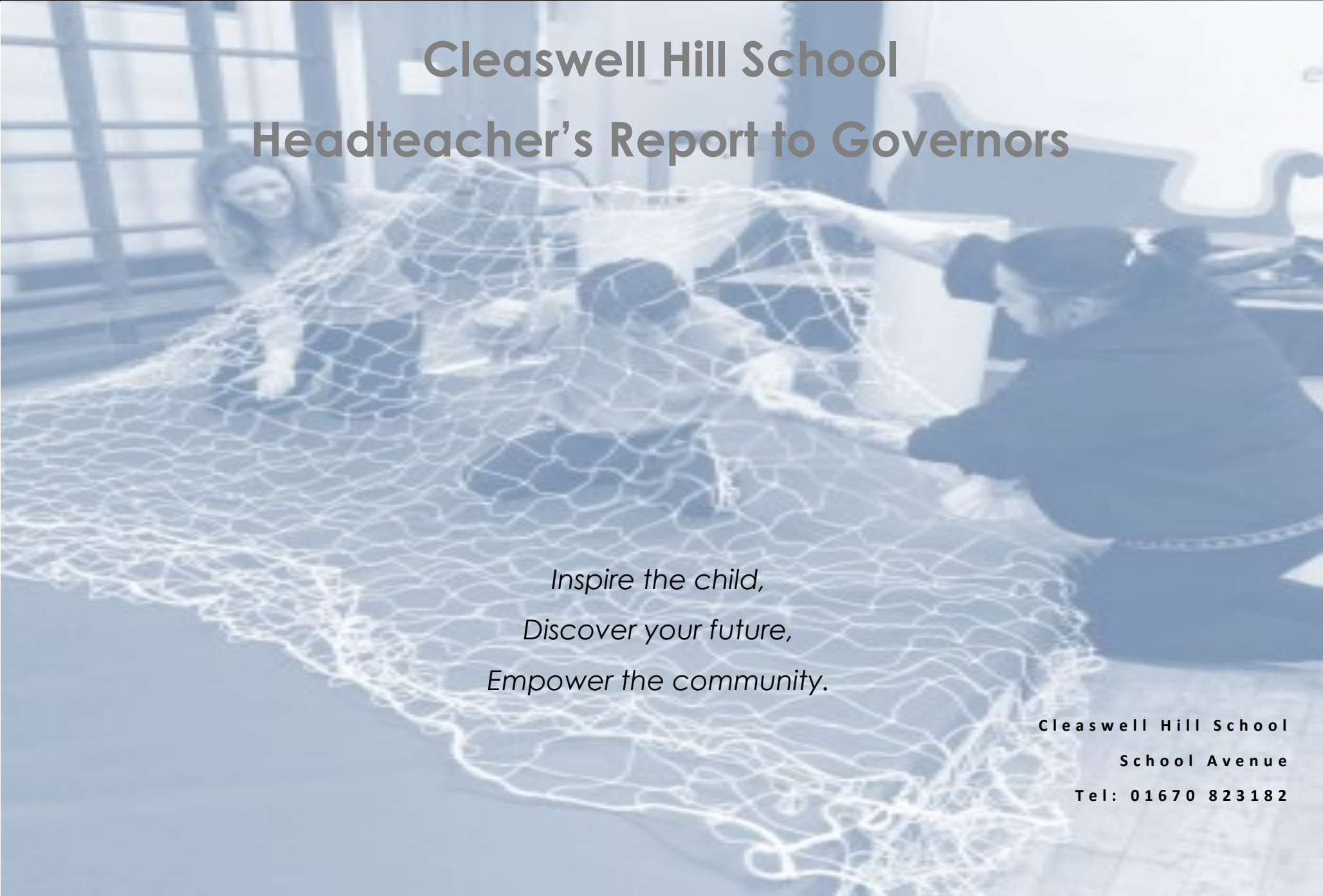


A blue-tinted photograph of a teacher and students playing with a large net in a school hall. The teacher is kneeling on the right, holding the net, while two students are on the left, also holding the net. The net is spread out on the floor, and the background shows a large window and a piano.

Cleaswell Hill School

Headteacher's Report to Governors

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

Cleaswell Hill School
School Avenue
Tel: 01670 823182



Introduction

Snakes and Ladders has never been a game I've found much fun. One minute you can be miles ahead nearing the finish only to find yourself pretty much back to square one on your next turn. In terms of Covid this sums up how the last two years have gone— we'd think we were getting to the end of one wave only to start over again a month or so later. Without giving it the 'kiss of death' it looks like we may now get some respite from this particular Snakes and Ladders experience.

For those of you too young to ever have had one, before the age of phones and X-boxes, a popular Christmas present would be a Games Compendium. These would have within, as the name suggests, multiple games including; Snakes and Ladders, Ludo, Tiddlywinks, Bingo, chess, draughts, Steeplechase(?). One of the 'interesting' elements of running a school is that you are never just playing one 'game' at a time it is much closer to playing all the games in the Games Compendium at once. If only one person had to concentrate on simultaneously playing all of these games it's safe to say that the performance across them wouldn't be that great especially with a high stakes game of..... 'Snakes and Ladders' demanding a lot of attention. Over the last few years we have set up teams of staff who are able to work together on each particular 'game'. This has enabled a great deal of development across multiple areas, see SEF, SIP visit report, draft Five Year Development Plan in addition to the information in this report.

