

Cleaswell Hill SEND School

Headteacher: M Jackson

Chair of Governors: Tim Chrisp

School Improvement Partner: L Watson

Date of Visit: 22nd Feb 2021

A summary of the progress made since the autumn term and the school's successes

Autumn term plans are bullet pointed. Updated information is in italics.

Cleaswell Hill school continues to provide outstanding provision for its population of children and young people with severe and complex SEND. Leaders, including governors, are determined to offer excellent opportunities for pupils to access high quality education. The vision for the school remains strong and there is palpable commitment to ensuring the school is the 'best version of itself' (HT). Following discussion with staff it is clear the school has maintained a very strong culture and staff report their wish to do their best for all pupils attending Cleaswell. Staff are keen to welcome 100% of pupils back to school as soon as possible. They empathise with families during this difficult time and go above and beyond to ensure all families receive individual support. Morale has been boosted by the vaccination programme the LA has undertaken re vaccination for SEND staff.

The HT and governors are planning a 5-year strategy to develop the school further as an outstanding, highly effective SEND provision within county. Plans include an ambitious fully integrated therapy and education approach. This initiative has begun in earnest with the appointment of a highly experienced lead Occupational Therapist with responsibility for supporting a shared vision for therapy and education.

- Due to the complexity and severity of Cleaswell Hill's very vulnerable population of children and young people, attendance and support to ensure pupils engage at a level commensurate to their ability remains a challenge, however the school is working highly proactively in support of these areas of concern. The Recovery Plan and detailed information on how staff can provide learning remotely is comprehensive. The response from staff is supportive, however, variations in staff attendance due to shielding, isolation or positive COVID-19 tests adds to this challenge.

Cleaswell has continued to provide an excellent service to families, striving to improve outcomes for pupils at every opportunity throughout the pandemic. This has included innovative approaches to motivating pupils to access on line/hard copy school work. Parents have been advised on how to best work with their children at home and equipment and resources have been sent home in support of learning opportunities. Parental support has been on-going, with particular emphasis on LAC and Pupil Premium grant pupils who often have twice weekly contact from teachers. Home visits have continued if a pupil is considered vulnerable and this has supported positive home school relationships.

The Recovery Plan includes detailed guidance on how to support pupils learning at home and a schedule of work to complete when pupils attend school including re baselining assessment in order to plan interventions to boost progress and achievement.

- The 92.71% of pupils attending Cleaswell School have settled well on return to school in September. This is compared to 94.16% for the same time last year. Learning has been a strong focus throughout periods of disruption to provision due to staff and pupils needing to isolate.

Attendance is 71.30% (since Sept 2020) and improving on a weekly basis. This is compared to 93.72 % at the same point last year.

Since the autumn report the school has dealt with serious disruption due to staff illness and the need for

isolation. However, they are back on track in support of all pupils and leaders are delighted to report they expect high levels of attendance from now on. In many phases this equates to 100% expected attendance. The small number of pupils who are not attending have extremely vulnerable medical conditions and parents, on advice, have chosen to defer attendance until medics advise differently. This small cohort of pupils is supported by school regarding on line learning platforms.

- Staff understand the priority is to ensure pupil, health, wellbeing and safety and risk assessment information addresses how school can mitigate risk by working proactively as a whole school in identifying and supporting any potential concerns. The school is highly responsive to need and has capacity to ensure children and young people achieve their best throughout this unprecedented time.

The school has secured an Education Mental Health Practitioner in support of well-being and mental health for two days per week.

CPD for staff has been on-going throughout the pandemic and pupil well-being has been a priority. Risk assessments are updated when necessary and leaders have deployed additional staff if pupils require support to access learning commensurate to ability. This includes one to one sessions in support of self esteem and confidence. Planned transitions from home to school has supported pupils return to full time education. The school has utilised a programme/resilience framework in support of social communication, well-being and mental health. This is used comprehensively across school and staff report success in using this in enabling pupils to begin to self-assess and apply taught strategies in support of their well-being. As a result, pupils have settled well into school following, in some cases, lengthy absence, they settle to learning quickly and apply themselves to set tasks with diligence.

- The focus on H&S has had an unplanned impact on the school's finances. The HT, Chair of Gov and School Business Lead are working in partnership and highly collaboratively to manage the budget whilst not losing sight of the need to continue the improvement agenda. Charitable contributions have decreased as a result of Covid however, the school is in a strong position to continue building relationships with a wide range of community partners.

The school continues to highly effectively manage its finances in support of school improvement and H & S. All precautions are in place regarding the risk assessment documentation and this is supporting safe practice. The school has recently secured funding for a mini bus and have plans to re establish community engagement /enrichment activities at the earliest opportunity in order to support pupils understanding and independence. There are plans to re-engage with the community, including families at the earliest opportunity.

