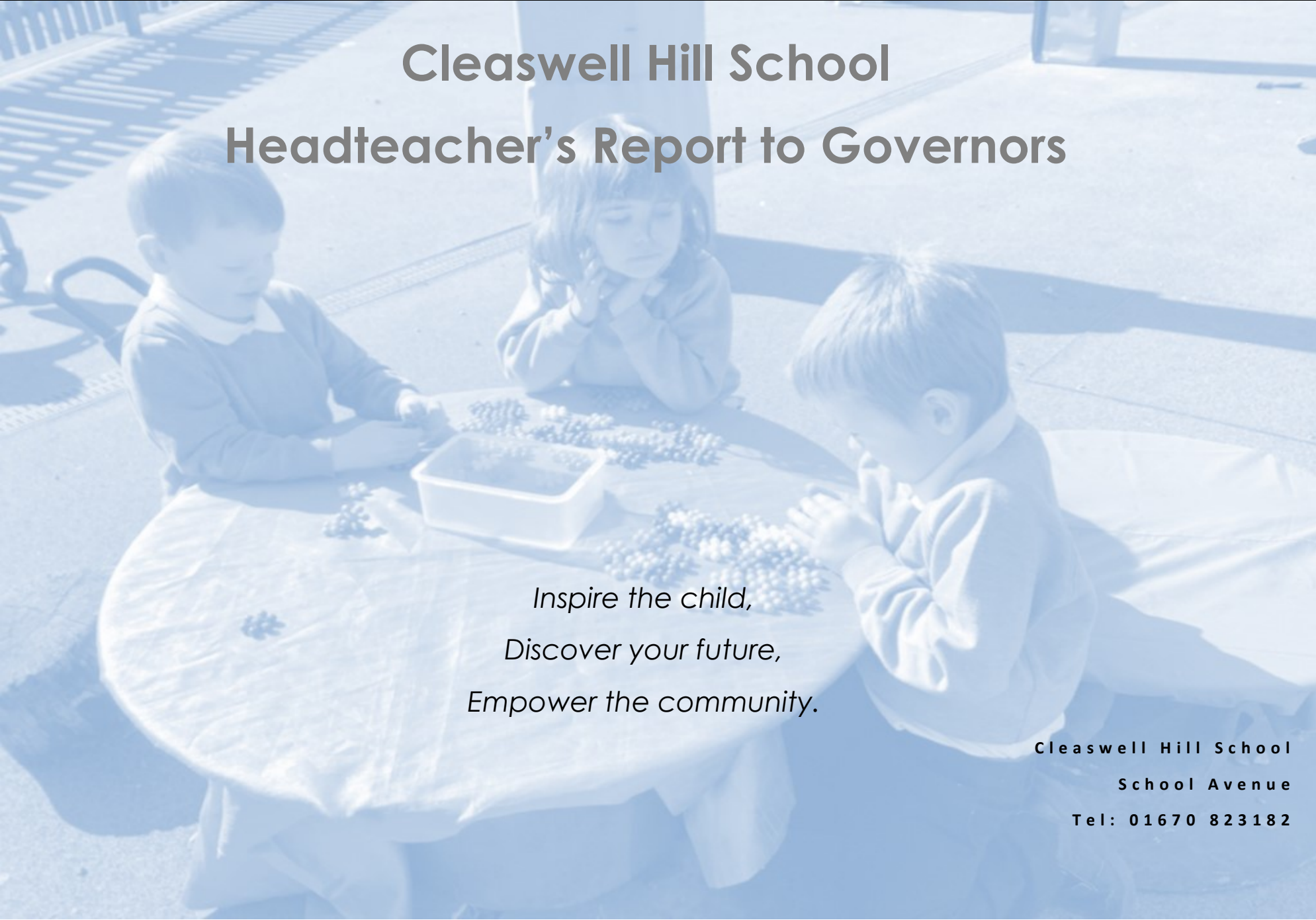




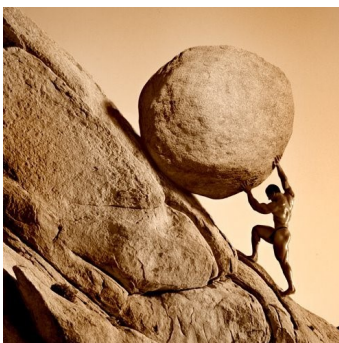
Cleaswell Hill School

Headteacher's Report to Governors

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

Cleaswell Hill School
School Avenue
Tel: 01670 823182

Introduction



In the Greek myth of Sisyphus the god Zeus dealt Sisyphus the eternal punishment of forever rolling a boulder up a mountain in the depths of Hades only for it to roll back down when he neared the top. Perhaps the depths of Hades is taking any analogy with our experience of the pandemic a little far, but, the last 15 months have been characterised by the feeling of going back to 'Square 1' multiple times. Although it has felt this way in terms of the pandemic this hasn't been the case with wider school development. The pressures of the pandemic certainly have impacted upon the speed in which we could facilitate development but it has by no means prevented it.

This year's development forms the first stages of our 5 Year School Development Plan (to be presented at the autumn term governor's meeting). The concept behind this plan is to create a sustained programme of development across key areas drawing on the talents of the staff team to ensure that we build upon the foundations already in place to create the best possible version of Cleaswell. As you will see from this report a great amount of work has already taken place on many fronts.

Central to all school development is the curriculum. The diversity in age, need and ability of our cohort necessitates a bespoke offer rather than a one size fits all approach. To complicate matters our cohort is changing! This was recognised by Ofsted in March 17 and has become an increasingly more obvious reality in the years that have followed. I feel that this year the curriculum focussed work that goes on in the background has really come together. This term our curriculum has provided the focus of both a SIP and a Governors visit. There will be a presentation during our summer term meeting giving an overview of our curriculum and how the framework we have developed will have the flexibility to meet the needs of our pupils for the foreseeable future.

