



cleaswell
hill school
inspire. discover. empower.

SELF EVALUATION

Context

Data from the English Indices of Deprivation 2019 (IoD2019), the government's official measure of deprivation in England, highlights that Northumberland features in the most deprived 20% of Local Authorities in the country for employment.

Northumberland is 1 of the 10 Local Authorities with the largest percentage point increase in neighbours being rated as the most deprived nationally.

In 2019, Northumberland was ranked 26,616 out of 32,844 Lower-Layer Super Output Area (LSOA's) in England on the Income Deprivation Affecting Children Index (IACDI).

The most deprived LSOA in Northumberland is located in Croft and Cowpen wards, Blyth. This LSOA, within school catchment area, is ranked the 133rd most deprived area in England, (falling into the most deprived 1% of LSOAs).

[..\Desktop\Indices-of-Deprivations-2019-Summary-Report \(2\).pdf](#)

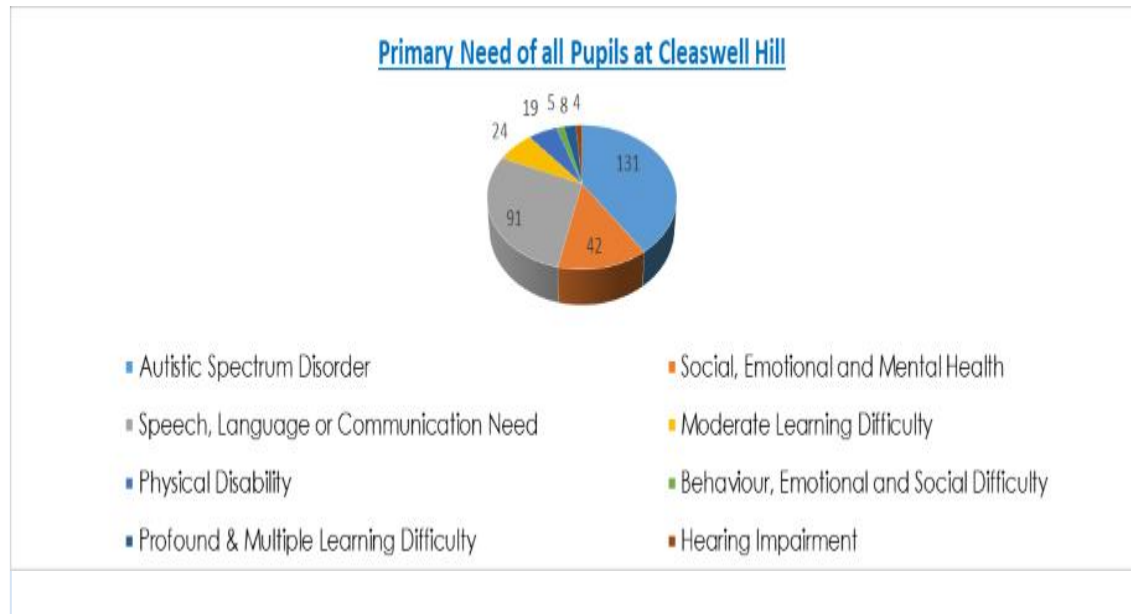
Cleaswell Hill is a local authority special school in Choppington, South East Northumberland. Choppington continues to be an area designated as a 'left behind' neighbourhood (LBN) according to a joint report by the All-Parliamentary Party Group and the Northern Health Science Alliance 2019.

LBN communities suffer from the dual disadvantage of the highest levels of deprivation and socio-economic challenges combined with lacking in the community and civic assets, infrastructure and investment required to mitigate these challenges.

'Such areas have tended not to receive their fair share of available investment and they therefore lack the services and facilities that many take for granted'.

'1 in 3 children in left-behind areas live in poverty'. Oxford Consultant for Social Inclusion (OCSI) July 2022

- 211 pupils on roll aged 4-18 years. 100% have Education, Health and Care Plans. 75% boys; 25% girls.
 - 103 pupils in receipt of Pupil Premium Grant, 46% of these receive FSM (22.5% national average in 2022).
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School is organised into 3 'vertical', through-school Pathways (Engagement, Core and Extended) and 5 'horizontal', chronological Phases with 4 classes in each;

Phase 1 EYFS/KS1- Phase Lead – Abi McCarthy

Phase 2 KS1/2 – Phase Lead - Hayley Appleby

Phase 3 KS 2/3 – Phase Lead- Helen McIntyre

Phase 4 KS3/4 – Phase Lead – Abdah Ali

Phase 5 Sixth Form – Phase Lead - Charlotte Calcutt

The dynamic nature and highly responsive approach to learning, together with the size of provision (all age, all aspects of SEND) means that there is much to evaluate. Our SEF is under regular scrutiny to ensure evaluation is linked to key school improvement priorities.

Ongoing improvements to provision are strongly rooted in effective and robust self-evaluation. School Leaders are highly aware of areas of priority, know school well and are committed to develop provision further. Documents (Five Year Plan, Implementation Plans, Therapy Development Plan, Development Overview and staff appraisal targets) are available which support the school improvement cycle.

This SEF captures the essence of Cleaswell Hill School and information leads to positive planned change.

SEF Judgements

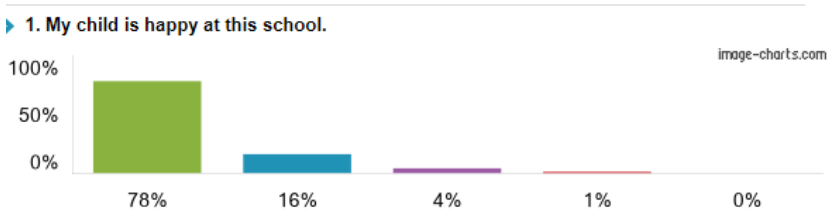
| | Date | Overall effectiveness grade | Comment |
|---|------------|--|-------------|
| Last Ofsted inspection Ofsted Report June 2022 | June 2022 | 1 No areas for development identified by inspectors | Outstanding |
| Current grade based on SEF judgements | March 2023 | 1 | Outstanding |

| | |
|---|---|
| <p>EYFS Refer to EYFS documentation</p> | <p>As a result of highly effective leadership, provision in EY is outstanding as evidenced by the uncompromising and resolute drive for excellence, starting pre-admission into school by the School Admissions Team who monitor the long term impact of a range of pupils with complex needs to quality assure our provision; build relationships with parents and children and to support successful transition.</p> <p>The curriculum is built on the highest expectations and resourced appropriately. Integrated therapy is a strong feature of the learning offer. Assessment procedures track progress from sound baselines, which informs planning, and next steps. Personal Learning Intention Map (PLIM) targets are written collaboratively within a clear EHCP target setting process.</p> <p>Partnerships with parents are fostered through the use of Tapestry and Stay and Play dates and are instrumental in working collaboratively to have a better understanding of individual children and how to help them best both in school and at home.</p> <p>Focus on communication and interaction giving each child a 'voice'.</p> <p>Staff completing the 10 modules in the DfE Early Years education recovery programme starting in February 2023. In addition to exploring partnership with Stronger Practice Hubs and how this might enhance current EY provision for 0-3 years as part of the DfE Covid Recovery programme.</p> |
|---|---|

