

Section 8 – Personal Development and Wellbeing

Personal development and wellbeing are transformational because pupils develop the communication, confidence, regulation, relationships and independence needed not simply to participate in school, but to experience increasingly rich and autonomous lives beyond it. This is particularly evident for pupils facing the greatest barriers: independent SIP case sampling identified Engagement pupils who had previously found adult direction extremely difficult but who progressed to travelling on local buses to community destinations, representing substantial gains in confidence, independence, participation and quality of life for pupils and their families. This wider direction of travel is reinforced through Preparation for Adulthood outcomes, with 91% of Core, 88% of Extended and 91% of Appleby PfA targets met in Summer 2026. Through personalised PSHE/RSHE, therapy, enrichment, careers, pupil voice and authentic community experiences, pupils increasingly belong, contribute, advocate for themselves and exercise greater control over their lives.

What is going well: Evidence to support this judgement

Strategic Leadership of Personal Development and Wellbeing

At Cleaswell Hill, personal development is not treated as a separate programme. PSHE/RSHE, Preparation for Adulthood, careers and work-related learning, integrated therapy, enrichment, pupil voice, pastoral care, creative opportunities and community experiences are planned together across Engagement, Core and Extended so that pupils develop communication, regulation, confidence, resilience, relationships, independence, belonging and meaningful participation from their individual starting points. Independent SIP evaluation identifies this as a sustained strength and a 'golden thread' through the school's work.

Leaders have a forensic understanding of what personal development means for individual pupils and do not equate equality with identical provision. EHCP and PLIM priorities, communication and sensory profiles, therapy evidence, pupil and family voice, safeguarding and pastoral information and pathway expectations shape provision from early communication, choice, relationships and self-regulation through to independent living, citizenship, community participation, employment and adulthood. Alongside this personalisation, a clearly defined core entitlement across Engagement, Core and Extended pathways protects the breadth of pupils' personal-development experiences so that access does not depend on class, staffing, communication profile or family circumstances. Enrichment Passports and participation records enable leaders to test both whether this entitlement has been accessed and the difference these experiences make. Impact is evaluated through Earwig, EHCP/PLIM and PfA outcomes, participation evidence, case sampling, governor monitoring and external review.

Staff expertise is deliberately developed so that the quality of personal development does not depend on individual practitioners. PSHE/RSHE planning is mapped to statutory requirements and informed by the PSHE Association SEND planning framework, while specialist leadership, collaborative planning, SaLT/OT input and professional learning in communication, regulation, mental health, relational and neuroinclusive practice enable staff to teach, adapt and assess personal development with increasing precision. Leaders test implementation through learning walks, planning and assessment scrutiny, pupil voice, case review and professional dialogue.

Leaders know the strengths and remaining refinements accurately and act on them. Priorities already identified within the 2026-29 improvement cycle include sharper longitudinal evaluation of personal-development outcomes, further strengthening learner and stakeholder voice and careers oversight, and more consistent tracking through Earwig, Enrichment Passports and PfA

evidence. This accurate self-evaluation means that known areas for improvement are being addressed before they become significant weaknesses.

Cleaswell Hill increasingly uses its expertise to improve personal development beyond the school. Collaboration with Tyne and Wear Museums has produced access passports that improve pupils' access to cultural venues while strengthening partners' understanding of complex SEND; Fusion, NEN, university, local-authority and community partnerships provide further routes for sharing inclusive practice and bringing external learning back into school. This outward-facing work demonstrates that the school's strongest practice is contributing to wider system improvement as well as improving provision internally.

The Personal Development Programme

The personal development curriculum meets statutory requirements and is exceptionally comprehensive, coherently sequenced and deeply embedded across the taught curriculum and wider life of the school. PSHE/RSHE and citizenship-related learning develop progressively across pathways from self-awareness, communication, relationships, regulation and personal safety to consent, mental and physical health, online and offline risk, financial understanding and preparation for adult life. Teaching is age-respectful and developmentally appropriate, with Total Communication, specialist communication-accessible resources and evidence-based programmes such as FRIENDS Resilience where appropriate, enabling pupils to acquire, retain and increasingly apply detailed knowledge from their individual starting points.