One area where substantial development has taken place is in the teaching of reading. The presentation at the start of the spring meeting will provide an overview of how we now teach reading using the Essential Letters and Sounds (ELS) phonics scheme and also how we develop skills in those not yet ready for ELS using Launchpad to Literacy. A small team of staff researched different phonics schemes before selecting the best for our setting then training all staff in it's delivery—a great achievement especially within the context of the pandemic.

Each of the numerous developments across school elevates us to a higher level within each 'game' creating a team of specialists within each field. This has en-

sured that even during the up's and down's of the pandemic we have in fact made considerable progress. It will be exciting to see how far we can climb if the backdrop of Covid continues to fade allowing us to focus all our energy on the more exciting 'games' rather than Snakes and Ladders!

Mike Jackson, March 2022

Section 1 - School Development

Whole School Targets (WSTs)

Our whole school targets for 2021-22 are:

Quality of Education

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

Behaviour and Attitudes

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



Personal Development

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

Leadership and Management

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



Ofsted

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

Develop further the quality of leadership and management by:

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

(See SEF pages 6 and 7)

School Improvement Partner (SIP)

Lynn Watson visited school on 7th February to carry out the spring term SIP visit, her very comprehensive report is in your pack. Lynn was also in school on 17th and 19th January to work with me on the Five Year Plan (draft copy in your pack). Later this term Lynn will be conducting a learning walk with Karyn focussed on meta-cognitive strategies across our provision.

Section 2 - Covid –19 Pandemic

As expected the 'new' Covid variant hit Cleaswell a week after the Christmas Holidays, due to the very high rate of transmission at it's peak we had 26 members of staff off sick leading to classroom closures. Fortunately the transmission rate dropped in the two weeks before half term with only two positive staff cases. However, we had a number of staff test positive in the first week following half term leading to the closure of Class 4. Hopefully this is only a minor setback.

Section 3 - Curriculum Issues

Quality of Education - Curriculum

All learning takes place in a positive environment where children can flourish. Our curriculum has been designed to ensure that all pupils achieve success.

Staff are clear on the thinking skills and dispositions for learning which are prioritised in each pathway.

Careful thought within all 3 Pathways, as written in Pathway Rationales, supports access to learning.

Links between elements of learning, building on prior knowledge towards end points is explicit in PLIM targets and broad scope yearly subject overviews and medium term planning enabling learners to develop their knowledge over time.

Learners have built-in opportunities to rehearse and prevent lost learning. Making rich connections to make learning 'stick' to long term memory.

Work has taken place within Pathways to consider the format of medium term planning. This helped to establish how teachers could best organise their knowledge of and make judgements about planning a series of lessons effectively around a subject/area of learning for specific cohorts of pupils. Collaborative planning between teachers and therapists supports integrating therapy into, initially the subject areas of PSHEE and Literacy, to enhance how children and young people will be able to apply their knowledge and skills functionally into real life situations.

A comprehensive deep dive analysis into each curriculum subject immerses the Subject Lead and team rapidly into the current situation. Subject Progression Models are completed and this process has proved to be extremely useful providing an overview of subject curriculum content, approaches and assessment. An action plan is

written which lists what steps must be taken in order to achieve specific goals, clarify resources and the timescale required.

An enriching range of co-curricula activities takes place alongside the core curriculum and complements what children are learning.

Karyn McMahon



Quality of Education—Assessment

Our focus this year has been to refine our protocols and procedures to ensure we have a fit for purpose assessment and tracking systems that quantifies evidence of our outstanding provision, by measuring both lateral and linear achievement as well as progress made towards EHCP targets. To do this we have worked to reduce variation in staff understanding, by developing in school quality assurance practises, this has included twice termly comparative judgement meetings. We have also began to develop links with external partners, including Sunning Dale school in Sunderland, where we have taken part in moderation events based on the Engagement Model. This is now statutory for pupils not accessing subject specific learning. By developing the understanding and skills of Cleaswell Hill Staff, we expect to see a consistent interpretation of national summative assessment strategies (including the Engagement Model and Pre-Key Stage Standards) meaning there will be a reduced variation in cohort performance (including pupil premium).

The beginning of the 2021-2022 academic year has been another blemished by

Covid with some pupils having to take time off school, meaning it has continued to be imperative to closely monitor individual pupil progress. Each pupil at Cleaswell Hill has a progress sheet that allows staff to scrutinise; PLIM targets achieved, curriculum attainment, CPOM incidents and attendance. By presenting information consistently staff are able to support and mentor one another when completing triangulated analysis. Triangulation begins by examining 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.

Across the autumn term, 72% of PLIM targets were met. This is an increase of 15% since the 2021 summer term and an increase of 27% on the proportion of targets met across the whole 2020/2021 academic year. The greatest proportion of targets met were Pathway to Adulthood targets (94%) and the least proportion of targets met were Sensory and Physical targets (67%). Phase 5 had the greatest proportion of targets met (71%) and Phase 3 had the least proportion of targets met (59%). Pupil premium pupils met a greater proportion (5%) of PLIM targets than non-pupil premium pupils. The variation in performance was evident in; Communication and Interaction, Cognition and Learning, SEMH, Sensory Physical and Pathway to Adulthood. This is due to the efforts made by staff to ensure the progress of vulnerable pupils' groups throughout Covid has been accelerated.