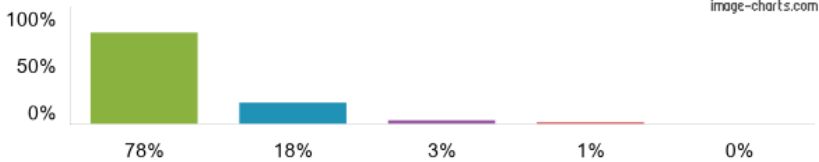
| | |
|---|--|
| <p>Sixth Form Refer to Sixth Form documentation</p> | <p>Qualification Offer; Careers and IAG Policy; Pathways programme and Yearly Overview; Provider Access Policy all on website.</p> <p>Students are ready for next stage of education, employment or training. Transition is carefully managed and we work closely with post school providers. Students have the skills and knowledge they need and where relevant, they gain qualifications that allow them to go onto destinations that meet interests and aspirations. All pupils despite their SEND achieve the best possible outcomes.</p> |
|---|--|



| | |
|--|---|
| | <p>Global Bridge- online platform for developing personal profiles creating opportunities post-16 for SEND in Northumberland.</p> <p>School actively involved in National pilot initiative 'Strengthening supported internships programme market information event'.</p> <p>School tracks leavers' destinations for 3 years to ensure successful transition and to impact on relevance of curriculum offer.</p> <p>Following lengthy negotiations with the Local Authority, school have successfully secured an additional site locally, the Sycamore Centre, to develop outstanding post-16 provision moving further into 2023 and beyond in alignment with the 5 year plan.</p> |
|--|---|

| <p>Quality of Education – judged to be Outstanding</p> <p>How school is sustaining improvements as a result of our evaluations</p> | | | | | | | | | | | | | |
|---|------------|-------------------|------------|--------------------------------------|-----|--|-----|---|----|---|----|--|----|
| <p>Stakeholder evidence:</p> <p>Ofsted (June 2022): <i>'Pupils' thrive at Cleaswell Hill'. 'The curriculum is highly ambitious for all pupils. Leaders have ensured that the school's curriculum makes it clear what individual pupils must know and be able to do in all subjects' 'The adults across school are highly skilled at adapting the curriculum to the needs of the individual pupils'.</i></p> <p>SIP Reports (Summer 2022) <i>'Cleanswell Hill leaders keep the curriculum under review and there is a clear aspiration that the curriculum is a framework to guide staff in ensuring a sequential approach, building upon prior learning to ensure progress is good or better across school'. (Summer 2022) 'The curriculum is fit for purpose and observations in classes provided strong evidence of purposeful learning underpinned by robust assessment information'. (Summer 2022)</i></p> <p>Parent View: (Responses 2021 -2022)</p> <p>▶ 1. My child is happy at this school.</p>  <table border="1" style="margin-top: 10px;"> <caption>Parent View: (Responses 2021 -2022)</caption> <thead> <tr> <th>Response Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1. My child is happy at this school.</td> <td>78%</td> </tr> <tr> <td>2. My child is not happy at this school.</td> <td>16%</td> </tr> <tr> <td>3. My child is very happy at this school.</td> <td>4%</td> </tr> <tr> <td>4. My child is not very happy at this school.</td> <td>1%</td> </tr> <tr> <td>5. My child is extremely happy at this school.</td> <td>0%</td> </tr> </tbody> </table> | | Response Category | Percentage | 1. My child is happy at this school. | 78% | 2. My child is not happy at this school. | 16% | 3. My child is very happy at this school. | 4% | 4. My child is not very happy at this school. | 1% | 5. My child is extremely happy at this school. | 0% |
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| 4. My child is not very happy at this school. | 1% | | | | | | | | | | | | |
| 5. My child is extremely happy at this school. | 0% | | | | | | | | | | | | |

► **2. My child feels safe at this school.**



| Percentage |
|------------|
| 78% |
| 18% |
| 3% |
| 1% |
| 0% |

Pupil View: (March 2023)
*'Designing advertisements and logos in creative imedia is my best lesson'.
 'The teaching in school is great because I learn new things'
 'Lessons are really fun. I think one way to make them better is for teachers' to get straight to the point'*

Curriculum, Therapy and Assessment
 School Leaders have a strong and unwavering ambition to continually provide an energetic and diverse curriculum that meets the needs of **all** learners within the context of the complexity of provision; EYFS, all Key Stages and full range of SEND. Creating a learner driven curriculum, with a starting point based on teaching what really matters and removing gaps/barriers to learning in support of cultural capital success and character education strengths, needs and desired outcomes. We consider all aspects of development, with an emphasis on our school vision and core values. Pupil voice contributes to ensure our curriculum is focussed on pupil's interests, choices, needs and aspirations.

Cleaswell Hill School is a learning organisation and we work hard to ensure best practice outcomes. Our challenge is to continue to design and deliver appropriate learning for our highly diverse pupil population. A curriculum review is currently ongoing.

Contextualising the curriculum to be responsive to all pupils, along with supportive assessment and integrated therapeutic approaches, has resulted in the three pathways through school; Engagement, Core and Extended. These are clearly identified and embedded soundly in our learning offer.

Pathway Leads, Phase Leads and Teachers worked collaboratively to write rationales (website) and to progress cumulative learning through school as demonstrated in Phase Flow documents (website) and Progression Models (website).

Yearly Subject Overviews are available on the school website for all National Curriculum Subjects. These provide a broad scope of content and together with Curriculum Subject Strands ensure sequential learning as evidenced in Medium Term Planning. Leaders are confident that pupils' develop their knowledge over time and that this is secure, with carefully planned rehearsal to prevent lost learning, before they move along in the subjects/targets taught. In support of this, learning can be revisited as needed, making rich connections and transferring learning from short to long-term memory.

An updated Equality Objective in February 2023, available on the school website in the Equality Statement, focuses on advancing equality of opportunity between people who share a protected characteristic and people who do not share it.

Collaborative Medium Term Planning between Education and Therapy Teams ensures that an integrated approach, currently in PSHEE/RSHE and English subject areas, maximises pupil engagement and learning.

Following a 'deep dive' approach, Subject Leads compile Progression Models with updated Action Plans for all National Curriculum subjects across school. These are reviewed and updated annually. The deep dive analysis informs the strategic and operational development of curriculum subjects. Learning walks with Subject Leads and SLT use the strong framework of the Progression Model to immerse colleagues rapidly into the current situation. Subject Moderation with teachers' enhances this knowledge. Progression Models are currently under review.

Leaders ensure that resources stimulate children's concentration, curiosity and enjoyment; such that all pupils' make the best use of time to learn and remember the intended curriculum, for eg. consistent approach plans and green scales are used to assess which areas of provision are impactful and which areas need adapting. A broad and enriching range of co-curriculum activities take place alongside the core curriculum and complement what pupils are learning eg. visitors, educational visits, drama productions, After School Clubs, Lunchtime Clubs and Sports Teams.

