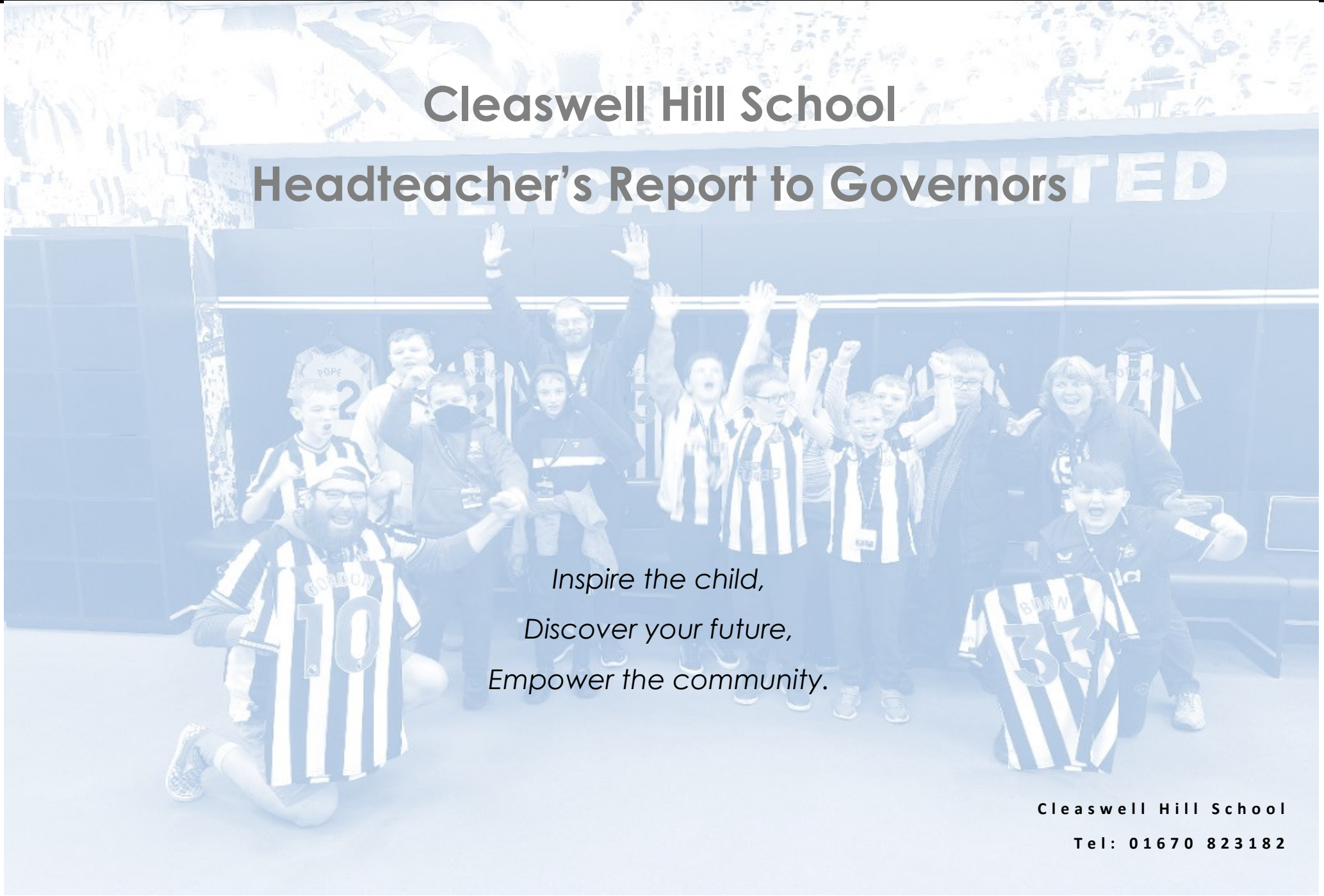


Cleaswell Hill School

Headteacher's Report to Governors

A group of approximately 15 children and two adults are posing in a locker room. They are wearing Newcastle United football kits, including striped jerseys and scarves. Some are kneeling in the front row, while others stand behind them. Many have their arms raised in celebration. The background shows blue lockers with white stripes and a large 'NEWCASTLE UNITED' sign. A large star is visible on the wall to the left.

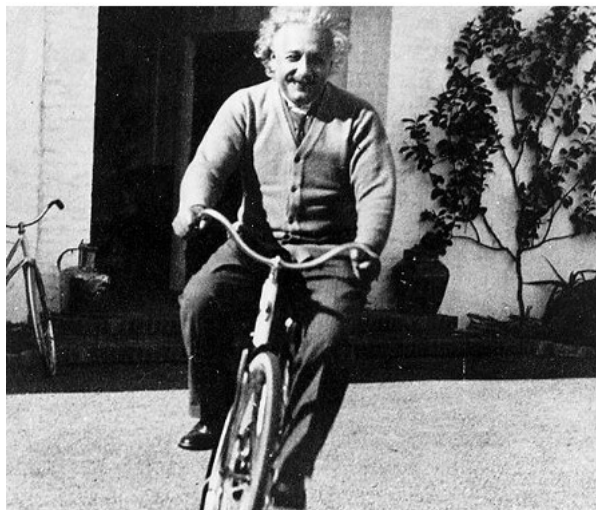
*Inspire the child,
Discover your future,
Empower the community.*

Cleaswell Hill School

Tel: 01670 823182

Introduction

'Life is like riding a bicycle, to keep your balance you must keep moving',
Einstein



The autumn term is usually an up-hill struggle, however, this year, school has settled very quickly. This is even more remarkable when we consider that in September we opened our new satellite site, The Appleby Centre, admitted 40 new pupils taking our roll up to 230 and that year on year our pupil cohort continues to grow in terms of complexity of need.

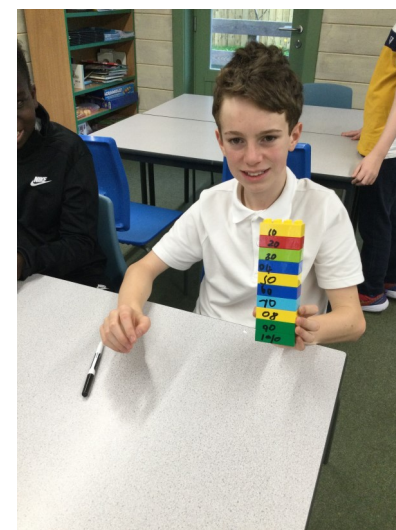
Unfortunately, the national and local SEND landscape looks like we are in for a very challenging and bumpy ride over the next few years. The funding crisis along with rising costs has had and will increasingly have an impact on pupil provision. In the future, many pupils who could and should benefit from specialist provision will have to stay within a mainstream setting. We have been inundated with requests for places for next year (more than thirty in the last month), yet unfortunately, due to limits on the numbers we can accommodate, this is going to leave many parents and children disappointed.

The Appleby Centre has added an extra dimension to our provision. Grouping some of our older pupils together has quickly established a mature atmosphere in an environment which supports transition into adulthood. We hope that in the future we will be able to develop this site further to benefit a greater number of pupils. The Appleby Centre allowed us to increase in numbers and will allow us to

provide some additional places next year. This has provided some much needed financial stability during this particularly arduous period.

This year is the second year of the 'Five Year Plan'. Last year we made great progress towards the targets within the plan including; the Appleby Centre, therapy cabins, metacognitive teaching projects, AET training, an increased therapy team, a greater outward facing presence, a new assessment system and the development of provision for our most complex pupils. This evidence demonstrates that despite the obstacles put against us, we continue to keep our balance and are very much moving forward.

Mike Jackson, November 2023



Section 1 - School Development

Whole School Targets (WSTs)

Our whole school targets for 2023-24 are:

Quality of Education

Setting the highest professional standards of effective performance and provision so that every child is experiencing excellence every day.

Behaviour and Attitudes

A shared sense of cohesion and belonging is fostered through a drive to ensure positive attitudes and relationships across all aspects of school practice.

Personal Development

Equality of opportunity between children is prioritised, equality is advanced and no child is adversely impacted by a protected characteristic.

