key Stage targets set out in their EHCP. Careful consideration and close collaboration with parents/carers and significant others, ensures that aspirational SMART outcomes are set at the beginning of each term in the areas of communication and interaction, cognition and learning, social and emotional mental health, sensory and/or physical, and, from Year 9, preparation for adulthood. This enables staff to scrutinise the proportion of targets that are met by individual pupils or cohorts.

Unfortunately the 2020 – 2021 academic year was another affected by the Covid-19 outbreak. Throughout the pandemic it has been imperative to closely monitor pupil progress and insert high quality interventions where necessary. The focus of any Intervention during this time was to accelerate pupil progress to pre Covid levels. As a result of the continued hard work of staff, we were able to collate whole school data across all three terms, even though pupil attendance was severely affected between November and April. This inevitably means that the data does not reflect a 'normal' academic year. The findings from scrutinising pupil performance are reported below.

PLIM Targets (EHCP)

- There has been an increase of 5% in the proportion of PLIM targets met across this academic year compared to the 2019-2020 academic year.
- Phase 2 had the largest proportion of PLIM targets met (61%) across this academic year.
- The cognition and learning area of the PLIM had the largest proportion of targets met (48%) across this academic year.
- 70% of pupils demonstrated accelerated progress towards their PLIM targets during the summer term.
- Non-pupil premium pupils met a greater proportion (6% more) of PLIM targets across the academic year compared to pupil premium pupils.
- Pupil premium pupils met a greater proportion (1% more) of PLIM targets across the summer term compared to non-pupil premium pupils.



Academic Targets (English and Maths)

- 84% of academic targets have been met or surpassed during this academic year.
- A greater proportion of English targets (6% more) have been met or surpassed compared to maths during this academic year.
- Phases 2 and 4 had the largest proportion of academic targets met or surpassed (94%).

- Non-pupil premium pupils met or surpassed a greater proportion (4% more) of academic targets across the academic year compared to pupil premium pupils.
- Pupils accessing a Pre KS1 – KS2 curriculum met or surpassed the greatest proportion (93%) of academic targets.

Academic Progress (English and Maths)

- There is little variation between the amount of academic progress made between English and maths.

	Maths	English
Cherry Garden	2.0	2.7
iASEND	10%	10%
Benchmark	22%	20%
Qualifications	20%	20%

Covid Response

- 71% of pupils whose progress towards their PLIM targets had been *adversely affected due to the spring 2021 national lockdown made accelerated progress during the summer term.
- A greater proportion of pupil premium pupils (11% more) whose progress had been *adversely affected due to the spring 2021 national lockdown made accelerated progress during the summer term compared to non-pupils premium pupils.
- A greater proportion of pupils (7% more) who have spent an increased amount of time out of school due to Covid made accelerated progress towards their PLIM targets during the summer term compared to those who were able to attend school throughout the pandemic.
- 84% of academic targets have been met or surpassed by pupils who were *adversely affected due to the spring 2021 national lockdown. This is equal to the amount of academic targets that were met or surpassed across the whole school.

*Pupils who were adversely affected due to the spring 2021 national lockdown were identified by staff groups who scrutinised pupil progress towards termly PLIM targets and end of year academic targets.

The beginning of this academic year has seen the engagement model, for pupils not

accessing subject specific learning, become statutory. To meet this demand Cleaswell Hill has introduced Engagement Profiles. This is a live document that we use to record what the highest level of engagement looks like for an individual. This is completed by firstly assessing the toolkit that must be in place for an individual to engage positively. A judgement is then made on what engagement looks like by using the 5 areas of engagement; exploration, realisation, anticipation, persistence and initiation. A multi-disciplinary team of staff are working with Lynn Watson (SIP) and other SEN schools to reduce the interpretation of the five areas of engagement and the variation in the quality of evaluative observations. I am looking forward to updating you further on these developments in the spring term headteachers report.

Moving forward, we are continuing looking to develop assessment processes at Cleaswell Hill. This is to ensure we have a fit for purpose assessment and tracking systems that quantifies evidence of an outstanding provision and is continually benchmarked against other outstanding providers. The following points will help us do this.

- Reduce variation in staff understanding by developing in school and out of school quality assurance and benchmarking practises by establishing new partnerships and visiting other outstanding SEN schools.
- Allow strategies to be implemented to reduce any variation in cohort performance (including pupil premium) by continuing to use assessment and tracking systems to quantify evidence,
- To reduce interpretation and variation in quality when following national summative assessment strategies (including the Engagement Model and Pre Key Stage Standards) by ensuring they are understood and used meaningfully.

Patrick Ford Hutchinson

Safeguarding

Safeguarding Governor, Gill Finch, completed a monitoring visit on 30 September 2021, with a compliance focus. Report and completed Safeguarding Compliance Audit available. A statement regarding school's decision on the use of high-turn thumb locks is also available for Governors following discussion and seeking guidance last academic year.

Staff have reported 385 incidents to the Designated Safeguarding Leads on our Child Protection Online Management System (CPOMS) since the start of this academic year to date (11 November 2021). Of these, 9 were within Safeguarding/Child Protection categories, with 5 reporting sexual violence and harassment be-



tween children.

All incidents and the outcome of referrals are closely monitored by school. Care Team and Strategy meetings remain virtual and are attended by teachers.

There are 59 pupils open to children's social care; 1 has a Child Protection Plan and 1 is a Child in Need. Disabled Children's Team Social Workers are involved with 57 families.

1 pupil has an Early Help Assessment (EHA) and 6-weekly Team-Around-the Family meetings led by an external agency.