Patrick Ford-Hutchinson

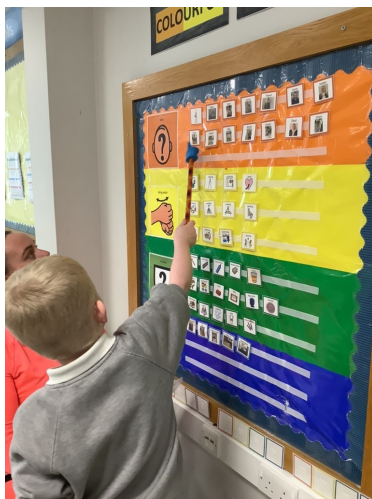


Staff Continuing Professional Development

CPD Policy updated 2022-2023.

1.24 SEND Code of Practice, 'Special educational provision is underpinned by high quality teaching and is compromised by anything less'.

Drop-in observations are carried out by the School Leadership Team (SLT) throughout the academic year along with focussed learning walks. Together with formal lesson observations, these support in monitoring the quality of teaching and learning and provide opportunities for shared discussions on pedagogy and pupil outcomes.



Every member of the teaching team has been observed to date this academic year by two members of SLT with written and verbal feedback provided. Collated learning from these observations is celebrated and any areas of need identified are addressed with individuals, groups or through the CPD Programme.

Development opportunities are provided for all groups of the school community. Essential toolkits for the different staff groups are being revisited, these will be delivered at induction and all staff supported to keep these areas of learning current.

A contextualised, high quality, focussed series of learning opportunities throughout the academic year are provided within a CPD Programme which has mechanisms from all 4 Education Endowment Fund groups (build knowledge; motivate staff; develop teaching techniques; embed practice).

The teaching team are encouraged to apply criticality to their own practice for authentic professional learning. Metacognition is a particular focus in the Spring term with all teachers/HLTA's completing classroom-based action research <H:\CPD\2021-2022\Metacognition\CPD Aims and Outcomes.docx>

Karyn McMahon

Phonics

Staff CPD

All staff were trained on Monday 4th January 2022 in the new ELS phonics programme and were given their resources ready to start implementing the programme the following day. The online training is now part of new staff's inductions to ensure a whole school consistent approach.

I am currently offering drop in sessions on a Monday afternoon for members of staff to come and watch a phonics session to support professional development. I am also currently supporting another school with their roll out of the ELS programme in school.

Phonics at Cleaswell Hill

7 classes in school are currently teaching phonics, 5 days a week using the ELS programme. Reading books are going home with the children each Friday and parents have been informed about the importance of reading with fluency and expression as well as decoding unknown words. Staff are becoming more confident with the materials and the structure of the sessions.

Assessment

The first set of assessments have taken place in phase 2 and the data has provided staff with useful information to support teaching and learning and provide information for parents regarding their child's reading journey.

Next Steps

Staff training in assigning the ELS online library will be the next step in our phonics journey. Parents will be informed regarding a preference for online books or hard copies. Books will be allocated online each Friday for children to access and progress can be

monitored.

I will continue to provide drop in sessions on a Monday afternoon and will begin supportive learning walks focussing on the delivery of phonics sessions.

Helen Moulton

Literacy and Communication Strategy

Following a whole school review around the use of literacy and communication around school, we now have a new policy in place that support the needs of every child so that progress can be made from starting points and a love of reading and books encouraged as a key priority in school.

Language and communication skills are essential for *all* our pupils and we recognise that the skills developed in English and Literacy, together with appropriate integrated and personalised therapies, and training where appropriate, will promote learning across the curriculum. This new policy ensures that literacy learning is challenging yet relevant and meaningful for each pupils' individual pathway.

Emma Steele



Interventions

During the autumn term we successfully delivered 19 different interventions, offering 248 places to a total of 131 pupils. This equated to 67% of the school population. Hydrotherapy and rebound support are included in these numbers.



Interventions are a mixture of in class/ phase interventions, small groups and individual interventions with our academic mentor and therapies e.g. music.

The academic mentor and music therapist data shows that during the autumn term, 88% of children made progress (who were assessed pre and post intervention against their PLIM, IASEND or standardised assessment), 3% made partial progress towards their PLIM and 9% did not make expected progress.

Throughout this term, we are successfully delivering 23 interventions, over and above the excellent provision already available at Cleaswell. All interventions are chosen for their evidence-based effectiveness in improving outcomes for learners. We are incredibly proud to be offering 226 intervention places to 134 pupils which equates to 69 % of the school population.

Interventions Currently Running in School

Interventions	Number Accessing
Phonics	9
Food SOS	3
Visual Models and Images	3
Play Therapy	4
VI Life skills	13
SALT support from intervention requests	2
OT support from intervention requests	4
Rebound	26
Hydrotherapy	75
Music therapy	36
Academic Mentor (maths and English)	4 maths 4 English
Mental Health Champions	1
Launchpad to literacy	2
Handwriting - formation	4
LEGO	2
Mentor	4
Bereavement	1
Intensive Interaction	8
Maths and English group	3
SEMH	6
Upper limb	2
Gross motor	1
Total	226
Total pupils accessing	134
% pupils accessing	69%