Leadership and Management

Improved pupil outcomes result from continuous school development, staff career progression and strategic succession planning driven by the Five Year Strategy



Ofsted

'Cleaswell Hill School remains an Outstanding School'

We have no identified area for development.

School Improvement Partner (SIP)

Lynn Watson carried out our autumn term SIP visit on 8th November, her report will be circulated at the governor's meeting.

Lynn has also worked with Mike on the 'Strategic Plan - Year Two of the Five Year Plan' included in your pack.

In addition, Lynn has been in school working with a range of staff on this year's development priorities (Abdah Ali, Emma Dunn, Julie Brown, Jenny Smith, Juliet Ruddick and Karyn McMahon). Emma Dunn is also working with Lynn to deliver a phase leader development programme which will run throughout this academic

year.

Key Development Priorities

See 'Strategic Plan - Year Two of the Five Year Plan'.

Section 2 - Curriculum

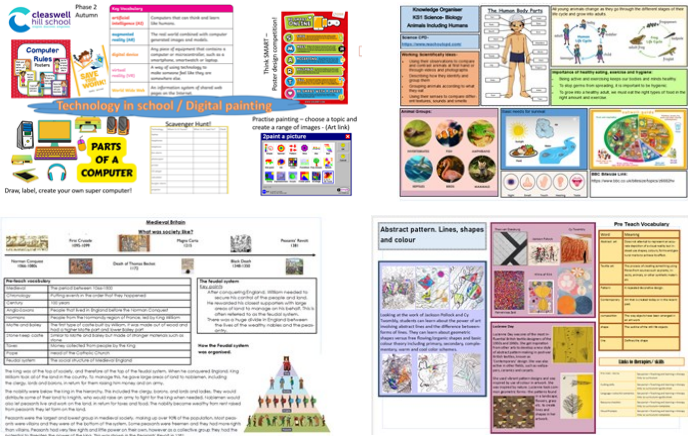
Curriculum

Many teachers' at Cleaswell Hill School are specialists in SEND pedagogy and not subject specialists. In order to support the delivery of the subject curriculum, Subject Leads provide Knowledge Organisers for teachers. These enable teachers' to focus their planning time on making learning irresistible to the children in front of them, not so much on considering taught content for all of 13 National Curriculum subjects.

Thinking informs practical planning for each Unit of Work within the Long Term Schemes of Work for all foundation subjects. Knowledge Organisers note the difference between substantive and disciplinary knowledge, supporting pupils way of learning in subjects.

Substantive knowledge refers to the subject narrative, the subject content and the sequence of lessons being built on prior learning.

Disciplinary knowledge refers to the way we learn in a subject. All subjects have their own way, for eg. a scientist testing a hypothesis; an historian using evidence to investigate the past; a geographer exploring, mapping and gathering data on a field trip; a designer (DT) through following a design brief to make or improve a product. Knowledge Organisers are not prescriptive. They present an overview of facts to help teacher understanding, where to find resources and suggestions for activities, gradually building up a rich and complex understanding of the subject over time.



This is experimental. Subject Leads are currently seeking feedback from the teachers delivering the learning and making adjustments to Knowledge Organisers as appropriate to ensure that they are as useful as possible moving forward. There is a lot of hard work ahead, however, feedback from introducing these this term has been positive. We are excited to explore the challenges and opportunities this approach to planning and curriculum delivery can bring.

Karyn McMahon

Assessment

During the 2022 – 2023 academic year, teachers continued to follow the Cleaswell Hill School's assessment policy, using both summative and formative methods. Class leads systematically evaluated progress, addressed misconceptions and helped implement a range of intervention strategies to support students in their learning.

Multiple assessment systems are utilised throughout school to measure student progress. This helps to ensure that the correct curriculum is applied to each cohort within our three educational pathways; Engagement, Core & Extended. The systems we used during 22-23 were; Cherry Garden, MAPP, iASEND and Microsoft Excel for all formal qualifications, PSHEE and PE. Each system benefits from the regular input of live data throughout the course of the academic year, allowing for a more accurate representation of where a student's progress and depth of learning lies, measured carefully against subject specific content. This information allows the progress and performance of each cohort to be closely monitored, with comparisons made to previous years.

The use of Personalised Learning Intention Maps (PLIMs) support individual progress towards their key stage, long term targets set out in all EHCPs. Careful consideration and close collaboration with parents and carers ensures that aspirational SMART targets are set at the beginning of each term to support progress towards their individualised learning needs and outcomes. Termly targets are set against all five areas; Communication & Interaction, Cognition & Learning, Social Emotional & Mental Health, Sensory & Physical and, from year 9, Preparation for Adulthood.

PLIM Targets (EHCP)

- There has been a slight decrease in the percentage of PLIM targets met (73%) across this academic year in comparison to the 2021 – 2022 academic year (76%).
- The foundation stage (pre-key stage) demonstrated the largest proportion of

targets met (80%) across the year.

- 86% of students achieved their Preparation for Adulthood target this year – the largest proportion across all areas.
- The percentage of pupil premium students who met or surpassed their targets was 70%



Academic Targets - English and maths

There has been a slight drop in academic targets with 86% met or surpassed this academic year with pupils averaging 12% - 15% progress.

A greater proportion of maths targets (89%) were met or surpassed in comparison to English targets (86%).

Key stage 2 had the largest proportion of academic targets met or surpassed (91%), with key stages 3 & 4 at 79% and 75% respectively.

The percentage of non-pupil premium students (88%) who met or surpassed their targets, exceeded pupil premium students (85%) for both English and maths this academic year.

Academic Progress (English and maths)

There is slight variation in the academic progress made between maths and English:

	Maths	English
Cherry Garden	95%	90%
MAPP	100%	100%
iASEND	86%	90%
Qualifications	88%	80%

Qualifications

In the summer term 2023 the following qualifications were achieved:

- 3 students gained their AQA Maths qualification at Entry Levels 1 - 2.
- 11 students gained their AQA Science qualification at Entry Levels 1 - 3.
- 2 students gained their GCSE Maths qualification
- 7 students gained their GCSE English Literature qualification.
- 3 students gained their GCSE Biology qualification.
- 17 students gained their AQA Step Up to English qualification at Entry Levels 1 - 3.
- 1 student gained their Functional Skills English qualification at Entry Level 3.
- 7 students gained their Functional Skills Maths qualification at Entry Level 3 and Level 1.
- 13 students gained their Functional Skills ICT qualification at Entry Level 3.

MAPP

- All English and maths targets were met or surpassed by our MAPP students this academic year.
- 94% of all MAPP targets were met across all pupils with the average gains made being 15.
- The percentage of pupil premium students who met their targets, exceeded non-pupil premium students by 4%.



Cherry Garden

- 100% of academic targets have been met or surpassed this academic year for core and extended pathways with pupils averaging 2 – 11 gains.
- Engagement pupils made on average 2 - 7 gains through maths & English.
- Number outsourced reading by 5%.
- 50% of reception aged pupils passed the reception baseline.

PSHEE

- 91% of all pupils met or surpassed their PSHEE targets with key stages 1 & 2 meeting sharing the greatest proportion (96%).

- The percentage of pupil premium students who met or surpassed their targets exceeded non-pupil premium students (6%).
- 88% of key stage 3 & 4 students met or surpassed their targets for the year, with average progress per student at 15%.



This academic year (23-24), we have implemented our new assessment system and methodology designed to streamline our assessment processes, providing meaningful data with no less rigour. As planned, the new implementation is less demanding on class leads and enables them to utilise and analyse assessment data more effectively. Students can now be more closely monitored to help identify and correct misunderstandings and gaps in learning with increased efficiency for interventions and therapeutic input as required. In response to this, all class leads will be greater equipped to develop high quality, personalised resources to better facilitate all of our learners on their individualised learning journeys.