4 pupils are Looked After (LAC), 7 Previously Looked After (PLAC). The Designated Teacher, taking over this role from Emma Steele, is Jenny Moffitt, who will continue to attend all LAC meetings online and update Personal Education Plans (PeP) as required.

Designated Safeguarding Leads (DSLs) keep their skills and understanding current through reading DfE guidance documents; online Safeguarding Briefings; webinars; Safe2Learn bulletins available from NCC and also updates from specialist safeguarding consultants, for eg. Andrew Hall.

Online whole staff child protection training took place on 23 June 2021 delivered by Carol Leckie, NCC Schools Safeguarding Team Manager, and all staff have signed

that they have read Part One of Keeping Children Safe in Education, September 2021.

Safe touch guidelines have been written and are currently being shared with staff for feedback. These will be an addition to our suite of Safeguarding Policies.

'Safeguarding is highly effective in school, remaining the highest priority' SIP

Karyn McMahon



Section 3 - Curriculum

Curriculum

Contextualising the curriculum to be responsive to all pupils, along with supportive assessment and integrated therapeutic approaches, has continued with pace and the three pathways through school; Engagement, Core and Extended, are now clearly identified and embedded soundly in our learning offer.

Governor Monitoring visits have taken place for all pathways this term. Reports avail-

able.

Pathway Leads are working collaboratively to write rationales and to progress cumulative learning through school demonstrated in flow documents. Pathway meetings focus on Approaches to Learning and pedagogy relevant for pupils in each Pathway and enhancing staff skills with the driving factor of maximising best practice outcomes.

Annual subject overviews are available on the school website for all National Curriculum Subjects. These provide a broad scope of content which supports sequential learning as evidenced in Medium Term Planning.

Following 'deep dives', Subject Leads compile Progression Models with updated Action Plans for all National Curriculum subjects and areas across school. These are also available on the school website.

Due to significant need, three pupils have had individualised timetables and provision put into place this term;

Pupil A- Full week accessing English and maths with peers, the rest of the week following an individualised 1:1 timetable with a focus on wellbeing and access to elements of the curriculum to maximise engagement, inclusive of therapeutic assessment and interventions

Pupil B- Therapeutic education sessions working with 2 staff on a reduced timetable 9.30-12.00 daily. Accessing the Intervention Centre and MUGA with highly motivating activities

Pupil C- Full week therapeutic education sessions with low demand, working with 2 staff using enabling environments; Intervention Centre, Star Room, Hydrotherapy, MUGA and community park.

Karyn McMahon

PHSEE and RSE

Adopting the SEND PSHE Framework in September last year has enabled our school to demonstrate how we provide a broad and balanced curriculum of relevant PSHE topics to effectively meet our diverse learner needs. Our PSHE planning and assessment now clearly shows progression of learning through the key stages.

RSE has this year been recognised as one of the whole school priorities. This will help us to fully recognise the importance and impact of quality RSE learning in school. In

doing so we will ensure that the statutory subject requirements set out by the DFE in 2020 are fulfilled, improve the standard of teaching and learning of the subject and, in part, it forms part of our school response to the KCSIE guidance from the DFE (2021) regarding peer on peer abuse.

The PSHE Framework incorporates RSHE objectives; however, additional details were required about 'what to teach and when' to ensure that learning is relevant, appropriate and timely for emotional and physical changes experienced by pupils.

Staff and pupil questionnaires carried out earlier in the autumn term enabled us to identify the following key priorities for developing our RSE provision across school.

- Explore how we can expand our use of external partners in their role in delivering the RHSE curriculum
- Explore how we get the 'age' and 'stage' of our curriculum correct to ensure our teaching is timely and that we have a spiral curriculum of learning.
- Explore how we 'set the scene' in RHSE lessons and create safe learning spaces where all pupils feel valued and respected.
- Explore how we use formative assessment in lessons to increase learning potential
- Explore resources to support the engagement, relevance and needs of learners in all pathways in school.
- Identify training needs for staff and develop appropriate training both in house and external.
- Further work with parents as partners (e.g. consultations, learning personalisation, training)

To carry out this work, partnerships will be forged within school (including leads for personal development, parental engagement and safeguarding) and linking up with local special schools to share good practice.

The development of 'Whole School Safe Touch Guidelines' is an additional piece of work being developed within the subject area. Consent is a major thread running through the PSHE curriculum and links to the previously mentioned KCSIE guidance regarding peer on peer abuse. The aim of this is two-fold. Firstly, it is as a way of teaching children the social rules around consent and touch which can reduce vulnerabilities both as victims and perpetrators of unwanted touch, and secondly, to promote professional practice in school around touch. This is in draft form and is currently being circulated amongst phase leaders and teachers for feedback.

Helen McIntyre

Staff Continuing Professional Development

When designing and selecting professional development opportunities, our focus is on utilising approaches grounded in evidence from cognitive and behavioural science. The Education Endowment Fund suggests that the mechanisms that make up the building blocks of effective professional development can be split into 4 groups, each of which fulfils a different role; Build Knowledge; Motivate Staff; Develop teaching techniques; Embed practice. We will be prioritising these mechanisms over this academic year.

Our effective professional development programme reflects the thought and detail that goes into the organisation of each class, Phase and Pathway as outlined in the Subject Progression Models and Action Plans, Phase Development Plans, Pathway Rationales.

Whole School Targets have been collaboratively written and form the basis for professional development focus, particularly in relation to staff Appraisal targets.

A focus on NAPPI training in 2021-2022 will support understanding and skills in positive behaviour support across school and development of consistent strategies.