Promoting a love of and teaching reading is prioritised across school with Leaders clear that the strategies used to support learners are the most effective so that all learners, as appropriate to diagnosis of SEND, have the reading skills they need for the next stages of their education. Pre-reading skills; early reading skills; Phonics (Essential Letters and Sounds, an approved DfE Phonics Scheme); beyond phonics. Gaps addressed through Launchpad to Literacy.

Pupils are taught how to make safe choices, including consent and healthy relationships and apply their learning in daily functional situations. Learning about harmful sexual behaviours is supported through curriculum areas inc. PSHEE/RSHE/Digital Safety and Computing. Staff are looking into the use of Beyond Referrals Assessment, Hackett Continuum, and NSPCC HSB Framework to enhance the current offer. Online Safety is embedded into the curriculum. Schools graduated response to Mental Health, Positive Relationship Support and Safe Touch Policy for staff ensure that staff are consistent in their approach to children.

Teachers follow Cleaswell Hill's Assessment policy. This is currently under review. During the 2021-2022 academic year, using both summative and formative methods, this enabled them to systematically check pupils' understanding, identify misconceptions and accurately provide next steps in learning.

To measure curriculum progress, multiple systems are used across Cleaswell Hill to ensure that the assessment method is appropriate for specific cohorts. The systems used are; Cherry Garden, MAPP, iASEND and Trackers for qualifications, PHSEE and PE. Each system benefits from the use of live assessments against the depth that an individual curriculum expectation is met. The depth of learning is determined by how fluent, generalised, maintained and independent a skill has become. The inputted information allows data to be collected on pupil attainment, progress and achievement meaning variations in cohort performance can be monitored. Our assessment system is currently under review (see below).

Over the last 4 years, we have developed the use of Personal Learning Intention Maps (PLIMs). These are highly significant in planning for and ensuring pupils' development towards Key Stage targets set out in their EHCP. Careful consideration and close collaboration with parents/carers and significant others, ensures that aspirational SMART outcomes are set at the beginning of each term in the areas of communication and interaction, cognition and learning, social and emotional mental health, sensory and/or physical, and, from Year 9, preparation for adulthood. This enables staff to scrutinise the proportion of targets that are met by individual pupils or cohorts.

PLIM Targets (EHCP) 2021 – 2022

Across the academic year, all students met 76% of PLIMs target. This was a 31% increase on the proportion of targets met during the 2020-2021 academic year. The greatest proportion of targets met were Preparation to Adulthood (82%) and the least were Social, Emotional and Mental Health (72%) and Sensory & Physical (73%). Foundation Stage students and Key Stage 4 students showed the greatest proportion of targets met with 94% and 91% respectively. Key Stages 1 & 2 demonstrated the least proportion of targets met with 69%.

The variation in performance was evident across all PLIM areas. Cognition and Learning showed a significant improvement from the previous academic year (33%) due to a wide range of interventions and standalone PLIMs sessions being utilised whole school.

- There has been a significant increase in the percentage of PLIM targets met (76%) across this academic year in comparison to the 2020 – 2021 academic year (45%).
- The foundation stage (pre-key stage) demonstrated the largest proportion of targets met (94%) across the year.
- 82% of students achieved their Preparation for Adulthood target this year – the largest proportion across all areas.
- The percentage of pupil premium students who met or surpassed their targets, exceeded non-pupil premium students by 10%.

Academic Targets (English and Maths) Progress data 2021-2022

- 91% of academic targets have been met or surpassed this academic year with pupils averaging 13% - 17% progress.
- A greater proportion of English (93%) were met or surpassed in comparison to maths (88%).
- Key stage 2 had the largest proportion of academic targets met or surpassed (91%), with key stages 3 & 4 at 79% and 75% respectively.
- The percentage of pupil premium students who met or surpassed their targets, exceeded non-pupil premium students for both English (96%) and maths (92%) through successful intervention work.
- Pupils accessing the KS2 curriculum met or surpassed the greatest proportion of academic targets (89% maths, 93% English).

Academic Progress (English and Maths)

There is slight variation in the academic progress made between maths and English, with a noticeable difference for students studying towards qualifications.

| | Maths | English |
|----------------|-------|---------|
| Cherry Garden | 97% | 90% |
| MAPP | 100% | 100% |
| iASEND | 88% | 93% |
| Qualifications | 83% | 66% |

In the summer term 2022 the following qualifications were achieved:

- 10 students gained their GCSE English Language qualification.



- 2 students gained their GCSE Biology qualification.
- 8 students gained their Functional Skills English at Entry Level 1 - 3.
- 8 students gained their Functional Skills English at Entry Level 2, Entry Level 3 or Level 1.
- 1 student gained their Entry Level Maths qualification at Entry Level 2.
- 2 students gained their Entry Level Science qualification at Entry Level 3.
- 5 students gained their Functional Skills ICT at Entry Level 3.
- 10 students gained their Entry Level History qualification.
- 5 students achieved their BTEC Performing Arts qualification at Entry Level 3.
- 19 students gained their BTEC Pre-vocational Study qualification at Entry Level 1 – 2.
- 3 students gained their BTEC Vocational Study qualification at Entry Level 3.
- 7 students achieved their BTEC Engineering qualification at Level 1.

Cleaswell Hill continues to develop Engagement Profiles to support the learning of all of our engagement students. This is a live document that we use to record what the highest level of engagement looks like for an individual. Children are observed in a range of contexts in order to establish their highest level of engagement. A judgement is then made on what engagement looks like by using the 5 areas of engagement; exploration, realisation, anticipation, persistence and initiation. School will continue to explore green scale behaviours through PBS Cloud to help children to access a personalised curriculum in order to make sustained progress towards their individual targets.

Moving forwards this academic year, we are closely scrutinising our assessment systems, methodologies and strategies to create an assessment model less onerous and demanding on class leads whilst providing them with more meaningful assessment data. A more frequent analysis of students' work through increased moderation will effectively improve the quality of our assessment. We intend to form strong links with local SEN providers and create a SEN working partnership where moderation and best practice can be shared.

With a more streamlined approach to assessment, we aim to develop a concise and meaningful system that empowers class leads to utilise their data more efficiently and effectively, improving data analysis for individual students and cohorts. This improvement will allow all staff to readily identify gaps in learning, respond with intervention opportunities more efficiently and allow them to develop high quality, personalised resources to better facilitate all of our learners on their individualised learning journeys.

In July 2022, we had 14 leavers all of whom made a successful transition into 7 different further education (FE) destinations. Further conversation with FE providers and/or families and students themselves, have confirmed that all students are attending, enjoying and fully engaged in learning.

Effectiveness of teaching and learning

Teaching and learning remains highly effective across school. Teaching is monitored across the year with formal observations and learning walks by School Leadership Team, and together with termly pupil work scrutinies and learning walks carried out by Pathway Leads, ensure that school leaders are confident that the quality of teaching and learning remains outstanding. Teachers receive both written and verbal feedback.

