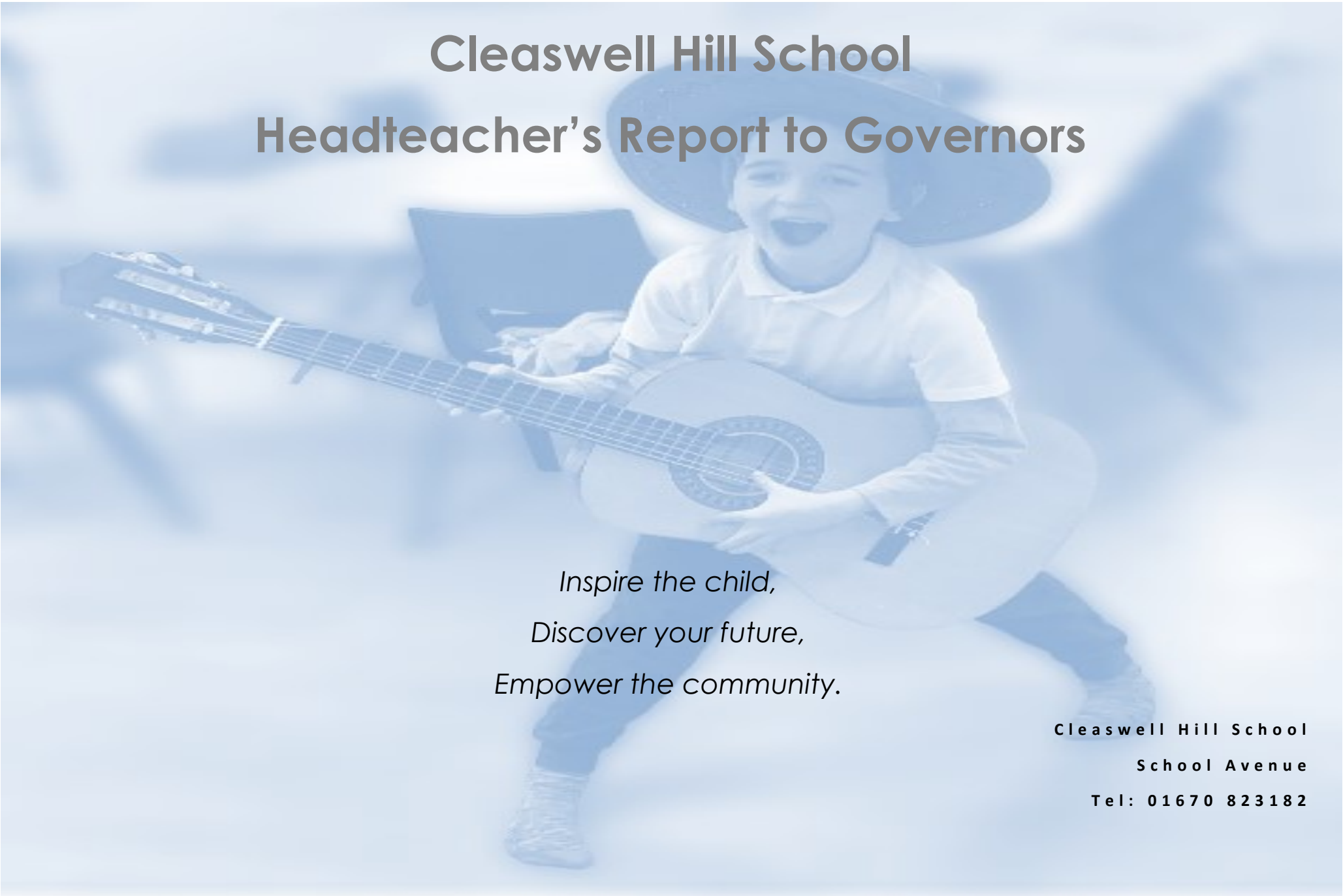




Cleaswell Hill School

Headteacher's Report to Governors

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

Cleaswell Hill School
School Avenue
Tel: 01670 823182

Introduction

'Great progress comes as the result of sustained multiple actions' James Clear



Bamboo can barely be seen for its first five years whilst it builds an extensive root system before exploding into life growing up to ninety feet in six weeks. The last twelve months' progress at Cleaswell have been similar to this bamboo 'explosion' - although it didn't take five years!

Covid brought home how easily the balance of 'normality' can be tipped and proved, that at the end of the day, the only people who would definitely support us was ourselves. One reason for creating the Five Year Plan (5YP) was to enable us to be, as much as possible, 'masters of our own destiny'. That is, not having to rely on the support of others to make progress, be that, central government, Ofsted, or other organisations.

Although the initial aim of the 5YP was to buffer Cleaswell from any turbulence ahead, it, in fact, going back to the bamboo analogy, added nutrients to already very fertile ground.

The first 'green shoots' started appearing in June 22 with the new sixth form provision becoming a possibility, outreach projects becoming a reality and Ofsted success. Lynn Watson's 'End of Year One Review of the Five Year Plan' (included in

your pack) does what it says in the title. In addition, this report lays out further details of areas we have developed under the plan's remit.

