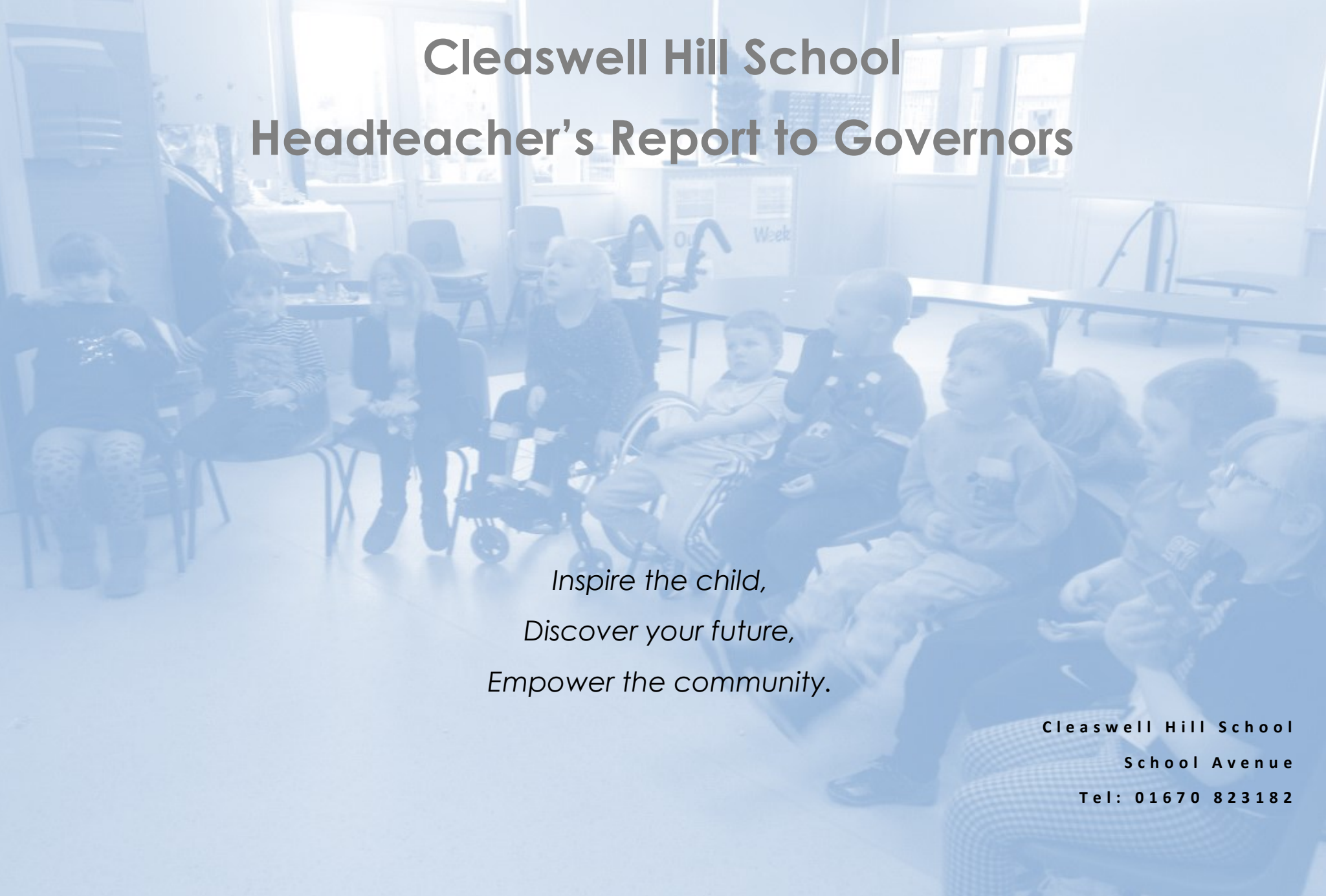




Cleaswell Hill School

Headteacher's Report to Governors

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

Cleaswell Hill School
School Avenue
Tel: 01670 823182



The announcement of the third lockdown evaporated any pre-Christmas optimism of being *out of the woods* by spring. During the first lockdown common sense prevailed allowing us to determine the extent of our on site provision, this time, despite significantly higher risks, the special school sector was expected to remain fully open. Having seen how quickly Covid-19 can spread through our setting (the November infection rate for staff was equivalent to 6,600 per 100,000 of the population) I was highly sceptical of this decision.

