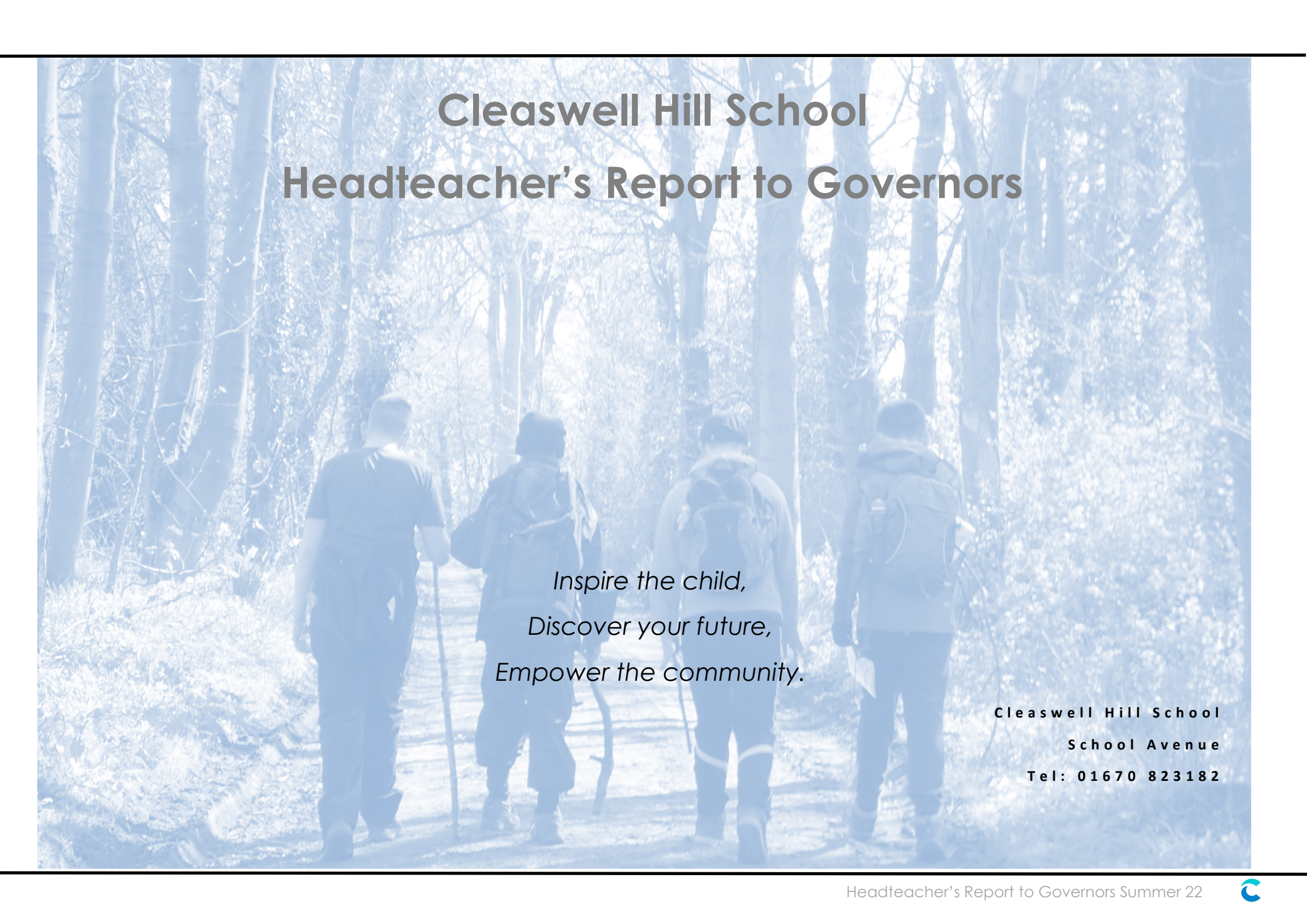




Cleaswell Hill School

Headteacher's Report to Governors

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

Cleaswell Hill School
School Avenue
Tel: 01670 823182

'Out of chaos comes order'

Introduction

The quote 'Out of chaos comes order' is often attributed to the 19th century philosopher Nietzsche, however, it is in fact a quote from the 1974 Mel Brooks comedy 'Blazing Saddles'. I prefer this source especially in the context of the pandemic, where the eschewing chaos was met with what at times bordered on farcical actions.

The 'headline act' of our summer term meeting is the Five Year Plan - the 'order' that was created during the 'chaos' of the pandemic. Creating this plan was my way of coping with the challenges/stress of Covid; focusing on the future and what we could achieve across a significant (Five year) period took my mind off the frustrations of trying to get through each outbreak. This was fuelled by the drive and resilience demonstrated through our Covid response which, I felt, could easily be redirected to implement positive change.

Lynn Watson and I worked closely on the plan over the last two years, Lynn's knowledge and experience of SEND in addition to her insight of Cleaswell enabled some clarity to be distilled from my often incoherent ramblings.

The plan outlines what we hope to achieve over the next five years at this point in time, however, it is a flexible working document which I expect will change multiple times over the course of time. For example, one area that has developed much more rapidly than expectations is our therapy provision, which has already had a massive impact and remains cutting edge for a Local Authority maintained special school.

