



Governor Visit Record

Date	16/11/2023	Governors	Gill Finch, Karyn McMahon
Objectives for			
All staff and governors: Monitoring accessibility and equality objectives DSL: Karyn who is leading work to challenge poverty and leads on the Pupil Premium Strategy and development of the schools' statutory duties regarding the Public Sector Equality Duty (PSED)			
Links with School Development Plan			
Behaviour and Attitudes: 'positive, responsible and independent citizens' Personal Development: 'pupils are encouraged to develop independence and to make positive choices in support of their wellbeing' Leadership and Management: 'Our ethos of equality'			
Background preparation			
GF attended a meeting with Jo Unthank who leads the Poverty and Inequality in Schools strand of education work for the North of Tyne Combined Authority to better understand the context of the funded projects.			
Scope of visit / Breadth of visit Scrutiny			
Single Central Record: We scrutinised and signed the SCR with Yvonne Burns.			
Poverty and Inequality It has been challenging to establish an intervention or project that would have an impact on poverty and inequality for all affected children in school. The number of pupils eligible for Pupil Premium funding is high at 48.2% (National averages; 24% in mainstream and 46% special schools). It is difficult to establish what we could do that we aren't already doing that could have an impact on such a large number of disadvantaged pupils with a relatively small grant of up to £5k. We spoke to Jenny Smith who leads on Personal Development across school and has been scoping the concept of an 'Enrichment Passport'. There would be an opportunity to either develop and publish high quality resources, or to subsidise activities and home-based learning or enrichment with the funding.			
This is an imaginative and customisable avenue to try in establishing a new, accessible and enriching aspect to school life that all children and young people will benefit from in that it makes a substantial contribution to cultural capital. Cultural capital is more than just exposure to cultural events and experiences:			

Cultural capital is the gathering of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a child will draw upon to be successful in society, their career and the adult world.

Cultural capital gives a child power. It helps them achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital. Cultural capital is also having assets that give children the desire to aspire and achieve social mobility whatever their starting point.

In prioritising the needs and experiences we want pupils to have, we are being ambitious about transformational experiences that can be the essence of essential education for children at Cleaswell Hill. Recognising also the fact that many of our pupils live in wards which are in the 20% most deprived in the country, defined as 'left behind neighbourhoods' without the civic assets or infrastructure to meet the challenges of giving children an inspirational start in life; it is even more imperative that we strive as much as possible within school to 'go beyond boundaries of place' as we seek to transform childrens' experiences of learning

To ensure that enrichment does not interrupt or compete for timetable space with the curriculum, the proposed enrichment activities would happen within weeks such as before Christmas and the school summer holidays. The format of the enjoyment, enrichment and experiences passport is yet to be established, and children and young people's experiences of school; the most memorable and enjoyable experiences they have had could potentially inform what is included.

Equality Objective progress:

Representation and diverse identities in the whole curriculum

The long-term Schemes of Work continue to be developed and articulated by the 'Teacher Knowledge Organisers'. Knowledge and subject content is being looked at through different lenses; the National Curriculum units of work are being interrogated by subject leads and being addressed creatively. Examples we discussed were topics such as The Bronze Age or The Cold War; can they be contextualised and taught to children in a meaningful way?

This is an ambitious and stretching equality objective; to interrogate and develop the curriculum so that true representation of diverse identities is the norm; for example looking at how much the history curriculum informs children and young people that white men made and influenced the world they live in, whilst minimising or making occasional reference to the contributions of women or People of Colour.

Aspirational thinking and learning is taking place

Accessibility Plan progress:

Making the curriculum purposeful and accessible: Food & Nutrition

The Design Technology curriculum has been recently updated, however, there is a huge amount of additional learning taking place in school about the issues connected with food avoidance, restricted diets and healthy eating; these are much more specialised aspects and far removed from being taught as a curriculum subject.

A Food & Nutrition graduated response has been completed.

Staff learned from working with parents that a child with SEND only ever has one appointment with a dietician; after that they are working alone to deal with any nutritional issues.

The working group have found out a lot about charitable organisations which can help and support families.

A lot of scoping is still underway; nevertheless, the working group have learned a great deal about the complex issues of avoidant and restrictive food intake diets (ARFID) and are moving this forward in support of children and families.

Making the school environment more accessible:

Enabling Environments; the Therapy Cabins and Appleby Centre

The Therapy Cabins are now on site and being effectively used to both support pupils with high levels of complexity to access learning and to provide identified spaces to deliver the schools extensive intervention programme.

The Appleby Centre opened on time in September and students are enjoying the opportunity to learn in a more adult environment.

Improving access to written information for people with disabilities: Communication strategies

Progress towards meeting the ambitions set out in this objective has been slow: it is inevitably challenging for many of the children to demonstrate considerable progress in advancing the ability to write as well as read language with confidence and fluency.

The special interest group continues to meet in school and there is continued drive from a range of staff members to develop alternatives to written communication.

The Therapy Team are integral in developing writing skills from a functional perspective.

Some parents have been very keen to ensure that assistive technology be made available to their child, and have campaigned for the banding to be increased, however not every pupil has this option.

Governor Observations and Comments

It has been a very wise decision to publish and concentrate on just one challenging objective for equalities and for each section of the accessibility plan. This is leading to staff collaborating to address complex and significant inequalities with a solutions-focused and creative collaboration leading each one.

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

Plans for Follow-up Visit

In the Spring Term we will look in more detail at curriculum-based opportunities to embed the equality and accessibility priorities. The poverty proofing will continue. A successful application for grant funding would support further developments.

Date reviewed at FGB 28.11.23