Fortunately the County wide risk assessment combined with the addition of the words '*where appropriate*' to government guidance gave us room to manage pupil numbers in line with the alarmingly high levels of risk.

A number of developments enabled us to reduce risk of transmission while simultaneously increasing pupil numbers:

- During the first fortnight back in school we became the first school in County to have on site staff Lateral Flow Testing up and running in - a great achievement for all staff involved. We will be switching to home testing during the first week of March which will enable the staff involved in administering the tests to return to their usual roles.
- Although special school staff were not specifically included in the first wave of keyworker vaccinations, almost all staff were entitled to a vaccination due to the 'health and social care' element of our work. This not only made the school a safer environment for all it also provided a great boost to staff morale.

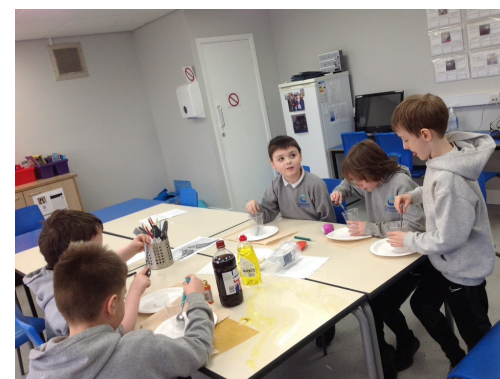
During the first lockdown staff worked on a rota system, however this time I decid-

ed to have all staff in school. Those not involved face to face in the classroom could work, socially distanced within their bubble, to facilitate remote learning (see curriculum section).

Pupil numbers have risen steadily over the course of the spring term to 145 during the first week of March, giving school a much needed feeling of business as usual. By the time you receive this report I hope that we have almost all pupils back in school. The pandemic has had a great impact across society as a whole, however, I suspect the impact on our pupils, many of whom struggle with changes to routines, will be felt for years to come. With this in mind it is more important than ever to develop our provision in order to provide the best opportunities to make up for the lost learning that has occurred over the last 12 months.

One of the many frustrations of Covid has been the difficulty in being able to plan for the future. However, with the culture at Cleaswell being what it is, planning and implementing change are pretty much obligatory no matter the circumstances.

We are in the process of developing, with Lynn Watson, a framework to support a comprehensive five year school development plan. Although Covid management has impacted the progress of the plan there have already been some significant developments within a number of areas (see the Therapy and Fundraising sections of this report).



Our five year plan will be discussed further over the next year with discrete areas providing an on going focus for governor monitoring visits. A robust development plan combined with a (hopefully) reduced Covid threat will not only take us *out of the woods*, but stand us in good stead to take on whatever the future may bring.

Thank you for your support.

Mike Jackson, March 2021

Section 1 - School Development

Whole School Targets (WSTs)

Unfortunately Covid –19 significantly impacted upon school development priorities during 19-20, rather than leave last year's targets half achieved we are working towards the same targets over 20-21.

Our whole school targets for 2020-21 are:

Quality of Education

A creative ambitious curriculum gives all learners the knowledge and skills they need for their next steps

Behaviour and Attitudes

Relationships among learners and staff reflect a positive and respectful culture.

Personal Development

Broader learner development is enhanced within and beyond the academic/ vocational curriculum.

Leadership and Management

Develop outward facing involvement with partners to influence the outcome for learners.



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 6 and 7)

School Improvement Partner (SIP)

Lynn Watson visited school for 2 days in February to work with me on the 5 year school development plan. Lynn managed to translate my ramblings into a cohesive format for the plan which should prove to be the first steps in what will be a very innovative and exciting project. The current restrictions surrounding Covid limit how we can involve a wider group of stakeholders in the process, but, hopefully as the restrictions are reduced these opportunities will increase. Lynn also spent some time

working with colleagues on various elements within the plan e.g. admissions, integrated therapy and post 16 provision.

Lynn's spring SIP visit took place on 22nd February. Through the course of the day Lynn met with me, Karyn, Helen Moulton and all phase leaders. Lynn's report is, as usual, extremely comprehensive and reflects the great work of the staff team over what has been one of the most challenging periods of time in many years.