Helen Moulton

PSHEE and RSE Integrated Therapies

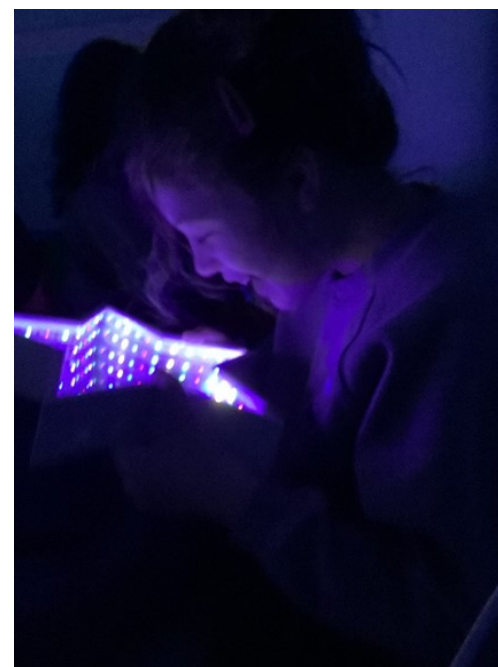
The PSHEE Coordinator, Lead Therapist together with the Assistant Head have been working to identify where the PSHEE and RSHE curriculum offer can be adapted, developed or enhanced for pupils or groups of pupils, ensuring it is differentiated carefully to support individual needs. Therapeutic interventions will be designed to complement and scaffold learning to optimise depth of learning. All pupils have access to the support of integrated therapies, but this will vary from pupil to pupil. Integrated therapies planned for in this way, via the

whole school offer reflected in medium term planning will support the PSHEE and RSHE curriculum in a range of different ways:

- Therapists and teachers will work collaboratively to devise the medium-term plans, to include differentiation within the classroom and through therapy interventions, across a range of learning in PSHEE lessons. This will involve jointly identifying the most appropriate outcomes for each child.
- Working in partnership with the teacher in the classroom, when appropriate, to develop a clear and holistic picture of pupils' skills and how these impact on their learning, behaviour and social skills.

Providing specific and targeted support for pupils as needed. This will always be based on their current needs, and will have jointly agreed, useful outcomes that are planned for.

Emma Steele



Section 4 - Staffing and Finance

Pupil Statistics

	F	M	Total		F	M	Total
Class 1 - Phase 1	1	7	8	Year R	1	7	8
Class 2 - Phase 1	1	6	7	Year 1	3	9	12
Class 3 - Phase 1	2	7	9	Year 2	5	9	14
Class 4 - Phase 1	5	4	9	Year 3	3	14	17
Class 5 - Phase 2	3	5	8	Year 4	5	13	18
Class 6 - Phase 2	0	10	10	Year 5	1	10	11
Class 7 - Phase 2	1	11	12	Year 6	4	16	20
Class 8 - Phase 2	3	8	11	Year 7	8	16	24
Class 9 - Phase 3	0	6	6	Year 8	3	13	16
Class 10 - Phase 3	4	4	8	Year 9	7	8	15
Class 11 - Phase 3	4	8	12	Year 10	3	11	14
Class 12 - Phase 3	3	12	15	Year 11	5	11	16
Class 13 - Phase 4	3	4	7	Year 12	0	9	9
Class 14 - Phase 4	2	6	8	Year 13	1	0	1
Class 15 - Phase 4	2	7	9	Total	49	146	195
Class 16 - Phase 4	2	10	12				
Upper 1 - Phase 5	5	5	10				
Upper 2 - Phase 5	5	4	9				
Upper 3 - Phase 5	3	9	12				
Upper 4 - Phase 5	0	13	13				
Total	49	146	195				

Report Produced 03.03.22

Staffing

We would like to begin by congratulating Hayley Appleby-Morris on her successful interview for Phase 2 lead.

Lynda Hunter, Nicola Martin, Julie Hunter, Sharon Chrisp have joined the Cleaswell team, on fixed term contracts, working as teaching assistants within phase 2, 3 and 5.

Sadly, Vicki Cowx, class 11 teacher and Gillian Tosh, class 9 teaching assistant left us after February half term and we wish them well. Hannah Richardson has taken over as the new class 11 teacher.

Julie Brown

Budget Overview

With the support of Lauren Caisley, I will be setting the schools 2022-2023 budget on

Thursday 24 March 2022. On completion I will share it with the Resource Management Committee for approval/amendments, as required. Once approved it will then be sent to the Local Authority to be uploaded onto their financial system. As well as the budget I will share the supporting notes which have been used to build the new budget. The 5 year horizon vision has been used to build in new/alternative staffing to support its implementation.

Minutes of our recent Foundation Trustees Meeting and Resource Management Committee Meetings are included with the additional papers to governors and give an update on the schools current budget/foundation accounts.

A School Budget Report to Governors of our current budget has been circulated with the additional papers sent out.

Anne Carruthers



Buildings and Premises

The school has benefited from an NCC capital programme to replace non-LED lighting in school with new LED lighting. The project was supposed to be finished in the Summer holidays last year but overran. With the exception of a few snags, the project was completed in the February holidays. The next stage of the project will look at the external lighting and the lighting in the OLC building.

I have started to get costs for the refurbishment of the kitchen. The aim is to modernise and make better use of the available space. I hope to have both finalised quotations in the next couple of weeks and then a decision can be made with works to be completed in the Summer holidays.

As of the February holidays, the school has switched over to Wave9 for our broadband and filtering, completing the move away from NCC. While the cost will stay roughly the same, the connection is approximately 25 times faster which should greatly benefit the school.

Building regulations approval has been sought for a timber cabin that will be located between the MUGA and Intervention Cabin. I hope to hear back soon about this. The aim is for the works to be completed during the Summer holidays.

Two converted shipping containers to go on the yard are also in the pipeline, again the aim is for them to be delivered and installed during the Summer holidays. This will involve some extensive ground work to get the electrical supply from the main building across the yard.