During the 'Covid years', opportunities to work with other schools were pretty much non-existent. Since June 22, elements of the 5YP have led to links being formed with other schools, with Cleaswell staff supporting the development of the SEND provision within these settings. It has provided a range of Cleaswell staff with the opportunity to hone their skills supporting colleagues in other settings, with the result that the needs of more SEND pupils are better met. As you will see in the outreach section of this report, this area is rapidly growing and with it Cleaswell's influence (or root system).

The government directive that by 2030 all schools must be part of an academy trust places ever greater value on building links and exploring potential partner schools. I view our autonomy as a strength and feel (as I'm sure you do) that any potential trust model must enhance our progress rather than subdue it. 2030 is some time away, but, with so many 'unknowns' this is an area that needs very careful research and consideration.

The summer term at Cleaswell is usually the most enjoyable; the pupils tend to be more settled, there are more opportunities to enjoy our outdoor spaces (we don't have any bamboo in them yet) and planning is underway for next year. The scene is set to add to this year's *sustained multiple actions*; let's see what *great progress* can be made next year.

Mike Jackson, June 2023

Section 1 - School Development

Whole School Targets (WSTs)

Our whole school targets for 2022-23 are:

Quality of Education

Setting the highest professional standards as a mark of quality and effective performance through sustained professional growth.

Behaviour and Attitudes

An integrated whole school approach supports staff and pupil mental health and wellbeing.

Personal Development

Highly inclusive personal growth informs practice and drives positive change con-

tributing to meaningful lives embedded within the community.

Leadership and Management

Improved pupil outcomes and increased leadership capacity are driven by the implementation of our pioneering Five Year Plan.

Ofsted

'Cleaswell Hill School remains an Outstanding School'

We have no identified area for development.



School Improvement Partner (SIP)

Lynn is carrying out the summer SIP visit on 19th June. Her report will be circulated with governors.

In addition Lynn has been in school a number of times over the last few months, working with Mike on the Five Year Plan, Juliet on the Therapy development plan, Emma with outward facing schools and our training offer, Karyn on our curriculum development and our meta cognition projects and Abdah on our new Engagement + pathway. As always Lynn's input has been a great driver for progress.

Section 2 - Curriculum

Curriculum

Teachers continue to make good progress with development as part of the Curriculum and Assessment Review shared with Governors in the Spring Head Teacher's Report.

All curriculum subjects have a newly written rationale.

Teachers continue to write long term Schemes of Work for Core and Extended Pathways, to ensure connections overtime, with the sequence of learning based on curriculum subject content mapped against the Pre/National Curriculum core and foundation Programmes of Study.

'Launch pads' to subjects have been created to provide a targeted, incremental approach to identifying and bridging skill gaps, ensuring progression and creating a firm, broad-base of skill readiness for subject specific learning. This will support assessment of learning and attainment for pupils in the Core Pathway.

Pre-teach vocabulary or concepts will be available for all subjects.

Knowledge Organisers are being created to support non-subject specific teachers to deliver strong subject teaching and learning.

Our learning offer will be shared more fully with Governors at the end of the ongoing development process next academic year.

Teachers as Researchers

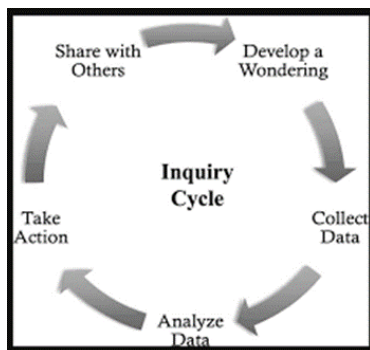
The Education Endowment Toolkit and extensive evidence reviews show the positive potential of mobilising metacognition in classrooms.

However, understanding metacognition is only part of the process- implementing and sustaining approaches that support metacognitive thinking and independent learning is highly complex, particularly in the context of SEN.

Our challenge as teachers is to understand and help shape pupils' thinking and embed self-regulated, autonomous learning.

Building staff knowledge on the implementation of metacognitive strategies, with

the goal of effecting change in the classroom, is the driver behind our second year of embedding class-based action research projects into teacher development.



Below are the class-based metacognition projects which have been undertaken this academic year.

The quality of these is outstanding and we will be sharing outcomes as a team this term.

Engagement Pathway

- Does full immersion in meal times and food exploration sessions support pupils to explore a range of tastes and textures?
- How valuable is the sensory tray for autonomous learning with pupils with complex autism?
- Is the implementation of a child's regulation strategies beneficial for staff to support the pupils in class? Analysis to support the child's red and green scale from their PBS.
- Does giving extra processing time help a learner communicate more successfully?
- Will using a portable sound enable children to transition to different areas any easier?
- Will using TEACCH principles facilitate a pupil to successfully access adult-led learning in the classroom?



Core Pathway

- Does the use of an assessment for learning tool 'I See, I think, I wonder' develop children's higher order thinking skills at the end of a literacy lesson?
- Developing strategies to support behaviours for learning supports reduced distraction for pupils who can work in a more formal environment.
- Does the use of music at 60 beats per minute train the brain for higher forms of thinking and stabilize impulse control with children with SEND?
- Does using a visual thinking frame assist children to develop independent organisational skills?
- Making thinking explicit using a Visible Thinking Frame across a range of subjects is an effective strategy that enables pupils to remember more over the longer term.
- Does the use of background music create a calm and more productive learning environment?
- To investigate how visual communication during a morning routine can help social interaction between students and their peers

- Does using a visible thinking frame enable pupils to be more autonomous learners?