- Baseline assessment has included high level consideration for the most vulnerable/disadvantaged pupils and targeted support, including 1:1 and small group work is enabling children and young people to access the curriculum commensurate to ability. This approach is supporting mental health and well-being concerns.

Planned interventions follow comprehensive baselining of all pupils. The school's assessment system includes a range of tools bespoke to pupil's level of SEND. Staff write SMART targets linked to EHCP and evidence-based practice is developing to ensure validity and relevance when judging standards. Cleaswell staff have worked diligently to provide a robust approach to ensure all pupils access learning. Planned interventions are carried out in class by the staff team but also by a team of specially trained staff who assess and plan specialist interventions including Nuffield Language, phonological awareness/phonics work etc. Reading is a priority and the data evidence has proved the interventions team's approach is supporting progress and achievement.

- Safeguarding remains a priority in school and monitoring has continued throughout the restricted period. 62 pupils were registered with social care in September 2020. 53 of these with the Disabled Children's Team. 2 children went onto Child Protection Plans between March- August. There are 4 LAC at Cleaswell Hill and systems to support best outcomes include additional

monitoring of progress and well-being and review and updates to Personal Care Plans, which are well established and the responsibility of a senior leader. Safeguarding and all Child Protection activity during the restrictive period remains exemplary, all aspects of concern are followed up rigorously and LA agencies are partners in supporting best outcomes.

Safeguarding continues to take priority within school and all cases of concern are followed up robustly. This is a strength of the school and pupils who are considered vulnerable often receive additional contact with school if these pupils are home learning. Home visits are also planned as a means of monitoring well-being for vulnerable pupils. 'Children in Need' pupils have attended school 100% during the pandemic. Practice remains exemplary.

61 pupils are registered with social care this term. 53 are working with the Disabled Children's Team who have specialist experience in supporting vulnerable children. There is an effective system for sharing information and this results in timely action where necessary.

How is the school managing school and remote learning?

Include information about the method for the delivery of remote learning, how it matches the curriculum delivered in school and the timings of the provision

Ensure the school has published information about its remote education provision on its website.

The website includes comprehensive information of the school's approach to the management of Covid. This includes phase by phase curriculum information on the planning of remote learning and policy documentation. The information is adapted from the DfE government publication, within the context of a SEND provision.

The school has linked the curriculum framework to remote learning opportunities. The engagement curriculum includes information on SCERTS as an approach to learning. Parents have been supported in understanding how they can use this approach to engage their children in learning.

Learning packs have been sent home for those families who cannot access on line learning. Packs include ideas to extend learning, engage individual pupils related to what motivates learning and resources, which will stimulate ideas and reinforce learning outcomes. There are strong links between home learning and the curriculum framework. Staff differentiate learning, planning work on an individual basis if appropriate. They contact parents on a weekly basis to assess understanding and discuss next steps.

Parents who are unable or unwilling to access remote learning are contacted and supported as much as possible. Referrals to LA services are followed up by school and the EWO has been proactive in supporting families who are not sending their children to school and/or not accessing remote learning.

The school has continued to work hard to drive standards throughout restrictions and plans to develop the improvement agenda have picked up pace this term.

Phase 1: priorities include;

- Ensuring families are included in assessment information leading to SMART target setting in PLIMS, which links to EHCP
- Reviewing assessment on entry to school to rapidly identify areas of weakness and strength in order to plan interventions.
- A review of classroom management has resulted in planned improvements to break out space utilisation.
- A baseline for staff expertise for any teachers and TAs working in phase 1 includes an understanding of ASD/sensory regulation/social communication and behaviour for learning.

Phase 2: priorities include;

- Further development of formative assessment techniques in support of improved progress and achievement.

- Continued support to write and monitor SMART target setting.
- An evaluation of the pilot of the project-based approach adopted in one phase 2 class.

Phase 3: Priorities include: This phase is working with the DHT to further identify pupils needs with a view to plan the next stage of their education. This phase includes the most complex pupils in school with a diagnosis of ASD.

- Develop the curriculum framework further utilising SCERTS and a highly structured approach to learning.
- Work closely with OT to identify individual need further and plan programmes of support.
- Plan future steps for learning to include a highly therapeutic approach, sensory regulation/social communication.
- Plan the next phase in education and support all staff to understand how to plan transitions effectively.
- Plan a programme of CPD for staff to develop specialist knowledge in ASD.