In January we employed the services of Waveform Technical Services to perform a

power quality and energy report to assess the amount of spare capacity within the school's electrical supply. While not as bad as first feared (probably due to the aforementioned LED lighting project), the report confirms that there is effectively no spare capacity for any further load. Waveform recommended that we take immediate action to limit the load in the rest of the school during the kitchen's peak times, and suggested that as the weather gets warmer the air-con in areas around school may well overload the electrical system. The report recommends that the electrical supply to the school be upgraded (it is the original supply from the 1950s) which has been estimated at between £40,000 and £50,000. I have enquired about this with Nigel Errington at NCC (who will pay?) but have so far had no reply.

Jordan Tolley

Fundraising Governor's Report (01/10/21 – 11/02/22) – 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, staff and members of the local community.

During the month of October, we were elated to receive a phenomenal donation of £30,500 from the Freeman League of Friends following the submission of a fundraising portfolio. We also received a generous donation of £362.0 from a raffle, ticket sales and domino card at a local school reunion this month.

Our 'Phase Two' students held a 'Julia Donaldson Day' on the 8th of October towards a Toniebox speaker system and raised an amazing £107.06. 'Phase Three' also held a bake sale on the 15th of October and raised a fantastic £111.06 towards a chick hatching experience. Our Halloween non-uniform day and fancy dress competition on the 22nd of October raised £59.00 and our staff raffle on the same date raised an amazing £75.10! One member of #TeamCleaswellHill completed the Hexham Half Marathon during the month of October to generate valuable donations towards our hydrotherapy pool. On the 21st of October, we participated in an online fundraisers network meeting to make links with other fundraisers and share best practice.

During the month of November, we hosted a non-uniform day and visit from 'Pudsey Bear' to raise £152.50 in aid of BBC Children in Need. Our Bag 2 School clothing collection on the 19th of November raised a fantastic £129.00. We were delighted to receive £802 from DPD towards horticulture and recycling resources and £1,334.07 from The Co-op Local Community Fund towards a sensory room refurbishment this

month.

Our Christmas Market event on the 2nd of December was a phenomenal success and generated £2,666.11 in donations. Class 8's community fundraising project for 'The Matthew Project' finished with a non-uniform day on the 3rd of December and resulted in a huge collection of items for our local food bank. The 'Secret Santa Room' raised £639.00 and Phase One's Christmas coffee morning raised £97.33 this month. We were also delighted to host the Scholastic Book Fair at Cleaswell Hill School, facilitating the purchase of £327.23 of new books for our library.

We were thrilled to receive grants of £1,875 from The Northumberland County Council Community Chest towards occupational therapy resources, £550 from The Institute of Physics towards STEM equipment, £500 from The Ernest Cook Trust towards forest school equipment and £500 from T James towards a new sensory room during the month of December.

Our application for free period products for the children that attend Cleaswell Hill School was successful during the month of January. We also received a generous donation of free Marcus Rashford book club novels a result of a successful application. We were delighted to attend a charity networking meeting held by The Co-op Community Fund on the 28th of this month to build strong links with other community causes.

On the 4th of February we hosted lots of engaging maths activities throughout the school day and encouraged our school community to donate £1.00 to wear an item of clothing featuring numbers in aid of NSPCC (registered charity number 216401). We were thrilled to host a visit from The Freeman League of Friends on the 10th of February to share our plans for their generous donation of £30,500 to the Cleaswell Hill Foundation last year. We also hosted The Wooden Spoon for a final interview on the 11th of February for £20,118 towards a specialist therapy cabin at Cleaswell Hill School. We were delighted to receive a donation of £500 from The International Order of Ladies Glades this month.

Our links with Just Giving, Music Magpie, Bag 2 School, Your School Lottery, Empties Please, Stikins, Paypal Giving, Easy Fundraising and local community collection boxes continue to generate essential funds for our charity. Since the last report to governors, our link with the Easy fundraising online shopping platform has raised £41.30, our ink recycling account with Empties Please has generated £18.00, our link with Just Giving has raised £209.24, our Stikins name labels account has generated £92.29, our link with Amazon Smile has raised £75.13 and our school lottery has raised £388.70 for Cleaswell Hill School. We have also generated £185 from a community collection box at The Cherry Tree Bar and Grill following the last report to governors.

We are ecstatic that our application to Magic Breakfast to fund breakfast each morning for every child at Cleaswell Hill School for two years has been successful. The additional £500 'start up' funding from Magic Breakfast has enabled the provision of a microwave, small fridge, bowls, plates and utensils for every classroom. We are delighted that Magic Breakfast have also offered to fund breakfast provision for pupil premium children throughout the February half term, Easter and summer holidays this year. The feedback from Cleaswell Hill Staff has been phenomenally positive and the scheme has already had an impact on the children's learning.

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

Our future planned fundraising events for the remainder of this term include a St Valentines themed non-uniform day on the 18th of February, world book day themed non-uniform day on the 4th of March, Mother's Day/Someone Special Present Room on the 17th, 18th, 24th and 25th of March, non-uniform day in aid of Comic Relief on the 18th of March, Bag 2 School clothing collection on the 25th of March and non-uniform day on the 8th of April.

John Carruthers, the hydrotherapy pool manager at Cleaswell Hill School continues to facilitate community hire of our facilities. The hydrotherapy pool is currently available for hire on Wednesdays, Thursdays and Fridays until 7:00pm and is regularly fully booked. John has created a link with 'Water Babies'; they plan to hire the pool on a weekly basis from March 2022. The hydrotherapy pool will also be available for hire throughout February half term this year. One member of the hydrotherapy pool team is available on site during hire periods.