Extended Pathway

- Is the use of manipulatives beneficial to the development of mathematical concepts that pupils find typically challenging? Specifically, can the use of Cuisenaire rods support pupils' conceptual understanding of ratio and proportion?
- Are the use of manipulatives beneficial to the development of mathematical concepts that pupils find typically challenging?
- Class 8 – Use of Numicon to develop functionality of money knowledge
- Class 16 – Use of Numicon to explore symmetry and reflection
- Are the use of manipulatives beneficial to the development of mathematical concepts that pupils find typically challenging?" Terminology used in exam questions creates a barrier to understanding. Could the use of a manipulative, which allows students to recognise key words, enable students to answer exam questions with increased accuracy?



- Does the use of a visual thinking frame (say it, write it, read it, check it) promote autonomous learning, enabling pupils to compose, structure and record sentences that are grammatically correct in line with the Year 1 programme of study statements for English?
- Does the use of a learning journal promote learner's explicit awareness of their personal development journey and increase involvement in the personalisation of his or her own learning?
- Does mapping opportunities for integration of PLIM targets into core subjects across a timetable support increased engagement and outcomes for pupils?

Phase Leader Programme

Deputy Heads, in conjunction with the Lead Therapist, are designing a programme to support and cultivate the skills of Phase Leaders as part of Middle Leadership development, with a view to upskilling and creating a confident team in line with workforce development. This will begin with a skills gap analysis to identify areas of need alongside a development programme which focuses on personal leadership styles, developing positive culture and relationships and understanding systems development and SEND pedagogy from a more strategic perspective.

Karyn McMahon

Assessment

Throughout this academic year, our aim has been to improve our assessment system and methodology by adapting curricula and streamlining processes. Our goal was to ensure that we provide a highly robust system that enables excellence in education to be captured and recorded accurately across all school phases and pathways.

In autumn, conversations took place between all class leads, SLT, governors and our SIP with the main focus being on the creation of a bespoke assessment system to ensure quality of assessment and provision for all of our learners. Work began and a new methodology was created focussing on the essential skills that all of our students within the extended pathway require.

By spring, we trialled our new assessment methodology for both maths and English alongside iASEND for two classes and began to setup whole school science. Feedback from trials has demonstrated the ease in which students are tracked on their individual learning journeys with clear progression and next steps easily recognised.

By September 2023, all teaching staff and class leads will access our new, bespoke

assessment system, with a clear focus on streamlining our entire assessment processes, reducing teacher workload whilst consistently maintaining the high standards of assessment and data collection.

By the end of spring term, data shows:

PLIM

- 73% of PLIM targets were met over the spring term across school.
- Pathway to Adulthood was the area with the highest proportion of targets met (86%) and SEMH had the lowest proportion met (71%)
- 69% of PLIM targets were met by PP pupils, while non-PP pupils achieved 77%.
- Phase 1 had the highest proportion of PLIM targets met (80%) while phase 5 had the lowest proportion met (70%).



Curriculum

- 89% of end of year maths targets are expected to be met, 86% of end of year English targets are expected to be met and 84% of end of year PSHEE targets are expected to be met.
- 85% of PP pupils are expected to meet end of year curriculum targets while 88% of non-pp pupils are expected to meet end of year targets.
- Curriculum targets - 92% of Phase 1 pupils are expected to meet their end of year curriculum targets while 82% of Phase 3 pupils are expected to meet theirs.

David Evans

Phonics

Staff CPD

Phonics lessons are delivered consistently in school to children who are showing they are ready for phonics and who are making progress with their phonic knowledge. Children who are not ready to access phonics sessions are concentrating on skills from Launchpad for Literacy. Launchpad is all about children, the skills they have and the skills they need for all aspects of literacy. It is a systematic, skill-based approach, enabling staff to:

- improve outcomes in the Early Years and beyond by creating firm foundations and a broad base of readiness, addressing whole school attainment issues from the 'bottom-up.'
- identify and close specific skill gaps with individuals and vulnerable groups, assessing, tracking and quantifying the process of closing the gap.
- identify speech, language and other developmental needs as soon as possible and to embed specific skill-based intervention into practice and 'Quality First Teaching.'
- have a greater level of diagnostic capability, establishing reasons and solutions to underpin informed interventions when literacy acquisition is problematic.

Staff are now using phonics data confidently to inform future planning, deliver in class interventions and support children fully with gaps in their phonic knowledge.

I successfully applied and received over £4000 to spend on new phonics resources and reading materials to support the learners in school from the accelerator fund.

4 member of staff are being supported this term from myself on a weekly basis to develop their phonic knowledge and teaching.

Assessment

Assessment has taken place in the 5th week of the Spring term and staff are confidently and accurately using data to close any gaps in learning before moving on with the teaching progression from the programme. The data has been used well with both planning and group changes. In-class interventions are now taking place to support children's GPC knowledge and blending skills.

Homework has been sent home linked to the assessment data and specifically showing the child's areas of difficulty so parents can support at home.

Professional development

I have supported many schools and one trust school in an advisory capacity this term which supports my own professional development which I can use to support colleagues and children at Cleaswell.