In the last few weeks, just as the final draft of the Five Year plan was completed a number of developments that are very much within the remit of the plan have come to light:

- We have just become the Autism Education Trust (AET) partner school for Northumberland, which augments the training centre element of the plan; more information is included in this report.
- We are in the initial stages of implementing a large scale support package for another special school which again aligns with our outward facing/training centre approach.
- There is strong possibility that we may be gaining additional off site provision suitable for some of our post 16 learners; hopefully this will be confirmed in the next few weeks.

These developments are not a product of serendipity but examples of creating opportunities and then acting upon them. Over the next five years, I expect many other pieces of the jigsaw to fall into place as a result of focussed, determined action. An exciting path lies ahead.

Mike Jackson, June 22



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 five 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)

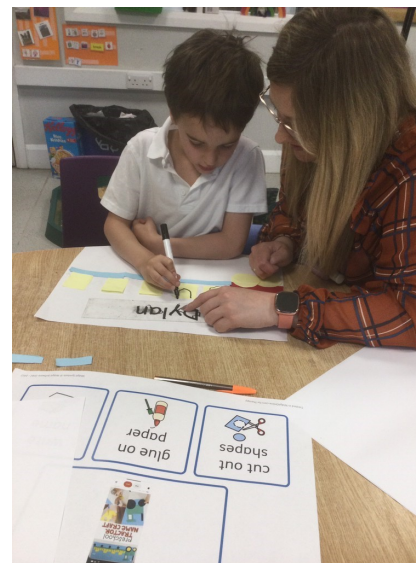
Lynn Watson's SIP visit took place on 18th May 22, where she carried out a learning walk with Karyn. Lynn's report is included in your pack and is both comprehensive and extremely positive. Lynn is also working with us in the lead up to summer (and beyond) on Ofsted preparation.

Assessment

Throughout this academic year, we have continued to develop our assessment framework to ensure we have a highly valid and robust system that quantifies evidence of our outstanding provision. This has focussed upon further establishing partnerships with a range of North East SEND schools to minimise variation in cohort performance. By taking part in quality assurance and benchmarking practises teachers have become highly skilled at assessing for understanding and ensuring

pupils have every opportunity to learn from feedback.

When working with Sunningdale on the quality of the use of the 'Engagement Model' it was apparent there were a range of interpretations of each of the five areas. This was dependant on the professional or school using the model. In response a multi professional team including Rachael Howitt, our Speech and Language Therapist, began developing a Communication and Language assessment framework linked to SCERTS. The aim of this framework is to reduce the level of interpretation across the five areas of engagement to allow schools to reflect on how well the bespoke curriculum they offer to their pupils is helping them progress. This will be used at Cleaswell Hill from September 2022.



At the end of May, Cleaswell Hill took part in a multi school moderation session at Northern Counties, which focussed on the use of iASEND. Our own internal quality assurance processes were reviewed. During the session it was recognised that pupils made progress through curriculum objectives in a sequential manner linked to the depth of understanding they demonstrated. This was because staff at Cleaswell Hill, who work directly with pupils, are highly responsive to need and as a result they adapt their approaches, differentiate learning and tailor language to pupils' levels of comprehension.

Prior to the end of the summer term, Ruth James, our therapy improvement partner, is visiting with Fiona Day, assessment lead at Trinity, to discuss their assessment and monitoring processes. This will focus on our use of Cherry Garden and developing

assessment and monitoring processes around communication, language and literacy which is a focus for Trinity following a DfE visit.

Over the course of this year, we have been able to follow our regular assessment timeline without too many Covid interruptions. As part of this, classroom leads concluded the spring term by scrutinising the progress pupils were making towards end of year curriculum targets and their termly PLIM targets. The findings are reported below:

PLIM

- 78% of all PLIM targets were met over the spring term across school.
- Preparing for adulthood was the area with the highest proportion of targets met (88%) and SEMH had the lowest proportion of targets met 75%.
- 80% of PLIM targets were met by PP pupils while 77% of PLIM targets were met by non-PP pupils.
- Phase 5 had the highest proportion of PLIM target met at 88%, while Phase 4 had the lowest proportion of PLIM targets met at 72%

Curriculum

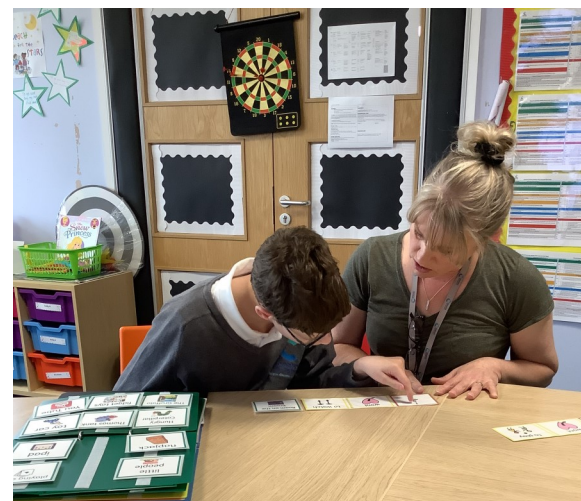
- 95% of end of year maths targets are expected to be met, 89% of end of year English targets are expected to be met and 87% end of year PHSEE targets are expected to be met.
- 93% of PP pupils are expected meet end of year curriculum targets while 90% of non-PP pupils are expected to meet end of year curriculum targets.
- 99% of Phase 5 are expected meet end of year curriculum targets while 76% of Phase 2 pupils are expected meet end of year curriculum targets.