Cleaswell Hill Foundation's board of trustees met on the 9th of February. They approved the amended constitution and trustee report for 2020 – 2021.

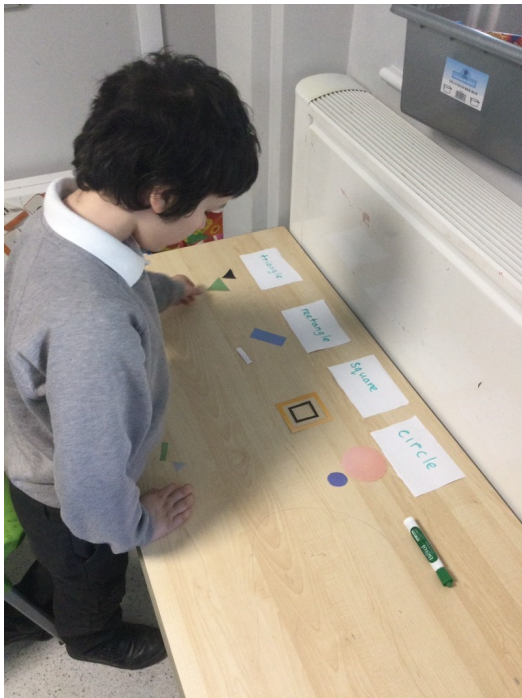
The Cleaswell Hill Foundation's order forms and petty cash request forms have been updated. The method of accounting has been refined, including the combination of multiple spreadsheets into one universal document. Cleaswell Hill Foundation is now

registered for gift aid and an application has been submitted for the 2020 -2021 financial year.

We are currently waiting for new charity collection devices and labels featuring the Cleaswell Hill Foundation branding.

Cleaswell Hill Foundation trustee and Cleaswell Hill School governor Maureen Spence continues to kindly volunteer her time to provide invaluable assistance to Cleaswell Hill Foundation, such as researching and co-writing the appropriate documentation, policies and procedures. Cleaswell Hill School governor Katie Kelly also continues to generously volunteer her time to support the Foundation with essential administration and event preparation.

Lauren Caisely



Safeguarding

Safeguarding Governor, Gill Finch, completed a termly monitoring visit on 21 January 2022. Gill and both Designated Safeguarding Leads (Karyn McMahon, Julie Brown)

met with Mick Dunn from Clennell Education Solutions. For some time we have been assessing the extent to which the school is investing in the best possible safeguarding support for DSLs and the governing body to:

- embed best safeguarding practice
- support all staff and governors with a timely, robust and accessible offer of training, advice and resources
- obtain training and guidance which addresses new challenges and aspects of safeguarding in an anticipatory way

Report available.

Staff have reported 137 incidents to the Designated Safeguarding Leads on our Child Protection Online Management System (CPOMS) since the start of Spring term to date (4 March 2022). This is less than previously reported due to behaviour concerns now being reported on the Positive Behaviour Cloud. Of these, 9 were within Safeguarding/Child Protection categories, with 3 reporting sexual violence and harassment between children.

All incidents are closely monitored by school, with staff being tenacious in regard to the outcome of referrals.

Care Team and Strategy meetings remain virtual and are attended by teachers.

There are 70 pupils open to children's social care which has increased from 59 in November 2021; 1 has a Child Protection Plan and 1 is a Child in Need. Disabled Children's Team Social Workers are involved with 62 families increased from 57. The Covid Pandemic has resulted in a new cohort of families in distress.

No pupil currently has an Early Help Assessment (EHA).

4 pupils are Looked After Children (LAC), 7 Previously Looked After (PLAC). The Designated Teacher, Jenny Moffitt, attends LAC meetings online and updates Personal Education Plans (PeP) as required.

Face to face staff child protection training took place on 25 January 2022 (previous training was online 23 June 2021) delivered by Carol Leckie, NCC Schools Safeguarding Team Manager, and all new staff have signed that they have read Part One of Keeping Children Safe in Education, September 2021.

Working with Mick Dunn and Gill Finch, to complete a deep dive of safeguarding practice linked to our policy, alongside CES's Safeguarding Audit, will be a useful next step and then follow up with whole staff training.

In addition, the category of neglect is the most prevalent Child Protection category across Northumberland and this is also the case in school, so a focus on neglect as a priority for staff training would link strongly to our context.

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

Karyn McMahon



Personal Development

SMSC

All learning leads now have a clear understanding of the SMSC criteria through discussions in phase meetings. The incorporation of SMSC cross referenced with FBV (Fundamental British Values) learning links across the school is evidenced in all medium term planning and on the wall for engagement classes as a separate grid for engagement classes.

Lunchtime and Co-curricular activities

Now that we are (hopefully) starting to see further relaxation on COVID restrictions, phase leaders have created a timetable for lunch time clubs that can be run using staff within phase. Some phases are joining for clubs such as sports in order to in-

crease numbers and best utilise staff numbers.

In addition to this and as part of our development of co-curricular enrichment, we have started to see the re-introduction of deep learning weeks with foci around various areas of the curriculum. These weeks include themes such as Children's Mental Health, Careers/Pathways, Science/STEM, Reading and Exploring the Arts. Each week is being run by a different member of staff to develop leadership skills and an understanding of a whole school perspective, whilst ensuring devolved leadership of subject areas.

Emma Steele



Behaviour

A further 10 people have been trained in-house to NAPPI Level 1 and external training for Level 2 & 3 has been arranged for April.