Leaders create a vision, values and culture of learning that enables both pupils and staff to thrive and achieve the best for learners. Relationships between staff and children are positive; teachers know their pupils really well and create a vibrant atmosphere in lessons and social times. Pathways have identified the Intelligent Learning Behaviours (Thinking Skills and Dispositions for Learning) which they want learners to have. High expectations permeate across school and teachers accurately identify any gaps in pupil learning. Teachers planning is collaborative (including with therapists) and creative. Pupils engage very well in their learning. This ensures that they make consistently substantial progress.

A shared language firmly built on enhancing teachers' Professional Capital results in an education team confident in their pedagogical content knowledge. All teachers are equipped with a level of understanding of how to promote successful thinking, knowledge absorption and learning behaviours within pupils. Teachers' successfully translate theory of cognitive development, neuro-science and intelligent learning behaviours into effective classroom practice. Pathway meetings focus on Metacognitive strategies/tools and pedagogy relevant for pupils in each Pathway and enhancing staff skills with the driving factor of maximising best practice outcomes.

CPD is focussed on individual and collective teacher efficacy and promoting excellence in SEND pedagogy in addition to using teacher research as a form of professional development to further develop skills and understanding.

Teachers' of subjects are supported to be secure in, and keep their subject content knowledge current and well developed through; professional conversations with colleagues including local authority advisors, deep dives into their subject area, writing Progression Models and Action Plans which include gaps in staff knowledge and how time is to be set aside to address these, being active in a wider community of teachers on social media groups and joining subject associations, networking with other schools, subject-specific training attending webinars and conferences.

Teachers' focus on understanding subject matter deeply and flexibly so they can help pupils create useful cognitive maps, relate and connect ideas, particularly to applying skills functionally in real life situations and also address misconceptions.

Developmental observations of teaching by SLT working in pairs. Our observation cycle runs from November to June each year with every teacher/class lead being observed formally at least twice; however, this depends on their professional experience and or demonstrated strengths/needs. We use this information to help gauge the quality of teaching. Written and verbal feedback is provided. Collated learning from these observations is celebrated and any areas of need identified are addressed with individuals, groups or through the CPD Programme.

SIP/Governor monitoring SLT's evaluation of quality of teaching, learning and assessment. SIP lesson observations with SLT (March 2023); book scrutinies, discussions with staff, parents and pupils.

Enabling learning environment

School's extensive buildings and diverse grounds are incorporated into the curriculum providing enabling learning environments where children can flourish. Staff, including Governors and the Lead Therapist, consider how this may be implemented more fully and recognised in the Accessibility Plan. School 5 year Plan has ambitious plans for estates management.

Evidence that supports this judgement

- 5 Year Plan
- Implementation Plans x4
- Integrated therapy education- Therapy Development Plan
- Development Overview
- Effectiveness of teaching – feedback from SLT, SIP, parents and pupils



- Teachers/class leads/TA Appraisal targets
- Meta-analysis combines data and research and teachers' take this blended approach to maximise impact and outcomes.
- Active participation in Research Schools Network and National pilot projects, supports development of a research informed approach to teaching and learning (HT Report to Governors Spring term 2023)
- Cultivation of a culture of collaboration, enquiry and critical reflection built on high quality professional conversations
- Designing and implementing class based action research projects with tools and resources, evaluating, sharing and disseminating enquiry outcomes and best SEND practice
- CPD Leadership utilising EEF reflections to constantly improve practices in line with school and teacher development enables an effective professional learning community
- Use support of external facilitators, for eg. Lynn Watson, LA Advisors, Ofsted Inspectors
- Induction Programme and essential toolkit of staff training
- Intentional practice of knowledge building across all staff to sustain improvements
- Governor Monitoring visits. Reports available.
- Monitoring improvements in outcomes and reviewing changes in the quality of provision
- Ongoing forensic analysis of school improvement needs
- Fit for purpose Assessment system enables pupil progress across the school population to be accurately tracked and used to inform future learning
- Benchmarking is robust and data valid, used effectively to plan provision. Progress Report scrutinised termly, moderation/comparative judgement meetings in teams termly, interventions identified as part of triangulation process
- Effective marking scheme and feedback
- Developing feasibility studies of creating an assessment system that can be utilised across schools.
- Ambitions to become lead school for SEND assessment within County and beyond, promoting relevant, robust assessment tracking system and assessment policy
- Links with local Universities supports teaching students and quality of graduates into teaching profession for SEND
- Early Career Framework teachers learning alongside colleagues
- Play Therapy being delivered by trained Play Therapist within special school setting
- Teachers involved with national associations eg. NASEN, Essential Letters and Sounds Local Practitioner
- Rigorous and sequential approach to teaching of reading, extensive diagnostic assessments give a clear view of learners' strengths and developmental needs so correct approaches, including therapeutic tools, can be used. Systematic approach to teaching phonics throughout school. Transition to new approved scheme, Essential Letters and Sounds, (from Autumn Term 2021) is now complete and well-embedded across school. Reading books connect closely to phonics knowledge pupils are taught when learning to read. Reading Spine.
- Pathway Rationales
- Phase Flow documents
- Yearly Subject Overviews
- Subject Strands
- Medium Term Planning

In the current academic year, the following areas are a focus to sustain high quality provision:

Whole School Target 2022-2023

Quality of Education

Setting the highest professional standards as a mark of quality and effective performance through sustained professional growth

Next Steps (including targets taken from 5-Year Plan)



- To maintain a focus on outstanding teaching through teachers/class leads being able to articulate what good teaching and learning looks like. Staff confident with understanding and delivery of metacognitive and self-regulatory strategies which supports pupils thinking
- To effectively induct new members of staff, so that the teaching and learning profile reflects increasing percentage of excellence in teaching and outcomes across the year as evidenced in lesson observations, learning walks and staff feedback
- EHCP joint working with social care (possibility thinking) and health colleagues (clinics in school) results in better outcomes. Writing high quality targets
- Phonics and reading provision embedded and pupils making demonstrable progress
- Writing output considered, including use of blended learning and technology
- Innovative research based practice. 'Teachers as researchers' provides support to identify how to develop, implement and disseminate excellence in SEND teaching and learning approaches within and out with school provision.
- Training Hub: Development of specialist pedagogical approaches shared across a network of SEND schools. Staff deliver CPD regionally at forums, conferences and events
- Curriculum diversity, equity and inclusion evident- focus of updated Equality Objective

Behaviour and Attitudes – judged to be **Outstanding**
How school sustains improvements as a result of our evaluations

Stakeholder evidence

Ofsted (June 2022)

'Pupils feel safe at Cleaswell Hill. They trust adults who work with them'.

'Pupils behave exceptionally well. They move around school calmly and with great respect'.

SIP Reports (Summer 2022)

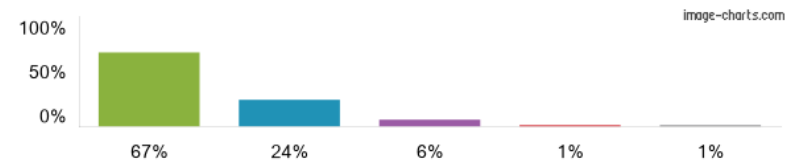
"It is exceptional how well behaviour for learning is managed'.