Initial reports demonstrate that all teachers and class leads have flourished in the reduction of workload whilst consistently maintaining the high standards of assessment and data collection. We will continue to increase moderation to provide a deeper and more frequent analysis of students' work, effectively improving the quality of our assessment methods and level of understanding – with exemplar material to further support our judgements. These 'drop-in' sessions are designed to support teacher judgements and decisions made, developing quality assurance through exemplar materials with full justification. Our plan remains to form strong links with local SEN providers and create an SEN working partnership where assessment, curriculum, moderation and best practice can be shared.

Looking forwards this academic year, as we adapt to the new implementation, all class leads are encouraged to support the development and fine tuning of the new methodology. By the end of the academic year, we aim to be able to measure progress and attainment with increased accuracy for all students at any given time and point in their individual learning journey.

David Evans

Staff Continuing Professional Development

Phase Leader Programme

As part of the school's ambitious five year strategy in building capacity for staff from within, SLT felt that there was a need to develop newly appointed middle leaders to grow their leadership skillset. This will allow them to optimise on strength with the ability to thrive in their role producing the best outcomes for phase staff and pupils.

Session Focus	Date	Intent	Impact
360 Questionnaire 10 staff from the phase leads department and across school	Autumn Term 2	To inform performance management procedures through a solid understanding of leadership strengths and areas for development	Leaders have a holistic understanding of how they are viewed across all levels of the school structure and areas for future development
Strategic Phase Development Phase leads feeding into whole school improvement targets	Autumn Term 2	Phase leads to have input into the whole school development targets within the context of their own phase to embed vision	There is a clear connection phase leadership with the aims and vision of the whole school strategy
Leadership Theories Understanding varying leadership styles, their behaviours and traits	Spring Term 1	To gain insight into a range of leadership theories and their impact on teams and outcomes	Phase leads are able to understand their own traits and as leaders and how to utilise strength and fill gaps for further development
Leadership Competencies Using key questions as a driver for identifying competencies used as phase leader	Spring Term 2	To consider a series of think piece questions that drive rationale as leaders and performance within phase	Leaders can use key questions to discuss their own competencies as leaders and how this impacts their phase.
Workforce Motivation The Pareto Principle and its use in encouraging growth and engagement	Summer Term 1	To deliver training that allows staff to understand how the 80/20 rule might shape understanding workforce motivation	Leaders are empowered by recent theory and research including Hargreaves Maturity Model when purposefully engaging with teams
Ethical leadership as a distributed model Delegation, effective time management and managing underperformance	Summer Term 2	To understand principle for SMART leadership that allow phase leads to think in a more strategic way.	Phase leads scaffold, model and empower performance through high challenge and accountability, prioritizing workload in a solution focussed way.
Change Management Managing change and effectively getting the 'buy-in' for cultural change	Summer Term 2	To understand types of change and models for their management to ensure effective working practices	Phase leads are equipped with consistency of expectations and clarity relating to mutual goals connected with teams and school strategy.

The programme will involve analysis of phase leadership capacity as significant change has resulted in changes to leadership in all six phases. The first step in this was

a professional discussion with the SIP to ascertain strengths and areas for development within the Phases and subsequently plan CPD and actions to support. The result of this coaching and mentoring on an individual level to address specific areas for development has led to the design of a continued development framework incorporating the completion of a 360-performance management review to further identify areas to address within the phase teams and in relation to the development of whole school leadership qualities, contribution towards strategic areas of whole school development working with all members of SLT, training in leadership theories and competencies using key questions as a driver for growth within the phase and the consideration of ethical leadership as a distributed model with evidence based strategies for improving staff teams and managing change.

The outcome of this programme will help to sustain Cleaswell's exceptional provision long-term by investing in future leaders.

Teachers as Researchers

Working to improve our learner's ability to utilise knowledge and skills, access the curriculum, support their performance across personal, social, emotional and academic areas and apply these to everyday life situations, whilst improving functional ability, is a driving ambition. This leads to greater independence and opportunities for community inclusion, supporting quality of life.

School staff exhibit deep knowledge of the individual needs of pupils and, as a result, they account for how pupils learn in order to achieve best outcomes. These are exemplified in school policies, procedures and practice.



Ofsted is encouraging schools to support pupils' memory and cognition to enable them to 'learn more and remember more'.

Leaders have considered the **EEFs Summary of Recommendations** and **Evidence Review**. Despite metacognition being at the top of the EEF Teaching and Learning Toolkit for many years as a powerful, evidence-based strategy to support learning outcomes, it is still poorly understood by teachers in terms of what it means and what it looks like in practice.

Research is not particularly wide ranging for pupils with SEND. However, it does show that learners with SEND can be less proficient at self-regulation, maybe less likely to develop independence with learning strategies and may need support to reach deeper levels of metacognitive thinking than their non-SEND peers (Porter 2002).

Studies cited in 'Metacognition and Self-Regulation: Evidence Review' (D Mujs, C Bokhore May 2020), suggest that pupils with autism may have a significantly diminished accuracy in their judgements of confidence and metacognitive accuracy, indicating metacognitive monitoring impairments compared to neuro-typical young people. Some children with autism may also demonstrate socio-communicative difficulties as well as potentially being slower to recognise emotions and calibrate confidence accurately.

Through annual class-based action research projects carried out by all teachers since 2021, teachers have been developing their understanding of metacognition in relation to supporting the school population.

School Leaders value the importance of teacher knowledge and their understanding of key concepts and in order to directly affect self-efficacy, all teachers have a shared appraisal target for 2023-2024;

Objective	Success criteria	Sources of evidence	Timescale
Quality of Education Teachers build metacognitive teaching habits to support the implementation of metacognitive practices in lessons	Teachers understand what an able metacognitive learner looks like in our setting Teachers have acquired the professional understanding and skills to develop pupils metacognitive knowledge	-Observations of teaching and learning -Explicit teaching of metacognitive strategies leads to effective learning and increased independence -Class-Based Action Research project completed and research carried out -Shared feedback on research and findings -EEF 7-step model planning worksheet	-Teachers meeting to revisit metacognition and agreed strategies Tuesday 10 October 2023 -Pathway meeting to adapt pupil-focused approach to EEF 7-step model Tuesday 14 November 2023 -Class-based research project November-June. -Project proposals due 6 November 2023 -Feedback meeting Tuesday 18 June 2024

HLTA Programme

Integral to Cleaswell Hill's ethos is the development of staff at every level to build skillset and confidence in staff delivering the best outcomes for pupils in school.

Under the direction of phase lead, Hayley Appleby-Morris, we are developing a programme that supports HLTAs in their roles as class leads and in the delivery of high quality teaching and learning. The purpose of this programme is to build in regular supportive conversations with an appropriate phase leader/mentor around the quality of teaching and learning, focusing on the HLTA standards, and develop meaningful targets for professional development. It also allows us to monitor the quality of education across school and ensure that staff feel supported in providing the best outcomes for our young people.

Teaching Assistants

October	November	December
Choosing the correct reading book for a child Heleen Moulton Library 4 October 2023 3.20-3.35	Preparation for Adulthood Jean Brown Appleby Centre 6 November 2023 3.20-3.35	Introduction to Tac Pac Sian Critchley OLC 1 4 December 2023 3.20-3.35
Blanks levels/effective questioning Rachael Howitt Therapy Room 9 October 2023 3.20-3.35	Portal Quiz David Evans ICT Room 8 November 2023 3.20-3.35	Be an emotionally literate support assistant Jack Hogg Therapy Room 6 December 2023 3.20-3.35
Digital wellness Rachael Ford-Hutchinson Therapy Room 10 October 2023 3.20-3.35	Just bouncing on the trampoline?? Jo Golden/Sine Roskin Therapy Room 15 November 2023 3.20-3.35	Language for behaviour and emotions Rachael Ford Hutchinson Therapy Room 7 December 2023 3.20-3.35
TA role in Attention Autism Kelly Dicks Therapy Room 17 October 2023 3.20-3.35	Stages of Play Leanne Henderson Therapy Room 21 November 2023 3.20-3.35	Christmas starts early at The Appleby Centre  Make your own Christmas decoration With festive tunes and mulled wine 12 December 2023 3.30-4.00
Navigating the PBS Cloud Julie Brown Room 7 19 October 2023 3.20-3.35	Developing cutlery skills Juliet Ruddick Therapy Room 23 November 2023 3.20-3.35	
Why do you use a tough-spoil? Hayley Morris Therapy Room 23 October 2023 3.20-3.35	Developing classroom tool use-scissors Juliet Ruddick Therapy Room 30 November 2023 3.20-3.35	

Lack of time and having a lot of areas to cover can prevent us from delivering, and therefore accessing, all of the training we would like. To support with this we are trialling bitesize training sessions based on information processing theory and the benefits to attention span and short term memory of processing information in chunks.