Patrick Ford Hutchinson

Educational Health Care Plans

As part of the annual review process, the 'Educational Health Care Plan' (EHCP) for each child is updated to reflect their needs within, 'Communication and Interaction', 'Cognition and Learning', 'Social and Emotional Mental Health', 'Sensory and Physical' and 'Preparation for Adulthood' (which is completed from year 9 onwards). School staff work collaboratively with parents/carers and external agencies, wherever possible, to update the child's needs. It is important that each child's needs are accurately identified in their EHC plan, as their needs form the basis of high quality key stage, yearly and termly outcomes (targets), which influence the provision required. Provision from school includes approaches, interventions, strategies, resources and specific staff support required. At times, the pupil's

needs may warrant a referral to external agencies.



The annual review meeting is held in school and parents/carers, plus external professionals involved, are invited to attend. It is usually the teacher or phase leader who chairs the meeting, with other key members of the team in attendance, which can include higher level teaching assistants, therapists and teaching assistants. Several professionals from the Disabled Children's Team attend meetings on a regular basis, however unfortunately medical professionals rarely attend. Following the meeting, the EHC Plans are updated, in terms of needs, outcomes and provision, and the proposed changes are sent to the local authority.

At present, an interdisciplinary approach (including Cleaswell therapists) is being achieved for the children who are highlighted as high priority by teachers and/or phase leaders, with the aim to achieve this for all children in school as capacity within the therapy team grows. Children may be identified as high priority for a number of reasons including change in presentation or need, or a particularly high level of need.

Through the annual review process, it sometimes becomes apparent that additional services are required to meet the child or family's needs e.g. a referral to CYPS, NHS Therapy or Disabled Children's Team. School staff strive to ensure effective partnership with external agencies and NHS therapists, to optimise a shared understanding of needs, which leads to appropriate referrals and interventions.

Emma Steele (Assistant Head Teacher) and Juliet Ruddick (Lead Therapist) recently met with Mike Finlay (Senior Northumberland Inclusive Education Services Manager)

to discuss the completion of EHC Plan paperwork and to explore whether adjustments can be made to effectively streamline the process, while adhering to the SEND Code of Practice. An ongoing aim is to ensure that each child's plan specifies their needs and provision in a highly accurate and detailed manner, which not only influences their curriculum and therapy provision and outcomes, but also supports application for the most appropriate funding band awarded for their placement at Cleaswell.

Emma Steele/Juliet Ruddick

Safeguarding Arrangements

Report in your pack.

Section 2 - Curriculum Issues

Curriculum

Curriculum Policy has been updated this term and clearly states our intent, implementation and impact of the substance of what is taught.

Subject Progression Plans provide a framework of what pupils need to know and the skills needed to ensure that they achieve Cultural Capital (this refers to the extent to which school equips pupils with what they need to succeed in life) is available, with clear end points and a planned, sequenced route so that new knowledge and skills build on what has been taught before. Broad subject overviews and Medium Term Planning support the coherence and sequencing of learning towards cumulatively sufficient knowledge and skills.

Developing and embedding an effective curriculum takes time, and it has been reported to Governors before, who will be aware that school has been on this journey for the past few years, looking closely at pupil needs and provision, culminating in identifying 3 Pathways and therefore 3 curricula through school.

School Leaders have an accurate and evaluative understanding of current curriculum practice and have identified next steps to improve curriculum quality and develop curriculum expertise across school.

Karyn McMahon

Phonics

Staff are able to observe Helen Moulton teach phonics using ELS on a Monday afternoon within a phase 2 class. Teachers, HLTAs and TAs are supported with any questions they may have regarding the delivery of sessions, reading books, materials and the programme. During the summer term Helen Moulton has begun learning walks within the classes who are delivering the ELS phonics programme and discussions are conducted to support staff further with their delivery.



Staff will be trained on how to assign books and use the online e book library. Letters have been sent to two classes who are engaging in the programme to ask for their preference of either an e book or a hard copy. This will be rolled out to all classes.

Assessment has continued to take place on the 5th week of each term and the data analysed to close gaps on the last week of term. This is now part of the whole school assessment calendar.

Helen Moulton

Staff Continuing Professional Development

Report in your pack.

Interventions

During the spring term we successfully delivered 23 different interventions, offering 226 places to a total of 134 pupils. This equated to 69% of the school population. Hydrotherapy and rebound support are included in these numbers.

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

The academic mentor and music therapist data shows that during the spring term, 86% of children made progress (who were assessed pre and post intervention against their PLIM, IASEND or standardised assessment), 12% made partial progress towards their PLIM and 2% did not make expected progress. This 2% equated to 1 child who was absent for over 7 weeks of her intervention offer. The child will be accessing interventions in the summer term.

Throughout this term, we are successfully delivering 40 interventions, over and above the excellent provision already available at Cleaswell. These interventions are delivered within phase or with our intervention team. All interventions are chosen for their evidence-based effectiveness in improving outcomes for learners. We are incredibly proud to be offering 190 intervention places to 135 pupils which equates to 69% of the school population. This does not include hydrotherapy or rebound therapy as these places are offered to many children on rotation in school as part of their curriculum.

Our music therapist has produced an outstanding short video discussing and highlighting the importance of music therapy at Cleaswell Hill. This has been shared with staff and used to support in house training. We see the benefit of music therapy with our children and are in the process of trying to obtain funding for a second day a week in school to provide this therapy to more of our learners.