Links will be made to commercial bodies to develop pedagogy, such as ResearchEd and the National College for the extensive course and webinar offer they provide. As the College is available online to all staff and accessible at a time convenient to them, school are considering that this may be a beneficial addition to our professional development opportunities.

A key focus this academic year is to utilise school-based enquiry to improve the quality of teaching and learning. This has already begun with Hayley Appleby participating in a whole school SEND Professional Development organised by National Association for Special Educational Needs (NASEN), Helen Moulton is part of a national working group for Essential Letters and Sounds, our new Phonics Programme and Helen McIntyre has begun a National Professional Qualification.

Karyn McMahon

Phonics

Over the last two decades, there has been a deepening recognition of the fundamental importance of improving reading standards on a child's future academic achievement, wellbeing and success in life.

"The reading and writing of Standard English, alongside proficient language development is the key to unlocking the rest of the academic curriculum" Nick Gibb, Minister of state for school standards.

Removal of Letters and Sounds

The way in which phonics is taught in schools has evolved significantly in the last 10 years. A key upcoming change in recognition of that evolution is the removal of the widely used 2007 Letters and Sounds handbook from gov.uk and from the Department's list of validated phonics programmes. As a school, we currently use Letters and Sounds. The 2007 Letters and Sounds handbook isn't a full Systematic Synthetic Phonics (SSP) programme because it doesn't provide the support, guidance, resources or training needed. It relies on schools building a programme of resources around the handbook and in many cases updating the progression to bring it in line with current best practice.



New Validation Process

In April 2021, the department for education published the revised core criteria for effective systematic synthetic phonics teaching programmes and launched a new process to validate complete synthetic phonics teaching programmes. By ensuring high-quality phonics teaching the government wants to improve literacy levels to:

- give all children a solid base upon which to build as they progress through school

- help children to develop the habit of reading widely and often, for both pleasure and information

A number of publishers have completed a self-assessment process based on these criteria, which were then reviewed by independent evaluators. A total of 9 systematic synthetic phonics programmes have been validated in this round, 5 of which are newly validated for use in schools. There is no statutory requirement for schools to choose one of the SSP programmes on the validated list.

However, validation status indicates that a programme has been self-assessed by its publisher and judged by a small panel with relevant expertise and that both consider it to meet all of the Department for Education criteria for an effective systematic synthetic phonics programme.

Essential Letters and Sounds

After careful consideration and many hours of work looking into these validated programmes, Cleaswell Hill have chosen the Essential Letters and Sounds programme as their synthetic phonics programme. The programme is rigorous, engaging and supports teachers to ensure that the lowest attaining children keep up. Essential Letters and Sounds provides lesson plans, interactive whiteboard resources, supporting worksheets, mnemonics and rhymes, assessment documents and a complete training package for all members of staff. Essential Letters and Sounds aligns with a large number of texts from Oxford University Press.

"Through our work as one of the Department for Education's English Hubs, we have developed a way of teaching Letters and Sounds to ensure that all children are learning to read well and making speedy progress" Essential Letters and Sounds

Staff training

All staff will be trained on Monday 4th January 2022 and will be given their resources ready to start implementing the programme the following day. The online training will become part of new staff's induction programme to ensure a whole school consistent approach.

Working Party

Helen Moulton, one of the original Letters and Sounds lead teachers for Education Leeds has successfully been invited to join a working party to

support the implementation of the programme into Special Schools. She is working with 10 other SEN schools across the country to help develop the programme to best suit our learners. This is a very exciting opportunity which could make a real difference to the teaching of phonics in SEN settings.

Helen Moulton

Interventions

Throughout the autumn term we have continued to plan and deliver interventions both within and out of classroom environment, through therapy (OT, play and SALT), our academic mentor, trained TAs and external providers. We are planning and delivering 19 different interventions, offering 248 intervention places to 131 pupils, which equates to 67% of the school population. Hydrotherapy and rebound support are included in these numbers.

The evidence based interventions are being taught in small groups or to individuals with trained staff. Some interventions are being delivered within phase, continuing from the successful phase model we introduced last year. This approach has enabled staff and phase leaders to ensure intervention work is implemented in other are-



as of the curriculum throughout the school day and therefore triangulates the learning, approaches and support.

Additionally to trained TAs providing interventions, we have an academic mentor, who is working full time, consistently delivering high quality interventions in maths and English across school. Graham Hardy, our new music therapist, is working in school with a range of children who are accessing the engagement and core pathway. Graham is working with a full class, small groups and individuals to support engagement with music, increase vocalisations from non-verbal children, promote engagement with new routines and activities, facilitate turn taking, encourage sensory regulation, promoted self-expression, develop motor skills, foster creativity, promote eye contact and provide personalised, flexible music therapy sessions based on the children's individual targets, needs and interests.

The Intervention Lead and Assessment Lead have ensured important dates for data and triangulation sheets have been added to the whole school assessment calendar. The Intervention Lead along with the Assessment Lead analyse the information received on a termly basis to ensure children are placed on the correct intervention.

The Intervention Lead, Lead Therapist and Speech and Language Therapist meet regularly to discuss students and plan support in a multi-disciplinary way. This is a new approach with the new OT and SALT team and will develop further with the new therapy assistants.