Within curriculum development sits 'Integrated Therapy'. Although a relatively new concept at Cleaswell the drive towards an integrated therapeutic approach has taken off. We now have a Lead Therapist (Juliet), a Speech and Language Therapist Rachael Howitt (2 days a week) and hope to employ an OT (3 days a week) in early June. In addition we plan to add to this team through creating Therapy Assistant posts (recruiting current TA's). The creation of this team enables further specialised focus on meeting the changing and future needs of our pupils (Ofsted area of Development (page 2)).



At the time of writing, end of May 21, the Covid 'boulder' hangs in the balance and we could potentially see ourselves looking up the mountain side again. Even in this worst case scenario the progress made in school development will remain and contribute to a rapid recovery. However, a more optimistic outlook would see us come out of lock down and be able to focus all our efforts into making the best version of Cleaswell possible.

Roll on next year!

Best wishes,

Mike

Mike Jackson, May 2021

Section 1 - School Development

Whole School Targets (WSTs)

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 April to work with me (Mike) on the five year school development plan. Lynn also met with Karyn and Patrick to discuss curriculum and assessment. Here's an excerpt from her report;

There is strong, clear evidence that the curriculum and assessment process are under frequent review in order to plan for changes to the population intake and assessed needs of pupils. There is a personalised approach to learning and the curricu-

lum outlines the pedagogy and specialist interventions available in support of outstanding progress and achievement.

As a consequence of the streamlined coordinated approach to outstanding high-quality provision there is measurable impact in terms of qualitative and quantitative data.

Cleaswell's leaders for the curriculum and assessment are working closely to evaluate areas of priority in terms of the collation and analysis of data on curriculum and progress and achievement following the pandemic. This report provides evidence of progress towards meeting this impact statement.

Lynn also met with Juliet and myself to discuss the first and next steps of our integrated therapeutic approach (details in the Therapy section).