Helen Moulton

	Interventions (currently running)	Number Accessing
Academic mentor Intervention / intervention team	Phonics - ELS	13
	Handwriting - formation	1
	Visual Models and Images	1
	Launchpad to literacy	1
	Music therapy	30
	VI Life skills	12
	Maths and English group – academic mentor	8
	VI community access	3
	VOCA	1
	SALT	1
	social stories – from intervention request	1
	Play Therapy	2
	OT support from intervention requests	
	Upper limb	2
	LEGO therapy	7
In class/phase intervention	Colourful Semantics	4
	Mental Health Champions	2
	Attention Autism	3
	Intensive Interaction	2
	Life skills – community inclusion	4
	PHSEE/puberty support	3
	Food SOS	18
	TACPAC	5
	Handwriting/formation/pencil control	11
	Opportunity knocks – community access	5
	Work experience programme	15
	Goundwork course	3
	T4Y	9
	Adapted timetable1-1	3
	Fine motor	3
	Zones of regulation	3
	Transition support	1
	ELSA	6
	HOP (Hanging out Programme)	2
	Safe boundaries with others	2
	Independent skills	1
	PREVENT	1
	Total intervention places	190
	Total pupils accessing	137
	% pupils accessing	72%

Section 3- Staffing and Finance

Julie Brown

Pupil Statistics

SIMS Analysis (Reg x Gender) Numbers represent: Count			
	F	M	Total
Class 1 - Phase 1	1	7	8
Class 2 - Phase 1	1	6	7
Class 3 - Phase 1	2	7	9
Class 4 - Phase 1	5	4	9
Class 5 - Phase 2	2	4	6
Class 6 - Phase 2	0	10	10
Class 7 - Phase 2	1	11	12
Class 8 - Phase 2	3	8	11
Class 9 - Phase 3	0	6	6
Class 10 - Phase 3	4	5	9
Class 11 - Phase 3	4	8	12
Class 12 - Phase 3	3	12	15
Class 13 - Phase 4	3	4	7
Class 14 - Phase 4	2	6	8
Class 15 - Phase 4	2	7	9
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	10	13
Upper 4 - Phase 5	0	12	12
Total	48	146	194

SIMS Analysis (Year x Gender) Numbers represent: Count			
	F	M	Total
Year R	1	7	8
Year 1	3	9	12
Year 2	5	9	14
Year 3	2	14	16
Year 4	5	13	18
Year 5	1	10	11
Year 6	4	16	20
Year 7	8	16	24
Year 8	3	13	16
Year 9	7	8	15
Year 10	3	11	14
Year 11	5	11	16
Year 12	0	9	9
Year 13	1	0	1
Total	48	146	194

Staffing

We would like to begin by congratulating Charlotte Calcutt on her successful interview for Phase 5 lead.

Dawn Parker has joined the Cleaswell team, on a fixed term contract, working as a teaching assistant within phase 1.

Sadly, Cheryl Bolton and Neve Cleary, both teaching assistants within phase 1 and Charlotte Curry (TA and OT assistant) in phase 1 have left during the summer term and we wish them well.

Abby Tolley, class 1 teacher, has returned from maternity leave.

Kate Cowen, Dom Price, Jenny McEnaney and Lauren Dawson have all successfully interviewed for a place on HLTA training which will be staggered over the course of the next academic year.



Budget Overview

The budget for 2022-2023 has been set and approved by governors. The Cleaswell Hill School finance team have recently spent a considerable amount of time methodically updating the entire budget in great detail, including amendments to teachers, support staff, SEN banding amendments, new admissions, leavers, re-charges, income, expenditure and Service Level Agreement (SLA) commitments in line with the school's five year development plan. The school is awaiting the receipt of a substantial amount of Autumn Term (2021) and Spring Term (2022) top up funding as a result of incorrect payments. The finance team has requested a visit from their accountant regarding the completion of the 2022-2023 budget, as the previous two budgets have been set virtually as a result of Covid-19. The new budget summary will be shared at the Summer term full governors meeting.

The staff team at Cleaswell Hill School have spent a significant amount of time evaluating the banding/top up funding for all pupils this term. As a result, requests were made to amend the banding of a number of individual children to ensure that their allocated funding is a true reflection of their needs.

Lauren Caisley/Anne Carruthers

Fundraising (11/02/22 – 18/05/22) – 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, pupils, staff and members of the

continue to generate essential funds for our charity. We have also generated £158.34 from a community collection box kindly hosted by The Cherry Tree Bar and Grill following the last report to governors.

Eight new grant applications have been submitted following the last report to governors. We are currently awaiting a response to grant applications submitted to The Catherine Cookson Trust, The Thompson Family Charitable Trust, The Bregqvist Charitable Trust, The Ernest Hecht Charitable Foundation, The 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, Lynemouth Power, The Paskin Children's Trust, The Joyce Fletcher Charitable Trust, Happy Days, The Jazz Apple Foundation, Skipton Building Society, The Department for Transport, The Barbour Foundation and The Cooperative Foundation.

Our future planned fundraising events for the remainder of this term include a non-uniform day on the 27th of May, Father's Day Present Room/Someone Special Shop on the 9th, 16th and 17th of June, Jubilee celebration on the 10th of June, Scholastic Book Fair from the 11th – 15th of June, sports day and summer fundraising event on the 14th of July and a non-uniform day on the 22nd of July.