Helen Moulton

Section 4 - Staffing and Finance

Pupil Statistics

SIMS Analysis (Reg x Gender) Numbers represent: Count			
	F	M	Total
Class 1 - Phase 1	1	6	7
Class 2 - Phase 1	1	6	7
Class 3 - Phase 1	2	8	10
Class 4 - Phase 1	5	4	9
Class 5 - Phase 2	3	5	8
Class 6 - Phase 2	0	11	11
Class 7 - Phase 2	1	10	11
Class 8 - Phase 2	3	8	11
Class 9 - Phase 3	0	6	6
Class 10 - Phase 3	4	4	8
Class 11 - Phase 3	4	8	12
Class 12 - Phase 3	3	11	14
Class 13 - Phase 4	4	4	8
Class 14 - Phase 4	3	8	11
Class 15 - Phase 4	0	6	6
Class 16 - Phase 4	2	9	11
Upper 1 - Phase 5	4	6	10
Upper 2 - Phase 5	6	3	9
Upper 3 - Phase 5	3	9	12
Upper 4 - Phase 5	0	13	13
Total	49	145	194

SIMS Analysis (Year Group x Gender) Numbers represent: Count			
	F	M	Total
Year R	1	7	8
Year 1	3	9	12
Year 2	5	9	14
Year 3	3	14	17
Year 4	5	13	18
Year 5	1	10	11
Year 6	4	16	20
Year 7	8	16	24
Year 8	3	13	16
Year 9	7	7	14
Year 10	3	11	14
Year 11	5	11	16
Year 12	0	9	9
Year 13	1	0	1
Total	49	145	194

Staffing

In September, Jo Golden and Rachael Howitt joined the therapies team. Jo, in her capacity as Occupational Therapist, will be supporting our OT provision across school. Rachael, as highly specialised speech and language therapist, will be supporting our development of language and communication within the curriculum.

During the first half term, teaching assistants Maureen Mason and Cath Renwick took retirement, while one of our caretakers and four other teaching assistants left to pursue alternative career choices. We have since welcomed Patrick Cleary as caretaker and seven teaching assistants on fixed term contracts and one on a permanent contract.

TA's Lara Churnside-Ferrier and Lyn Evans began maternity leave, with teacher Abby Tolley soon to follow. Molly Benson will cover Abby as class 1 lead.

Emma Robinson will be returning from maternity leave on November 15th and joining the phase 3 team.

Finally, we would like to congratulate Emma Steele (phase 5 lead) who successfully interviewed for the role of Assistant Head teacher.

Julie Brown

Budget Overview

The indicative Budget meeting is on 17/11/21. Governor's will be given an update during the autumn meeting.

Buildings and Premises

LED lighting upgrade

During the Summer Holidays a capital programme to upgrade our remaining non-LED lighting to LED took place. Although the project has not yet been completed for various reasons, the new lights are a huge improvement in light quality and energy usage.

Science Room

To create some much-needed space in the Science Room it was fully refurbished in the Summer Holidays. The islands were removed and new lighting, benching, flooring and aircon was installed. The room is now a much nicer environment for the pupils to work in.

Jordan Tolley

Fundraising Governor's Report (17/05/21 – 29/10/21):

Following the last report to governors, Cleaswell Hill (registered charity number 1000697) has continued to initiate and promote fundraising opportunities, whilst developing strong links with parents, carers, staff and members of the local community.

We celebrated NSPCC Number Day on the 7th of May and 'dressed up in digits' to raise a phenomenal £94.00 for the charity. We greatly appreciated donations of thirty pairs of new science googles from Age UK and a high visibility vest for every child that attends Cleaswell Hill School from Specsavers, Ashington this month. We attended an online meeting with Co-op local community causes on the 20th of May, strengthening our community links.

During the month of June, we were delighted to receive a donation of £500 towards iPads as a result of a successful grant application to The Barbour Foundation. We were also thrilled that our grant application to The Bernard Sunley Foundation for £4,000 towards a therapy cabin at Cleaswell Hill School was successful during this month.



Our pupils enthusiastically engaged in a fitness, mental health and wellbeing week from the 7th -11th of June. Throughout the week, the Cleaswell Hill community participated in a wide range of sponsored challenges including swimming, running, boogie bounce, aqua aerobics, boxercise, yoga, obstacle courses, dancing, rebound therapy and more! We were thrilled to raise a phenomenal £1,372 towards health and wellbeing resources and feature in an article within the local press!

On the 17th of June our performing arts satellite club at Platform 1 (East Bedlington Community Centre) hosted a representative from RISE for a tour and 'sneak peak' of the group's latest performance of 'Killer Queen'. This follows a successful grant application to RISE for £3,042 last year to run the satellite club on a weekly basis. On the 18th of June, a representative from Tesco, Kingston Park visited our school to generously present a cheque for £1,000 towards resources and equipment for our hydrotherapy pool. We also hosted members of the North East Co-operative management team on the 25th of June to demonstrate the impact of their substantial and continuous support for our charity.

During the month of July, we gratefully received a donation of £2,000 towards after school club provision as a result of a successful grant application to RISE. We were also thrilled to receive a donation of £500 towards minibus diesel for educational visits from The Ernest Cook Trust following a successful grant application.

Our summer fundraising event held as part of the Cleaswell Hill School sports day was a phenomenal success, generating £1,193.76 towards exciting, inclusive resources and experiences. Our Scholastic book fair event raised £399.45 towards new books for the school library and Bag 2 School clothing collection raised £84. A valued supporter raised £99 by completing the Cheviot 99 Walking Challenge, a parent kindly raised £31.64 via the sales of homemade bath bombs and another parent generously donated £50 to our fundraising this month.

In August, we were ecstatic to receive £415 from The Philip Bates Trust towards a printing press, tools and ink and £500 from The Armourers and Brasiers' Gauntlet Trust towards science resources and equipment as a result of successful grant applications. We also gratefully received a donation of a wide variety of sensory equipment including a bubble tube, soft play equipment, Lego therapy resources, furniture, a tactile wall, egg chairs, click clack tracks, spinning/rocking seats and more from Autism Northumberland following the closure of their charity. Avor Van Hire generously donated a van to assist us to move all of the equipment across to the Cleaswell Hill School site.

