



## Governor Visit Record

<b>Date</b>	04 <sup>th</sup> May 22	<b>Governors</b>	Katie Kelly and Cathryn Hill
<b>Links with School Development Plan 2021-22</b>			
<b>School targets 2021-2022</b>			
<ul style="list-style-type: none"> <li>● Pupils are equipped with the skills they need for an enhanced quality of life as a result of personalized opportunities for development within enabling environments</li> <li>● Quality of education standards are exceeded as a result of strategic and highly co-ordinated approaches to teaching and learning</li> </ul>			
<b>Scope of visit / Breadth of visit Scrutiny</b>			
To meet with Juliet Ruddick to discuss service development and arising issues for the Integrated Therapy Team at Cleaswell Hill.			
<b>Governor Observations and Comments</b>			
<p>The new sensory room was completed in the Easter Holidays and the children are enjoying using it. The design for the sensory room is a calming environment that can be used by pupils of all ages. Feedback from staff has been very positive. The room can be used for self-regulation, activities such as Tacpac, plus additional resources can be brought into the room to facilitate more specific learning.</p> <p>Two therapy cabins are due to be built within the Summer Holidays. A range of therapy interventions will take place in these cabins, led by therapists and therapy assistants (with supervision and support from qualified therapists). The cabins will also provide additional space for clinics, professionals meetings and meetings with parents/carers.</p> <p>Jo Golden (OT) is completing Sensory Integration training in the Summer Term. Sensory issues affect many children and this will build capacity to support Juliet to conduct sensory assessments and the formulation of sensory strategies to promote improved sensory regulation.</p> <p>Jo also completed Rebound Therapy training, alongside two teaching assistants, Jade Kilpatrick and Sian Rossin who are doing their refresher training. Some children in school are currently receiving rebound therapy with very positive outcomes, led by Jade, however increased capacity is required to extend this to more children. A steering group for Rebound is continually looking for ways to optimise Rebound in school, plus reviewing referral criteria, assessment and recording mechanisms. Jo and Juliet shall work on a development plan for Rebound.</p> <p>The therapy team are working jointly with teachers within the annual review process wherever possible, including target setting. At present this is only possible for therapists to be involved for some children in school (due to small number of therapists) and the plan is to increase involvement with more children as capacity grows. The child's needs underpin their targets and lead to therapy intervention design and provision. Reviewing the child's needs as a team with parents/carers also helps to identify when a referral to an external professional (e.g. medical, therapy or social care) is necessary.</p>			

The regularity of CYPS clinics in school has increased. School endeavour to ensure that key staff attend appointments (with parent's/carer's consent) when possible to give information about the child's presentation in school.

Rachael Walton, who is an experienced teacher in school with a Play Therapy Practitioner qualification, is completing a Mental Health Lead course. She is coordinating the Graduated Response to Mental Health and Wellbeing at Cleaswell and will be working as part of the therapy team in this role from Sept 22. Her role will include optimising a culture of awareness and positive support towards mental health within curriculum and through the allocation of specific interventions. She will support teaching staff with regarding to mental health and wellbeing issues, e.g. when considering child need and provision with EHCPs, and working with parents/carers and external agencies (e.g. making referrals).

Qualified therapists continue to provide regular supervision and informal support to therapy assistants to ensure standards. Sharing skills has a positive impact for more children in school. Rachael Howitt has provided training at the teacher's meeting regarding Blank Levels of understanding.

Rachael and Juliet are involved with high priority children in school, working directly with them in some cases and liaising with external professionals. Complex children within the engagement pathway require ongoing support for communication, sensory and emotional regulation strategies and therapists regularly respond to matters arising that become a priority.

Juliet works as part of a team (including Mike Jackson, phase and pathway leads) to consider new admissions in light of the class groups for next year and different pathways in school. There is a high demand for places. This includes considering the use of the school building and environments in the best way possible in the short, medium and longer term.

Ruth James (SaLT and Teacher) has been identified as an external partner and professional link for the integrated therapy team at Cleaswell, to provide an additional layer of support, expertise and accountability.

### **Plans for Follow-up Visit**

Autumn Term 2022

**Date reviewed at FGB** 21<sup>st</sup> June 2022