Section 2 - Covid –19 Pandemic

Testing

The spring term brought with it yet another challenge in the form of getting a COVID-19 testing operation up-and-running. Located in the hall, the makeshift area allowed us to conduct twice-weekly lateral flow tests for every member of staff. It was a slow start, with lots of learning along the way, but we were able to effectively carry out 120 tests every Monday and Thursday morning.

However, this operation required significant manpower in the form of the two Hygiene Assistants, Learning Support Manager, School Manager, Business Manager, Admin Assistant and Assistant Headteacher. We knew that as more and more pupils started attending school, staffing the test site would become more challenging. With the rollout of the COVID at-home testing programme, we took the decision to stop testing staff in school at the start of March.

Groupings

At school the classes are grouped into phases which form our 6 bubbles (which are relatively small in comparison to other schools (between 22-42 pupils, most are the size of a mainstream primary class) 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. It also allows us to move staff within the bubble (we have had a very large number of staff isolating because a family member has to isolate) and without staff movement within the bubble we would not be able to safely operate. It also allows us to isolate a bubble if we get a positive case. Positive cases appear in clusters which is why in order to prevent further transmission the phase group needs to be isolated.

Curriculum

The announcement of January's lockdown brought about a much reduced num-

ber of pupils accessing face to face learning in school. This increased over the half term to almost 80% of pupils accessing on site education before the official 'opening' of schools on 8th March.

Teachers provided those pupils working at home with a variety of home learning activities (see website - Covid response). Parents/carers were contacted on a weekly basis to discuss their child's learning and their transition back into school. Having 'been here before' and having anticipated further disruption teachers were in a stronger place to implement a range of home learning opportunities.



Similar to the first lockdown, parents/carers with younger and/or with complex needs children tended to struggle more with home learning. These groups made up the majority of pupils attending school over the early part of the third lockdown with other groups increasingly accessing school in later weeks.

Assessment

Over the past year at Cleaswell Hill we have focused on developing the quality of PLIM's. PLIM's are succinct individualised targets that inform future learning linked to a learner's long term EHCP targets. PLIMS enable smoother transitions through school by providing staff in classes with detailed links to previous and current pupil targets. When they were in their infancy, targets could be ambiguous, meaning they were not as effective. By developing the use of SMART targets, staff can now clarify ideas, focus efforts, use time and resources productively, and increase the chances of achievement.

Initial data collected this academic year has demonstrated that:

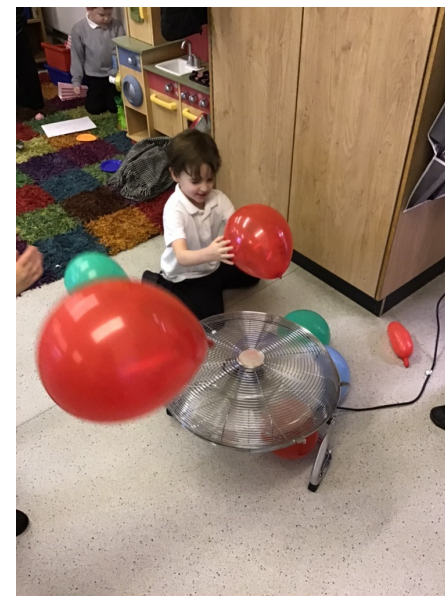
- There has been an increase of 15% in the proportion of PLIM targets met.
- There has been a reduced variation in the number of targets met by those pupils with complex needs and high functioning pupils from 23% to 4%.

During an academic year that had not been severely affected by an international pandemic, teachers would normally analyse the progress pupils were making towards their individual curriculum targets during the spring term. Unfortunately during these strange times this is yet to be completed but is expected to take place in the week prior to the Easter holidays. The rationale for the delay in this process is to ensure we have high quality data from multiple sources that allows us to recognise regression caused by the most recent lockdown. To aid us we have implemented a restructured progress sheet for every pupil in school that allows us to monitor; PLIM targets, curriculum attainment, SCERTS, CPOM incidents and attendance. By presenting information consistently staff are able to support and mentor one another when completing triangulated analysis. Triangulation begins by scrutinising quality data from numerous sources to decide where a deep dive into a learner's provision needs to take place. The deep dive considers; personnel involved, previous experiences, new information, cultural traditions, approaches used and the environment available. Information is then synthesised by a multi professional team to decide if there is a need for therapeutic or academic input to ensure a learner attains at a specific level.