Targeted Support Summer 2023 – Academic Interventions

During the second half of the Spring term and throughout the Summer term, the academic mentor is successfully delivering 5 different interventions, offering 18 places to 18 pupils. These pupils are attending between 2 and 4 sessions per week. These children may not need to attend for the whole term, therefore, more children can access interventions and we can respond to gaps in learning and support children when needed. These interventions are a mixture of maths and phonics interventions, delivered in small groups and individually with our new academic mentor.

Helen Moulton

Section 3- Staffing and Finance

Pupil Statistics

	F	M	Total
Class 1 - Phase 1	2	3	5
Class 2 - Phase 1	0	6	6
Class 3 - Phase 1	3	7	10
Class 4 - Phase 1	2	7	9
Class 5 - Phase 2	1	5	6
Class 6 - Phase 2	1	8	9
Class 7 - Phase 2	6	4	10
Class 8 - Phase 2	2	10	12
Class 9 - Phase 3	0	7	7
Class 10 - Phase 3	2	8	10
Class 11 - Phase 3	3	9	12
Class 12 - Phase 3	4	10	14
Class 13 - Phase 4	3	5	8
Class 14 - Phase 4	2	8	10
Class 15 - Phase 4	2	11	13
Class 16 - Phase 4	3	13	16
Upper 1 - Phase 5	3	5	8
Upper 2 - Phase 5	6	8	14
Upper 3 - Phase 5	4	11	15
Upper 4 - Phase 5	3	3	6
Upper 5 - Phase 5	1	10	11
Total	53	158	211

	F	M	Total
Year R	0	2	2
Year 1	3	11	14
Year 2	4	10	14
Year 3	6	9	15
Year 4	3	14	17
Year 5	5	14	19
Year 6	3	10	13
Year 7	4	27	31
Year 8	8	18	26
Year 9	2	14	16
Year 10	8	10	18
Year 11	3	11	14
Year 12	4	4	8
Year 13	0	4	4
Total	53	158	211

Staffing

Sian Critchley and Emily Adamson will both be returning from maternity leave to resume their teaching assistant roles.

We welcomed six new teaching assistants, two on fixed term contracts and four permanent.

Finally, congratulations to David Evans and Charlotte Calcutt who both successfully interviewed for the position of Phase 5 and Phase 6 lead respectively.

Julie Brown

Budget Overview

The budget for the 2023-2024 financial year was set at Cleaswell Hill School with the school accountant from the Local Authority on Wednesday 29th March 2023. It was approved by the resource management committee on 24th April 2023, a summary was circulated to the full governing body on 28th April 2023 and the final approved budget was submitted to Northumberland County Council on 2nd May 2023.

A current school budget report and budget summary sheet has been circulated with the additional papers for the summer term governor meeting.

Lauren Caisley

Fundraising Governor's Report (01/03/2023 – 19/05/2023)

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

Our 'Someone Special' present room on the 3rd, 10th and 17th March enabled pupils to choose, wrap and take home a gift for 'Someone Special' and generated £285. One of our staff members bravely completed the Kielder Dark Skies Platinum Event on the 17th, 18th and 19th March and generously collected donations in aid of Cleaswell Hill Foundation (registered charity number 1000697). Our non-uniform day in aid of Comic Relief (registered charity number 326568) on 17th March was a great success and raised £102.80. All Cleaswell Hill School pupils were delighted to meet the Easter bunny on 24th March and received a small chocolate egg. The donation of an Easter egg for every Cleaswell Hill School pupil from The Foresters Arms was gratefully received on 31st March. Our Easter themed non-uniform day and Easter egg raffle on 31st March raised £101.36.



We were delighted to accept a grant for £5,000 from The Northumberland County Council Community Chest towards IT resources for The Appleby Centre as a result of an application during the month of March. We were also thrilled to receive a grant for £400 from Warburtons towards social resources and equipment for the kitchen at

The Appleby Centre as a result of a grant application. A grant of £1,000 from Kellogs towards milk for Magic Breakfast was also gratefully accepted. We were elated that our grant application to the Armourers and Brasiers Gauntlet Trust for £600 towards science/PSHEE resources was successful during the month of March.

Cleaswell Hill Foundation (registered charity no 1000697) was pleased to receive a grant of £499.72 from The Northumberland County Council Community Chest Coronation Fund as a result of a successful grant application during the month of April. We also gratefully received £563 from Ross, Andrew and The Cherry Tree Bar and Grill as a result of a sponsored head and beard shave event.



Our event to celebrate the coronation of King Charles III on 5th May, funded by a grant from The Northumberland County Council Community Chest, was a phenomenal success. The children enjoyed a bouncy castle, playground games, ice cream van, party food picnic/buffet and themed activities throughout the event.

Our health and wellbeing week from 8th – 12th May was an astounding success. All Cleaswell Hill School staff and pupils participated in a wide variety of health and wellbeing challenges throughout the week within their classes and phases. Some of the activities included aqua aerobics, boogie bounce, yoga, obstacle courses, dancing, rebound therapy, swimming, running and more! The event raised £382.00 towards health and wellbeing resources.

