



Governor Visit Record

Date	15/11/22	Governors	Katie Kelly
Links with School Development Plan 2021-22			
Quality of Education			
Scope of visit / Breadth of visit Scrutiny			
I met with Suzanne Oliver and Abi McCarthy to look at Early Years at Cleaswell Hill. We visited all classrooms within the phase and observed children learning. Suzanne and Abi explained how they plan, assess and prepare the children to transition throughout the school.			
Governor Observations and Comments			
<p>I met with Suzanne and Abi to look at early years in Phase 1. Suzanne explained to me that of the 31 Children in the phase, only 2 were in Reception year. The reason for this is that some children aren't getting their diagnosis until later and some are attending mainstream for their reception year before receiving an EHCP. The rest of the phase include children from Year 1 and 2, however as with the rest of the phases within school there is some flexibility and there is currently a Year 3 child in phase 1. 90% of the children in Phase 1 have a diagnosis of ASD.</p> <p>The admissions process involves S. Oliver as Phase leader, M. Jackson, J. Ruddick and E. Dunn to decide which class/pathway children will be placed.</p> <p>The classes are divided in to pathways:</p> <p>Class 1 & 2 Engagement Class 3 Engagement/Core Class 4 Core/ Extended</p> <p>For the children in the engagement pathway the key areas of learning are:</p> <ul style="list-style-type: none"> • Building trust and relationships • Discovering interests • Engaging • Finding regulation strategies • Establishing their voice <p>When I visited the children were engaged in an exciting mark making/sensory activity. All the children were experiencing the activity in their own way, some</p>			

were independently experimenting with materials and others were being supported by adults.

For the children in the core pathway they combine some of the areas of learning from the engagement pathway with working towards some academic learning. Launchpad is used to start building up the skills to start discreet phonics. There is a strong emphasis on communication and using PECS and communication boards. During my visit class 3 were having an ICT lesson. I observed children making requests using communication boards. I was shown the planning for the session and how it was adapted for the children on different pathways within the class.

For the children in the extended pathway there is more academic content and a focus on independence to help with transition throughout the school. There is an emphasis on social skills including play, sharing and turn taking. In class 4 the children are accessing the reception year curriculum. Launchpad is used and the children begin learning phonics through Essential Letters and sounds. During my visit I observed the children tidying up independently and preparing the table for their snack. They were having pizza that they had made in their maths lesson and were able to answer questions about halving.

When children reach the end of year 2 age they are assessed and transition into the appropriate pathway in phase 2.

Suzanne and Abi explained that the governments Reception Baseline Assessment has not been a useful tool to assess the ability of the children in phase 1 and they have moved away from Development Matters. Assessment is done through tapestry which is linked to the branches from Cherry Garden and also to the children's PLIMs. Everything is carefully planned to be individual to each child and their ability and needs with targets set out in their PLIMs.

Phase 1 staff are working with Claire Johnson, the Early Years Lead from county hall. Staff attend SEND school network meetings regularly, organised through Northumberland county council. There is a different focus at each meeting usually addressing assessment and planning.

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

None

Plans for Follow-up Visit

None

Date reviewed at FGB