Phase 4: priorities include;

- Evaluate the curriculum offer and approach to learning for one cohort of pupils with complex needs.
- Work closely with the assessment lead on how best to interpret the school's assessment policy for this cohort of pupils.
- Consider the route through school for pupils in phase 4 considering the needs of the present phase 3 cohort, plan transitions, resources and staff CPD.

Phase 5: Priorities include;

- Mapping individual needs to ensure all pupils needs are identified, with the team and plans are established to meet needs highly effectively.
- Match curriculum and assessment more closely in order to optimise progress.
- Develop functional skills and independence work in preparation for students leaving school.

Phase 6: priorities include;

- Complete a feasibility plan for establishing provision beyond 18.
- Maximise the mental health work undertaken by the specialist personnel in order to support confidence in readiness for life beyond school.
- Consider the programme of work-related learning off site with a view of improving the offer post Covid.

Have there been any changes and improvements to the remote learning developed since March 2020?

If the answer is yes, why were these changes made?

Cleaswell has monitored the quality of remote learning in consultation with staff and parents. As a result, information sent home has been adapted or refined to meet need in continuing to support motivation and engagement.

Feedback from parents has been key to making positive changes and this has included changing the amount of work sent home. In some cases, reducing levels of work or increasing the amount of work accordingly.

The school remains highly responsive to the needs of families whilst challenging pupils to learn at their best whenever possible.

For example, phase 6 staff and families have ensured 100% of students are on line to meet qualification expectations. 100% of students have attended or engaged in remote learning.

Staff well-being includes regular 'check ins' remote meeting schedules and a continued team approach

to planning and defining responsibilities in terms of the management of work load. Staff feedback remains positive within an exceptional child focused culture where high expectations and 'going the extra miles' epitomises the approach.

What feedback have you received from parents about the provision for home learning?

Possible lines of enquiry for SIPs:

A parental survey is planned for the summer term. However, staff have contacted all families within their year groups on a weekly and at times twice weekly basis.

Feedback from parents is highly positive as when an issue occurs staff/leaders rapidly address this ensuring all points of view are considered in seeking mutually beneficial outcomes. The school as a whole are empathetic and supportive of families within a highly child centred culture. Staff invariably see issues from a family's perspective and this alleviates misconceptions and supports honest communication within a trusting relationship. As a result, the vast majority of parents are on board and they highly appreciate the efforts the school is making on the children's behalf.

Staff respond to parental feedback in order to change the remote learning approach ensuring motivation and engagement. Staff will talk through learning outcomes with parents if this is requested and especially when this involves work on qualifications.

EHCP Annual Reviews are up to date and parents have been consulted widely to support future planning objectives and their short-term implications. Phase 6 families are included fully in decisions for future placements of post 16 students. There are no NEETS and families are delighted at how well the school has planned supported career and work-related learning choices beyond Covid.

How is the work planned to address the gaps in learning in the autumn term progressing?

Possible lines of enquiry for SIPs:

Staff feedback on the Recovery Plan is highly positive resulting in 100% compliance. All pupils have been baselined on return to school and targeted interventions are planned to ensure 'catch up' is well planned and structured to need. An interventions team has been established in support of pupils who have not made sufficient progress or who have struggled to access remote learning. This team are trained to offer a range of supportive specialist approaches to boost progress and achievement. Data evidence is strong revealing this approach is working well and as a result the school will continue to implement an interventions plan. The lead teacher of the interventions team is responsible for ensuring any learning achieved outside of the classroom is 'scaffolded' back into class and there is close liaison between the interventions team and the class team. TAs are deployed effectively in support of pupils accessing learning to the best of their ability. For example, they structure a small steps approach to ensure key concepts are understood. Resources are matched to key outcomes and these are motivational and relevant resulting in pupil's being fully engaged in learning.

Plans have progressed in light of the increased number of pupils attending full time. All staff have been supported in understanding the aim of boosting attainment in line with pre Covid levels. Staff have been informed of what the expectations are and aspirational targets are being set/adapted/extended appropriately.

How are the plans for using catch up funding helping to close the identified gaps?

Possible lines of enquiry for SIPs:

The school has employed an Academic Mentor as part of the National Tutoring Programme to support

pupils at risk of underachieving due to non-attendance and disruption to learning. The Mentor works alongside teachers and the interventions team to boost areas of learning i.e., foundations skills, reading, maths. As a consequence, data reveals this approach is supporting pupils to make rapid progress commensurate to ability.

What monitoring are you able to carry out under the current circumstances?

Include information about the monitoring of the quality of education in school and how engagement at home is being monitored

Attendance is monitored on a daily basis and swift action is taken if a child or young person is a non-attender or at risk of non-attendance. PPG pupils are monitored in terms of the provision offer and strategies are in place, including additional resourcing to support disadvantage. All PPG pupils are on track to achieve targets.