'Potential concerns are acted upon rapidly'.

'A cohort of learners are self-evaluating their behaviour and applying strategies...this is outstanding considering starting points'.

Parent View (Responses 2021-2022)

➤ 3. The school makes sure its pupils are well behaved.



Pupil View (March 2023)***'I feel safe in school because the teachers' are calm. They know what they're doing'******The behaviour of other students is superb. I feel safe around others'******'Safety-wise I feel safe. I have friends. I feel liked. I know I'm not hated. People talk to me'***

Behaviour for learning is exemplary within the context of pupil's complex needs. A positive culture and settled, enabling environments leads to pupils' optimising their learning. Relationship standards are evidenced in a range of documented monitoring reports including, positive behaviour cloud, accident, health and safety, learning walks and classroom observations. Behaviour support strategies are discussed at SLT, Pathway, Phase meetings and class team post-incident reviews which give opportunities to discuss antecedents to dys-regulated behaviour and analysis/discussion informs best collective practice. Pupil risk assessments and consistent approach plans provide additional behaviour support and management where necessary.

There is a clear vision where behaviour is seen as a communication and the environment is key to supporting pupil's ability to access learning. For pupils who struggle to engage, this includes high levels of therapeutic input in the support of sensory regulation. The key principle is to understand why and how behaviours emerge and deploy strategies to de-escalate as expediently as possible to ensure safety and re-engagement in purposeful activity. The emphasis is to follow the principles of NAPPI (Non-Aggressive, Physical, Psychological Interventions) to seek the cause of an individual's distress and therefore enable staff to be proactive in reducing the possibility of a behaviour of concern occurring through de-escalation techniques. A programme of whole school CPD ensures the strategies and principles of NAPPI are thoroughly embedded across school.

The school's curriculum ensures positive engagement of pupils through the development of an integrated therapeutic approach and a range of exciting and differentiated approaches to teaching and learning which aims for all pupils to see others and themselves. Our curriculum aims to whisper, 'you belong'.

The classroom environments are continually undergoing change in support of pupil's concentration, attention and sensory regulation. There is strong evidence to suggest an overly stimulating environment for ASC pupils detracts from their ability to modulate their sensory input which can lead to highly de-regulated, and at times challenging behaviour. Pupils with severe learning difficulties can find it problematic to focus on more than one stimulus at a time and highly distracting visual surroundings can result in a lack of focus on taught learning outcomes.

Outdoor spaces are fully incorporated into both learning and unstructured times (traditionally a time where pupils struggle to manage their behaviour) leading to enriched learning experiences and further opportunities to develop positive social skills. Daily lunchtime clubs ensure that pupils have a choice of enabling environment,

Principles and milestones within the just published National Autistic Society's, 'The Moonshot Vision', will be influential in schools ambition towards empowerment, equality, equity and respect.

Zero tolerance of sexual harassment. Support for pupils at risk demonstrating harmful sexual behaviours (HSB). School-wide policies and processes for dealing with HSB.

Awareness of pupils increased vulnerabilities and barriers that could prevent disclosures. Communication strategies, visual supports, culture of vigilance and a strong pastoral system. In addition to up to date information and guidance shared with parents.

Teaching of safe online behaviour and how to stay safe online. Education for a Connected World Framework used to teach pupils about the underpinning knowledge and behaviours that can help them to navigate the online world safely and confidently regardless of device, platform or app. Mentimeter pupil surveys ensure that teachers are aware of current sites being used to aid relevant, consistent, timely, safety messages.

Data on attendance, attainment and progress show that Cleaswell Hill learners from all groups make the same progress irrespective of need, gender, ethnicity or religion. Link Governors Monitoring visit 8 February 2023. Report available.

Attendance is high profile at Cleaswell Hill School. Currently 90.5%. Headline attendance figures for January 2023 are; 79.3% nationally in state-funded special schools; 90.2% in North East special schools and 91.1% in Northumberland Special Schools. Any pupils at risk of non-attendance are supported appropriately, utilising a staged process involving working with parents/carers to identify and overcome barriers to attendance. Close collaboration with the EWO every 3 weeks supports persistent absentees.

Evidence that supports this judgement

- Positive behaviour for learning is a strength for the school- data from PBS Cloud
- Safeguarding and behaviour suite of policies – positive outcomes from referrals
- Trusted adults/pastoral support
- Staff training on 'Everyone's Invited' and subsequent Ofsted Review of sexual abuse
- Completion of HSB audit tool NSSP
- Responsive curriculum that engages and challenges the learner
- Carefully planned RSHE curriculum
- Engagement Profiles
- Integrated Therapy input in the management and support of sensory regulation which leads to greater pupil progress, re-engagement in purposeful activities and improvements in personal development
- Approaches to learning/metacognitive strategies and tools by Pathway aligns with curriculum and assessment documents
- Close monitoring of attendance data and analysis following EWO visits
- DfE Pupil Attendance and Absence Dashboard
- Attendance Network Hubs meetings
- Online Safety audit- NCC and school 360safe. Policies and practices including reporting online safety incidents flowchart and log. Being Safe Staying Safe digital safety rules
- Safeguarding Audit completed annually every Autumn supported by Clennell Education Services
- Accessibility Plan- updated annually
- Equality Statement and objective renewed following narrative evaluation with NCC. Shared with staff, governors and on website

In the current academic year, the following areas are a focus to sustain high quality provision:

Whole School Target 2022-2023

Behaviour and Attitudes

An integrated whole school approach supports staff and pupil mental health and wellbeing

Next Steps (including targets taken from 5-Year Plan)



- Enhance support for pupils at risk of demonstrating HSB through considered use of; Beyond Referrals- Levers for addressing HSB in schools toolkit; NSPCC HSB Framework; Hackett Continuum Model
- Involvement of parent/carer group with attendance policy and procedures
- Update attendance information on website
- To ensure sustained attendance rates with a particular focus on those whose attendance falls below 94%
- Cleaswell Hill has a fully integrated therapy and education approach, which optimises pupil outcomes. The integrated therapy/education approach includes the employment of 10-20 therapists who have specialist knowledge of the wide range of SEND within school.

Personal Development – judged to be **Outstanding**
 How school is sustaining improvements as a result of our evaluations

Stakeholder evidence

Ofsted (June 2022)

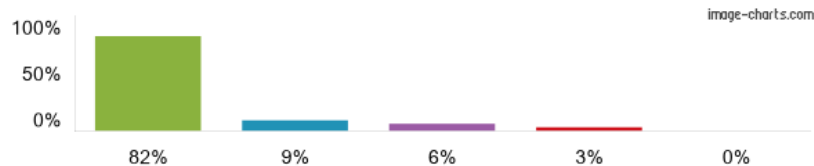
'Leaders and staff promote pupils' personal development highly effectively'.
 'Pupils enjoy the enrichment activities offered by the school'.