Section 2 - Covid –19 Pandemic

Testing

All staff are provided with Lateral Flow Tests with the expectation that they test twice a week. Since Easter we have had 1 positive case of Covid which fortunately did not spread further.

Groupings

We continue to use phases as the basis for our bubbles. 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.

I expect to keep operating in these bubbles until the holidays—let's not tempt fate!

Curriculum Changes Due to Covid

I'm pleased to say it's been business as usual with all pupils back in school and no bubbles having to isolate so far this term (See Curriculum in Section 3).

Assessment

Staff at Cleaswell began the summer term by examining the impact of the 2021 national lockdown on pupil performance. This was undertaken in phase groups where teachers scrutinised pupil progress to detect; who had continued to make progress, who had plateaued and who had regressed. Through this analysis, we discovered that:

- 56% of the pupil population continued to make progress.
- 37% of the pupil population plateaued.
- 7% of the pupil population regressed.
- A higher proportion of pupils, who attended school over the national lockdown, continued to make progress.
- A higher proportion of pupils, who did not attend school until after the Easter holidays, plateaued or regressed.
- There was little variation between the performance of pupil premium and non-pupil premium pupils during this period.
- Phase 4, who had the largest proportion of pupils who did not attend during the national lockdown, had the least amount of pupils who continued to make progress.
- There was a 7% reduction in the proportion of PLIM targets met by the end of the spring term compared to the autumn term.

Over the summer term, Cleaswell Hill staff have been working tirelessly to accelerate learning in line with Pre-lock down progress and achievement. This has happened by staff working closely with the therapies and interventions leads to make planned provision changes, which have included highly structured interventions and modified classroom approaches.



Since the last governors meeting we have quality assured the processes and protocols we have in place to monitor pupil performance. This commenced with the further moderation of curriculum subjects (maths, English, science and PHSEE) where the depth of learning assessed was scrutinised. Secondly, the curriculum and assessment leads met to complete an 'ofsted style' deep dive into the provision of a range of pupils. This focussed upon examining evidence to ensure it matched expectations set out through the curriculum pathways and subject progression models as well as checking if pupils were building on previous learning. Thirdly, Cleaswell has had multiple visits from Castle school SLT members to discuss our practices; this has been particularly helpful in allowing us to reflect on which aspects have the greatest impact on pupil performance. We have also had a visit from Lynn Watson (SIP) to review curriculum and assessment and she stated that the processes in place aided the monitoring of the quality of education in school. This half term concluded with a governors monitoring visit.

The main findings from the completed quality assurance processes were that:

- A further range of evidence is needed to demonstrate the progress of

pupils following the engagement pathway.

- We need to resume cross school continuous professional development through coaching and mentoring as 'bubbles' begin to relax, with a focus on the depth of learning and its link to marking and feedback.
- Cleaswell need to support and lead upon an area wide moderation exercise with a number of SEND providers.
- Further integration of curriculum, assessment and therapy is needed to ensure that Cleaswell continues to be responsive to all learners.

Patrick Ford Hutchinson

Safeguarding Arrangements During Covid-19 Outbreak

Safeguarding Governor, Gill Finch, completed a monitoring visit on 12 May 2021, with a contextual focus. Report available.

Staff have reported 240 incidents to the Designated Safeguarding Leads on our Child Protection Online Management System (CPOMS) since the start of term to date (20 May 2021). Of these, 24 were within Safeguarding/Child Protection categories, with neglect and emotional related incidents predominating.

All incidents and the outcome of referrals are closely monitored by school. All Care



Team and Strategy meetings are still being attended virtually by teachers.

There are 59 pupils open to children's social care; 2 have a Child Protection Plan and 2 are Children in Need. Disabled Children's Team Social Workers are involved with 55 families. We are awaiting the outcome of Children's Services First Contact for 2 children.