SMSC, RE, Fundamental British Values and character development are translated into meaningful experiences rather than taught as abstract concepts. Pupils are supported, in ways matched to communication and cognition, to reflect on their own and others' beliefs, feelings and values; experience curiosity, enjoyment, imagination and creativity; distinguish right from wrong; understand consequences, boundaries and the rule of law; and offer reasoned views on moral and ethical issues. Structured discussion, supported choice, AAC and pupil-voice approaches enable pupils to consider and respond to views, beliefs and opinions different from their own. Youth Elections, LA Participation Team work, school values, community projects and pupil-led structures allow democracy, individual liberty, mutual respect, responsibility and active citizenship to be experienced in practice. Across these experiences, pupils are supported from their individual starting points to behave with increasing integrity, cooperate consistently well with others and take responsibility for their choices.

Personal development deliberately nurtures pupils' talents, interests, curiosity and cultural capital through an extensive range of experiences within and beyond school. Enrichment Passports, Forest School, drama and music, sporting opportunities, Duke of Edinburgh, residential, horticulture, clubs, themed events, community visits, arts experiences and enterprise enable pupils to discover interests, express themselves creatively, reflect on experiences and participate increasingly confidently in artistic, musical, sporting and cultural opportunities that may otherwise be inaccessible. Leaders evaluate breadth, participation and impact through Enrichment Passports, club/trip records, pupil and family voice and governor/SIP monitoring, testing not only whether pupils participate but what difference participation makes to belonging, confidence, communication, independence and preparation for adulthood. From 2026/27, leaders additionally evaluate the offer against the DfE Enrichment Framework's eight benchmarks: strategic alignment, breadth, communication and celebration, community influence, accessibility and engagement, partnership working, outcomes and continual improvement.

Teaching about relationships, emotional wellbeing, self-regulation and safety is exceptionally responsive to pupils' increased vulnerability and is reinforced throughout everyday school life. Sequenced PSHE/RSHE, Computing, safeguarding education, communication-focused teaching, Zones of Regulation, relational practice and therapeutic approaches enable pupils increasingly to recognise and manage emotions, communicate needs, understand healthy and unhealthy relationships, resolve disagreement and seek help. Where age and development make content relevant, pupils are taught to recognise online and offline risks including sharing personal information, harmful online content, criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism, and are taught how and where to access support. Curriculum assessment, PLIM evidence, pupil response, safeguarding evidence and longitudinal case review demonstrate increasing resilience, self-advocacy and safer decision-making. Further strengthening of pupil and parent online-safety understanding is already prioritised for 2026/27.

Healthy lifestyles are developed through a coherent combination of taught knowledge, practical application and daily routines rather than isolated health initiatives. Pathway-specific Food and Nutrition progresses from sensory exploration and communicating preferences, through functional food preparation and self-care, to nutritional understanding, accreditation and vocational experience; Magic Breakfast, physical activity, Forest School, therapy and work with school-health teams and families further strengthen nutrition, physical wellbeing, mental health, active lifestyles, independence and readiness to learn. Cleeve follows a graduated response to food and nutrition that outlines universal, targeted and specialist approaches.

Preparation for adulthood is an exceptional and progressively embedded outcome of the whole programme. It begins with communication, choice-making, relationships, self-care and early independence and develops through the four PfA outcomes of independent living, health, employment and community inclusion, including travel, money, friendships, community participation, volunteering, enterprise, work-related learning and future planning. Pupils consequently develop increasing autonomy, confidence and capacity to participate successfully beyond school and are exceptionally well prepared, from their individual starting points, for their next steps and adult life. Summer 2026 PfA PLIM outcomes provide quantitative evidence of this direction of travel, with 91% of Core, 88% of Extended and 91% of Appleby PfA targets met; this is triangulated with pupil voice, work-related learning, reduced prompting, annual review and transition evidence.