We were thrilled to receive a £250 voucher from The Alpkite Foundation towards inflatable sleeping mats for Duke of Edinburgh expeditions as a result of a grant application during the month of May. We also gratefully accepted a generous grant of

£5,000 from The Baily Thomas Charitable Fund towards an inclusive play area at Cleaswell Hill School. Our application to Magic Little Grants (Localgiving/Postcode Neighbourhood Trust) was also successful and resulted in a £500 grant towards a horticulture area at The Appleby Centre. We also greatly appreciated a donation of £100 from Barratt Homes towards resources and equipment for The Appleby Centre during the month of May.

Our links with Just Giving, Music Magpie, Your School Lottery, Empties Please, Stikins, Paypal Giving, Easy Fundraising, our onsite clothing bank and local community collection boxes continue to generate essential funds for our charity. Our local community collection box at the Cherry Tree Bar and Grill raised £182.37, our community collection box at Dicksons raised £28.15, our community collection box at Premier raised £37.37, our on-site clothing bank generated £61.50, our partnership with Amazon Smile raised £36.38 and our lottery generated £310.00 following the last report to governors.



Six new grant applications have been submitted following the last report to governors. We are currently awaiting a response to grant applications submitted to The Catherine Cookson Trust, The Thompson Family Charitable Trust, The Bregqvist Charitable Trust, The Ernest Hecht Charitable Foundation, The David and Ruth Lewis Charitable Trust, The Said Foundation, The Navnat Vanik Association, The Sangat Trust, The Syeda Zainab Trust, The Charles Wolfson Charitable Trust, 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, The Jo Walters Trust, The Frazer Trust, The Hadrian Trust, The Joicey Trust, The Ulverscroft Foundation, The Cooperative Foundation and SPAR.

Our future planned fundraising events for this term include a non-uniform day on 26th May, 'Someone Special' present room on 9th, 15th and 16th June, Scholastic book fair from 10th – 14th June, summer sports day and fundraising event on 13th July and non-uniform day on 21st July.

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

Thank you for your ongoing support,

Lauren Caisley

Premises

I'm pleased to report that the timber cabin build was completed and it is now being used extensively. Work has begun on designing another, slightly larger, timber cabin to be built next to the current one.

After a lengthy wait we have finally received the two converted shipping containers. I hope they can begin to be used by the therapies team very shortly.



Following the recent water damage caused by a faulty part in the new staff room water boiler, I'm happy to say that repair work has been carried out and paid for by the company who supplied the water boiler.

And last but not least, work began on the Appleby Centre on the 24th of April. Work so far has been to schedule but unfortunately it has been confirmed that there is extensive damage to the drainage system which requires additional funding to rectify. There have also been discussions with County around the use of the 'car park' for staff parking and school transport. We hope to have clarity on this very soon.

Jordan Tolley



Section 4 - Specific Issues

Safeguarding

Please read the summative safeguarding report for this academic year included in the Governors' meeting pack.

Karyn McMahon

Personal Development

Across school we continue to forge ahead to promote the effectiveness of sensory and physical development for learners, particularly those on the engagement and core pathway. This term, following on from the success of an ongoing upper limb intervention, a new group has been created. This group is targeted at pupils with physical needs with a focus on developing their gross and fine motor skills. One of

our skilled therapy assistants (overseen by our lead OT, Jo Golden) has been working to plan and produce new resources, differentiated for the individuals. The sessions will be taking place in our brand new therapy room.

Personalised Learning Intention Maps (PLIMs) continue to be at the forefront of our planning when it comes to ensuring individuals make progress in areas most meaningful to them. This term we held whole school PLIMs moderation. This generated constructive conversations and helped iron out some highlighted issues. A small working party has created case studies, one per pathway, which demonstrate the impact of personal development linked to personalised targets for individuals. Moving forward we will be creating one case study per class.

We continue to work hard to build and maintain strong links with the wider community to ensure positive outcomes for our pupils. Links with external providers such as Seb and Olivia's Den and the Tim Lamb Centre have proved to be invaluable to the routines and development of many pupils. Weekly sessions in these settings support pupils by developing their communication, supporting physical needs, developing social skills and encouraging independence.



We have a packed programme to support those moving on from Cleaswell. We have 21 leavers this year who are all transitioning to positive destinations that provide the stretch and progression they need to achieve their pathway outcomes. Placements include Brightside, Newcastle College, Azure and Buzz Learning. Transition visits, workshops, tours and taster days have taken place; pupils are becoming both excited and nervous for their next steps.

In addition to this we have had Claire Angus, a schools adviser from DWP, coming in to do weekly sessions with a core and an extended class within Phase 5. Claire delivers activities that explore different job roles, skills and qualities needed to be successful in the world of work.

Our leavers' assembly this year will be held on Friday 14th July and we will be holding an annual prom on 10th July.

Jenny Smith

Behaviour

On June 12th and 13th, Clare Green and Julie Brown travelled to Scarborough for the NAPPI trainer refresher. At the start of the autumn term, they will teach additional staff members up to Level 1.

The PBS cloud is still being used to record occurrences of behaviours of concern, and it has proven to be a very useful tool for supplying data reports for multi-agency meetings on particularly challenging individuals. The PBS cloud system now has the capability to capture low-level behaviours. This has been well received because it enables the capture of behaviours that occasionally go unrecorded, resulting in lost data, and only reach the agitated and disruptive level. This information can be very helpful since it may indicate that a successful de-escalation approach was implemented if a person's behaviour did not rise further on the Red Behaviour Scale. At the end of the summer term, the staff will be informed of the analysis of the PBS cloud data for this academic year.