4 pupils have Early Help Assessments (EHA) and 6-weekly Team-Around-the Family meetings led by external 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 (DSL), Karyn McMahon, keeps skills and understanding current through online Safeguarding Briefings available from NCC and also specialist safeguarding consultants, for eg. Andrew Hall.

Safeguarding Governor and DSL are attending Governor Safeguarding training from Safeguarding First on 14 June 2021 and will disseminate new learning to all Governors.

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

Karyn McMahon



Section 3 - Curriculum Issues

Curriculum

Governors, Jonathon Brown and Lisa Robson have undertaken a curriculum and assessment monitoring visit on Monday 24 May 2021. Report available.

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

The Curriculum Policy has been updated [Curriculum Policy Summer 2021-2022](#)

Progression Models are written with Action Plans updated for all National Curriculum subjects and areas across school.

Pupil provision scrutinies continue facilitated by the Curriculum and Assessment Leads.

Following on from recent trialling of a medium term planning format, teachers are using this to plan next half terms learning before deciding on whether this uniform approach is helpful moving forward from September.



The curriculum area on the school website will be updated by next term and include a broad overview of content plus more detailed strand information for each national curriculum subject for the academic year 2021-2022. Interactive content will also be added to more accurately convey the exciting, engaging curriculum offer for pupils.

Karyn 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.

A reflective piece has been written following a question at the last Governors meeting to capture staff learning during Covid.

[Staff learning during the Covid 19 Pandemic](#)

Karyn McMahon

Interventions

Throughout the spring (Feb) and summer term we have successfully planned and delivered 22 different interventions, offering 144 intervention places to 108 pupils, which equates to 58% of the school population. Unfortunately 2 of the interventions (sound reading and music based intervention) have been unable to be delivered due to one member of staff shielding and then leaving Cleaswell and 1 member of staff covering a class due to long term absence. Hydrotherapy and rebound therapy are additional to these numbers as a wide range of children are accessing these on a fluid timetable to support their EHCP targets.

The majority of the interventions have been taught in phase bubbles to small groups of children with trained phased staff. This has been a successful approach as both staff and phase leaders have been able to ensure intervention work has been implemented in other areas of the curriculum throughout the school day and therefore triangulated the learning.

Additionally to trained staff providing interventions, we have an academic mentor, who is working full time, consistently delivering high quality interventions in maths and English across school. Hannah Ashmann, a music therapist, is working in school in phase 1 and 3 with a range of children with complex needs. We have been delighted with the impact of music therapy with children's engagement, interaction and communication skills improving, this can be seen through music therapy reports, PLIMS data and videos from the sessions. Cleaswell have decided to continue our contract with Nordoff Robbins and have contracted Hannah to work one day a



week from September. Additionally to this a fundraising bid has been completed to hopefully supply a second day.

The intervention lead and assessment co-ordinator are due to meet over the coming weeks to identify children in need of interventions from September due to the impact of lockdown.

Helen Moulton

Section 4 - Staffing and Finance

Pupil Statistics

	F	M	Total		F	M	Total
Class 1 - Phase 1	2	6	8	Year R	2	7	9
Class 2 - Phase 1	1	7	8	Year 1	4	9	13
Class 3 - Phase 1	4	5	9	Year 2	2	12	14
Class 4 - Phase 2	0	10	10	Year 3	4	12	16
Class 5 - Phase 2	4	8	12	Year 4	1	10	11
Class 6 - Phase 2	3	9	12	Year 5	3	14	17
Class 7 - Phase 2	1	7	8	Year 6	5	15	20
Class 8 - Phase 3	3	4	7	Year 7	3	14	17
Class 9 - Phase 3	0	7	7	Year 8	7	7	14
Class 10 - Phase 3	0	8	8	Year 9	3	11	14
Class 11 - Phase 4	0	6	6	Year 10	5	11	16
Class 12 - Phase 4	2	10	12	Year 11	1	15	16
Class 13 - Phase 4	3	12	15	Year 12	1	6	7
Upper 1 - Phase 5	7	3	10	Year 13	1	3	4
Upper 2 - Phase 5	5	5	10	Total	42	146	188
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				

Staffing

Towards the end of the last half term, phase leaders were invited to apply for the post of temporary Assistant Head. This is a fixed term post temporary for 1 year. Interviews are arranged for Friday 28 May 2021.