Our grant application to Warburtons for £400 towards hydrotherapy pool resources and equipment was gratefully received during the month of September. We were delighted to be selected as one of Choppington Co-operative's local community causes for 2021-2022 in aid of outdoor learning resources this month. We also launched the 'Morrisons Good to Grow' token scheme at Cleaswell Hill School during September in aid of gardening equipment.

We hosted a Macmillan Coffee Morning within the staff room at Cleaswell Hill School on the 24th of September and raised an amazing £58.82 for the charity. Four members of #TeamCleaswellHill bravely completed the Great North Run during the month of September in aid of our charity. We also reinstated our weekly staff domino card and invested in three Sum Up card readers this month. We attended an online fundraising workshop on the 30th of September, developing our knowledge, understanding and skills surrounding the generation of funds.

During the month of October, we were elated to receive a phenomenal donation of £30,500 from the Freeman League of Friends following the submission of a fundraising portfolio. We also received a generous donation of £362 from a raffle, ticket

sales and domino card at a local school reunion this month.

Our Phase 2 students held a 'Julia Donaldson Day' on the 8th of October towards a Toniebox speaker and characters and raised an amazing £107.06. Phase 3 also held a bake sale on the 15th of October and raised a fantastic £111.06 towards a chick hatching experience. Our Halloween non-uniform day and fancy dress competition on the 22nd of October was a huge success and our staff raffle on the same date raised an amazing £75.10! One member of #TeamCleaswellHill completed the Hexham Half Marathon during the month of October to generate valuable donations towards our hydrotherapy pool. On the 21st of October, we participated in an online fundraisers network meeting to make links with other fundraisers and share best practice.

We were ecstatic that our application to Magic Breakfast to fund breakfast each morning for every child at Cleaswell Hill School for two years has been successful. The additional £500 'start up' funding from Magic Breakfast will also ensure that every classroom at Cleaswell Hill is equipped with a microwave, small fridge, bowls, plates and utensils.

Fifteen new grant applications have been submitted following the last report to governors. We are currently awaiting a response to grant applications submitted to The Catherine Cookson Trust, The Thompson Family Charitable Trust, The Bregqvist Charitable Trust, The Ernest Hecht Charitable Foundation, The Royal Victoria Trust for the Blind, The David and Ruth Lewis Charitable Trust, The Said Foundation, The Navnat Vanik Association, The Sangat Trust, The Syeda Zainab Trust, The Charles Wolfson Charitable Trust, The Asda Foundation, Happy Days, Volt, Farrans, The Hilden Charitable Fund, The Andy Fanshawe Memorial Trust, The P Leigh Bramwell Trust, Persimmon Homes, Lynemouth Power, The Northumberland Freemasons, The Wooden Spoon, The Paskin Children's Trust, The Joyce Fletcher Charitable Trust, The Institute of Physics, The Northumberland County Council Community Chest, The Ernest Cook Trust and The British Science Association.

Our links with Just Giving, Music Magpie, Bag 2 School, Your School Lottery, Empties Please, Stikins, Paypal, Easy Fundraising and local community collection boxes continue to generate essential funds for our charity. Since the last report to governors, our link with the Easy fundraising online shopping platform has raised £69.49, our ink recycling account with Empties Please has generated £62.75, our link with Just Giving has raised £619.85, our account with Paypal Giving has generated £6.25, our link with Amazon Smile has raised £138.98 and our school lottery has raised £659.80 for Cleaswell Hill School. We have also generated £100 from sales of Cleaswell Hill

School branded water bottles, £36.01 from a community collection box at Dicksons, Guide Post and £21.00 from a foreign currency collection following the last report to governors.

The remaining charity fundraising events planned for this year include a Bag 2 School clothing collection on the 19th of November, a non-uniform day in aid of Children in Need on the 19th of November, a Scholastic book fair from the 29th of November – 13th of December, a charity Christmas market on the evening of the 2nd of December, a non-uniform day in aid of local food banks on the 3rd of December, a Christmas present room experience on the 9th, 10th and 16th of December and a Christmas themed non-uniform day on the 17th of December.

John Carruthers, the hydrotherapy pool manager at Cleaswell Hill School has begun to facilitate community hire of our facilities. Since opening our hydrotherapy pool to bookings from the general public for three evenings per week, the facility has been used by many children, adults and small community groups for a nominal fee. The community hire of our hydrotherapy pool has raised a gross income of £1,330 from the 15th of September to the 12th of November.

In order to secure additional funding and reflect the growing fundraising needs of the charity, the governors approved the change of the name of our school fund account to Cleaswell Hill Foundation. All correspondence directly from the Foundation now features a separate logo and a new, more detailed trustee report format has been created to showcase the work undertaken by the charity each year. The fundraising section of the Cleaswell Hill School website has also been updated to feature key information about the Foundation, our current fundraising projects, previous fundraising projects, opportunities to support us, interactive copies of our annual reports and details of our current policies. Cleaswell Hill Foundation has also appointed four additional trustees, adopted an updated constitution, registered to claim gift aid and formed appropriate policies. Cleaswell Hill Foundation trustee and Cleaswell Hill School governor Maureen Spence has volunteered her time to provide invaluable assistance throughout the formation of Cleaswell Hill Foundation, such as researching and co-writing the appropriate documentation, policies and procedures. Cleaswell Hill School governor Katie Kelly has also generously volunteered her time to support the Foundation with essential administration and event preparation.