These sessions are aimed at TA's, but open to all staff. Bitesize or micro-learning, breaks down learning into useful content, delivered in 15 minutes that staff can consume quickly within their busy schedules.

Karyn McMahon, Emma Dunn

Academic interventions

During the Summer term we successfully delivered 5 different interventions, offering 19 places to a total of 15 pupils. This equated to 8% of the school population. These interventions were delivered via our academic mentor in the intervention cabin.

Interventions were delivered individually to children, each receiving between 2 and 4 sessions per week. Children have responded very well to Michael (academic mentor).

The academic mentor data shows that during the summer term, 100% of children made progress (who were assessed using pre and post data).

Throughout this term, we are successfully delivering 3 academic interventions, over and above the excellent provision already available at Cleaswell. These interventions are to be delivered via a teaching assistant. All interventions are chosen for their evidence-based effectiveness in improving outcomes for learners. We are incredibly proud to be offering 14 intervention places this term to 14 pupils which equates to 7% of the school population.

This term, the focus will be on phonics. Three different phonics interventions will be delivered which are linked to the ELS phonics programme. Data from the assessments completed in the summer have been analysed and children have been identified from that data. The data shows whether a GPC, oral blending or blending intervention needs to be put in place. Training has been delivered to Gillian Hardy (TA to deliver interventions) from myself (ELS trainer) to ensure the interventions are successful.

Helen Moulton

Phonics

Staff CPD

I continue to deliver phonics lessons 3 times per week in school, in which ECTs observe weekly and staff are able to watch, thus supporting their own professional development. Staff are continually supported with any aspects of the ELS programme throughout the week including assessment, delivery and reading books.

Throughout the Autumn term, 3 new ECTS are being supported with their phonic teaching and data analysis. HLTAs will be supported across the core pathway; with one who has already observed myself and has asked for me to observe her.

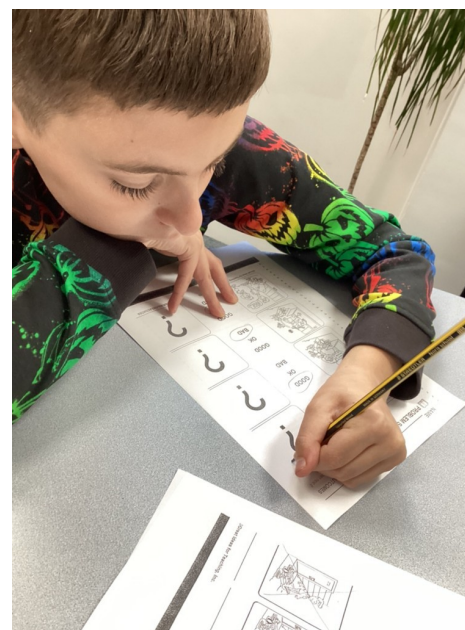
The new ELS phonics spelling programme was introduced in September and 23 pupils have begun to access this. These children have completed the ELS phonics programme and are now ready for the ELS spelling programme.

Bitesize training has been given to TAs on how to choose the correct reading book for the children within their phonics group.

Assessment

Assessment has continued to take place in the fifth week of the second half term and staff are confident to accurately use the data to 'fill in' any gaps in learning before a holiday. The data has been used to support teachers with their new classes from September and ensured learning has continued at a good pace. The data has successfully been used to identify children for additional interventions including: GPC, oral blending or blending.

Helen Moulton



Section 3- Staffing and Finance

Pupil Statistics

SIMS Analysis (Reg x Gender) Numbers represent: Count			
	F	M	Total
Engagement - Dove	1	3	4
Engagement - Starling	0	7	7
Phase 1 - Blossom	0	6	6
Phase 1 - Juniper	2	7	9
Phase 1 - Oak	1	5	6
Phase 1 - Willow	3	6	9
Phase 2 - Coquet	1	5	6
Phase 2 - Rede	0	8	8
Phase 2 - Tweed	4	5	9
Phase 2 - Tyne	6	4	10
Phase 3 - Cragside	4	9	13
Phase 3 - Lindisfarne	4	10	14
Phase 3 - Plessey	2	4	6
Phase 3 - Warkworth	3	6	9
Phase 4 - Adder	0	6	6
Phase 4 - Deer	0	13	13
Phase 4 - Fox	2	7	9
Phase 4 - Red Squirrel	3	5	8
Phase 5 - Alnmouth	1	10	11
Phase 5 - Amble	7	2	9
Phase 5 - Bamburgh	3	8	11
Phase 5 - Cresswell	2	10	12
Phase 6 - Montane	3	7	10
Phase 6 - Phoenix	4	11	15
Phase 6 - Riverside	4	5	9
Total	60	169	229
Sixth Form (Information only)	3	3	6

SIMS Analysis (Year x Gender) Numbers represent: Count			
	F	M	Total
Year 1	1	5	6
Year 2	5	11	16
Year 3	4	12	16
Year 4	6	11	17
Year 5	5	16	21
Year 6	5	18	23
Year 7	7	21	28
Year 8	5	27	32
Year 9	9	18	27
Year R	0	2	2
Year 10	2	14	16
Year 11	8	11	19
Year 12	1	1	2
Year 13	2	2	4
Total	60	169	229

Equalities Information

Published Equality Objectives for 2020-2024 available on School website. No racist incidents reported in 2022-23 or so far in 2023-24.

Staffing

In September, two Early Career Teachers joined the Cleaswell team, Jenn Little into phase 2 and Alysha Marshall into phase 3. We also welcomed Louisa Jackson, as a part - time unqualified teacher, leading art and design across phases 3, 4 and 5. Alongside this, Demi Voulgari is currently covering Sophie Smith's maternity leave and is leading Alnmouth Class.

We have employed eleven new teaching assistants – six permanent and five fixed term – who have taken up positions across all phases in school. We currently have 149 staffing contracts and 7 casual.

Lastly, Andrew Jackson phase 6 teacher, will begin parental leave on October 27th and will return in the spring term. His role will be covered by supply teacher, Jill English.

Staffing Absence Data

From September 4th to October 20th staff absence was as follows: Teachers - 4 days (2 emergency) and Support Staff – 158 days (16 emergency / 16 Covid)

Appraisal Information

Teacher's appraisals were completed in October, with eligible teachers moving onto the next point on the pay scale.

Discipline/Grievance

There have been no disciplinary actions since the last governors meeting

Julie Brown

Budget Overview

The 2023 - 2024 pay offer for support staff employed under the NJC Green Book was agreed on 1st November 2023. This pay award includes an increase of a flat rate of £1,925 per annum (pro rata'd for part time and term time only staff) on all National pay points 1 - 43 and an increase of 3.88% on all National pay points above 43. Allowances, including overtime rates, will also be increased by 3.88%. This pay award ranges from a 3.88% - 9.42% pay rise for support staff members.

All teachers will receive a pay increase of 6.5% added to all pay scales and allow-

ances (including SEN and TLR payments) from M2 - U3 with effect from 1st September 2023. An increase of 7.8% will be added to M1 to uplift the salary to £30,000 per annum. The pay progression applications featuring pay scale changes for teachers as a result of the annual appraisal process have now been submitted to payroll.

The school has received a 3% grant towards the 2023-2024 pay award for teachers. Following guidance from Northumberland County Council, the school budgeted 3% for the teacher pay award. The school are required to find the remaining 0.5%. The school has received no grant towards the 2023-2024 pay award for support staff; the impact is vast.

A school report summary sheet has been circulated with the additional papers for the autumn term governor meeting.

The indicative budget for the remainder of this financial year will be set with Northumberland County Council on Monday 20th November 2023.