Rachael Howitt will become a permanent member of staff at Cleaswell Hill School with effect from 7 June 2021. Rachael has worked in school for over 4 years as an externally employed Speech and Language Therapist but we have been very lucky to secure her role in school and employ Rachael directly. The therapies team is starting to grow within school and we currently have an advert placed for an Occupational Therapist to work alongside Juliet within this newly formed growing team of professionals.

In June, we will have the addition of Lara Churnside-Ferrier working 3 days a week as a teaching assistant within Phase 1 on a fixed term contract.

Sharon Lumley (Teaching Assistant) and Vicki Cowx (Teacher) will be returning from maternity leave just before the summer holidays then at the end of the summer term, Jess McKee (teaching assistant) will begin maternity leave. A number of staff will be moving on to new adventures. Kate Thompson (Class 10 teacher) will continue to be employed by NCC and be a frequent visitor to school in her new role as qualified teacher of the visually impaired. Emily Adamson (teaching assistant) is embarking upon a new career with the police.

4 members of staff who unfortunately suffered with the Covid-19 virus and were very poorly are happily all back in school following phased returns.

I would also like to update governors on Christine Appleby. As you know Christine is employed as an HLTA and works within Phase 3. Christine is undergoing treatment and as of today is half way through it – she is doing well, keeping smiling and upbeat. I will not pass on her comments to the consultant as it would make her blush. Come back soon Christine.

Anne Carruthers & Julie Brown





Budget Overview

We are only one month into our new budget for 2021-22 and unable to produce a current report as our agreed budget has not been uploaded at County into the system.

Our confirmed carry forward figure is £461,392. This was more than originally predicted due to the pandemic and not being able to carry out building works, training, etc. This money has been carried forward into this year's budget so hopefully the work, training etc can go ahead this year.

Our main spends this year will be around implementing the new curriculum and employing professionals specifically for therapies, ie, OT, SaLT. The appointment of a Music Therapist working one day a week has proved extremely beneficial to meeting the needs of many children and we are able to continue to fund this for a further year. Lauren is also looking at grant funding so we can increase the service to 2 days. We are also offering our existing Teaching Assistants the opportunity to apply for new posts as Occupational Therapy Assistants and Speech and Language Assistants to build up our team to meet the current needs of the children attending and being admitted to school.

We are also bringing back an Assistant Headteacher post to fit in with the school's 5 year development plan.

A summary report will be circulated with the additional papers sent from school.

Fundraising

Following the last governors report, Cleaswell Hill School (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 March, we were delighted to receive £2,000 towards play therapy resources from The Northumberland County Council Community Chest as a result of a grant application. Our grant application to Tesco Bags of Help for £1,000 towards two hoist slings, lockers and floatation aids for the hydrotherapy pool was also successful. We thoroughly enjoyed celebrating World Book day by dressing up as our favourite book characters this month and raised £146.50 for Comic Relief on Red Nose Day. We gratefully received an Easter egg for every child at our school from the Northumberland Freemasons and greatly appreciated a donation of a £50 gift voucher from Wilko, Cramlington towards resources for our summer programme. Our Bag 2 School clothing collection raised £78.00 this month and our non-uniform day on the 26th of March raised £73.00.

We were thrilled to receive a donation of £1,000 towards an updated sensory room from The R W Mann Trust during the month of April following a grant application. We



also received our first payment of £1,041 from The Co-op Local Community Fund towards an updated sensory room. All of the pupils at Cleaswell Hill received a Life-Buoy hand sanitiser as a result of a successful application to The National Schools Partnership during this month. We also received a kind donation of £50 towards music therapy from the parents and grandparents of one of our pupils due to the positive impact that it has had on their family.