SIP report (Summer 2022)

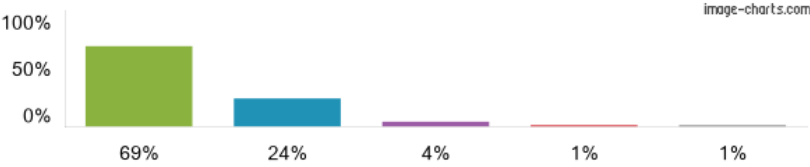
'Staff understand and positively support the philosophy that all pupils' are unique and precious. They care deeply about the pupils they work with'.
 'Pupils are nurtured and supported to access learning to the best of their ability within a thinking and learning metacognitive pedagogy'.
 The culture at Cleaswell Hill is underpinned by a collegiate approach and willingness to go the extra mile in support of pupils needs'.
 Every opportunity to develop thinking skills and dispositions for learning are taken'.

Parent View (Responses 2021-2022)

➤ 7. My child has SEND, and the school gives them the support they need to succeed.

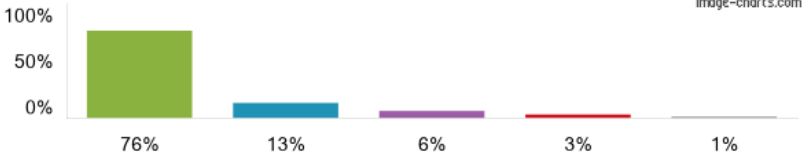


➤ **9. My child does well at this school.**



| Response Category | Percentage |
|-------------------|------------|
| Strongly Agree | 69% |
| Agree | 24% |
| Disagree | 4% |
| Strongly Disagree | 1% |
| Other | 1% |

➤ **13. The school supports my child's wider personal development.**



| Response Category | Percentage |
|-------------------|------------|
| Strongly Agree | 76% |
| Agree | 13% |
| Disagree | 6% |
| Strongly Disagree | 3% |
| Other | 1% |

Pupil View (March 2022)

- 'I like playing football on the MUGA every day'
- 'I'm learning how to play the piano part in School of Rock'
- 'In drama you learn more skills, make friends, have fun and socialise'
- 'Getting the chance to act on stage is great'

We believe that all children and young people have the right to be healthy, happy and safe; to be valued and respected; and to have high aspirations for their future. We take great care to ensure that all of our pupils enjoy school and have positive learning experiences throughout their time with us.

Considerable emphasis is placed on developing independence and social skills with opportunities to enjoy a range of Spiritual Moral Social and Cultural experiences. School cross-referenced fundamental British Values with SMSC to ensure that these skills are explicit to staff. SMSC/Fundamental British Values Tracker is currently being used through Google Forms for co-curricular activities and added to Medium Term Planning in order to gather information to track the evidence of outcomes being met through curriculum subjects. Evidence is linked to a spreadsheet in order to gain quantitative information as to the coverage and range of SMSC and FBV values and the impact and relevant adaptations. School has a robust rationale built around personal development that identifies and defines Cultural Capital, Character Education and SMSC, within the context of the whole school. Through monitoring of personal development across school, pupil voice was identified as a key area to develop further with working groups identified for each pathway to implement and track ideas around gaining meaningful pupil views.

Social communication groups have now been identified and implemented to promote effective social development for learners.

Careers information, advice and guidance is now fully integrated throughout phase 4 and 5 as part of the introduction of the Talentino programme alongside discreet lessons delivered around pathways, aspirations and FE provision. The Preparation for Adulthood programme which has been devised in connection with a Northumberland County Council trial and is now going to be rolled out as part of an initiative to develop 14-19 provision with Pfa as an integrated driver within the curriculum.

The therapy team play a crucial part in setting and supporting the outcomes and personalising these for each child in order to create a fully integrated and multidisciplinary approach to personal development. This is monitored and tracked through pupil Personal Learning Intention Maps (PLIMs).

Our enhanced personal development provision is evident in the following areas:

PLIMs, closely linked to EHCP targets and reviewed termly. These provide succinct, individualised targets that inform future teaching and learning, and enable smooth transitions through school providing detailed links to previous and current pupil targets.

Pupil personal development progress is tracked and monitored using a PSHEE tracker as well as appropriate assessment systems (MAPP, iASEND, Cherry Garden) informing future learning and development of personalised targets which ensure that pupils are challenged at the appropriate level in their learning.

Citizenship and cultural capital are fostered through real world contexts for learning which are differentiated to meet the complex needs of pupils and support pupils' understanding of their place in the world.

Incidents of non-compliance and dys-regulated behaviour are well managed to optimise pupils' access to learning using evidence based strategies such as SCERTS and the Zones of Regulation in conjunction with support from the school based therapy team.

Physical development programmes are monitored by school based professionals to ensure progression from individual starting points in a wide range of areas including mobility, motor development and recognition of support in curriculum areas such as RSHE and PE.

Code of Practice 1.39 prioritises 'being as healthy as possible in adult life'. Towards this, Cleaswell Hill recently took part in a pilot project with Active Northumberland designed to get pupils with SEND more active using various leisure facilities across the County. This forms part of our commitment to promoting healthy lifestyles within school, whilst forming strong partnerships with other services in Northumberland.

Food and nutrition is managed with input from external agencies such as the school nursing team, SaLT and dieticians to ensure pupils can experience a varied and healthy diet. This is an area of difficulty for many of our pupils and an area of focus this academic year as a focus driven by the subject lead. Integrated therapy input supports teaching and learning eg blind trials.

All pupils are offered a healthy breakfast, from Magic breakfast, at the start of each day.

Integrated therapy input supports teaching and learning eg. fine motor skills and hand function. Identifying alternative software/assistive technology to support written output for some pupils liaising with the Lead Therapist. Also adapting the ICT Curriculum in order to ensure basic computer and keyboard skills coverage and monitor effectiveness.

Creative Arts opportunities are offered in lessons, as part of project based learning approaches, and through planned performances, sometimes using satellite performing arts environments. These activities promote self-esteem and the development of independence and confidence.



Literacy Development Review has taken place including the identification of a cultural reading spine to ensure pupils access cultural capital through forming a love of books from a wide range of origins, developing a 'word rich' vocabulary and communicating in a variety of different ways using a range of accessible technology. Integrated therapy input supports behind teaching and learning eg with written output.

Staff training and research continues to be a focus within RSHE in order to get a better understanding of how to meaningfully support all students in school, including those with complex needs and physical disabilities, and provide an RSHE curriculum that delivers impact and purpose for the future. Several staff have accessed Sex Factor training from Chailey Heritage Trust, (March 2022) which will support the development of our RSHE Programme moving forward.

School understands that Integrated therapy input is critical to planning in the context of the PSHEE curriculum. For eg. abstract concepts, social expectations, to give more meaning to learning and application within real life.

PSHEE curriculum incorporates key aspects of emotional and mental health and wellbeing within lessons and through discrete deep learning weeks as part of national initiatives. Targeted support and interventions enhance pupils' ability to discuss their feelings, issues and ideas which include; drawing and talking, ELSA support, SandStory Skills, FRIENDS resilience.