Lauren Caisley , Teacher and Fundraising Coordinator ,

Cleaswell Hill Foundation

Section 5 - Specific Issues



Behaviour

Ten members of the SLT team attended a Level 1 NAPPI Positive Behaviour Support (PBS) training session on September 1st, followed by 36 members of staff across two training days at the start of the autumn term. The sessions were led by our in-house trainers and further staff training will take place throughout the year. Twelve members of staff from across school also attended Level 2 & 3 NAPPI training where they learnt restrictive physical intervention skills to safely manage pupils who may display behaviours of concern within the dangerous level. This programme of CPD will ensure NAPPI strategies are embedded and the support offered to the pupils will be based on an understanding of their individual needs, be actively implemented, monitored and reviewed.

The PBS model is made up of sections along a continuum and understanding each will improve our response to a behaviour of concern.

- The green section of the model provides a framework for 'Active Support' through promoting independence and increasing wellbeing. Used continuously, such strategies will reduce stress, build resilience and, in turn, enhance the quality of life of an individual – thereby reducing the likelihood of

a behaviour of concern arising.

- The amber section raises awareness of 'why' a behaviour of concern occurs through increased empathy for, and understanding of, the individual. By identifying stress factors, which can lead to behaviours of concern staff are able to develop management strategies as well as reflect and review incidents using a whole team approach.
- The red section provides an assessment tool to gauge the level of concern ranging from early signs of an individual's distress to loss of self-control. Person-centred strategies are developed to de-escalate the individual's behaviour, support them to self-manage or to bring about a resolution and return to safety where necessary.

To ensure consistency and continuity we have subscribed to PBS Cloud, an online behaviour management tool, which will be used to record behaviour incidents. Teachers will spend the remainder of the autumn term inputting information into the green, amber and red sections for every pupil.

Caring Community		Productivity		High Quality Relaxation	
Playing peek-a-boo with member of staff, Tickle from a member of staff, Water play with staff member, OLC 2, OLC outdoor space, Sian, Hayley, Lisa, Becky.		Music therapy, Rebound,		Foot spa, Sensory garden, Swing, Calm room, OLC 2, OLC foyer, Sensory room,	
I belong		I can...		Life's Good	
1:1 support, Personalised timetable, Choices using visuals.		Planned sessions, Personalised timetable, Rewards,		Planned lessons, Break times, Using visuals to make choices,	
Stress Factors					
Unexpected loud noises inside and outside, Inability to communicate his wishes, When he wants something and it's not given immediately, Dirty nappy, Rubbing groin area on any object, Children putting hands in his lunch box, Lunch box closed when eating,					
Understand ME					
Agitated	Disruptive	Destructive Increased Gross Motor Activity	Dangerous	Threat of Lethal	
Intermittent grunts, Pacing around room, Giggles, Bangs wrists together slowly and softly, Grinding teeth,	Banging wrists together rigorously, Grunting aggressively,	Swinging shoe by it's laces at speed,	Throwing shoes at staff, Biting staff, Kicking staff, Hair pulling of staff, Head butting against staff, Occasionally his other pupils,		
I'm Distressed	PAY ATTENTION	Losing Control	Lost Control	Stop Me	
Refocused attention with high fives, Offering drink from water bottle, Offering snack from own packed lunch, Showing visuals - wait card,	Deep pressure massage to heel of hands towards wrist (avoiding vein area), Foot massage, Providing light weight objects to provide sensory feedback on wrists, Using a clam tone of voice, Offering a story book, Offering his packed lunch, Offering PECS,	Offering a weighted blanket, Giving a bear hug (tight squeeze), Playing roaring songs (e.g. Lion King), Increasing adult support to 2:1, Offering a drink from his water bottle, Using visuals, Using a calm voice,	Singing nursery rhymes very quietly in a soothing voice, Guiding to calm room, Increasing adult support to 3:1,		

Julie Brown

Personal Development

Pupils are equipped with the skills they need for an enhanced quality of life as a result of personalised opportunities for development within enabling learning environments

- Carefully sequenced R(S)HE curriculum
- Whole school approach to sexual violence and sexual harassment between children
- Proactive enrichment offer supports national initiatives: Character Education and Cultural Capital, including reading
- Promotion of healthy food and nutrition as a whole school model
- Capturing and effectively using pupil voice to inform school development and pupil outcomes

Personal Development Rationale

Following the emergence of recent government reports relating to Cultural Capital, Character Education and SMSC, we are currently in the process of designing a rationale built around personal development that identifies and defines these within the context of the whole school. The rationale will also incorporate factors such as therapeutic approaches and interventions alongside co-curriculum development. A SWOT analysis has been completed in preparation for this.

RSHE Curriculum

Comprehensive training and research carried out in order to get a better understanding of how to meaningfully support all students in school, including those with complex needs and physical disabilities and provide an RSHE curriculum that provides impact and purpose for the future. Please refer to earlier section for detail.

SMSC Tracker

New SMSC Tracker is currently being trialled using Google Forms in order to be able to gather information to track the evidence of SMSC outcomes being met around school in areas other than curriculum subjects and lessons. Evidence will be linked to a spreadsheet in order to gain quantitative information as to the coverage and range of SMSC values within the co-curriculum.

Within the curriculum, SMSC objectives will be put on to medium term plans so that class leads can highlight where this is happening as part of their planning, which

will then inform future provision as to gaps in learning.



Food and Nutrition

Researchers have found that children with ASC are five times more likely to have mealtime challenges such as tantrums, extreme food selectivity and ritualistic eating behaviours. Because children with ASC often avoid certain foods or have restrictions on what they eat, as well as difficulty sitting through meal times, they may not be getting all the nutrients they need.