We celebrated NSPCC Number Day on the 7th of May and 'dressed up in digits' to raise a phenomenal £94.00. We greatly appreciated a donation of a £15 gift voucher towards tombola prizes for our summer fundraising event from The Entertainer, Metrocentre and thirty pairs of new science goggles from Age UK this month.

Our links with Just Giving, Music Magpie, Bag 2 School, Your School Lottery, Empties Please, Stikins, Paypal, Easy Fundraising and local community collection boxes continue to generate essential funds for our charity. Since the last report to governors, our link with the Easy fundraising online shopping platform has raised £48.00, our ink recycling account with Empties Please has generated £70.00, our link with Just Giving has raised £31 and our school lottery has raised £235.00 for Cleaswell Hill School.

Twenty two new grant applications have been submitted following the last report to governors. We are currently awaiting a response to grant applications submitted to

The Catherine Cookson Trust, The Thompson Family Charitable Trust, The Bregqvist Charitable Trust, The Ernest Hecht Charitable Foundation, The Royal Victoria Trust for the Blind, The David and Ruth Lewis Charitable Trust, The Said Foundation, The Navnat Vanik Association, The Sangat Trust, The Syeda Zainab Trust, The Charles Wolfson Charitable Trust, The Asda Foundation, Happy Days, Volt, Farrans, DPD, The Hilden Charitable Fund, The Philip Bates Trust, Youth Music, The Andy Fanshawe Memorial Trust, The P Leigh Bramwell Trust, The True Colours Trust, Persimmon Homes, The Barbour Foundation, Lynemouth Power, The Northumberland Freemasons, RISE (Northumberland Sport), Social Farms and Gardens, The Bernard Sunley Foundation, The Gillian Dickinson Trust, The Screwfix Foundation, The Ford Britain Trust and The Co-operative Foundation.

The remaining charity fundraising events planned for this academic year include a non-uniform day on the 28th of May, a sponsored fun fitness challenge week from the 7th to the 11th of June, the Great North 10K on the 4th of July, a family picnic and summer fundraising event on the 8th of July, a Scholastic book fair from the 2nd to the 9th of July, a Bag 2 School clothing collection on the 9th of July and a final non-uniform day on the 16th of July.



In order to secure additional funding and reflect the growing fundraising needs of the charity, we aim, with governor approval, to change the name of the school fund account to Cleaswell Hill Foundation. This account is already registered with the Charity Commission and has members of the senior leadership team as trustees. Following governor approval, a separate logo will be utilised for correspondence directly from the foundation.

Due to the success of the fundraising undertaken over the past two years, Maureen Spence has agreed to work alongside Lauren Caisley for one half day per week to expand the fundraising opportunities for Cleaswell Hill. Maureen has already explored and implemented a gift aid scheme, enabling the charity to claim back 25% of eligible donations. She has also started to produce a new, more detailed yearly report format to showcase the work undertaken by the charity. Finally, Maureen has recently delivered SIMS training to assist with data access for grant applications.

Lauren Caisley, Teacher and Fundraising Coordinator



Section 5 - Specific Issues

Behaviour

As we return to school for the second half of the summer term, Julie Brown and Clare Green are attending a 5-day trainer programme delivered by NAPPI UK. This will enable them to deliver training on the Level 1 Positive Behaviour Support (PBS) model to staff teams across school. Time for this has been allocated for the start of the autumn term across two training days.

We are currently developing consistent approach plans, which link to the PBS model and will support all pupils across school. The consistent approach plan supports the individual through:

- Outlining strategies and motivators that will prevent challenging behaviour and increase quality of life.