School based Mental Health Lead recognises schools duty to promote the wellbeing of pupils. Effective measures are in place to support children with social and emotional difficulties. School has developed a graduated response to supporting pupil Mental Health which provides details of our strong provision (universal, targeted and higher support).

Cleaswell Hill continues to be an inclusive and supportive environment where pupils feel safe and secure. We are continuously working to ensure we challenge views, raise awareness and outline where support is available for young people with regard to any LGBTQ+ issues or enquiries. We work with T4Y and Trinity Youth, a local youth initiative who provide a drop in service within school for young people who would like to have further conversations.

Pupil Premium Strategy Statement is published on the school website annually in the Autumn Term and reviewed with Governors. Local Authority Network meeting attended on 21 November 2022. Link Governor Monitoring visit 22 November 2022. Report available.

Equality Objective updated in February 2023. Link Governor Monitoring visit 24 January 2023. Report available.

Supportive transition programmes are in place to ensure older pupils are prepared for their next steps in learning, education or employment. Options for further education and employment are carefully considered and well-focussed discussions take place through individual careers interviews conducted by a member of the Northumberland Careers Guidance Team with students and with communication to parents and carers. Strong links with other providers and agencies in relation to continued learning and employment opportunities are made and built upon with an HLTA who has a specific role as a work experience and transitions coordinator. Careers Education, Information Advice and Guidance (CEIAG) Progression Model highlights enabling character traits and transition pathways.

Evidence that supports this judgement

- PLIM Targets linked to EHCPs reflect holistic development
- Capable, enabling environments that meet the needs of all pupils to personally succeed against individual targets



- Mental Health Graduated Approach written Spring 2022 (website) and constant updating by School-based Mental Health Lead
- Graduated Response – Tailored, tiered interventions. EMHP based in school as part of MH trailblazer until February 2022.
- Mental Health policy in place to support pupil wellbeing and a separate policy ratified in 2022 in support of staff wellbeing
- Training Day on 17 March 2023 to focus the morning on staff wellbeing and team connection through a choice of activities
- Annual Enrichment Programme for pupils identifies a range of activities inc. specialist days, focussed deep learning weeks/events. Co-curricular activities weekly/Holiday Clubs- range, quality and take-up/residential visits/use of community facilities
- Strong pastoral support throughout school
- Staff CPD is reflective of the personal development needs of pupils in school e.g. SEND pedagogy, Autism-aware strategies, communication and early literacy
- Pupil Premium Strategy Statement 2022-2023 directs opportunities for most disadvantaged pupils (website)
- Develop individual talents through creative arts activities. Students progressing to FE College to study drama and Music Technology. GCSE Art offered.
- Equalities Objective focuses on diversity, equality and inclusion and representation through the curriculum
- PE and Sport Premium Strategy 2022-2023 (website)
- SEND framework for PSHEE and RSHE. Pupil progress tracked and monitored for support. High quality education within RSHE tailored to personal need of complex pupils in school. Collaborative planning between teachers, OT, SaLT ensures integrated therapeutic education.
- Active citizenship/school values and character education demonstrated
- Excellent relationships with FE providers in order to provide transition, sometimes lengthy, to appropriate onward destinations
- Robust CEIAG programme and website compliant
- School trainee CEIAG Officer
- Local Authority Careers interviews ensure impartial advice and guidance for all students from Y9+
- Student voice and agency advance understanding of student-centred approaches to learning
- Pupil/parent feedback
- SIP monitoring visit Spring term 7, 8, 9 March 2023. Report available.
- External specialist agency support for pupils and staff eg. T4Y and Trinity Youth Project
- Food and Nutrition Specialist Interest Group, 6 March 2023. Minutes available
- Understanding the impact of Covid-19 on pupils and families. In-school Research Project completed 2021
- Use of Northumberland Joint Strategic Needs Assessment SEND 0-25 age group to work with health and social care colleagues around EHCP's
- Member of Medicine in Specialist Schools (MISS) regional group

In the current academic year, the following areas are a focus to sustain high quality provision:

Whole School Target 2022-2023

Personal Development

Highly inclusive personal growth informs practice and drives positive change contributing to meaningful lives embedded within the community

Next Steps (including targets taken from 5-Year Plan)

- To further develop pupil and parent oracy of online and technological safety
- To provide continued opportunities for children to develop healthier and more active lifestyle choices, working with school health and families regarding obesity levels
- After school club offer increased from twice weekly to ensure activities available to a wider cohort of pupils. Pupils not disadvantaged due to lack of transport as school feasibility study on providing transport home
- Increase tailored Mental Health interventions align with school Graduated Response

- Pupils have access to work experience opportunities and community links
- Post-16 curriculum offer is developed due to school renting off site spaces eg. catering space and/or building in the use of external providers into an enhanced post-16 curriculum offer when the Sycamore Centre is available

Leadership and Management – judged to be **Outstanding**
How school is sustaining improvements as a result of our evaluations

Stakeholder evidence

Ofsted (June 2022)

'Governors make regular visits to review the school's safeguarding procedures'.

'The arrangements for safeguarding are effective'.

'The pastoral and therapy teams are an integral part of the school'.

'Staff are overwhelmingly positive about the support they receive for their workload and wellbeing'.

SIP report (Summer 2022)

'Cleaswell Hill Governors are highly proactive in support of school'.

'Leaders ensure there is triangulated evidence of improvement'.

'The school works diligently to inform social care partners of areas of concern, following up key actions robustly'.

Parent View (Responses 2021-2022)

➤ 14. I would recommend this school to another parent.



School Leadership Team consists of; Governing Body, Head teacher, 2 Deputy Head teachers, 2 Assistant Head teachers, Lead Therapist, Assessment Lead, Interventions Lead, 2 School Business Leads, Business Manager, 5 Phase Leaders, Lead SaLT. Leadership is delegated throughout school.

The impact of our work on strengthening leadership and developing consistency has been seen in the following ways:

- Outstanding Ofsted Report (June 2022) with no identified areas for improvement
- Improvement in achievement and progress in the school's results for all learners
- Increase in number of internal applications for leadership positions
- Staff leading significant areas of whole school change (e.g. interventions, assessment, training)
- High levels of support from community partners and parents
- Phase leaders deep dive analysis of their phases has led to strong pastoral teams, clear operational systems and structures, improvements in teaching and learning and in pupil outcomes

We have strength in collective leadership, partners and succession planning and as a result a more rigorous and inclusive staff coaching and development programme was introduced and led by an external expert. There has been a smarter and more targeted investment in staff (both strategically and financially) with investment in workforce development. This includes support for a reduction in workload. Workload continues to be at the forefront of SLT decision-making.

A clearer and focused system of evaluation across school, leading to highly targeted school Improvement priorities has ensured that all levels of leadership within the school understand aspirations, take ownership of planned outcomes and are aware of how they can contribute effectively.

Staff strive to exemplify exceptional performance in support of pupils who are at the centre of all decisions on school improvement. Governors have undergone a review of the impact of their work and this has led to further planned support to drive initiatives leading to an increase in staff expertise.