Consistent approach plans have now been created for every student in school. These are working documents which are aimed at preventing challenging behaviour occurring through:

- Providing concise details of preferred communication methods
- Describing the likes and dislikes of the individual

- Identifying stress factors or triggers that may lead to challenging behaviour
- Giving clear guidelines for staff so that they can recognise the early signs of agitation and distress, and identify or manage the triggers, thereby preventing behaviour from further escalation
- Addressing environmental contributory factors
- Supporting the development of skills, especially communication, daily living skills, coping and tolerance skills and resilience
- Increasing opportunities for meaningful activities and social inclusion.
- Identifying approved physical intervention techniques to manage behaviours of concern.

The reporting and recording of all behaviours of concern is done through the PBS Cloud. This online behaviour management system complements our approach to positive behaviour support and links to each student's consistent approach plan. Once this system has been further embedded, we will be able to analyse the data to identify our own learning needs which will feed back into our working practice and in turn improve quality of life for our students.

Julie Brown



Therapy

The current aim of the Integrated Therapy Team is to provide the biggest positive impact within the resources available. Therapists provide advice, supervise Teaching and Therapy Assistants, respond to matters arising, work directly with children and attend as many meetings as possible. Therapy involvement at Senior Leadership facilitates integration within whole school initiatives and influences therapy service development, focused on improving outcomes for children and families at Cleaswell Hill.

One of the main roles of the integrated therapy team is the dissemination of best practice in therapy through collaborative working and staff training. Rachael Howitt (Highly Specialist SaLT) is training to be an ELKLAN trainer. Elklan are national leaders in training education practitioners, other professionals and parents, to help children and young people develop the skills they need to succeed in life. Within Elklan training there are several different training packages, appropriate to the cohort of children in school. As an Elklan trainer, Rachael will share current best practice for children with a variety of communication difficulties to promote consistency and competence throughout school. Rachael will also provide targeted accredited training to staff in the engagement, core and extended pathways.

It can be challenging to capture all of the incremental progression for the children in the engagement pathway. Rachael has been working with Hayley Appleby (Phase Leader) and Patrick Ford- Hutchison (Assistant Head) to modify statements within the SCERTS framework, in order to provide a user-friendly method of baselining a child's profile and assessing progression. This also ensures compliance with the government's requirement for the implementation of the engagement model (September 2021).

The colourful semantics system has been redesigned in school, a necessity due to a change in software. Colourful semantics is a tool that can visually structure language, which is particularly helpful for our pupils with autism, due to their learning style. Jamie Wheadon (Teacher) has embedded colourful semantics throughout the curriculum and has taken a role in helping other teachers to develop this further. Rachael and Jamie have worked closely on this project, which is another example of effective interdisciplinary working.

Joanne Golden (Specialist OT) has been working with John Carruthers (Hydrotherapy Pool Manager) and Charlotte Curry (Therapy Assistant) to develop topic linked hydrotherapy sessions, optimising learning and physical development while in the water and focusing on independence skills during transfers and dressing. An assessment system is being utilised to measure the skill development

achieved throughout these sessions. Gill Oliver (NHS Physiotherapist) is also going to resume some physiotherapy sessions for children in her caseload in April, which is an excellent development as it has been challenging to achieve this.

The Teaching and Therapy Assistants are carrying out valuable work in school, including therapy resource development, class based therapy interventions, group and 1:1 therapy sessions. Regular supervision sessions, carried out by qualified therapists, ensures safe, effective and current best practice.



Joanne Golden is due to complete training in rebound therapy, alongside Jade Kilpatrick and Sine Rossin who are completing refresher training. Joanne is training in rebound to support with the prioritisation and coordination of rebound as a therapeutic approach. Juliet Ruddick (Lead Therapist) continues to work on the 5-year therapy development plan and Joanne's involvement with rebound therapy and the experience she gains through this will support Juliet in shaping future service development.

Joanne is also working with Kate Thompson (Northumberland Inclusive Education Services) to plan Visual Impairment group sessions, which offer the opportunity for children to practice using specialist equipment (e.g. liquid level indicators) and develop strategies to support independence and access to learning.

It is very positive to see the increase in Pediatrician Clinics and CYPs Clinics in school (which had stopped due to Covid). It is very beneficial for school staff to attend these appointments where appropriate, as this provides information re-

garding the child within the school context. Further collaboration with external agencies has included working with private therapists to support a trial in school of a powered wheelchair and close collaboration with the Northumberland Head Injuries team.

Juliet and Lauren Caisley (Fundraising Coordinator) have been working with teachers to design the sensory room and it is very exciting that the work will be completed in the Easter Holidays. Another hugely exciting development is the plan for two therapy cabins, to be built in the Summer Holidays. The additional therapy space is desperately needed for individual and group therapy sessions. These spaces will be extremely well utilised for carefully designed therapy interventions, which will have a measureable positive impact on the outcomes for the children at Cleaswell Hill.

Juliet Ruddick

Parent Partnership

Since the last Governors meeting the parent / carer group has met on a further 2 occasions. After taking on board the requests from parents, we strive to ensure that each session has a specific focus.

Topics covered so far are:

- Overview of the Engagement, Core and Extended Pathways
- Overview of the Relationship, Sex Education Curriculum and how this looks within each pathway.

Our next session will focus on looking at the use of visuals to promote communication and independence.

The sessions have been very well received, but unfortunately the number of parents attending has reduced.

Julie Brown

Admissions

The already high demand for special school places has increased significantly over the pandemic. Requests for places are up by 18% on last year. I expect that we will have around 202 pupils on role next year. We are looking at how we can maximise the spaces in school to ensure the increase in population does not impact on quality of provision.