Contact with families is carried out by telephone, remote meetings or email. In some cases this is face to face (following safety guidelines) as appropriate. Teachers speak to parents weekly to gauge how well remote learning is taking place. They offer advice on behaviour management, motivational activities, how to engage reluctant learners, resources, using the home as a base for functional learning opportunities and general support regarding well-being and mental health. Staff refer families to LA agencies if they feel additional support is required. Contact with families is recorded and monitored by school leaders to assist with any follow up. The school aims to contact all families at least once a week and this is monitored closely by school leaders who designate home visits if there are any issues to address.

Phase leaders meet with their staff teams to monitor the quality of provision, review daily activities and any barriers which impact upon pupils learning. Phase leaders then report any difficulties/quality assurance issues to senior leaders on a weekly basis.

HR procedures include monitoring staff attendance and there are no problems in this area. All staff are presently expected to attend school in support of optimising learning outcomes and the transition from home to school working has progressed extremely well.

The school has revised their approach to moderate the quality of pupil engagement and teaching and learning. They explained in detail how this work would include an evidenced based approach where data can be cross referenced across standards i.e., work book scrutiny/attendance/quality of teaching.

The school has plans to benchmark data and work with another school on moderation as soon as possible.

How are Governors making an effective contribution to leadership and management?

Possible lines of enquiry for SIPs:

How are Governors currently involved in the leadership and management of the school?

Governors are proactive in school. The chair and a link governor worked with the SIP recently on reviewing and setting the HT performance management targets. This has resulted in a shared, meaningful understanding of expectations.

The Chair of Governors works with the HT on a weekly basis to ensure he is updated on any current issues related to Covid and to ensure the school is challenged and supported to meet the needs of the pupils as comprehensively as possible.

Governors are provided with attendance data on a regular basis and the Chair has weekly updates on

pupil and staff attendance and well-being with a view to risk assess as necessary in order to meet the severe and complex needs of the school's population.

The link governor for staff well-being is in regular contact with the business lead to monitor morale and support where possible. This governor is a retired school business leader and as such has recently been involved in how Cleaswell can re-engage with the local community and local businesses.

The link governor for safeguarding and child protection is in regular contact with the DHT (Designated Safeguarding Lead) to monitor the impact of Covid on family life/safeguarding.

The HT reports to Governors on a termly basis and his report is comprehensive in detailing data on safeguarding, attendance, staff and pupil well-being, progress and achievement etc.

Meetings have continued throughout the pandemic remotely.

How effective is safeguarding and the welfare monitoring of the pupils working at home?

Possible lines of enquiry for SIPs:

Safeguarding is highly effective in school, remaining the highest priority throughout restrictions. All CIN have been attending full time and work in collaboration with LA agencies have been well promoted in school. As a result of some strong relationships with social care agencies safety concerns have been very well managed. The school operates a CPOMS system and DSLs monitor this on a daily or needs basis.

Monitoring activity has increased as a result of Covid and additional concerns related to the highly vulnerable pupils at Cleaswell. Concerns are prioritised and reported to senior leaders/social care as befits the case and concern. Data on reports in CPOMS and also the weekly welfare checks reported on Google Sheets are discussed at weekly SLT meetings.

Follow up is swift and effective as DSLs are experienced in working within safeguarding parameters and they have strong relationships with key LA personnel.

Phase leaders and class teachers have received positive feedback from families on their approach to supporting home learning and children's well-being. When parents express concern about transition back to school for ASD pupils, for example, they have been heartened by the detailed and appropriate support for transition including home visits, timeline information, part time placements as an interim measure, changes to timetables/activities and advice for transport arrangements. The school goes well above expectations in support of all pupils. Parental support and understanding of family need is a strength of the school and staff deserve praise for their committed and dedicated support of families.

School information regarding attendance and engagement

145 pupils attended school week ending the 5th of March.

As of week ending the 5th of March 35 pupils are engaging fully in the remote learning provided by the school, others access learning in school on a full or part time basis. School continues to work hard to improve engagement with remote learning for those pupils who are not accessing school. Weekly welfare checks are made to families and information recorded on Google sheets which enables a whole school overview of engagement and actions made accordingly. Quality Assurance has been collated for each Phase regarding the remote learning provision. Lessons learned from practice and feedback from parents and students have amended provision with positive effect. Reports are available regarding English, Maths and Science Remote Learning provision.

All staff who are able to work safely are expected to work in school. All staff are working in school with the exception of 3 staff who are clinically extremely vulnerable and have shielding letters.