Enrichment

Enrichment is an exceptional and strategically planned entitlement, aligned with the DfE Enrichment Framework (June 2026) and designed to ensure that pupils' SEND, disadvantage or family circumstances do not restrict access to wider experiences. Leaders use Enrichment Passports, pupil voice, participation analysis, partnerships, grant funding and personalised adjustments to broaden pupils' experiences while removing financial, communication, sensory and logistical barriers. Partnership work through the North of Tyne Child Poverty Prevention Programme and Tyne and Wear Museums has further strengthened this entitlement through the development of a five-category Enrichment Passport and tailored, accessible and inclusive experiences designed around pupils' needs. Impact is evaluated through changes in confidence, relationships, communication, independence, wellbeing and Preparation for Adulthood rather than participation alone.

Careers Education and Work-Related Learning

Careers education is consistently strong, ambitious and progressively embedded from pupils' earliest stages of learning through to Post-16, reflecting Cleaswell Hill's understanding of a career as a 'pathway through life'. A structured three-year careers framework develops early awareness of strengths, identity, work, money, aspiration, health, community contribution and future possibilities before progressing into increasingly personalised pathways. Delivery is deliberately different but equally ambitious across the three pathways: Extended learners progress into Talentino and increasingly personalised careers learning; Core learners access carefully adapted careers objectives linked to their needs, strengths and aspirations; and Engagement learners access highly personalised, experiential and sensory-rich careers and Preparation for Adulthood learning that develops communication, choice-making, participation, self-awareness and increasing independence. From Year 9 onwards, careers education is integrated closely with Preparation for Adulthood around employment, independent living, health and community inclusion. For pupils with SEND, careers education deliberately extends beyond employment to include independence, self-advocacy, positive relationships, wellbeing, community participation and informed decision-making, maintaining high aspiration while recognising that successful adult lives may be expressed through different combinations of education, employment, supported living and community engagement.

Secondary-age pupils receive a broad programme of careers education, encounters and guidance that prepares them to continue in education or training to at least age 18 and connects curriculum learning with realistic future routes. Pupils in Years 8-13 access information about further education, technical education, apprenticeships and supported internships, alongside encounters with local and regional employers, workplace experiences and engagement with colleges, training providers and, where relevant, university partners. Pupils are supported to understand the skills, qualifications, experiences and support they need to move towards their ambitions; Compass+ and provider/work-related-learning records enable leaders to check participation and impact.

Local and national labour-market information is increasingly used to help secondary-age pupils understand how employment trends, routes and qualification choices relate to their aspirations and likely next steps. The April 2026 Compass+ review identified learner understanding of labour-market information as an area to deepen, and this is already prioritised through the Strategic Careers Plan alongside stronger parent understanding and curriculum-careers links.

Authentic work-related learning is a sustained strength and is being strategically extended through Post-16 provision. Work experience, enterprise, volunteering and community-based learning enable pupils to generalise communication, functional, social and employability skills in real settings; Appleby and the planned off-site commercial kitchen/café broaden access to accreditation and vocational catering from autumn 2026. The developing therapeutic horticulture programme, led by a Social and Therapeutic Horticulture practitioner and linked to the school's RHS pilot, further connects wellbeing, independence, purposeful activity and vocational progression. Destination tracking shows that 100% of 2024/25 leavers secured positive onward destinations, providing strong evidence that personalised preparation translates into successful next steps.

Leaders evaluate careers provision with increasing precision and do not overstate areas that are still developing. The April 2026 Compass+ Careers Impact review confirmed strengths in Careers Hub engagement, quality assurance, destinations and progressive careers learning while identifying strategic leadership, governance, learner perception and stakeholder voice as priorities; the resulting Strategic Careers Plan directly addresses these, together with labour-market information, subject-career relevance and personal-guidance resourcing. Leaders now



use learner and family voice, personal-guidance records, curriculum-careers evidence, provider and employer feedback and destination outcomes to judge whether these changes are improving pupils' understanding of future routes and the preparation they receive.

Pastoral Support

Pastoral support is exceptionally well matched because leaders and staff know pupils in depth and systematically anticipate changes in need rather than waiting for difficulties to escalate. Personal profiles, wellbeing information, EHCP/PLIM outcomes, CPOMS, PBS/behaviour information, attendance, safeguarding, therapy assessment and family insight are considered together, enabling emerging changes in communication, regulation, emotional wellbeing or presentation to trigger timely support. Day-to-day records, data analysis, pupil-level case sampling and multidisciplinary review are used to establish whether support is improving wellbeing and participation over time.