We hosted Emma McLeod from Magic Breakfast on the 24th of March for our first monitoring visit and received glowing feedback. Her comments included *'You have a lovely provision that yourself and all the staff involved should be proud of. The atmosphere is happy and friendly with a mix of social and educational activities to engage the children whilst they have breakfast. It was nice to see the full range of Magic Breakfasts' foods on offer and fruit to ensure those attending breakfast are starting the day with a healthy breakfast...I truly loved the feel of the school having breakfast, it was settled and being used for life/social skills. I loved how the children were all communicating in their own ways (PECs, sign and speech) to ask for specific breakfast items. I am really glad it has helped with this in school.'* We hosted Emma McLeod again on the 5th of May for a further monitoring visit alongside Lindsey MacDonald, CEO of Magic Breakfast. Lyndsey's comments included *'It was genuinely uplifting to be in each of the classrooms where you could see and feel the meaningful difference breakfast was having on pupils' start to the day. The way you've integrated curriculum into breakfast and really brought it into the school day was wonderful to see.'* We are delighted that alongside funding free breakfast provision for every child at Cleaswell Hill School for two years, Magic Breakfast have also agreed to fund free breakfast provision for pupil premium children throughout the February half term, Easter and summer holidays this year. The feedback from

Cleaswell Hill School staff has been phenomenally positive and the scheme has already had an impact on the children's learning.

John Carruthers, the hydrotherapy pool manager at Cleaswell Hill School, continues to facilitate the community hire of our pool. Our hydrotherapy pool is currently available for hire on Wednesdays, Thursdays and Fridays until 7:00pm for a nominal fee and is regularly fully booked. 'Water Babies' now also hire the pool for swimming sessions on a weekly basis on a Friday evening. John successfully facilitated sessions within the hydrotherapy pool on dates within the February half term and Easter holidays this year.



Cleaswell Hill Foundation's board of trustees met on the 9th of February. They approved the amended constitution and trustee report for 2020 – 2021. Cleaswell Hill Foundation also held a trustee meeting on the 17th of February to receive and approve quotations for the sensory room refurbishment.

Cleaswell Hill Foundation is now registered for online banking and Paypal Giving Fund. The method of accounting has also been further refined; specific funding groups for individual projects can now be clearly distinguished, monitored and evaluated. New charity collection devices featuring the Cleaswell Hill Foundation branding have been received and located within local shops and businesses.

Cleaswell Hill Foundation trustee and Cleaswell Hill School governor Maureen Spence continues to kindly volunteer her time to provide invaluable assistance to

local community.

During the month of February, we facilitated a number themed non-uniform day in aid of NSPCC (registered charity number 216401) and raised an amazing £118.85. 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 Cleaswell Hill Foundation last year. We also hosted The Wooden Spoon for a final interview on the 11th of February, which led to an approved proposal for a donation of £16,666 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 St Valentine's themed non-uniform day on the 18th of February raised a fantastic £89.96. As part of our continuing professional development, we attended a 'Protecting Charity Finance' course this month.

Our Mother's Day Present Room / Someone Special Shop during the month of March raised a phenomenal £287.00 towards exciting resources and experiences for the children that attend Cleaswell Hill School. Our non-uniform day on the 18th of March in aid of Comic Relief (registered charity number 326568) raised £123.60 and bake sale in aid of The British Red Cross (registered charity number 220949) raised £210.00 towards their Ukrainian Crisis Appeal. The Bag 2 Schools clothing collection on the 25th of March raised an outstanding £124.00 and we were delighted to receive the delivery of a static clothing bank for the Cleaswell Hill School site, alongside a sign up donation of £50.00 this month. Cleaswell Hill Foundation gratefully received donations of £2,275 from The Nineveh Charitable Trust towards a polytunnel, £495.82 from the Northumberland County Council Community Chest towards a 'playground party' to celebrate the Queen's jubilee, £1,000 from Persimmon Homes towards an inclusive outdoor play area, £2,000 from The Boshier-Hinton Foundation towards a sensory room refurbishment, £5,000 from The Screwfix Foundation towards an inclusive outdoor play area and £250 from DCR towards inclusive resources and experiences for the children at Cleaswell Hill School. We were also pleased to receive a PPE donation of 100 hand sanitisers, 200 paper masks, 50 FFP3 masks, 50 sick bowls and 25 pairs of goggles from Northumberland County Council this month. Our team attended a 'Charity Finance' webinar during the month of March.

During the month of April, we were delighted to host 'Easter bunny' visits from Vision for Education, Asda Ashington and the Foresters Arms, which ensured that every child at Cleaswell Hill School had at least one opportunity to receive an Easter egg donation. We hosted our charity cabaret evening on the 6th of April, which featured performances from Cleaswell Hill School staff and students. The event raised a phenomenal £1,299.29 in aid of performing arts resources and experiences. Our non-uniform day on the 8th of April raised £77.60 and we were delighted to receive a

generous donation of £214.00 from the sibling of a pupil following a very brave 'sponsored head shave' and £4,000 from The Bernard Sunley Foundation towards a specialist therapy cabin at Cleaswell Hill School. We were thrilled that our sensory room refurbishment was completed during the month of April and it has already received fantastic feedback.