- Highlighting stress factors ('triggers') which will lead to distress.
- Identifying signs of stress through a behaviour continuum; grouping into stages of escalation (agitated, disruptive, destructive, dangerous)
- Suggesting person-centred strategies to positively manage and support de-escalation at each behaviour stage.

Having an increased awareness of how an individual is affected by stress will enable staff to be proactive in their support and developing a standard and consistent language should improve communication across the whole school.

We continue to work closely with outside agencies to ensure provision and support for our more complex and challenging pupils is appropriate.

Julie Brown

Therapy

Since the last Governor's meeting, we are delighted to announce that Rachael Howitt, Highly Specialist Speech and Language Therapist, is joining Cleaswell Hill at this early stage of the Integrated Therapy Team. Rachel has been commissioned by Cleaswell through her private company, for a number of years, and has made a huge and positive impact in terms of staff training and pupil outcomes for some of the most complex children in school.

We are currently advertising for an occupational therapist (OT) to join the team and hope to have the new OT in post before the next academic year.

We also aim to recruit Therapy Assistants before the end of the Summer Term. These are internal posts and Teaching Assistants are being invited to apply. As the Therapy Assistant element is likely to be part-time, specific areas of responsibility are going to be allocated to each assistant according to their preference and skillset. This will enable the Therapist Assistants to focus their attention on best practice within a defined area (e.g. Therapy Assistant for Picture Exchange Communication Systems (PECS), Therapy Assistant for Fine Motor Skills). We feel that defined areas, rather than a broader remit, will enable effective supervision, targeted training and clearer pathways for communication throughout school.

Collaborative practice is working well with NHS therapy colleagues and relationships are very positive. Next term, a NHS physio is going to be working directly with pupils in the hydrotherapy pool and providing tailor-made programmes for others, which is a big step forward that school have been hoping for, for a long time. Within the first year of the 5-year plan the Lead Therapist will complete an

audit of pupil needs within school, identify and optimise services available through the NHS and begin to design the Cleaswell Therapy Provision that will meet pupil needs, optimise progress and wellbeing.

Unfortunately, several highly complex children have struggled to access school successfully this term, which is in part due to the extended periods of time at home (due to Lockdown). Supporting these children and families, including liaising with the Local Authority and CYPS, has been a priority for the team at Cleaswell. Educational and therapy staff have worked in an integrated manner to devise strategies to support the children to the best of our ability (e.g. Consistent Approach Plans), provide information (reports), and attend meetings. While these situations are often challenging to manage, the integrated approach, and close links with outer agencies, is giving us the best chance to achieve positive outcomes for children and families.

Lauren Caisley (fundraising) is focusing on fundraising to update the sensory room in school, amongst many other things! Therapists and key educational staff are working together to design the most beneficial and enjoyable sensory space for the children and young people in school.

The Lead Therapist met with the School Development Partner and Therapy Governors recently to discuss progress with integrated therapy and the beginnings of the 5-Year Plan. It is a very exciting to consider the possibilities for the future!

Juliet Ruddick



Parent Partnership

Before May half term, a survey was sent to all parents & carers to gather their views regarding our response to COVID-19. The results will be collated and presented in an evaluation report to identify what has gone well and highlight future learning opportunities. Once completed, the report will be shared with staff, parents and governors and will be available on our school website.

In July, a small group of parents will be attending a family support event hosted by Family Tree. It has been organized to support families of children with additional needs and aims to help parents & carers with their own journey. The full day event will include workshops, keynote speakers and a chance to meet parents & carers from around the local area.

Julie Brown

Admissions

Over the last 4-5 years the number of pupils with a diagnosis of complex ASD requesting placement at Cleaswell Hill has risen sharply. In previous years a typical Reception cohort would include 80% of pupils with MLD and 20% of pupils with SLD/CLDD (complex learning difficulties and disabilities). These statistics have now almost switched and at least 75% of requests for places are for pupils with severe and complex needs. These pupils require a high level of early intervention and an adapted environment tailored to meet their individual needs e.g. specialised staff, high staff ratio and smaller class numbers. This means there has to be a cap on how many pupils with these needs we can offer places to.