We are full for September 23, along with four of the other special schools in the County, this is very worrying as the number of requests for places remains extremely high.

NCC is currently looking at proposals from the special schools on how to increase places. We should know in a few weeks if a possible idea for a satellite space for Cleaswell is going to be acted upon.

Destinations Data/Leavers



There are 16 leavers who are moving onto a variety of destinations in further education including Newcastle College, Northumberland College, Azure, Kirkley Hall, Brightside, Tyne Coast College and Buzz Learning. Three students are going on to supported internships, three students are going to be completing level 2 programmes at College and four students will begin skill builder programmes to develop vocational skills for possible future employment. Others will begin programmes in foundation learning to develop life skills and independence for the future including one student who will be funded through a social care package. As ever, a robust transition programme is in place that supports future destinations and pathway goals.

As a more complex cohort of pupils move through school we are now looking to identify alternative pathways for students that utilise supported internships and accreditations alongside voluntary supported experiences that promote independence and community awareness.

Emma Steele

Performing Arts

Things appear to be finally getting back to normal after a disappointing end to the autumn term where unfortunately neither of our Christmas performances were able to take place. However, this didn't stop us and Class 12 managed to provide a fantastic, recorded performance that was able to be shared with both home and school through the power of Facebook. The Phase 4 and 5 drama group have postponed their performance of 'Frozen' until next year where it promises to be even bigger and better!



Class 12 are currently working on a puppet show where they have written a script, created backdrops, researched sound effects and explored voice acting to retell the traditional tale Jack and the Beanstalk. They have demonstrated great teamwork skills and are looking forward to putting it all together within the next few weeks.

Phase 4 have also been exploring the world of puppetry and are working on a sock puppet music video for the song 'Circle of Life'. They have thoroughly enjoyed designing and making their own personalised sock puppet and the lessons have been full of

singing, laughing and creativity! I have absolutely no idea how the finished product is going to look but the process sure has been fun!

At the end of this month a group of students will be taking a trip to the Theatre Royal in Newcastle to see School of Rock. I recently watched a video where a drama teacher made the comment, 'Teaching drama without being able to see a high-quality production, is like trying to teach a child to swim in a swimming pool with no water'. I found this particularly apt. I am encouraging the pupils to perform to a high standard and they constantly push themselves to be the best they can be, so hopefully experiencing a west end standard performance will help them reflect on and improve their own performance skills. Plus it's gonna ROCK!

We will be holding our next charity night on 6th April at Platform 1 in Bedlington Station. It will be a cabaret night around the theme 'Music Through the Decades' where the pupils (and staff) will be performing songs from the 1950's til now. There will be a raffle, games of stand up bingo and some special guest performances and if it's anything like the last one a great opportunity to make some money for the drama group. We hope to raise enough to get some new head mics and receivers for our summer show.

Rehearsals are underway for our summer production which is proving to be our most ambitious yet. Based around the story of Billy Elliot, the pupils are finding out about our local mining history and exploring issues such as social class, gender stereotypes and pursuing dreams. Some pupils are learning how to tap dance and are quickly picking up the skills which are extremely difficult to master. It will be our most mature performance to date and the group have attacked it with the usual enthusiasm and dedication they do every performance.

Finally, I am absolutely thrilled to share with you that one of the pupils in my drama group has just been offered a place at Newcastle College to study Performing Arts! This is a massive personal achievement and I couldn't be any more proud. I am sure he is going to be absolutely brilliant when he starts in September. Hopefully he will be the first of many!

Kirsty Hunter

Development of Outward Facing Partnerships

WE SEND Project Pilot

Northumberland County Council funded a project pilot run by Whole Education (WE) to develop SEND provision as part of their ongoing strategy. Cleaswell was invited to be part of this pilot as coaching school. We have been part of two triads in supporting schools to peer review and self-evaluate their provision, identifying any areas for development through action planning and coaching. This has been a highly effective and collaborative way of supporting 4 Northumberland primary schools, who then been able to benefit from staff expertise by observing and taking part in training for a range of strategies that can improve SEND provision and teaching practice.

Work Related Learning and Pathway Links

Developing opportunities for pupils outside of school remains a key focus at Cleaswell. As well as the strong community links developed through the Cleaswell Foundation, we have also been able to build links with businesses such as Seb and Olivia's Den and Platform 1. Chris Davis, an HLTA with responsibility for work related learning and transitions, has been working hard to ensure that the impact of COVID has been minimal in developing relationships with new businesses and opportunities that benefit our pupils. 12 pupils are now



accessing work experiences and we have forged links for a new group volunteering opportunity at Bill Quay Farm, as well as co-curricular opportunities with Opportunity Knocks and Journey.

Emma Steele



School Links

Great links with local and regional businesses are being created through our fund-raising 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)
- Bill Quay Farm
- Opportunity Knocks
- Journey
- Active Northumberland
- Clennell Education Solutions
- Think For Yourself (T4Y)
- Trinty Youth Project
- Paul Robinson Rock and Roam (DfE)
- Remondis (Enterprise Adviser)
- Seb and Olivia's Den
- Magic Breakfast
- Global Bridge
- National tutoring Program

Diary Dates for 2021 -22

Wednesday 6th April	Cabaret Night Fundraiser
	Platform One
Friday 8th April	Easter Holidays
Monday 25th April	Back to School
Friday 27th May	Summer Half Term
Monday 30th May	Back to School