Another challenge during this academic year has been maintaining rigorous quality assurance procedures, phase bubbles and remote meetings have been less than ideal for this. Over the spring term we have completed in house moderation of maths, English and PHSEE, where we scrutinised the depth in which a learning focus had been assessed by examining provided evidence. Through-

out this process evidence from 64% of learners had been moderated and Lynn Watson (SIP) has promised to examine our findings further during her next visit. Going forward into the summer term we will be looking to take advantage of restrictions being lifted to invite some of our external partners to inspect our curriculum and assessment methods, to ensure quality is of the highest standard.

Patrick Ford Hutchinson



Safeguarding Arrangements During Covid-19 Outbreak

Safeguarding Governor, Gill Finch, completed a monitoring visit on 13 January 2021 and focussed on online safety. Report included.

Staff have reported 178 incidents to the Designated Safeguarding Leads on our Child Protection Online Management System (CPOMS) since the start of term to date (8 March 2021). All incidents and the outcome of referrals are closely monitored by school. All Care Team and Strategy meetings have been attended virtually by teachers.

There are 61 pupils open to children's social care; 3 have a Child Protection Plan and 1 is a Child in Need. Disabled Children's Team Social Workers are involved with 53 families. We are awaiting the outcome of a Multi-Agency Safeguarding Hub assessment for 1 child.

4 pupils have Early Help Assessments (EHA) and 6-weekly Team-Around-the Family

meetings led by school or other agencies.

4 pupils are Looked After (LAC). The Designated Teacher continues to attend all LAC meetings online and updates Personal Education Plans (PeP) as required.

The Designated Safeguarding Lead frequently meets virtually with Carol Leckie (Schools' Safeguarding Team Manager) to discuss how NCC Safeguarding Team can best support staff. Face to face whole staff child protection training is booked for 3.30-5.30pm on 23 June 2021. Governors are welcome to join us.

Safeguarding was discussed at the recent SIP visit. See SIP Report.

'Safeguarding is highly effective in school, remaining the highest priority throughout restrictions'.

Karyn McMahon

Section 3 - Curriculum Issues

Curriculum

Curriculum design is a complex business in all schools, but particularly complex in our setting. Teachers continue to work hard to ensure that the curriculum pathways we offer are contextualised and responsive to our unique school community.

We focus our curriculum on;

- PLIM targets for all pathways- key skills which we aim will find their way into every context and remain with pupils long after they have left school
- National Curriculum subjects strands- large concepts which link a course of learning together over time. They define what is taught and their development supports pupils generalising new situations in and beyond school.

The approaches to teaching and learning are extensive and suit the learning needs of individual pupils.

Several classes across school are trialling project-based learning and a medium term planning format to evaluate the impact on pupil engagement, enjoyment and progress.

Subject scrutinies have been completed for all statutory subjects and also for areas of importance to our pupils, eg. engagement curriculum. Subject progression Models have been updated using this information.

Enrichment and how parents can help has been strengthened during Covid with our remote learning provision and support to parents with the delivery of EHCP/PLIM

targets to children not attending school.



We look forward to sharing further detail with Governors next term, to provide an overview of the extent of our curriculum and also which mapping out the teaching and learning journey children take in each pathway, how this connects across Phases and is linked to assessment systems ensuring progress.

K McMahon

Staff Continuing Professional Development

Cleaswell Hill School continues to be a Professional Learning Community. Staff are eager to learn so that all pupils receive outstanding teaching and learning.

Much professional development has continued to take place online during lockdown and partial closures to support and extend the Phase Tiered Response approach; High Quality Teaching; Targeted Academic support and Wider Strategies.

Of note has been the whole staff SCERTS training delivered by Emily Rubin; Online Safety delivered by John Devlin NCC; Holding Hearts Sand Stories to support pupil mental health and wellbeing; National Autistic Society SPELL Framework; First Aid; Play Therapy; NAPPI and a teacher moderation meeting for Maths. Plus the upcoming Engagement Model training being attended by all Phase Leaders.

As lockdown restrictions come to end, we will be able to start to meet again as a group of teachers, without the creative limitations of online meetings. We are all very

much looking forward to this.

Karyn McMahon

Interventions

Throughout the challenging circumstances presented to us this year with the continuing COVID crisis we have successfully continued to plan, deliver and assess a range of interventions to our learners.