Lauren Caisley, Anne Carruthers



Fundraising Governor's Report (19/05/2023 – 07/11/2023) – Cleaswell Hill Foundation:

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

We hosted our 'Someone Special/Father's Day Present Room' event on the 9th, 15th and 16th of June, which enabled Cleaswell Hill School pupils to choose, wrap and gift a present to 'someone special', whilst generating £270 for the Foundation. On the 21st of June I attended the 'Newcastle Funding Fair' for local grant funders and charities, raising the profile of both the Foundation and school. We were absolutely delighted to receive a generous donation of £16,666 from Wooden Spoon: The Children's Charity of Rugby, towards a bespoke timber therapy cabin at Cleaswell Hill School during the month of June.



Our 'Summer Fundraising Event and Sports Day' on the 13th of July was a phenomenal success and raised an outstanding £1,705.30. The Scholastic Book Fair from 10th – 14th July generated £326.90 and provided lots of lovely new books for our school library. Our summer drama performances of 'School of Rock' at Platform 1 were absolutely amazing and raised £1,549.72 to be utilised towards drama based resources, experiences and equipment. Donations from parents and carers in exchange for items grown by pupils within the school garden raised £60.38 in aid of horticulture equipment and resources and the summer term non-uniform day on the 21st of July raised £29.75. Parents, carers and members of the local community kindly donated a wide range of sensory and therapy based resources from our Amazon wish list during the month of July.

In preparation for The Appleby Centre opening in September, Cleaswell Hill Foundation purchased an oven, hob and fridge freezer, costing £1,403, to enable pupils to develop their catering and life skills. Ten computers were also pur-

chased for The Appleby Centre, subsidised by a generous grant from The Northumberland County Council Community Chest.

#TeamCleaswellHill bravely completed the Great North Run on the 10th of September and raised £231.63 in aid of the Foundation. We were thrilled to host members of The Wooden Spoon: The Children's Charity of Rugby for a presentation of 'The Wooden Spoon Therapy Cabin' on the 15th of September. The therapy cabin is constructed from a repurposed shipping container with treated timber exterior cladding and will facilitate occupational therapy, play therapy, mental health, social skills and speech and language interventions on a 1:1 and small group basis. Magic Breakfast completed their monitoring visit on 27th September and provided glowing feedback. Cleaswell Hill Foundation continues to provide the milk and butter for Magic Breakfast in order to ensure that all children have access to a healthy breakfast every morning at school. Our coffee and cakes morning in aid of Macmillan Cancer Support on the 29th of September raised £30.44. We also received £94.47 of sanitary products from PHS via The Department for Education as a result of a successful application during the month of September.



We were thrilled to receive the delivery of our new minibus on the 9th of October. The 'Variety Club Sunshine Coach' will improve access to educational visits, Duke of Edinburgh expeditions, residential visits, work experience, local sensory provision, after school provision, events and the local community. Northumbria Police also very kindly donated a 'sand shed' to improve the all weather outdoor provision for phases one and two. Cleaswell Hill School staff and pupils participated in a Halloween themed non-uniform day on 27th October; the costumes were suitably spooky!

Cleaswell Hill Foundation was selected as one of Choppington Co-op's local community causes for 2023-2024 during the month of November; all of the funds raised

will be utilised towards horticulture equipment and resources. Morpeth Inner Wheel also kindly chose the Foundation as their charity of the year; I will be attending their business meeting on the 7th of November 2023 to represent the school and charity.

Our links with Just Giving, Music Magpie, Your School Lottery, Empties Please, Stikins, Paypal Giving, Easy Fundraising, our onsite clothing bank and local community collection boxes continue to generate essential funds for our charity.

Our local community collection box at the Cherry Tree Bar and Grill raised £340.09, our community collection box at Dicksons raised £59.93, our local community collection box at The Travelers Rest generated £68.23, our community collection box at Premier raised £72.85, our link with Empties Please raised £9.00, our on-site clothing bank generated £87.30 and our lottery raised £610.90 following the last report to governors.

Eight 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 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 Hilden Charitable Fund, The Andy Fanshawe Memorial Trust, The P Leigh Bramwell Trust, The Paskin Children's Trust, The Joyce Fletcher Charitable Trust, The Jazz Apple Foundation, The Jo Walters Trust, The Frazer Trust, The Hadrian Trust, The Joicey Trust, The Cooperative Foundation, SPAR, The Primary Club, The R W Mann Trust, RISE and Kelloggs.

Our future planned fundraising events for this term include a yellow, spots and stripes themed non-uniform day on 17th November in aid of BBC Children in Need and a festive non-uniform day on 22nd December in aid of Cleaswell Hill Foundation.

Cleaswell Hill Foundation's annual general meeting is scheduled for the 10th of November. The audited accounts, amended constitution, amended policies and trustee report for 2022-2023 will be presented and ratified at the meeting.

Thank you for your ongoing support,

Lauren Caisley

Premises/Health and Safety/Building Issues



The summer holidays were a very busy time for the school premises this year.

- A new, slightly larger, timber cabin was constructed adjacent to the one built earlier this year. This allows the Engagement+ phase to have exclusive use of a safe and secure area of the school grounds.
- A new, taller fence with security gates was erected on the main yard providing a much safer environment for the pupils.
- Around 10 rooms were redecorated as part of the continuous cycle of up-keep, ensuring the school looks good for another year.
- The Appleby Centre was completed on-time ready for the start of term in September. While there are still a few snags to sort out with the contractor and architect, these are expected to be rectified very soon. The centre has already been used to host opening events, a coffee morning and training sessions, proving itself a valuable space the school.

In addition, Northumbria Police kindly purchased a shed for our early years garden. This will be used to house a sand play area for the children in Phase 1. We are also in the process of replacing the muddy turf in the garden with artificial grass, which will allow it to be used year-round.

Looking forward to the next financial year, I am already in the process of planning

what building work will be carried out. Given the financial difficulties that all schools are facing and will continue to face, we need to ensure that all projects have a clear and beneficial purpose and that we receive best value.

Jordan Tolley

Section 4 - Specific Issues

Safeguarding

Safeguarding Governor, Gill Finch, completed monitoring visits on 5th September, 12th October and 16th November 2023.

The September focus was compliance and completion of the Safeguarding Audit with Mick Dunn, Consultant, Clennell Education Solutions (CES) and Karyn McMahon, Designated Safeguarding Lead (DSL). The Action Plan will be updated on 28th November 2023 when Mick and Gill will be in school.

The October focus was an initial discussion around school priorities regarding successfully securing a space on the North of Tyne Combined Authority Poverty Prevention Programme 2023-2024, plus discussing matters arising, including writing the Harmful Sexual Behaviour Policy, and also the Parent, Carer and Visitor Code of Conduct, both ratified by Governors in October.

The November focus was to check the Single Central Record, review progress towards the Equality Objective and Accessibility Plan and also the preferred options from the North of Tyne Combined Authority Poverty Prevention Programme.

Further Safeguarding information is available in the Governors pack, including the Annual Safeguarding Training Plan which includes training for; pupils, staff, Governors, DSL and parents.

Staff, including Governors, have signed that they have read, understood and agree to action Keeping Children Safe in Education 2023.

Refresher safeguarding training for staff took place on 5th September face to face accredited training on 4th October and virtual training sessions for staff on 9th & 23rd October. All staff in school have up to date safeguarding training. (D)DSL refresher was on 24th October 2023.

New Governors were offered virtual safeguarding training on 3rd October. The Governors safeguarding refresher training is arranged at the start of the Autumn Term meeting on 28th November 2023 and facilitated by Mick Dunn.



Current Case Numbers

Autumn Term 2023	
Number of pupils on roll	229
Child Protection Plan	1
Child in Need with an active Children's Services Plan due to safeguarding concerns	1
Current Child and Family (CAF) Assessment being carried out	3
Child in Need with Disabled Children's Team identified Social Worker	66 (68 in Summer 2023)
Looked After Children	5
Early Help Assessment	0
Pupil Premium Pupils	119 (101 in Summer 2023)
Prevent/Channel Panel	0
Suspension or exclusions	0

Staff have added 309 reports on our Child Protection Online Management System (CPOMS) since the start of this academic year to date (summary in Governors

pack). None of these have resulted in a referral by school to children's services, although advice has been sought.