Some of our more challenging individuals continue to be supported with a high staff ratio and are following a reduced and bespoke timetable.

There has been one half day exclusion during the summer term.

Julie Brown

Therapy

We are delighted to announce that the two new therapy cabins plus a storage shed were installed in May. These are of high quality and aesthetically pleasing, so much so that Mike has taken to calling them the 'Therapy Village'. Most importantly they provide crucial spaces needed to support children therapeutically on an individual and small group basis.



The hydrotherapy pool continues to be used regularly by a large number of CHS children during the school day. We strive to create suitable environments so staff can maximise the positive outcomes during pool sessions. The new year saw a decline in the number of people using the pool outside of school hours. This may have been due to the economic uncertainty that prevailed at the time. Fortunately things have picked up and we are now almost fully booked every week. The rising cost of utilities forced our hand and we had to raise the cost of hiring the pool, however it still represents very good value for money. We now hire the pool to the public from Tuesday to Friday after school hours. It is used by the wider community for a range of medical and personal reasons. Pool income for the school year, to date is £9,945. Many thanks to the pool team for their continued support.

Jo Golden (Specialist Occupational Therapist) has continued to progress through the Sensory Integration Training (ASI Wise) and completes the final of six modules

at the beginning of June 23. The successful completion of module six provides Jo with a qualification in Certificate in Ayers Sensory Integration, which supports the vision of best practice in therapy at Cleaswell Hill.

We secured some funding through RISE to purchase a second large trampoline, steps, crash mats, storage covers and games equipment, to be utilised for Rebound provision during and after the school day. The RISE funding also included training in Rebound Therapy for a member of staff, taking place at the end of June. The increase in resources and staffing will directly improve the capacity of the Rebound Service, allowing more children to benefit from this therapy.



A trial of the E-book system has been carried out since September 23 and found to be highly successful in recording therapy goals and monitoring progress in the areas of physical ability, communication, sensory regulation and functional ability. The video format measures progress in an innovative way that captures the joy that children experience and the incremental progression that can sometimes be difficult to quantify through words. Summaries are also used as evidence to support the generalisation of progress with personalised learning intentions. E-books are now also being used in the hydropool, which captures the huge therapeutic benefit to pupil well-being and progress. The free E-book trial enabled use with 40 children and due to the success, we have purchased the license for use across the wider school.

In March, Kate Thompson (Qualified Teacher for the Visually Impaired) and Jo Golden ran a day for children with Visual Impaired, accessing the local community to

practice using specialist VI equipment and new technology. This included using a PENFRIEND electronic reader to follow a shopping list and the SEEING AI app to identify food items within the supermarket.

The integrated therapy team work effectively with NHS colleagues to optimise the statutory provision, through close collaboration, prioritisation and management of resources. Feedback from the newly appointed NHS occupational therapist highlighted the value of working with the small integrated team in the smooth delivery of their service. The NHS Physiotherapist also provided feedback that their therapeutic interventions are well prepared for the new academic year for existing and new pupils, through effective collaboration.



In her post as Mental Health Lead, Rachael Ford-Hutchinson continues to make links and engage with external partners. To enhance her own skills, Rachael gained accreditation for the Advanced Designated Mental Health Lead role, which is focused on overseeing and monitoring overall mental health provision. Rachael is developing the skills of staff with regard to how they can assist in promoting mental health and wellbeing and further developing our provision, both within the 'Universal' and 'Targeted support' offer. As we approach the end of the year, this involves supporting the transition of small groups and individuals across the core and extended

pathways where specific emotional need has been identified in the 22/23 school year. New learning leads will be supported with obtaining and understanding relevant historical information, provision and resources, with continued monitoring of these young people within the wider therapy team.

Rachael Howitt (SaLT) has begun a Pre-Teach Vocabulary pilot (PTV) with some of the classes in the Extended Pathway to develop vocabulary and word knowledge skills. The approach categorises topic words into different levels of ability to support those who need to learn more basic vocabulary and those that need stretch and progression. Jamie Wheadon reported immediate progress with his class within his maths lesson and as maths lead he developed PTV across different topics. The plan is to share this with the rest of the Extended Pathway and embed this as standard practice.



Rachael continues to lead the Autism Education Trust (AET) team in school and the team have now delivered 'Making Sense of Autism' and 'Good Autism Practice' in commuted hours. The AET training has also been delivered in Castle School with the final session completed on 7th June 2023. Work is underway with Lauren Caisley to develop the training hub, including how to generate income. Some sessions have been advertised to Northumberland LEA schools to be delivered in this term. Cleaswell Hill have also offered free training sessions to all taxi drivers and escorts for our pupils. Rachael has also communicated with Cleaswell parents via SchoolPing to gauge their interest in the AET training sessions. As part of the AET role, the team keep abreast of new information through attendance at monthly AET training and

development sessions. As Lead, Rachael also attends Regional Network Meetings on a quarterly basis.

We are currently in the process of recruiting a full-time speech and language therapy assistant, in addition to the part-time therapy assistants already in post. The new SALT assistant will work across all pathways and build upon the current interventions being carried out in school. The therapy cabins will provide the long awaited space required for additional individual and small group work.