A graduated, preventative pastoral model addresses underlying communication, sensory, emotional, mental-health and contextual causes of difficulty rather than responding only to presenting behaviour. Relational and trauma-informed practice, integrated SaLT/OT, regulation strategies, mental-health leadership, the school wellbeing team, resilience work and creative-based early intervention enable pupils increasingly to regulate, recover, communicate need and re-engage with learning. Across 2025/26 recorded incidents reduced from 844 in autumn to 632 in spring and 488 in summer, while restrictive interventions reduced from 106 to 65 to 49, supporting leaders' evaluation that increasingly preventative support is having sustained impact.

Pastoral support is accessible irrespective of cognition or communication profile. Trusted adults, Total Communication, AAC, Core Boards, symbols, emotional-language approaches and explicitly taught help-seeking enable pupils to communicate discomfort, worry or need in their most effective mode; pupil voice and EHCP contribution are then used to refine support. Leaders triangulate this with safeguarding and pastoral records and family feedback so that pupils are heard and support remains effective.

Partnership with families and specialist agencies significantly strengthens pastoral care for pupils facing the greatest barriers. Teachers and pastoral leaders work alongside the integrated therapy team, Family Partner, health, social care, Early Help, EWO, local authority and other professionals so intervention is coordinated across school and home and changed where it is not securing improvement. External SIP evaluation confirms highly positive relationships with families, including parental testimony that the quality of school support enables families to feel confident that their child is exceptionally well cared for.

Inclusive Personal Development and Wellbeing

Inclusion is an exceptional and sustained feature of personal development because pupils are enabled to belong, contribute and succeed irrespective of complexity of need, communication profile or background. Relational practice, personalised communication and accessible pupil voice ensure pupils are known, valued and respected and can influence their experience of school; independent SIP evaluation confirms that pupils experience a strong sense of belonging and are included in all aspects of school life. Through pupil voice, advocacy, Youth Elections, regular focus groups and work with Northumberland County Council's Youth Participation Team, including contribution to its Co-production Charter, alongside clubs, enterprise and community activity, pupils increasingly influence provision and make a positive contribution to the school's inclusive culture and wider community rather than simply benefiting from it.

Leaders actively test equity of participation rather than assuming that an inclusive offer is equally accessible. Enrichment Passports, club, community and careers records, pupil voice and vulnerable-pupil case sampling are used to identify and remove financial, communication, sensory, physical or social barriers; the four-day after-school offer and daily lunch clubs extend meaningful participation across pathways, while careers and PfA opportunities are adapted so disadvantaged pupils, pupils known or previously known to social care, young carers where identified and pupils facing other barriers can benefit fully. Pupil Premium pupils met 81% of PfA PLIM targets in summer 2026, demonstrating that disadvantage is not accepted as a ceiling on personal-development outcomes.

Reasonable adjustments are exceptionally well targeted towards long-term participation, independence and quality of life rather than short-term fixes. Total Communication, AAC, Makaton, assistive technology, sensory regulation and integrated SaLT/OT remove communication, physical and regulation barriers while maintaining age-respectful ambition. Leaders explicitly consider possible downsides of adaptation, including reduced entitlement, social isolation or adult dependency, and mitigate these through pathway review, opportunities to generalise learning, peer/community participation and deliberately faded support, enabling pupils to participate with increasing independence over time.

Pupils are supported to understand, appreciate and respect difference and to recognise what people share across cultural, religious, ethnic and socioeconomic communities. Accessible SMSC, PSHE/RSHE, RE, Fundamental British Values, community learning and social experiences develop understanding of identity, faith, culture, relationships and the protected characteristics. Pupils practise cooperation, communication and social understanding with peers and adults in varied school and community contexts. Bullying, unlawful discrimination, harassment and victimisation are not tolerated, and accessible reporting routes are provided for pupils who may be unable to recognise or disclose concerns verbally.