We continue to monitor and capture online searches in school using Senso software. Staff are alerted if there is a potential concern and a log is kept of actions and outcomes.

All incidents are closely monitored by school with staff being tenacious in regard to the safety of pupils.

Support for pupils and parents is offered regarding online safety throughout the year, in addition to targeted support for pupils when school are alerted to unsafe behaviours online.

A pupil-friendly safeguarding policy (in Governors pack) has been shared with classes for feedback. A pupil survey is being carried out this term. Pupil responses to the safeguarding questions will inform our practice.

Pupil attendance is an important aspect of safeguarding practice. The Children's Commissioner's new report emphasises the importance of addressing school absences, arguing that attendance rates have reached crisis levels. Since the pandemic, the number of children regularly missing school has more than doubled. Over 120,000 children are missing at least half their time in school. The long term impact of these absences on children's right to education is deeply concerning.

Link Governor, Gill Finch, DSL and Attendance Officer completed an Attendance Audit last academic year. This is due to be reviewed in the Spring Term.

The DSL worked together with a Parent Interest Group on exploring current information, advice and guidance and to consider other initiatives that will support increased and sustain high attendance. This information supported the writing of a school attendance strategy (in Governors pack). This has been shared with our new Education Welfare Officer, Hayley Hansom. School meet every three weeks with Hayley to discuss data and trends. We recently met on 14th November 2023.

Embedding a rigorous and effective attendance monitoring cycle which uses data analysis to direct resources proactively towards key groups and identified individuals is the intention. Along with school having an understanding of the 'deeper roots' that create barriers regarding attendance.

DSL attends NCC Attendance Hub meetings and is also a member on the Northumberland Children and Adults Safeguarding Partnership, which provides details regarding the wider local context.

From the start of this academic year, to the time of writing, pupil attendance at Cleaswell Hill is 92%; higher than special schools nationally 88.5%.

Week commencing 25th September 2023 Cleaswell Hill attendance rates were 90.83%, special schools nationally for this week 87.1% (DfE Pupil Attendance and Absence Dashboard).

Web Filtering and Monitoring



Keeping Children Safe in Education (2023) states that whilst considering their responsibility to safeguard and promote the welfare of children, schools should be doing all that they reasonably can to limit children's exposure to risks from the schools IT system.

At Cleaswell Hill School, we are committed to creating a safe and secure online environment for pupils and staff.

School Leaders, DSL's, CEOP Ambassador and IT Technician stay up to date with the latest statutory regulations and guidelines to ensure our web filtering and monitoring solutions align with the most current DfE standards.

School works with IT Service providers to meet standards and we review web filtering and monitoring provision at least annually.

Karyn McMahon

Personal Development

We continue to be committed to the personal development of all our pupils. This goes beyond their academic levels; it encompasses their emotional and physical well-being, as well as encouraging positive social interactions.

This year we are putting emphasis on equality of opportunity; we are striving to ensure that no child is adversely impacted by their background or protected characteristics. Staff are promoting inclusivity and fairness across the whole school; this is crucial for nurturing a positive learning environment. Pupil voice and equality is promoted through the development of our extra-curricular sessions, provision linking to personalised learning intention maps (PLIMs), one page profiles and interventions.

Extra-curricular sessions are proving very exciting and engaging this term. Laura Burns has been appointed as our after school club lead. We now have after school clubs four days a week, each one offered to a different pathway to ensure all pupils can access suitable provision. We also have at least two lunch clubs per day with a focus around therapeutic strategies. These are open to all students offering a unique learning experience. Activities are tailored to promote well-being, physical development, social skills and support students to work towards their PLIM targets.

It has been identified, due to the ever changing needs of our students, that it is necessary to improve understanding and provision for physical development for all. Physical education is essential for holistic student development, encompassing physical fitness and essential life skills. This term a working party has formed with Jenny Smith (personal development lead), Jo Golden (OT) and David Manners (PE lead) to address the need to enhance understanding and provision for physical development. We are moving forward to enhance the curriculum with integration of therapeutic input and assess the needs of all pupils at various physical abilities.

Jenny Smith

Behaviour

We still continue to use the NAPPI approach across school to support our pupils in managing behaviours of concern alongside up-to-date consistent approach plans. The strategy is well embedded and a rolling programme of training ensures staff are up to date with the varying levels of input required to ensure safety. Recording systems are monitored for consistency and staff are using the same non emotive language to rec-

ord incidences. This ensures leaders can investigate, debrief staff and deploy support more effectively.

To further develop our practices and remain intuitive to the needs of the pupils, there will be a focus around strengthening interpersonal relationships. Jenny Smith and Julie Brown will lead a working party formed of staff from across school which will be dedicated to enhancing positive behaviour and relational practice. The purpose of the working party is to promote a positive and supportive environment formed of cohesive beliefs, values and expectations. The approach is backed by research from Paul Dix, which is documented in the book 'When the Adults Change, Everything Changes' with the underlying principle that 'everyone performs better in a culture of kind, calm, consistent behaviour'. Developing an environment of consistent thinking, practice and 'buy in' across staff, students and parents will lead to a shared sense of cohesion and belonging.

Exclusion Data

There have been no fixed term exclusions this term.

Julie Brown

Therapy

In these challenging financial times, it is very positive to share that our therapy team continues to grow, with two full-time roles and a 0.5 role commencing in Sept 23. Kelly Dilks and Francesca Gall, who previously worked with the team on a part-time basis, are now full-time with the therapy team. Lorraine Skeen's part-time role has increased to 2.5 days a week.

Kelly and Lorraine are working closely with Rachael Howitt (Highly Specialist SaLT) to deliver SaLT interventions. Kelly has been focusing on communication strategies and resources for children the Engagement Plus Pathway and priority children in the Engagement and Core Pathways. She has completed some additional training in Pathological Demand Avoidance, which will further support a number of children in school with these traits. Kelly is running a 'Sing and Sign' lunch club each week and the children have learned signs to 'It's a Kind of Magic', which was shared on Facebook before Halloween. Rachael and Kelly are going to develop songs with signs to support the six school values. The first being Determination – "I'm Still Standing" by Elton John.

Lorraine is providing interventions for children in the core and extended pathway to develop their language and social skills, working 1:1, 1:2, and facilitating small groups. She is working closely with Rachael to learn how to run Lego Therapy

sessions. The new therapy cabins are getting busier by the day due to the increased number of interventions taking place. When children attend a therapy intervention there is a positive impact for them and also for other children in the class, as there are fewer children in the classroom and a higher staff to pupil ratio for learning.

Jack Hogg, Lauren Dawson and Becky Chaplin continue in their part-time roles as Teaching and Therapy Assistants. Therapy assistants support the class teams through the preparation of therapy resources (e.g. visuals) and assistive equipment (e.g. sensory items, fine motor equipment), which facilitates the integration of therapy and access to learning. Assistants also carry out observations, the findings of which are discussed within the supervision process and inform the next steps for therapeutic intervention.

In her capacity as Mental Health Lead, Rachael Ford-Hutchinson continues to make links and engage with external partners. Recent changes within CYPS mean that ADHD clinics are now held in community venues, rather than in school, which means that school staff are unable to provide feedback in person. In the absence of school-based clinics, CYPS now request feedback digitally. Rachael is supporting the class leads to provide pertinent, high quality information for the clinics, in an attempt to maintain the best outcomes (without the same opportunity for collaboration).



Rachael Ford-Hutchinson continues to develop the skills of staff with regard to supporting and promoting mental health and wellbeing and further developing CHS's provision, both within the 'Universal' and 'Targeted support' offer. This term she has delivered training to core and extended pathway class leads on a therapy resource called 'Language for Thinking' and 'Language for Behavior and Emotions'. Rachael will support staff to use

this to baseline and integrate it into teaching and learning.