During the autumn term we successfully delivered 17 different interventions, offering 149 places to a total of 109 pupils. This equates to 59% of the school population. During this time many children isolated or shielded, however, 79% of children who had a formal pre and post assessment made progress, the other 21% were not able to be reassessed due to being absent from school. 76% of children who were assessed via their PLIM either achieved or partly achieved their PLIM target.



Due to COVID restrictions, staff absences and the strict implementations of the 'bubbles', we were unable to provide interventions for the first half term of 2021. Through ongoing discussions with the SLT and the intervention lead, a decision was made to provide interventions within phase for the foreseeable future. This enables

each phase to timetable their interventions, upskills staff and supports staffing levels. From the feedback I have received so far, this approach seems to be working well.

We have also had the addition of an academic mentor who works with a wide variety of children in small groups. She supports the children with maths, English and speaking and listening interventions tailored to the child's individual needs. She is working a full teaching timetable within the intervention centre, supported by the intervention lead. From January 2021, a music therapist has been working within phase 1 with each class and individuals. We have been delighted with the children's engagement, interaction and communication, we have decided to continue the contract with Nordoff Robbins for the summer term within phase 3. 4 members of staff have successfully completed the NELI (Nuffield Early Language Intervention) training and the intervention has commenced with 4 groups of children.

Throughout this term, we are successfully delivering 22 interventions, over and above the excellent provision already available at Cleaswell (see attached report). All interventions are chosen for their evidence-based effectiveness in improving outcomes for learners. We are incredibly proud to be offering 159 intervention places to 122 pupils which equates to 65 % of the school population. Hydrotherapy is additional to these numbers as a wide range of children are engaging in hydrotherapy on a fluid timetable due to children accessing school on different days.

Helen Moulton

Section 4 - Staffing and Finance

Pupil Statistics

	F	M	Total
Class 1 - Phase 1	2	6	8
Class 2 - Phase 1	1	7	8
Class 3 - Phase 1	4	5	9
Class 4 - Phase 2	0	10	10
Class 5 - Phase 2	4	8	12
Class 6 - Phase 2	3	9	12
Class 7 - Phase 2	1	7	8
Class 8 - Phase 3	3	4	7
Class 9 - Phase 3	0	7	7
Class 10 - Phase 3	0	8	8
Class 11 - Phase 4	0	6	6
Class 12 - Phase 4	2	10	12
Class 13 - Phase 4	3	12	15
Upper 1 - Phase 5	7	3	10
Upper 2 - Phase 5	5	5	10
Upper 3 - Phase 5	3	8	11
Upper 4 - Phase 6	2	8	10
Upper 5 - Phase 6	0	11	11
Upper 6 - Phase 6	2	12	14
Total	42	146	188

	F	M	Total
Year R	2	7	9
Year 1	4	9	13
Year 2	2	12	14
Year 3	4	12	16
Year 4	1	10	11
Year 5	3	14	17
Year 6	5	15	20
Year 7	3	14	17
Year 8	7	7	14
Year 9	3	11	14
Year 10	5	11	16
Year 11	1	15	16
Year 12	1	6	7
Year 13	1	3	4
Total	42	146	188

Staffing

In January we welcomed Juliet Ruddick into her new role of lead therapist in school; she is currently working very closely with phase 1 & 3 in developing our therapeutic curriculum. February saw the return of Sophie Smith from maternity leave who has joined the Phase 4 team in a part time capacity and Andrew Jackson, Phase 6 teacher, who returned from paternity leave. We have also had the addition of Liam Armstrong as a Phase 2 teaching assistant on a casual contract and in March, Davi Page will take up the position of phase 3 teaching assistant on a fixed term contract.

Finally, Carly Duffield (Phase 3 Lead) left at February half term after 13 years service! She will be spending quality time with her boys, running two businesses and finishing her 'Teacher for the Hearing Impaired' degree. We wish her well in her new ventures, she will be greatly missed - although she will always be welcome back to do supply! In the short term, Karyn McMahon has taken on the role of Phase 3 lead.

Anne Carruthers & Julie Brown

Budget Overview

See attached report.

Fundraising

COVID-19 continues to have a negative impact on our charity fundraising at Cleaswell Hill School, however we continue to develop strong links with parents, carers, staff and members of the local community during this difficult time.

