

Governor Visit Record

Date	26/01/2021	Governors	Cathryn Hill
Objectives for			
To look at the COVID contingency plan			
Links with School Development Plan 2020-2021			
Background preparation			
<p>As a result of the COVID 19 pandemic, schools have been required to change the delivery style for young people within education to facilitate the restrictions imposed by the DfE. This has sometimes been with very short notice.</p> <p>Schools have remained open throughout for key worker's children alongside vulnerable young people as highlighted by the DfE:</p> <p><i>'Vulnerable children and young people for the purposes of continued attendance during the coronavirus (COVID-19) outbreak are those across all year groups who:</i></p> <ul style="list-style-type: none"> <i>• are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child</i> <i>• have an education, health and care (EHC) plan and it is determined, following risk assessment, that their needs can be as safely or more safely met in the educational environment</i> <i>• have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued attendance. This might include children and young people on the edge of receiving support from children's social care services, adopted children, those at risk of becoming NEET ('not in employment, education or training'), those living in temporary accommodation, those who are young carers and others at the provider and local authority's discretion.'</i> <p><i>In the lockdown of January 2021, the definition of Key Worker's children changed which resulted in more young people accessing face to face teaching.</i></p>			
Scope of visit / Breadth of visit Scrutiny			
<p>Throughout the visit, we discussed the range of strategies that have been implemented.</p> <p>Prior to September 2020, the school trialled the use of online teaching. This was only accessed by 10% of young people. Throughout this time, a Covid Response Quality Assurance was completed for each Phase. In order to continue to successfully deliver a remote curriculum, bespoke work packs, alongside weekly conversations with parents highlighting regulation strategies were used to support parents to encourage the young people to access the activities. As the targets within an</p>			

EHCP are statutory, parents were provided with a range of strategies to support the young people who were accessing remote education to achieve these targets.

The delivery of a Summer School, in the holidays, through Active Northumberland was used to support the young people's health and wellbeing.

Since September 2020, the Phase leaders have undergone a 3-tier response:

1. Recovery curriculum
 2. Strategies during lockdown
 3. 'Closing a bubble.'
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1. The 'recovery curriculum' has been based on a model designed by Barry Carpenter. This allows a 5-stage approach. The recovery curriculum focuses upon targets identified on the PLIM document alongside the core and foundation curriculum. The staff have targeted regression and transition.
 2. The 'Strategies during lockdown' has identified a phased response alongside creating work packs and completing welfare checks. Regular evaluation of the lockdown response has allowed new strategies to be implemented considering the parent views.
 3. The 'Closing a bubble' has allowed each phase to identify the strategies that can be used to ensure the continuity of education for the young people should a bubble or phase need to close.

The 3-tier response has ensured that all eventualities have been covered and there is a consistent response across all phases. Allowing parents to take an active role within the education contingency has had a positive impact and the parents have been supportive of the school.

Upon the return to school, assessments highlighted young people who required specific interventions to return to pre-covid levels or to plan an alternative route. This can be delivered through the intervention lead or through the new academic mentor.

Cleaswell Hill has continued to provide education throughout the COVID 19 pandemic through both remote and face to face teaching. The comprehensive plans, training for staff alongside support for parents has ensured that pupils with SEND can access a broad and ambitious curriculum.

Governor Observations and Comments

Throughout the visit a discussion was held about how the school has accommodated the young people through both lockdowns alongside the reopening of school to all pupils between September and December.

The plans that are in place for each phase highlights the procedures that have been implemented to minimise disruption to the young people's education.

I would like to thank Karyn and the staff for allowing me to undertake the visit and providing the information to illustrate how the COVID 19 pandemic has affected and will continue to have an

effect moving forward.

Issues to be raised with the Full Governing Body (if any) n/a

Plans for Follow-up Visit

No follow up visit planned at present.

Date reviewed at FGB