Rachael has met with Charlotte Calcutt (Phase Lead, Appleby Centre) and Jenny Smith (Assistant Head) to assess the quality of provision for personal development and mental health and wellbeing at the Appleby Centre, including pupil voice. The next steps involve developing an area, which is a therapeutic and inclusive space within a classroom. Further to this, some scrutiny of mental health and wellbeing across the curriculum will take place, with the aim of further developing the curriculum and the resources used within lessons. Danielle Forsyth is based at The Appleby Centre and continues to develop her role as Therapy Assistant, supporting physical skills, communication and wellbeing. Jack Hogg has also been spending some time with young people at The Appleby Centre with a focus on supporting wellbeing.

Francesca Gall is managing the growing number of administration tasks for the therapy team and supporting Juliet and Jo to implement fine motor interventions in the core and extended pathways. Francesca has been facilitating a lunchtime group with Juliet, focused on the development of fine motor skills and engagement in purposeful activity. Some nice friendships are beginning to develop in this group for children who ordinarily gravitate towards adults on the yard, rather than interacting with peers.

The hydrotherapy team continue their efforts to meet the needs of as many CHS children as possible, whether their need be physical, sensory or emotional regulation. During the school day, Physiotherapy devised exercise sessions are delivered for non-ambulant children. The hydrotherapy team is developing a water skills programme with the intention to deliver this to a wider number of children. Water skills helps children with SEN to build confidence and improve their ability in the water and the children are awarded certificates as they progress. The pool continues to be hired out to the wider community and the team are finding that NHS physiotherapists and occupational therapists are recommending the pool to their clients. The pool income for the last year, September 2022 until September 2023 was £13,845. Once again, many thanks to the pool team who continue to provide fantastic support.

In terms of Rebound Therapy, funding was secured through RISE to purchase a second large trampoline, steps, crash mats, storage covers and games equipment. The Rebound team are delighted that the additional trampoline is up and running each day in the hall, which builds capacity for the number of children who can access Rebound. The team are delighted that Kate Hall has joined Sine and Jade to facilitate rebound sessions and record individual progress through the e-book systems, with supervision provided by Jo Golden. Following a large scale trial, a whole school e-book license has been purchased for use across school, with e-books also

being used to record progress in hydrotherapy.

The Engagement Plus cohort (within the Engagement Pathway) is settling into their new indoor/outdoor area and, despite some building work and a lot of rain, it has been a positive start to the year. The children in this cohort require a completely therapeutic curriculum and therapy and educational staff work collaboratively at all times to design personalised curriculums and ensure the best use of environments/small spaces. A new timber cabin within the Engagement Plus area is now being utilised, increasing the spaces available for individual/small group engagement. The additional fencing is also of huge significance when supporting children who exhibit impulsive behavior. During the autumn term, there has been close col-



laboration with the Intensive Positive Support Team (Northumberland CYPS) who have been spending a lot of time in school, being involved with some of our most complex children. Emma Dunn (DHT), Abdah Ali (Phase Lead) and Juliet Ruddick have worked very closely with the IPBS Team and families to devise and implement strategies to support pupils with high needs. Despite every effort, it can be challenging to maintain school placement for our most complex pupil at times and Mike Jackson (HT) is regularly involved in discussions and meetings for these pupils. Lynn Watson (SIP) is also providing valuable insight and experience when supporting the school team. The lack of resources in health and social care continue to place pressure on school, despite positive and effective relationships with external ser-

vices. Unfortunately, the current shortage of Attention Deficit Hyperactivity Disorder medication is likely to cause additional challenges for a number of children and families, which will need to be carefully managed in the coming months.

Juliet Ruddick



Parent Partnership

At Cleaswell Hill, we value the partnership with parents and continually strive to develop links. We have provided a range of opportunities for parents / carers to be involved within the school community, including collaborations with external providers.

Examples of previous and ongoing events:

- Termly Parent / Carer Group - different days and times arranged following scoping parent preference and availability. This group initially met in school and then moved to Choppington Welfare where parent suggestions informed the session focus of these sessions. Numbers attending started at 10 - 12 parents, however dwindled to 2 - 3 before the group closed.
- High numbers of parents /carers have responded to requests for feed-

back via school ping to support updating certain policies, including Home Learning and Attendance.

- A Parent Interest Group supported school focus on a new Attendance Strategy.
- The Northern Learning Trust facilitated a Maths Group at Choppington Welfare lasting for 6 weeks with 5 parents attending. Positive feedback was received.
- Annual Sports Day and Summer Fair - always well supported.
- High turnout at Christmas Fair. Parent / carer survey carried out during this event to ascertain why events are well supported but Parent Groups are not. Feedback was that parents predominantly attended because their children wanted them to – this led to a focus on Parent and Child activities through the Northern Learning Trust.
- Northern Learning Trust facilitation of Parent / Child Play sessions held in school for 4 weeks within each of the 3 Pathways. (Approximately 6 parents attending each week for Extended Pathway, no parents for Core Pathway and 5 for Engagement Pathway).
- Parents invited to assemblies and celebrations, which are well supported.
- School performances at Platform One Bedlington Station.
- Stay and Play for Phases 1 & 2.
- After School Clubs take place every Monday – Thursday. They provide a range of activities delivered both by school staff and external providers eg. PFC Football Coaching, Little Movers.
- Holiday activities have included football with school staff and multi-sports with Active Northumberland.
- Referrals to Newman Holiday Trust for a week's holiday during August.
- Annual Review meetings / parents evenings.
- A healthy breakfast for every child in school subsidised by Magic Breakfast.
- School diary / School Ping / Tapestry / face to face / telephone and email communication.
- Parent / Carer Facebook group which is internally monitored on a regular basis to manage any concerns that arise.

Maintaining engagement from parents and carers is challenging and requires sustained effort and support. Ideas for the future include:

- Information and advice shared on the school website to continue, particularly information linked to online safety.
- Parents to be asked to join a collaborative working group focusing on Food & Nutrition.
- North of Tyne Combined Authority Poverty Prevention Programme including Citizens Advice sessions to be held in school for 2 days every half term to support with difficulties including; benefit entitlement, benefit application forms, food parcels, relationship breakdown, energy advice. In addition to facilitating appointments in school, we also make referrals to Northumberland Front-line for families who would prefer telephone advice.
- Signposting to inclusive, local holiday activities.
- Continuing to work with Newman Holiday Trust.

Julie Brown and Karyn McMahon

Complaints Information

There has been one complaint which is currently ongoing.



Educational Visits

Within each pathway at Cleaswell Hill, Educational visits are imperative to meeting the needs of pupils as part of the curriculum they follow. So far, during the autumn term, there have been 49 EVOLVE submissions for trips out of school. In addition to this, and in preparation for Bronze and Silver Duke of Edinburgh expeditions, a group of students spent the night camping at The Appleby Centre; it was a great experience for all and included team building exercises

Julie Brown

Performing Arts

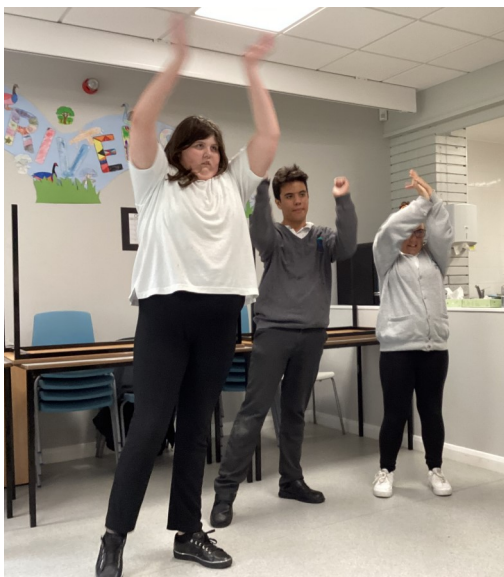
The Summer ended on a high with a number of performances of 'School of Rock' at Platform 1 which were greatly received by a sell out audience every night. The shows marked the first appearance of live music with Kayden and Liam taking to the stage and playing guitar and bass live during the performances. They absolutely blew everyone away with how much they had learnt in a very short space of time! We said goodbye to a large proportion of our cast who have moved onto further education and post-16 placements so the final show was bittersweet and very emotional. We saw another student gain a place at Newcastle College to study Performing Arts and I am sure he will continue to grow and develop his skills even further.