From Monday 1st of March I undertook the role of fundraising coordinator for an additional day per week alongside my role as a teacher at Cleaswell Hill School. I am now released from lessons on Mondays and Fridays to complete fundraising tasks.

During the month of November, a successful grant application to The Biochemical Society for £645 funded exciting science equipment and resources for the 'CHS Science Club'. Our successful grant application to Happy Days for £850 enabled all of the pupils at Cleaswell Hill to access a COVID secure pantomime within their phase bubbles. A successful grant application to The Department of Transport for £1,000 funded scooters and helmets to encourage pupils to walk, cycle or scoot to school. We were delighted to receive a final payment of £1,008 from the Co-op Community Matters scheme for 2019-2020 to purchase inclusive music therapy equipment such as a sound beam. A legacy donation of £600 was also gratefully received towards an updated sensory room. Our non-uniform day on Friday the 13th of November raised £15.00 for BBC Children in Need and Ward 2A at the Royal Victoria Infirmary, Newcastle were delighted to receive mini projectors and tablet holders as a result of our collection at the school performance. Our Bag 2 School clothing collection on the 27th of November raised £106.50 towards exciting resources and experiences for our pupils.

As a result of successful grant applications in December, we were delighted to receive £597 from The Birkdale Trust towards hearing impairment resources and £225 from The London Mathematical Society towards functional mathematics resources. We hosted a COVID secure 'Secret Santa Room' for the children at Cleaswell Hill School from the 29th of November to the 11th of December with phenomenal results. Wilko, Cramlington kindly donated £50 towards wrapping supplies and gifts, assisting us to raise an amazing £571.50. We also hosted a COVID secure Scholastic Book Fair from the 30th of November to the 14th of December, raising £448.22 towards books for our school library. Class 12's Christmas community project to collect items for the local food bank was a phenomenal success and all donations were thankfully received. Our Christmas themed non-uniform day on the 18th of December raised £60 and sales of Christmas card designed by our students raised £43.

We were delighted to receive a donation of £790 from The Royal Society of Chemistry towards essential science resources as a result of a successful grant application in January. We also were grateful to receive £54 towards sanitary products for the pupils at our school from PHS and The Department for Education.

During the month of February we were thrilled to receive £9,000 towards a new IT suite as a result of a successful grant application to The Foyle Foundation's small grants scheme. This will facilitate the purchase of up to date computers, touch screen computers, keyboards, headphones and mice to be used by all pupils. We were also delighted that our grant application to The Variety Charity for a new 17 seater minibus with a tail lift has been successful. Our St. Valentines non-uniform day on Friday 12th February raised £41.

We were pleased that our grant application to the Northumberland County Council Community Chest for £2,000 towards play therapy resources was successful during the month of March. We also thoroughly enjoyed celebrating World Book day on Friday the 5th of March.

Eight new grant applications have been submitted following the previous 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, Tesco Bags of Help, 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, Persimmon Homes, Happy Days, Northumberland Sport, British Volt, Farrans and DPD.

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 school. Since the last report to governors, our link with the Easy fundraising online shopping platform has raised £19.39, the Paypal Giving account has raised £30.50, our link with Empties Please has generated £9, the Amazon Smile account has raised £36, our link with Just Giving has raised £299 and Stikins name labels account has generated £32.61. Our school lottery has also raised a further £156.90 for Cleaswell Hill School.

The upcoming fundraising events for our school this academic year include a Red Nose Day/Comic Relief non-uniform day and Bag 2 School collection on the 19th of March, a non-uniform day on the 26th of March, a NSPCC number themed non-uniform day on the 7th of May, a non-uniform day on the 28th of May, a Scholastic book fair from the 2nd to the 9th of July, a provisional family fun day on the 3rd of July, the Great North 10K on the 4th of July, a Bag 2 School collection on the 9th of July and a final non-uniform day on the 16th of July.

Thank you for your support,

Lauren Caisley, Teacher and Fundraising Coordinator

Section 5 - Specific Issues

Behaviour



The way pupils behave gives us important information about how they are feeling; Behaviours which challenge always happen for a reason and might be the only way a learner can communicate. Staff teams take an active role in:

- Identifying signs of stress within pupils.
- Developing strategies to de-escalate behaviours.
- Supporting pupils to self-regulate or self-manage the behaviours.