For children with ASC, a nutritious, balanced eating plan can make a world of difference in their ability to learn, how they manage their emotions and how they process information. Inadequate nutrition may increase the risk for diet-related diseases such as obesity and cardiovascular disease in adolescence and adulthood.

A high proportion of pupils in school have a diagnosis of ASC making it pertinent to address this area of pupil development. In light of this, a Food and Nutrition policy and progression model is currently being researched in conjunction with external services including School Nursing Team, Dieticians, CYPS, SaLT to recognise and support change within this area of learning. Phase 1 have also begun an SOS feeding programme focussing on increasing a child's comfort level by exploring and learning about the different properties of food, such as texture, taste, smell, and consistency.

Healthy Lifestyles

Sophie Smith, U1 class teacher, is currently part of a project with Active Northumberland designed to get pupils with SEND more active using various leisure facilities across the County. This forms part of our commitment to promoting healthy lifestyles within school, whilst forming strong partnerships with other services in Northumberland.

Emma Steele

Therapy

Since the last Governor's meeting, the Integrated Therapy Service has developed at pace and very positively.

Joanne Golden, Specialist Occupational Therapist, joined Cleaswell Hill's integrated therapy team in September. Joanne has considerable expertise in working in 'cutting edge' neurology services in the NHS and the positive impact of her appointment is evident within many areas, e.g. optimising interventions from specialised NHS services, such as the Spasticity Services, Case Managers and Head Injuries.



In terms of qualified therapists, the team now consists of Rachael Howitt, Highly Specialist SaLT (3 days), Joanne Golden, Specialist OT (3 days) and Juliet Ruddick, Lead Therapist & OT (5 days). The small team has a diverse skillset which is necessary for

the diverse needs within school and provides a strong foundation to build upon in the future.

Rachel Howitt and Hayley Appleby have devised an Engagement Profile tool for children with complex autism, with some technical wizardry support from Patrick Ford-Hutchinson. This is based on the government's statutory requirement for children who are not accessing a pre-key stage It can be challenging to baseline assess and measure progress for children on the engagement pathway and it is also necessary to consider that 'engagement' for autism is a subtly different profile to that of children with profound and multiple learning disabilities. In a single afternoon, Rachel and Hayley combined elements of the SCERTS assessments (Social Communication Emotional Regulation and Transactional Supports) by mapping the assessment statement against the different levels of engagement, in order to produce a meaningful way of baselining (engagement) and measuring progress for children with autism. An excellent example of the positive impact of interdisciplinary working.

In July, interviews were held for Teaching and Therapy Assistants. These were advertised as internal posts and the field of candidates was incredibly strong. Anne Carruthers, Rachael Howitt and Juliet Ruddick formed the interview panel and were impressed by the passion, enthusiasm and skills of the staff who applied. After much deliberation, nine applicants were recruited to the posts. At this stage, Teaching and Therapy Assistants are predominantly working in class, across different phases in school with some focused time allocated to therapy. The assistants are supervised by the qualified therapists and provide support in a range of areas including the preparation of communication resources, researching/ordering equipment, assisting with therapy assessments and providing interventions to support physical, sensory and social development.

Rachel Walton, a highly experienced teacher, is nearing the completion of a course in play therapy. She has been providing individual play therapy sessions to a number of children this term (with supervision from her course tutor) with some very positive outcomes. Rachel has recently taken on the role of Mental Health Lead within school and, as an aspect of this, will be working with the therapy team and leadership team to formulate a graduated response to mental health provision for children in school. Play therapy and the development of play within the curriculum will form an important aspect of this, together with a range of interventions to support social and emotional well-being.

Nurse Practitioners from the Children and Young Person's Learning Disability Team, are involved with a number of children in school and regular and close collaboration is proving very beneficial. Pediatricians and CYPS teams are now holding their clinics in

school again, which enables key school staff to provide information about the child's presentation in school, alongside the parent/carers account of their presentation at home, which provides a more holistic picture and greater understanding of need.

In this Autumn Term, several children have required a completely individualised approach, due to their level of complexity and inability to access groups learning. Providing bespoke curriculums, individual workspaces and a high level of skilled support has enabled these children to remain in school. The interdisciplinary approach has proved beneficial when designing strategies of support, liaising with parents and external professionals. Once again, the value of small spaces and safe outdoor areas is apparent for children who can find it very difficult to access groups. There is now a steering group considering the best way to utilise the school buildings and environments, both now and when planning for the future. This work is crucial in order to effectively meet the diverse needs of the children as they move through school and to optimise their progress.

Suzanne Oliver (Phase 1 Lead Teacher) and Juliet Ruddick have been devising an admissions pathway, with the aim to achieve a clear understanding of each new child's needs prior to them starting at Cleaswell, to establish whether it is possible to meet need and, if so, the correct class and curriculum pathway. The admissions pathway has become necessary due to the high number of families who are requesting places and the complexity of the children. Future planning with regard to the class groupings and the needs of the children will influence curriculum design, environmental design and staff training needs.

Juliet Ruddick

Parent Partnership

We held a face to face parent & carer group on October 15th, the first in a very long time due to COVID! Twelve parents attended and gave us very positive feedback. The session was informal, but was useful in gathering information about what parents & carers would like from the group in the future, including:

- Shared expertise of parents, carers, school staff and external professionals,
- Improved connections with school and learning more about phases and pathways,
- Access to relevant training and support

Previously the meetings were half termly, but at the request of parent & carers, we will be increasing this to monthly. Our next meeting is scheduled for November 22nd

and will be held offsite at Choppington Welfare. The focus will be pathways and out of school clubs / support services.

