

## Governor Visit Record

<b>Date</b>	23/02/2021	<b>Governors</b>	Cathryn Hill
<b>Objectives for</b>			
To discuss the curriculum throughout school.			
<b>Links with School Development Plan 2020-2021</b>			
<b>Background preparation</b>			
In March 2019, a Governor's visit was conducted to look at the school's intention to develop a curriculum based being responsive to pupils needs.			
<b>Scope of visit / Breadth of visit Scrutiny</b>			
<p>I met with Karyn on 23/02/2021 to look at the curriculum throughout school. During the meeting, it was explained that since 2019, a large amount of work has been undertaken to develop a responsive curriculum considering the changing needs of the young people. An innovative, learner-driven curriculum has been implemented and played an integral part in the school's 'Vision for Learning.' This has been designed to consider the Intent, Implication, and Impact of the Ofsted inspection framework alongside recognising values and aims which are an essential part of the young people's journey through Cleaswell Hill. This curriculum has been designed to encompass the uniqueness of the Cleaswell Hill School Community.</p> <p>Due to this uniqueness of Cleaswell Hill, each phase has designed their own educational flow chart which highlights the intention, implementation, and impact of the curriculum. The flow chart illustrates the transition both into and out of each phase and allows this demonstrate a clear pathway for the young people. Karyn explained how the flow charts can identify how the young people within the phase will progress and if required an evidence-based intervention programme may be implemented. This is coordinated through the intervention lead alongside the Occupational Therapist and SaLT service.</p> <p>Alongside the early years foundation stage, there are three clear pathways throughout Cleaswell Hill – Engagement, Core and Core+. The choice of curriculum is dependent on the starting point of the child, age, cognitive ability, social communication, and emotional regulation needs. The young people can move between the pathways. The different approach allows a consideration of the different young people's learning preferences with subjects being taught either discreetly or through a project-based learning approach. The different pathways have been in place for some time and consider each young person's individual needs.</p> <p>Through a discussion regarding assessment, it was explained that continuous monitoring of the young people's attainment, progress and achievement is monitored through an assessment framework which is fit for purpose. This includes, PLIM's, Cherry Garden, MAPP, iASEND, PSHEE Tracker, Framework for learning benchmarks and Qualification tracker. Parents are informed of 'wow' moments through the VLE alongside tapestry. The young people's achievements are</p>			

celebrated communally through assembly. Alongside these formal methods, staff will monitor young people's interactions alongside attendance and independence skills.

**Governor Observations and Comments**

Throughout the visit, a discussion was held with regards to how the curriculum has transitioned into its current format.

The school has worked hard to take into consideration new strategies. Staff have attended CPD (Continuous Professional Development) sessions to ensure a consistent approach and to continue to develop a curriculum which is appropriate for each young person taking into account new strategies such as SCERTS and the National Autistic Society SPELL framework.

Staff have considered the facilities available within Cleaswell Hill and have incorporated these into the delivery of the curriculum.

The curriculum is bespoke to each young person whilst incorporating the essential requirements alongside progressing the young people's facilitating and semantic memory knowledge. This allows the young people to gain both knowledge and confidence.

I would like to thank Karyn and the staff for allowing me to undertake the visit and providing the information for the present alongside the future.

**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**