Level 1 Positive behavior support training delivered remotely by NAPPI UK (Non-Abusive Psychological and Physical Intervention) has been undertaken by 6 staff. This model uses a standard and consistent language which will improve communication while feeding into the CPOMS documentation and individual positive behaviour plans.

In the future, we hope to have 2 of our own staff trained as facilitators in order to

deliver in-house training to larger numbers. This will not only be more cost effective, but will also allow for effective and timely re-fresher training.

Julie Brown



Therapy

In January, Juliet Ruddick, joined the team at Cleaswell Hill as Lead Therapist and received a very warm welcome from the children and staff in school. This new post has been developed as part of the school's 5 year development plan, as the first step in establishing a highly effective integrated therapy service.

During the first few weeks in post, Juliet spent time working with children, senior leaders and other key staff, to gain an understanding of the pupil population, curriculum, interventions, and priorities for development.

There is a recognition that space is an issue in school, due to the complex needs of the children and their need for quiet, calm areas for intervention. The Head Teacher is proactively seeking solutions to address this and in February the HT and Lead Therapist met with the building contractor to explore on-site options.

The Lead Therapist also met with the Chair of Governors during his recent visit, to dis-

cuss the vision for the integrated therapy service moving forward. Additionally, Juliet worked with Lynn Watson and key staff in Phase 1 and 3 during School Improvement Discussions at the beginning of February.

Therapy service development will be based on an evaluation of provision provided by NHS Therapists and the private Speech and Language Therapist, in order to identify gaps in provision and priorities for development when devising the integrated therapy service. Jigsaw Therapy are no longer commissioned to provide occupational therapy in school, due to the transition towards an integrated therapy service, therefore Juliet is currently responsible for providing occupational therapy to children in school alongside service development. A job description has been prepared for a Band 6 occupational therapist to join the integrated therapy service on a part-time basis. This post will enable the Lead Therapist to focus on therapy service development and in her role as Senior Leader; while maintaining a small occupational therapy caseload. Recruitment of OT therapy assistants across phases in school is also planned within the first year of the 5-year development plan. There has been a lot of interest from current teaching assistants with regard to these posts. The appetite for an integrated therapy service is huge and due to the positive culture towards multi-disciplinary working and best practice, there is an extremely solid foundation to develop an outstanding multi-disciplinary in-house therapy service at Cleaswell Hill.

Juliet Ruddick



Play Therapy

Play Therapy is an intervention which helps children to express and work through difficult feelings and emotions appropriate to their development. It is intended for children with a wide range of difficulties. My work towards gaining a PgCert in Therapeutic Play Skills (clinically accredited by PTUK and validated by Leeds Beckett University) will involve working with children with a moderate level of emotional need, on a one to one basis. Sessions are child centred and non-directive, working within theoretical principles and clinical guidelines. The model of working includes the use of a range of therapeutic creative arts and communicating with the child using: sand tray worlds, storytelling, music, dance and movement, etc.

Working across school, I will explore teacher concerns about specific children and use of a universal screening questionnaire, which may then allow for a referral. Sessions are weekly for a minimum of 12 weeks. Regular contact with a clinical supervisor is required to provide further education and support to myself. I aim to complete the clinical hours required for the qualification by the Autumn term 2021 and gain the qualification in Spring 2022.

Rachael Walton

Parent Partnership

Since returning to lockdown in January, staff have maintained regular and supportive contact with parents & carers through phone calls and remote learning activities. Both the website and our school Facebook page are frequently updated with current and relevant information to keep parents & carers informed and share our plans for the future.

It is important to gain the views of parents & carers regarding our response to COVID-19 and we will be creating a survey to send out after Easter. The survey will support evaluation of our provision by gathering information about what we are doing well and identifying learning opportunities.

Plans for developing a parent & carer support group have been put on hold during the COVID-19 outbreak, although, I did manage to meet with Family Tree, based at The Dales in Blyth, in December. They talked to me very openly about their journey, shared their experiences and gave advice. When restrictions ease, Family Tree will visit Cleaswell to talk to parents and support us in establishing our own group.

Julie Brown



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 Summer 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 2020-21

Friday, 26th March	Easter Holidays start
Monday, 12th April	Training Day
Tuesday, 13th April	Pupils return to school
Friday, 28th May	Half term starts
Monday, 31st May	Pupils return to school