For pupils facing the greatest barriers, inclusive personal development produces transformational outcomes rather than simply access to provision. External SIP case sampling identifies a cohort of Engagement+ pupils who previously found adult direction extremely difficult but have progressed to travelling on local buses to community destinations; longitudinal tracking demonstrates substantial gains in confidence, independence and participation that improve pupils' and families' quality of life and enable these pupils to thrive in school and beyond the school. Leaders triangulate such cases with Enrichment Passports, EHCP/PLIM and PfA outcomes, pupil/family voice and vulnerable-group analysis.

Where alternative provision is used, leaders retain responsibility for the pupil's full personal-development entitlement and ensure personal development, PSHE/RSHE, careers, pastoral support and preparation for adulthood continue to match need. Suitability and impact are reviewed alongside attendance, safeguarding and progress, with reintegration or provision amended where evidence indicates that the placement is no longer securing the intended outcomes.

Supporting Documentation	Quality Assurance Activities
- Personal Development & Wellbeing Implementation Plan and concise overview; 5-Year Strategy/Horizon evaluations. - PSHE/RSHE pathway rationales, long- and medium-term curriculum plans; PSHE	Pathway-specific personal development/PSHE learning walks, curriculum discussions and work/evidence scrutiny.

Association SEND Framework mapping; RE/SMSC/Fundamental British Values evidence. • Preparation for Adulthood curriculum, trackers and pathway plans; EHCP/PLIM targets and Earwig evidence. • Careers curriculum framework, Careers/IAG and Provider Access policies, Strategic Careers Plan, Compass+/Gatsby evaluations, work-related learning records and destination data. • Enrichment Passports; enrichment, residential, Duke of Edinburgh, Forest School, community visit, lunch-club and after-school-club records. • Pupil voice evidence including EHCP contributions, surveys, Participation Team work, Youth Elections and accessible communication approaches. • Wellbeing scales, personal pupil profiles, PBS/behaviour support information, pastoral/intervention records and relevant CPOMS evidence. • Integrated therapy assessments, plans and clinical records demonstrating impact on communication, regulation, independence and participation. • Governor monitoring reports, SIP reports, parent/family feedback and external-partner evaluations.	• Termly review of Earwig, EHCP/PLIM and PfA outcomes, including moderation of personal-development assessment. • Pupil-level and vulnerable-group case sampling to test impact on communication, wellbeing, independence, belonging and participation. • Analysis of Enrichment Passports, club/trip/community participation and work-related learning to identify and remove barriers to equitable access. • Regular pupil voice, EHCP voice and accessible consultation, including review of how pupils' views influence provision and decisions. • Pastoral and wellbeing review through CPOMS, wellbeing scales, behaviour/RPI information, attendance, therapy evidence and multidisciplinary discussion. • Careers QA through Compass+, Gatsby Benchmark review, destination tracking, provider/employer feedback and pupil/parent perception. • Governor monitoring and challenge, SIP/external evaluation and scrutiny of implementation-plan priorities. • Parent/carer and external-agency feedback used to evaluate the effectiveness and relevance of support. • Leadership review of personal-development priorities, including triangulation of quantitative evidence, observations, pupil/family voice and case studies to identify next steps and refine provision.
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Next Steps (Including targets taken from 5-year plan)

Sharpen the longitudinal evaluation of personal development and wellbeing, refining Earwig PD assessment, Enrichment Passports and pathway case sampling so leaders can demonstrate the sustained impact of personalised interventions and wider experiences on communication, wellbeing, independence, belonging and preparation for adulthood.

Further embed Preparation for Adulthood as a whole-school evidence base, using PfA outcomes from the earliest stages to inform curriculum design, personal targets, careers and transition planning, and strategic decisions about provision.

Deepen pupil voice, agency and co-production, building on accessible communication approaches, the LA Participation Team and developing tools such as Mind of My Own, so leaders can demonstrate increasingly clearly how pupils' views influence their own provision and wider school development.

Extend the impact of civic, community and enrichment experiences, strengthening purposeful links between curriculum learning, sustainability, volunteering and community contribution while sustaining equitable access through partnerships and successful grant/fundraising activity. Evaluate how these experiences strengthen pupils' confidence, wellbeing, social responsibility, community connection and quality of life over time.