We hosted our second annual health and wellbeing week from Monday 9th May – Friday 13th May. Cleaswell Hill School staff and students were sponsored to complete a wide variety of exciting health and wellbeing based activities such as fun runs, sponsored swims, boogie bounce, taste testing, dancing, rebound therapy, aqua aerobics, obstacle courses and more! We were also thrilled to receive very generous donations of £1,000 from The R W Mann Trust towards a summer programme at Cleaswell Hill School and £1,500 from The Asda Foundation towards an inclusive outdoor play area 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

Cleaswell Hill Foundation. Cleaswell Hill School governor Katie Kelly also continues to generously volunteer her time to support the Foundation.

Lauren Caisley,

Section 4 - Specific Issues

Behaviour

A further nine members of staff have been trained to NAPPI Level 2 & 3. Any pupils displaying behaviours of concern within the dangerous level can be safely managed using approved physical intervention techniques. The training has given staff the confidence that, when necessary, they can use a restrictive physical intervention, as a last resort to maintain or restore safety, without harming themselves or the individual concerned.



Consistent approach plans are being updated to show the impact that the NAPPI approach has had on some of our more challenging pupils. They demonstrate a good understanding of specific and individual needs alongside a collaborative approach to increasing an individual's green scale. A small number of pupils have shown a significant reduction in the number of incidences of behaviours of concern and an increase within the green scale activities of 'high quality relaxation', 'productivity' and 'caring community'. The increase within these areas has reduced stress, increased wellbeing and promoted independence.

The incidents of behaviours of concern have continued to be logged using the PBS cloud and phase leaders have had the opportunity to analyse data from the spring term in order to highlight any patterns. This information can be used to target positive behaviour support to specific individuals where deemed appropriate.

Julie Brown

Personal Development

Careers/ Pathways Programme

Due to the complex range of pupils at Cleaswell, our careers programme is defined as a pathways programme to be inclusive of all young people and their destinations.

Our Careers Lead, Charlotte Calcutt, has introduced the Talentino programme with a view to progressing the way careers are taught across the core and extended pathways. She and the Phase 4 Lead have now been trained in this and will then be able to equip staff in this area for September.

Destinations/Leavers

Our leavers assembly this year will be held on Friday 15th July and we will be holding an annual prom on Monday 11th July. We now have 14 leavers who are all transitioning to positive destinations that provide the stretch and progression they need to achieve their pathway outcomes.

Pupil Voice

With a view to enhancing pupil voice across school, we have set up a working group within each pathway to develop the way that pupils contribute and are listened to according to need and accessibility.

As part of the development of the accessibility plan, Patrick Ford-Hutchinson is working with governor Gill Finch to ensure pupil voice is evident and represented by creating a pupil pen portrait and then incorporating parent views to ensure holistic and meaningful impact.

Questionnaires have been completed by pupils regarding impact of COVID in order to gather information to support with any gaps/issues that pupils feel they may have experienced.

Food and Nutrition

Following the completion of a new Food and Nutrition policy (to be ratified by governors), it will be a key area to ensure that school maintains high standards in modelling and encouraging healthy food options for young people within school. We have made the decision to separate Food and Nutrition from the Design Technology (DT)

area of the curriculum in order to emphasise its importance and ensure its robust coverage across all areas of school.

Emma Steele

Therapy

Since the last Governor's meeting, the Integrated Therapy Service continues to develop at pace.

Rachael Howitt (Highly Specialist SaLT) and Emma Steele (Assistant Head Teacher) worked collaboratively to submit a successful application to the Autism Education Trust (AET) to become a partner. The AET are a well-established organisation who quality-assure their evidence-based training and resources, supported by the Department for Education. The AET Professional Development Programme will improve autism provision on every level, from leadership strategy to staff knowledge and the classroom environment. As an AET partner we will hold the exclusive licences for delivering training within Cleaswell and across other settings in Northumberland within 3 age ranges: Early Years, Core School-age and Post-16.

Joanne Golden (Specialist Occupational Therapist) has now completed Module 1 - Sensory Integration Training (ASI Wise): which consisted of 4 days virtual training and x2 assignments in the form of presentations. She will embark on Module 2 training in June/July. Sensory processing and integration issues affect many of the children in school and Joanne will be working with Juliet, alongside school staff and parents/carers to conduct sensory assessments and the formulation of sensory strategies to promote improved sensory regulation.

Joanne also completed Rebound Therapy Training, alongside Jade Kilpatrick and Sine Rossin who completed their refresher training. Jade Kilpatrick is delivering blocks of Rebound Therapy each morning in school, with considerable positive impact for those children who are able access these sessions. Unfortunately, the need in school outweighs the capacity in terms of; availability of space, suitably trained staff and the number of trampolines. At present key staff are forming a steering group for Rebound Therapy, to develop the referral criteria, the use of an eBook assessment and goal setting system. Information gained from the steering group regarding the positive impact of Rebound Therapy and approaches/resources required for different cohorts in school, will inform the development plan.

It has been exciting to have our NHS physiotherapy colleagues working directly with children with physical disabilities in our Hydrotherapy pool. John Carruthers (Pool

Manager, Joanne Golden (OT), Charlotte Curry (Teaching and Therapy Assistant) and key teaching assistants worked alongside the physiotherapists to review existing programs and learn new therapeutic handling techniques in the pool.