This term at The Appleby Centre we have welcomed a local guitar tutor into the centre to work with two pupils. He has been very impressed with the enthusiasm, talent and dedication the pupils have shown during their lessons and is looking forward to developing their skills in this area. I am hoping to find tutors for piano/keyboard and drums as well, as there are a number of pupils who have shown an interest in learning an instrument, particularly since setting up the band equipment in my classroom which has been a massive pull for particular students. We are hoping in the future to have a sound booth/music studio in the classroom so pupils will have the opportunity to make and record their own music and develop skills in music production.

This year, a small group of students are working towards a Level 1 BTEC in Performing Arts and have demonstrated an excellent work ethic towards it. They are all completing different modules so it is a bit of a juggling act but I am sure they will all be successful in the completion of the qualification.

My creative arts class are currently working on a promotional video to introduce everyone to the Appleby Centre and give a little insight into what goes on there.

They are learning skills in pre-production, using video and sound equipment, storyboarding, performance and editing and have shown some fantastic teamwork



and independent thinking skills through this.

We have lots planned for this year with lots of exciting things in the pipeline. Rehearsals are well underway for our Christmas performance of Frozen which is promising to be quite the visual treat! We are hoping to hold a fundraiser charity cabaret night in the Spring term with funds going towards a possible trip to London to visit the theatre district at the West End and see a show. And we are already thinking about our summer extravaganza 'Mamma Mia Rocks' which will see lots more live music and a fresh take on the original show.

Kirsty Hunter

Development of Outward Facing Partnerships

We continue to drive high standards across the school and Northumberland community through delivery of high quality professional development programmes that positively impact pupil outcomes.

The Portfolio of SEND courses available remains a high priority and focus for the school, with a number of schools enquiring as to bespoke packages offered to schools and other community groups.

AET Training

This training is now a fully established programme that can be adapted and delivered for different audience across the County. The AET team led by Rachael Howitt has worked hard to ensure that training is current, engaging and meaningful to the context of delegates. Training is available in three areas:

- Making Sense of Autism
- Good Autism Practice
- Understanding Good Autism Practice and the AET Framework for Leaders

The training program has now been advertised to all education providers. Four training sessions have now been hosted at Cleaswell Hill School and have started to generate school income. The dearth of support across the County is apparent and there is an ever growing need for high-quality, evidence-based training sessions.

Rachael is working closely with Seaton Sluice First School with the potential of writing a Service Level Agreement for training. Preliminary work with two other schools is underway to deliver whole-school AET training sessions.

The training sessions are advertised via email, Facebook, LinkedIn, the school's website and word of mouth being the most important of all.

Stronger Practice Hub

Following a successful application made by our Early Years Lead, Abi McCarthy, we are now a partner in the Great North Early Years Stronger Practice Hub. The purpose of these hubs is to provide advice, share good practice and offer evidence-based professional development for EY settings. We are one of four partners, with the lead school being Haltwhistle Primary Academy that will form the Great North EY Stronger Practice Hub supporting practitioners across Northumberland. There are 18 hubs across England in total so this is a massive achievement. Our principle role will be to support with advice and guidance around strategies to improve SEND provision for EY practitioners with a key element of language and communication being at the heart of our offer.

SEND Advisory Role

There have been many new elements emerging from the SEND Advisory Role this term. Key to this secondment is the development of networks and partnerships when working collaboratively with the authority and other schools in the County, and the role is now allowing this to happen a lot more. It was always said that the role needed to continue to be mutually beneficial to both the County and the school, and I see

this happening more than ever now through partaking in quality assurance reviews, whole school SEND reviews and sitting on school organization panels to support the appropriate placement of young people in the County. Making efficient use of time and resources has allowed the flexibility to perform at continually high standards and promote the excellent reputation of Cleaswell across the authority.

Through this, there have been a number of schools contacting us from across North-umberland. The reasons have been varying from support in implementing positive behaviour strategies to making use of small spaces that can support continuous provision and therapeutic needs emerging in young people within a range of settings. The extensive and high quality skillset of various members of staff at Cleaswell has meant that queries can be signposted to staff accordingly. This has led to support that improves provision across other schools as well as building confidence for our own staff team.



System Leadership

Cleaswell Hill continues to have influence within special education across the North East. A System Leadership approach encourages promotion of collaborative working, both within and outside of the school team.

Currently, teachers are working with colleagues at Castle School on a long term basis to support curriculum and assessment development, and also have facilitated recent professional conversations with Beaumont Hill Academy and Marchbank Schools.



Admissions

We now have 38 new starters from September 2023 and Phase Leaders have ensured smooth and effective transitions whilst maintaining consistent communication with families. The Lead Therapist being part of the Admissions team has helped therapy to be better implemented from the beginning with a good overview as to targets and prioritising need according to EHCP need and provision. We are hoping to have one extra pupil starting this term who is new to County following a move from a special school in South Shields.

As ever, we look to ensure that our cohort has the appropriate spread of pupils with varying complex needs to ensure that group numbers remain feasible depending upon the pathway and individual level of complexity. This is quite the jigsaw and getting the right pieces to fit in the right places as numbers increase tests our neuroplasticity to the highest level!

One Page Profiles have helped to give new class leads a solid understanding as to the provision needed to be put in place to support outcomes for new young people. Phase Leads have also completed their Phase Snapshots which gives an overview of provision in order to monitor outcomes.

There are currently 10 leavers projected for summer 2024, which is considerably less than last year. These young people have all had visits to prospective colleges and further educational facilities, with follow up visits planned for this term. This will then enable us to make informed decisions at the post-16 panel in January.

Emma Dunn

School Links

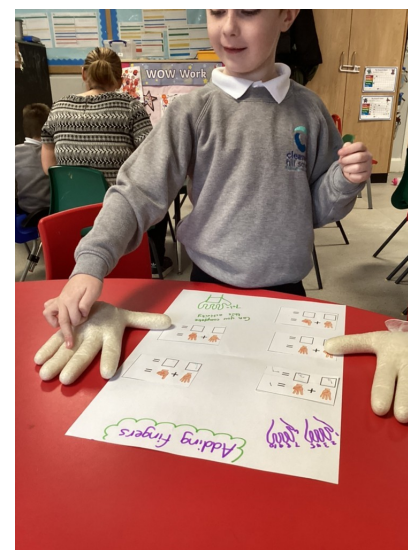
Great links with local and regional businesses are being created through our fundraising activities (see Fundraising Report).

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



- 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)



Diary Dates for 2023-24

Value- Resilience

Training Day	September 4
Safeguarding Training (Whole Staff Team)	September 5
Governor Monitoring Visit – Quality of Education	September 19
SIP Visits	September 21/22
Appleby Centre Opening Event	September 29
Coffee and Cakes Morning – Macmillan	September 29
Safeguarding Training (New Governors)	October 3
Commuted Hours 1/6	October 4
Face to Face Safeguarding Training	October 4
Non-Uniform Day - Mental Health Day	October 10
Governor Monitoring Visit - Safeguarding	October 12
Governor Monitoring Visit – Personal Development	October 24
October letters Sent Out to Parents/Carers	October 26
Governor Monitoring Visit – Behaviour and Attitudes	October 26
Non-Uniform Day – Halloween	October 27
Half Term	October 30- November 3

Value- Determination

SIP Visit	November 8
Anti-Bullying Week - Make a Noise	November 13-17
Coffee Morning – The Appleby Centre – The Royal British Legion	November 10
Governor Resource Management Committee Meeting	November 10
Governor Strategic Policy and Direction Committee Meeting	November 10
Cleaswell Hill Foundation Trustee AGM	November 10
Christmas Performances	December 11/12/ 14
School Photographs	November 13
Non-Uniform Day - Children in Need	November 17
Indicative Budget Setting	November 20
Full Governing Body Meeting - Autumn Term – The Appleby Centre	November 28
Christmas Lunch	December 20
Non-Uniform Day - Christmas	December 22
School Closes for Christmas Break	December 22