Julie Brown

Admissions

In September 2021 we began to implement our new admissions procedure with the aim of ensuring that all children placed at Cleaswell Hill have an appropriate peer group, curriculum, environment and level of support. Following the admissions procedure (see Admissions Pathway Document) this term, the team have begun to facilitate meetings and tours with prospective parents and have, so far, visited 4 pupils in their current setting to carry out an assessment of need. Of the 4 pupils visited, the admissions team determined that Cleaswell was able to appropriately and successfully meet the needs of all four pupils from September 2022. As part of this process we have begun to carefully map out each pathway (Engagement, Core and Extended) for next academic year in order to understand where we have space, an appropriate peer group and the correct curriculum for pupils requesting placement. This map allows us to plan for cohorts moving through school, taking into consideration environment, therapy provision and training needs for staff ensuring continuity of progress and smoother transitions for pupils.

Suzanne Oliver

Summer School

The third annual Cleaswell Hill School summer holiday programme in partnership with Active Northumberland was a phenomenal success. The inclusive programme was held from Tuesday the 31st of August until Friday the 3rd of September at Cleaswell Hill School and featured activities such as obstacle courses, Tiddlywinks, arts/crafts, treasure hunts, parachute games, sensory stories, Little Movers, bowling, scooters, a bouncy castle, a ball pool, soft play, archery, boccia, den making, team building, athletics, invasion games, kite making/flying, multi-sports, sitting volleyball and hydrotherapy. The summer programme hosted thirty one children from across the school population and received outstanding feedback.

Lauren Caisley

Leavers Information

17 pupils left Cleaswell in July 2021. They all transitioned successfully to their chosen onward pathways. Phone calls to all FE providers or conversations with families have confirmed a successful transition for 100% of leavers who are attending their chosen provision regularly. This was also the first year in which we had a child successfully move on to a

work placement with an attached apprenticeship through a distance learning programme.

Emma Steele

Educational Visits



Educational visits are imperative to meeting the needs of pupils at Cleaswell Hill as part of the responsive curriculum they follow. Since returning to school in September, there have been 54 separate visits organised by staff. The planning process is supported by Nigel Chopping (Northumberland County Council Health & Safety Adviser) who has helped to ensure that the risk of Covid has been kept to a minimum. As part of the risk assessment process we aim to visit open access venues and follow all in school Covid procedures including; bubbles, hand sanitation and PPE. At the end of September, a group completed a night's wild camping on the school field in preparation for future residential trips linked to the Bronze Duke of Edinburgh award.

Patrick Ford Hutchinson

Performing Arts

It's been a great start to the new school year with our final performances at Platform 1 of our original show 'Killer Queen'. Some of the cast attended weekly rehearsals during the summer holidays which proved a fantastic way for the pupils to stay in touch over the holidays and was greatly received by the kids and greatly appreciated by the parents. The performances demonstrated a level of talent, confidence and professionalism from all involved and the kids as always shone. We raised just

under £1500 which will contribute to our theatre visit in March to see School of Rock!



A group of students in Phase 5 are currently working towards a Level 1 BTEC Certificate Award in Performing Arts, which is going well and will be completed by the end of the school year. Another group are working on Entry 3 Vocational Studies again to be completed by the end of the year.

Phase 4 have just put the finishing touches to a fab re-telling of the story 'The Day the Crayons Quit'. They thoroughly enjoyed sourcing their own costumes and exploring with improvisation. They are currently re-writing an original song to the tune of a very well-known Christmas song.....watch this space!

Christmas is fast approaching and this year there will be not one but two different performances. Phase 3 will be performing their Christmas show 'The Elf Who Stole Christmas' in school during the last week of school where hopefully parents can be invited in to see their child perform. Phase 4 and 5 are hard at work preparing their own version of Frozen which will be performed at Platform 1 in the last couple of weeks before Christmas. Rehearsals are going well and the students are very excited to show you what they've been up to!

Going forward I am keen to look into peripatetic music tuition for students on the core and extended pathway. Following discussions with pupils there is a definite interest in learning how to play an instrument properly, particularly guitar, keyboard and drums

so I am making it my mission to ensure this happens.



Learning through the arts continues to be a successful learning tool in developing personal skills and the students accessing the drama sessions are making huge strides in their personal development. The enjoyment the pupils derive from learning this way is second to none and invaluable to their feeling of self-worth and self-esteem.

Kirsty Hunter

School Links

Great links with local and regional businesses are being created through our fundraising activities (see Fundraising Report).

Additional links, that usually take place are outlined below (hopefully many of these can be re-established and new links created):

- Student placements: Sunderland University (PGCE), Newcastle University (PGCE), Northumbria University (B.Ed., PGCE), SaLT, Nursing
- Work Experience placements for pupils
- Local FE Colleges
- Creative North East Gateshead Newbridge Art Project
- Toucan Education (specific learning difficulties)
- Judith Davis (Community e-safety Officer)
- CEOP (David Evans is an Ambassador)
- Platform 1, Bedlington Station

- EY Forum
- Federation of Special School Leaders (FLSE)
- Northumberland Mental Health Leads
- Healthy MindEd Project
- RCAS
- Football Coaching
- Health Service: VI/HI Peripatetic Service; CYPs; Educational Psychology (PLAC pupils)
- Argo Training- First Aid for pupils
- Smashed Project (alcohol awareness)
- Trinity Youth Project

Diary Dates for 2021-22

Tuesday 2nd December	Christmas Market
Wednesday 15th December	Christmas Dinner
Friday 17th December	Christmas Holidays begin
Tuesday 3rd January	Staff Training
Wednesday 4th January	Pupils return to school