There has been further collaboration with external professionals for children with visual impairment in school, with sessions being co-planned and facilitated by Sophie Smith (Teacher), Kate Thompson (Teacher for the Visually Impaired) and Jo Golden (OT). In these sessions, children with VI and CVI have been exploring using their other senses for example: hearing, touch, taste and smell. Children have also explored the various technologies and equipment available and used new skills to participate in cookery sessions, treasure trails and self-care. This level of close collaboration between school staff and external partners ensures a shared understanding of each child's need which leads to highly effective interventions and improved outcomes. Integrated therapy within the classroom facilitates the use of strategies throughout different sessions, as staff have the skills and confidence to apply learning to new environments when supporting the child.

The therapy team have been striving to work collaboratively with teachers and

Parents/Carers within the Annual Review Process. This includes close collaboration when considering the child's needs, defining the needs with the EHC Plan, setting outcomes and designing provision. There has been effective collaborative working with NHS Therapists to optimise their involvement in terms of provision for children on their caseload, as a result of the in-depth analysis of child need within the EHC review process. At present, the focus has been children highlighted by the teaching team as high priority, with therapists being involved with as many children as possible with the aim to increase their involvement as capacity allows.

Close links with CYPS are being achieved within the context of school based CYPS Clinics and Attention Deficit and Hyperactivity (ADHD) Clinics, plus additional CYPS Consultations where cases are discussed and progressed. At present, Cleaswell continues to receive a higher level of support for the children who have a learning disability. It continues to be more challenging to access services for children with higher level autism and ADHD, who are presenting with behaviours of concern (as their presentation can be viewed within the context of their diagnoses). Teachers and Therapists, including the Head Teacher, include to raise the profile of these children in cases of high concern.

Rachael Walton (Teacher and Play Therapy Practitioner) will join the therapy team in September 22 as Mental Health Lead; a role which will include fostering a culture and ethos of collective responsibility for the way in which we approach social, emotional, mental health and wellbeing in school. As part of the therapy team, Rachael will join the OTs and SaLT, in working collaboratively with teachers, to establish each child's needs, and consider whether their needs can be met within our universal offer, targeted intervention or whether a referral to external agencies is required. Having Rachael as the Mental Health Lead in school will have a hugely positive impact on children's outcomes through carefully considered and coordinated support and response.

The new sensory room was installed in the Easter Holidays and has received a very positive response, being used by many children in school on a daily basis. Our attention is now turning to the two therapy cabins which will be installed in the Summer holidays. The therapy team are focusing on the delivery of targeted interventions as an integrated part of classroom sessions and through individual and small group sessions when required. The therapy assistants, who have a range of skills and training, will support the therapy team in delivering highly effective interventions to support communication and interaction, physical and sensory needs, emotional well-being, independence skills and access to learning.

Professional standards are paramount when developing the Cleaswell Integrated

Therapy Service. Qualified therapists continue to provide support and supervision to Teaching and Therapy Assistants and continue to provide training on an informal and formal basis. A Therapy School Improvement Partner, Ruth James (Qualified Teacher and Highly Specialist SaLT) is also going to be working with the Cleaswell Therapists, to support the therapists to challenge and validate self-evaluation. Ruth James has a strong interest in literacy and is going to work with the literacy steering group as another aspect of her role with Cleaswell. Initial meetings with Ruth have been very positive and she provided highly complementary feedback regarding her first impressions of Cleaswell Hill to Lynn Watson, School Improvement Partner.

Juliet Ruddick



Parent Partnership

The parent / carer group continues to meet once a month.

Rachael Howitt (Speech and Language Therapist) along with Juliet Ruddick (Occupational Therapist) led a session around the use of visuals. They presented a range of different supports to parents which they could use at home to promote communication and increase independence skills. The parents worked collaboratively with the therapists to design visual supports that were appropriate to their

child. Following the session, the visuals were made and sent out to the parents.

David Evans (teacher) led a session focused on keeping children and young people safe online. He outlined the potential risks, with examples, and gave advice about setting up parental controls.

Julie Brown

Educational Visits

Educational visits play a vital role in our responsive curriculum at Cleaswell Hill, allowing pupils to be inspired and empowered to discover more about themselves. Over this academic year Cleaswell staff have planned 147 separate visits with close support from Nigel Chopping (Northumberland County Council Health & Safety Adviser). In recent weeks 3 class groups have taken part in a residential visit to Daleby house in Beadnell. On returning to school, some pupils were asking when their next holiday is! Andrew Jackson continues to work with Paul Robinson (Rock and Roam) to put together a fantastic Duke of Edinburgh programme, which includes expeditions and wild camping in some remote areas of Northumberland. Through these experiences pupils learn skills including; teamwork, problem solving and communication that increases independence and prepares them for adult life.

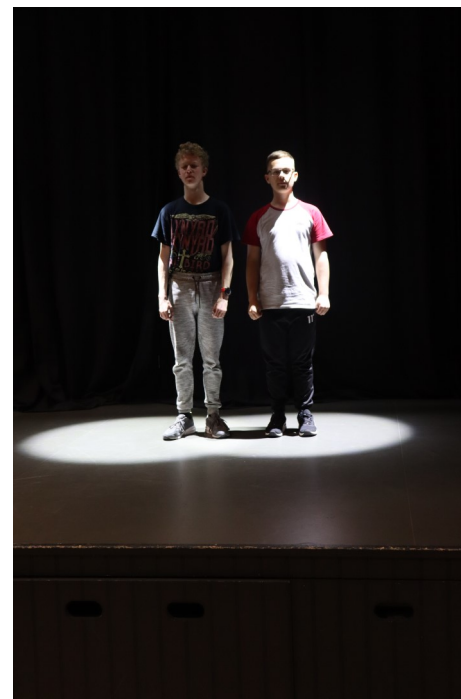
Emma Steele has also recently completed training to become a Duke of Edinburgh Award Certifier

Patrick Ford Hutchinson



Performing Arts

There has been some excellent work going on this year in drama and the pupils have remained engaged and excited about the subject. They continue to develop their skills in creativity, independent thinking and team work as well as having loads of fun along the way, with sock puppet performances and re-tellings of traditional tales being some of the highlights.