There continues to be a number of children with highly complex needs in school, who require an intensive integrated therapy approach. Rachael Howitt and Juliet Ruddick continue to support directly in their clinical capacity and through effective liaison with a number of external agencies, alongside the senior leadership team. Therapists and key educational staff continue to devise the curriculum and environments as we strive to support the most complex engagement children. The lack of resources in health and social care continue to place pressure on school, despite positive and effective relationships with individual practitioners who work very closely with us. One of the main difficulties that school and parents/carers face is supporting children safely, whilst they undergo medication review and changes. Mike Jackson and Lynn Watson are raising the issues surrounding children with complex developmental and mental health needs at a strategic level.

Juliet Ruddick



Parent Partnership

Parents and carers have been invited to attend four weekly sessions at the school where they can engage in enjoyable activities with their children in a welcoming and secure setting. Parents and carers of children on the extended pathway have attended these, but sadly, there wasn't enough interest from parents and carers in the core pathway to support the sessions. The engagement pathway now has access to these sessions.

Julie Brown

Cleaswell Outreach Program

In addition to a number of outward facing projects that have begun this year which are societally relevant, Cleaswell Hill School is committed to projects that inform, engage and constructively develop appropriate wider communities, both in education and wider culture. In order to do this, we are in the process of designing a Learning Centre Program that can support the delivery of a number of professional educational and therapeutic training programs for people and school communities across the region.

The goal is to ensure that vital training and professional development is informed by and shared with those who need it most and in ways that are timely, relevant and meaningful.

The next steps in the development of the Learning Centre will be:

Identification of a target audience or audiences that will benefit from the Cleaswell Learning Centre

Specific methods and ways to reach that audience through a robust marketing program linked to Northumberland LA services.

Goals for how audiences will be impacted by learning programs, and a system for monitoring effectiveness of delivery.

The Training Hub will develop a Portfolio of SEND courses as part of the training offer which can be delivered as bespoke packages to schools and other community groups. These courses could consist of:

Sensory Processing & Integration

A multi-sensory approach to the Development of Handwriting

SCERTS Awareness

Enabling Environments to meet the needs of complex pupils

Moving and Handling

PECs, Makaton, Alternative Communication training



Colourful Semantics

AET Training

Making Sense of Autism

Good Autism Practice

Understanding Good Autism Practice and the AET Framework for Leaders



An example of the other training offer available to schools (mainstream and specialist) could include:

Supporting the development of high quality, inclusive practice in schools with the aim of improving outcomes for children with SEND.

Observations of children in school.

Provision of specialist advice to help schools to meet the needs of children at SEN Support, including supporting schools with curriculum and assessment for those working below age related expectations.

Advisory support programs consisting of whole school SEND reviews

Specialist advice and support regarding interventions and strategies for children with EHCPs including supporting schools with assessment for those working below age related expectations.

Attendance at meetings with parents, multi-agency meetings, review meetings or child action meetings for children who have current/recent involvement to contribute to a multi-agency approach to SEND.

Joined up working with other agencies for example Behaviour Support, Educational Psychology, Sensory Support, Speech and Language Therapy etc.

Facilitation of small group work as requested by school, with the aim being to train a school based TA to facilitate such work in the future.

Signposting to, and liaison with, other education, health, social care and voluntary sector services as appropriate (including use of the local offer).

Facilitate in-reach visits to Cleaswell Hill School where appropriate, linking to the teaching school.

Support with target setting and provision mapping.

Signposting to appropriate resources.

Outcomes

The Key Performance Indicators for Cleaswell Hill School will be designed through coproduction with the training audience around the following areas:

Outcomes for the CYP, Parents, Teachers and Schools including how kept informed around progress (individual/organisational).

Successful CYP transitions/integration between Early Years, Primary and Secondary education settings, including the adaptations to environment.

The relative impact of Group work compared to One-to-One sessions including through digital methods.

Maintaining quality workforce development plans, training and successes around recruitment and retention.

Performance will also be measured according to a range of the following indicators relating to three areas:

a) Children and Young People

Are successfully maintaining their mainstream education.

Have smooth, supported transitions between Early Years Settings to Primary Settings and Primary Settings to Secondary Settings.

Are listened too, are involved, and feel important in the continuous development of the Service.

Have a defined outcome that reflects and encourages improvement in the CYP emotional and physical wellbeing.

b) Families and Carers

Have knowledge of the Service and have meaningful input into how it is delivered to their child.

Are informed and kept up to date on progress of any interventions CYP receive.

Have increased confidence that the service the CYP are receiving meets the needs of their child in education settings.

Have the confidence to manage and maintain the delivery of the model interventions at home in line with those within education settings.

c) Educational Settings and Teachers

Have increased knowledge and understanding of the needs of the children in their classrooms.

Are confident in using a range of introduced strategies, which are personalised to individual children with SEND, to ensure that all children are included in all aspects of school life.

Can confidently differentiate the curriculum to ensure that it is accessible to all CYP in their class.

Emma Dunn

Admissions

We now have 42 new starters confirmed for September 2023 and Phase Leaders have worked hard to ensure smooth and effective transitions for these young people with consistent communication with families and regular visits. Taster days have now been organised for this term allowing staff and peers to get to know individuals before beginning in September.

To allow staff to understand individuals in their new classes better, staff are completing One Page Profiles of their current pupils to give a snapshot as to support and guidance each pupil might need to make progress from individual starting points next year with new staff.