In order to continue to provide outstanding provision for all pupils we have had to adapt our admissions procedure. The aim of the new admissions pathway is to ensure that children at Cleaswell Hill have an appropriate peer group, curriculum, environment and level of support. Please see attached appendix for more details.

Suzanne Oliver

Transition

All 17 pupils have now secured taster days at their chosen future destinations in September, following successful interviews. One student has secured an apprenticeship and four other students are beginning supported internships. The leavers celebration is due to take place on July 9th. Work experience will also be starting again in

June as we build further connections to meet the needs of our students with more complex needs.

Emma Steele



Educational Visits

On the 12th April, we were given the green light for educational visits to continue. This was fantastic news as they play a vital role in our responsive curriculum at Cleaswell Hill, allowing pupils to be inspired and empowered to discover more about themselves. We have worked closely with, Nigel Chopping (Northumberland County Council Health & Safety Adviser) to plan visits and ensure that the risk of Covid was kept to a minimum. We have done this by visiting only open access areas and following all in school Covid procedures including; bubbles, hand sanitation and PPE. At the end of May, a residential trip took place, where a group completed a Bronze Duke of Edinburgh expedition, which included a nights wild camping.

Patrick Ford Hutchinson

Performing Arts

After a crazy year it is lovely to finally see a little bit of normalcy return within the performing arts.

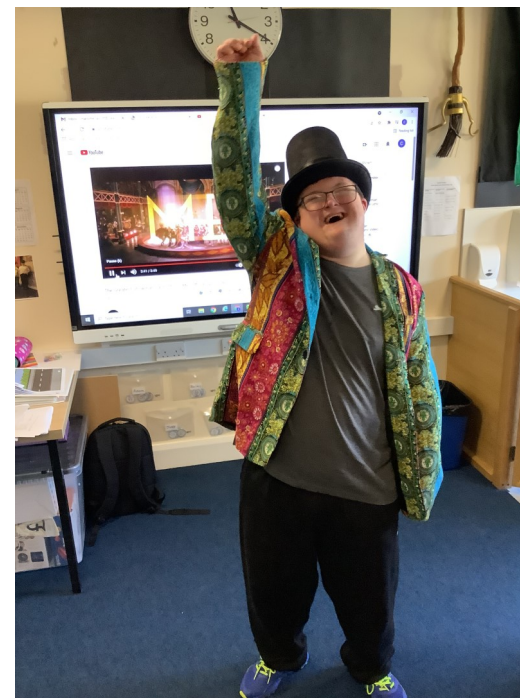
Throughout the whole of lockdown my merry band of thespians remained in touch via weekly Zoom sing-a-long sessions in an attempt to keep in contact and keep spirits high. It was very well received and such a lovely way for the students to see each other regularly during uncertain times. They also helped contribute to numerous video's that were put out to help connect with those stuck at home. Both kids

and parents were very grateful for this and it proved massively important in maintaining positive mental health within the students.

In the Autumn term a group of pupils wrote their own song depicting their feelings towards life in lockdown and their reaction to the pandemic. They discussed how they had to adapt to life away from their friends and family and the impact it had on their mental health. The finished song was absolutely outstanding and we recorded it and made a music video to accompany it. It was a fantastic way to recognise and address the different emotions the students have experienced during such a strange and unpredictable time.

Finally, rehearsals for our summer show are underway! We have resumed our after school performing arts group and will be relocating back to Platform 1 from Thursday 20th May. The students were so happy to be back together in a performing capacity and excitement is starting to build as new pupils have joined the cast. It is shaping up to be pretty special and will hopefully be the perfect end to a crazy year!

Kirsty Hunter



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)

Diary Dates for 2020-21

8th July	Sports Day
16th July	End of term
6th September	Training Day
7th September	Training Day
8th September	Pupils return