At the end of last term, pupils in Phase 4 and 5 had the opportunity to visit the Theatre Royal in Newcastle to watch the West End show 'School of Rock'. It was completely brilliant and the kids left absolutely buzzing with lots of suggestions of this being next years summer show!

The end of the Spring term also saw us putting on our second cabaret night 'Music Through the Decades' which saw the pupils perform songs from the 1950's through to now. It was a brilliant night which was well supported by both staff and parents who managed to raise an amazing £1299.29 to go towards the drama group continuing to hire Platform 1 for their after school drama group and rehearsals on a

Friday.

After half term we are extremely excited to have a vocal coach joining us to do some vocal training with some of the pupils in the summer show. We are hoping that if this is successful she will continue to work with us next year to put some of the pupils through LAMDA exams (London Academy of Music and Dramatic Art), which are prestigious and renowned exams recognised world wide. She will be focussing on musical theatre and acting and is really looking forward to working with our young people and hopefully getting them the recognition they deserve.

Looking forward to next year, I am hoping to be able to offer peripatetic music tuition in guitar, keyboards and drums to those pupils interested in learning to play an instrument through the use of Music Partnership North. There are so many children in our school that I am sure have unlocked potential within music and this is something I am hoping to explore further in the next few years at Cleaswell.

Finally, rehearsals are well underway for our summer performance 'The Elliot Boys', based around the story of Billy Elliot. This is by far our most ambitious and mature performance to date and the pupils have had to learn many new skills such as tap dancing, a more naturalistic acting style and really tricky songs embedded within the narrative. As always they have risen to the challenge and completely blown us away with their motivation, enthusiasm and determination to deliver the best possible performance. This show will mark the final performance of two of our longest standing members, Erin and Harrison who are leaving us in the summer to pastures new. Harrison will be continuing his performing arts journey at Newcastle College and I couldn't be any more proud – it is quite the achievement! I am certain there will not be a dry eye in the house as they take their final bows!

Kirsty Hunter

Development of Outward Facing Partnerships

WE SEND Project

Following on from the success of the WE SEND Project pilot, Cleaswell has been asked to be a coaching school again for a number of schools across the region. Cleaswell will work with a 'quad' of schools to audit, develop and support their SEND provision.

AET Partner School Licence

As part of the work as Area SENCo for Northumberland, Emma Steele has identified that understanding of autism and what constitutes good practice to promote

successful inclusion of all autistic pupils is a vital training need across Northumberland.

In light of this, Cleaswell has made a successful application to become the Autism Education Trust (AET) Partner School for Northumberland. This would mean that we hold the sole licence for all three areas of learning (Early Years, School and Post-16) in Northumberland to deliver AET Training. AET is a company that is at the forefront of and is built upon evidence-based practice and principles which have already been incorporated into our curriculum through frameworks such as SCERTS, SPELL. Rachael Howitt (SaLT) and Emma Steele will be undertaking induction as Lead Trainers who will then work with Karyn and Mike to identify a delivery programme that falls in line with the current 5-year plan for education and therapies.

Preparation for Adulthood (PfA)

New developments from the local authority have meant that Cleaswell is now trialling, supporting and advising with the rollout of a Preparation for Adulthood (PfA)



programme which will incorporate six planned phases of activity to enable more sustainable adult lives and outcomes. We are working to ensure that each stage is accessible and inclusive of ALL young people with SEND across the County.

We will also be creating a video designed to identify and promote pupil views around PfA, which will be used as the introduction to the regional SENCo Conference this term.

Cleaswell will also be setting up and chairing a regional group that



shares best practice with regard to PfA planning, delivery and outcomes.

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 next academic year):

- Student placements: Sunderland University (BA) (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)
- Active Northumberland
- Northumberland Sport
- Opportunity Knocks



Diary Dates for 2020-21

Subject progression Models and Action plans updated	29 April
Teachers feedback on metacognition class-based action research	3 May
Commuted Hours	4 May- VI (Kate, Joyce, Colette)
	RSHE (HMCI)
Interim Appraisal meetings- Teachers	15 June- Child Protection-Mick Dunn
TA's	By 13 May
Wellbeing Week	By 27 May
	9-13 May
Governor Monitoring visit- EHCP's	16 May
SIP Visit- lesson observations	18 May
Teaching and Learning Observations	2-20 May
Daleby House	23-26 May
Summer Term Governor documents to LC	By 27 May
World Climate Week	6-10 June
Jubilee Party	10 June
Reports to Phase Leaders	17 June
Governors meeting- Summer Term	21 June
Reports out	30 June
Pride LGBTQ+ Week	4-8 July
Parents Evening	5/6 July
Prom	11 July
'Elliot Boys' performance	Evening of: 12, 14, 19, 21 July
Sports Day/Summer Fair	14 July (or 18)
Leavers presentation	15 July
Summer programme (Football)	27, 28, 29 July
Summer programme (in partnership with Active Northumberland)	30 August – 2 September