Emma Dunn



Leavers & Post 16 Development

There are 21 leavers this year who will be transitioning to further education or adult care placements. All students have now visited their destinations and feedback has been positive.

Pupils in Phase 5 are looking forward to moving to our new satellite centre, The Appleby Centre, as they prepare to become Phase 6. This is an exciting stage in the development of 14-19 learning at Cleaswell as it gives the opportunity to innovate the curriculum ensuring the 4 areas of Preparation for Adulthood are integrated firmly into every aspect of learning for young people to further improve their life chances and support to make good choices for their individual futures. As ever, bureaucracy has stood in the way of some pupils being able to achieve their next steps due to funding implications but we are working hard and challenging services at every level to ensure that we can get the best outcomes, wherever possible.

Phase 5 are hosting their 5th annual Prom this year for school leavers and peer groups to celebrate their achievements. There will also be a Leavers' Assembly in July to allow families to join us in recognising the successes of our young people and the journey

they have been on at Cleaswell.

We are now looking at how we can access different facilities and community resources to further enrich the learning and opportunities for our learners. Watch this space!

Emma Dunn

Attendance

School absence has become a growing problem nationwide and this damaging trend appears to have worsened since the pandemic. Current national statistics, including a Government Education Community enquiry (January 2023) and the UK Health Security Authority data, shows that absence from education remains worryingly high, with the rate of pupils that have been persistently absent from school (missing at least 10% of lessons) almost twice as high as pre-pandemic levels. Reasons cited include; a more relaxed attitude amongst parents/carers/children with a detrimental notion of school not being mandatory and that regular school isn't necessary; recent teacher strikes are suggested as reinforcing this notion; parents/carers working from home; continued term time holidays; challenge of anxiety around full-time school attendance (25% of all school children missed at least one Friday in Autumn Term 2021); economic disadvantage and the cost of living crisis affecting purchase of uniforms and lunches; lack of NHS provision (Mental Health Services) exacerbating absenteeism.

Our attendance figures mirrored the national trend;

- 2018 - 2019 = 94.21% (School year before Covid)
- 2021 - 2022 - 89.90% (School year after Covid restrictions)

It is positive to see, however, that our attendance is increasing and currently at 90.66%, but is yet to reach pre-pandemic levels. Positively, our absence rate remains lower than the 13.1% for state-funded special schools.

The Attendance Policy, has been updated to reflect the outcomes of the Attendance Action Plan, along with the extensive scoping work which included a meeting with a Parent Interest Group last term.

Researching current information, advice and initiatives and considering how we can secure and sustain a child-centred approach to supporting families, rather than the mainstream model of attendance, provides the basis for writing additional documents to support implementation of school attendance practice and procedures. These include a draft Strategic Approach to Attendance and a SEN summary of the DfE Working Together to Improve School Attendance guidance. Sharing these docu-

ments school-wide to both parents/carers and staff is the next step. Governors will be kept informed of outcomes and impact.

Karyn McMahon

Educational Visits

At Cleaswell, educational visits are a crucial component of curriculum enrichment. There are numerous weekly visits, such as community walks, Seb and Olivia's Den and independent travel trips which access the public bus and train services.



The chance to take a residential trip to Daleby House in Beadnell was made available to students from the core and extended pathways. They had the opportunity to spend one night away from home, and staff said it was incredibly exciting and rewarding to see how the students behaved in a new setting.

Andrew Jackson has conducted several Duke of Edinburgh expeditions and wild camping experiences within some remote areas of Northumberland. The Duke of Edinburgh programme enables pupils to develop their teamwork, problem solving and communication abilities which boosts independence and prepares them for adult life.

A number of educational visits are scheduled to take place throughout the summer term which will enhance the curriculum and deepen learning, particularly in the foundation subjects.

Julie Brown



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 2022-23

Training Day	April 17		
Governor Monitoring Visit- Safeguarding	April 27		
Earth Day	April 21		
Appleby Centre Construction Begins	April 24		
Phase Moderation	April 25		
Commuted Hours 6/6 Good Autism practice Engagement Pathway	April 26		
Governor Monitoring visit- Enabling Environments	May 2		
Feedback on metacognition class-based action research	May		
Parent/Carer Group re. Attendance	May 4		
Coronation Playground Party	May 5		
Interim Appraisal meetings	May		
Health and Wellbeing Challenge Week	May 8-12		
Entry Level deadline	May		
KS2 SATS Week		Parents Evenings	July 4 & 5
Governor Monitoring Visit – Pupil Voice	May 25		
Teaching and Learning Observations	May	Prom	July 10
Daleby House Visits	May	Book Fair	July 10-14
Non-uniform Day (donations for summer fundraising event)	May 26	Summer Performances	July 4, 6, 11, 13
Half-term	May 29-June 2	Triangulation meetings with phase leaders	July 13, 14
Value- Respect		Summer Sports Day and Fundraising Event	July 13 July 17 (reserve)
Governor Committee Meetings	June 9	Leavers presentation	July 14
Present Room (Father's Day / Someone Special)	June 9-16	Non-uniform Day	July 21
Health and Safety Governor Visit	June 20		
Governor Monitoring Visit – Assessment	June		
Summer Term Governors Meeting	June 27		
Reports Submitted to Parents	June 30		