Our skilled, highly trained staff team, work collaboratively towards shared, aspirational vision and targets, and expected high levels of accountability have impacted upon professional enquiry, reflective practice and further drive to improve progress and achievement within agreed values.

The Leadership Team includes occupational therapy and speech and language therapy and the integrated nature of leadership facilitates an interdisciplinary approach, with shared common goals to optimise pupil outcomes and provide a seamless experience of education and therapy.

Staff across school relentlessly pursue excellence with a track record of success including; NPQSL, NPQML, NQT, QTLS, HLTA enhanced qualifications, which support innovative practice. The leadership team have developed effective systems for monitoring, evaluating and moderating the work of the school. Information is scrutinised and triangulated to identify the right priorities for the future and have the capacity for this as school moves forward. Governor visits provide further challenge and are linked to Whole School Targets and key areas of school improvement, together with timely Implementation Plans, Development Overview, Pathway Progression Models and Action Plans, staff Appraisal targets and the Professional Development Programme form a robust School Improvement Cycle.

All procedures for safeguarding are rigorously monitored and applied uncompromisingly. Culture of ongoing vigilance together with a strong pastoral system ensuring that teachers and TA's know children and their families well. A clear understanding of where to go for support and productive relationships with our partner agencies, including Operation Encompass. We are proactive in attending meetings and fostering positive relationships and this supports the safety and well-being of our highly vulnerable pupils. Staff training is continually up to date and refreshed regularly in between statutory training dates. Use of external specialist support and guidance for Designated Safeguarding Leads through Clennell Education Solutions from March 2022.

Pupils want to be in school and this is obvious from our continually good attendance rate of 90.87% since September, which is above national average for special schools locally and nationally. Attendance at state-funded Special Schools nationally was 86.3%, in North East special schools 87% and in Northumberland special schools 81.7% in February 2023. Close links and 3-4 weekly meetings with the EWO ensure that pupils whose attendance fluctuates and also persistent absence is rigorously yet supportively tackled, procedures followed and systems in place to safeguard pupils and raise attendance. Analysis of attendance and interventions demonstrates vigour and impact.

Governance Sub-committees have been developed and meet in between full governing body meetings which take place each term. Monitoring visits take place and reports are written and shared. Governors are involved in the Head teacher's Performance Management Review and are clear about the school vision. They provide support and challenge and understand the operational functioning of the school.

Evidence that supports this judgement

- 5 year plan: Quality of Education; Estates Management; Workforce Development; Training Hub Development
- Ofsted Report June 2022. Outstanding with no areas identified for improvement.
- SLT has undertaken a great deal of work to ensure the quality of teaching, learning and assessment is of a consistently high standard across the school and have focused on building capacity across all levels so that this is sustainable in the future
- Safeguarding of pupils is prioritised with all staff aware of the importance of vigilance and a 'it could happen here and probably is' approach
- Succession planning strategic model so that best standards maintained as school grows within shifting educational landscape
- Robust monitoring system to measure the quality of teaching across school. This comprises of regular learning walks (protocol available) by SLT; formal lesson observations by SLT; subject lead deep dives; book scrutinies; provision scrutinies; parent surveys; pupil surveys; SIP and Governor monitoring visits and from established support partners eg. LA Maths Lead, EYFS LA Advisor
- Annual parent/carer meetings, plus annual review of EHCP. During these meetings parents are consulted and informed by the class teacher, therapists, social worker and health colleagues regarding expected outcomes for learners that lead to overall achievement. Joint working is central to this process.
- Links with local universities continues to support future of high quality teaching graduates
- Lead SENCo within school working closely with LA SEND Officers on 2 day a week secondment
- Admissions Strategy significantly developed during 2021-2022 and continues to influence LA in placing pupils where needs are met effectively supporting the development of specialisms south east of Northumberland
- Parent voice informs school development as the parent hub works to support collaborative working with families and supports pupil achievement and progress in addition to enhanced quality of life
- Leadership and Management opportunities including working with partner schools on defined improvement tasks and evaluating involvement to ensure impact, for eg. secondments, systems leads with Castle school, advising on specialist support bases in mainstream schools.
- Estates management- Premises Development Plan/Premises Development Team inc Governors creatively adapting school site to accommodate highly specialist courtyard therapy spaces to enhance therapy provision, pupil readiness for learning within enabling environments and increased PLIM targets being met
- Community Use Plan devised to allow access to school facilities out of school hours for pupils, families and community
- Awareness of research documents including; State of Child Poverty 2022 (Buttle UK); The cost of having fun at school, March 2022 (Child Poverty Action Group); Child of the North (Northern Health Science Alliance) supports schools poverty-proofing policy and practice
- Business links created eg. HMRC, Proctor and Gamble as part of a 'giving back' approach supports school premises improvement projects.
- Development of off-site Post-16 provision at the Sycamore/Appleby Centre
- Community links enhanced and barriers removed as school move into off site spaces eg. community café
- School Leaders fully aware of the issues associated with teacher workload and wellbeing. Consideration has been, and continues to be given to the level of marking, feedback, planning and assessing that teachers are expected to complete.
- Supported staff health and wellbeing

In the current academic year, the following areas are a focus to sustain high quality provision:

**Whole School target 2022-2023
Leadership and Management**

Improved pupil outcomes and increased leadership capacity are driven by the implementation of our pioneering Five Year Plan

Next Steps (including targets taken from 5-Year plan)

- To ensure effective operational leadership is sustained with enough capacity to facilitate excellent outcomes for pupils
- To effectively implement ECF and maintain links with universities to ensure high quality workforce
- To ensure that teacher workload is managed and ensure policies offer efficiencies whilst maximising impact on pupil learning
- To ensure that the curriculum offer demonstrates a clear progression of knowledge and skills through Pathways over time responsive to ongoing pupil need
- To ensure that high standards provision for PPG are maintained and that achievement gaps are 'levelled up'
- Action research in classrooms
- To ensure that safeguarding arrangements remain fully compliant and that all staff are aware of their role and vigilant to risks
- To ensure that statutory health and safety responsibilities are effectively managed
- School estates management remains maintained to a high standard
- Supporting Pupils with Medical Conditions Policy and practices are monitored
- To continue financial stability by minimising potential risks
- To continue financial stability through continued fundraising
- Systems Lead roles continue to support SEND provision across county and beyond
- Working towards Assessment Centre provision which would reassesses pupils against their EHCPs supporting funding needs and school placement
- Future Assessment Centre works with families within a multi-disciplinary approach to establish need and align provision cohesively in addition to providing outreach resources to support pupils transition to other school
- Stronger practice hubs and partners being explored as part of DfE Early Years recovery support programme
- Services to families enhanced across partner schools and this includes counselling services and mental health support in liaison with health and social care professionals
- To consider role of Community Link/Family Worker/Welfare Team who could generate activity and coordinate facilities use
- Commissioning of an Evaluation Partner identifies robust measures of success and ongoing evaluation of the trialling of teaching approaches to determine impact on the quality of teaching and learning

