



# Cleaswell Hill School

## Headteacher's Report to Governors

*Inspire the child,  
Discover your future,  
Empower the community.*

**Cleaswell Hill School**  
**School Avenue**  
**Tel: 01670 823182**

## Great Expectations

Unlike the Dickensian classic that bears the same name, this introduction is based on more recent (and factual) events.

Over recent years, a number of Cleaswell Staff have been involved in supporting other settings with developing their SEN provision (see the outward facing section of this report). This has led to a number of partnerships (mostly informal) where good practice has been/is shared.

On the back of this work, we were asked to present an overview of our support 'package' at a meeting at Bothal School in early January.

Lynn Watson started the presentation off by giving an overview of the current national SEND climate/crisis before moving onto an extremely complementary introduction of Cleaswell Hill School. I was next up and I threw away the mental script I had prepared saying that I hoped the presentation lived up to Lynn's glowing intro unlike an event that had happened on Christmas Day...

*Every year my family goes for a walk on Christmas Day morning wearing a variety of silly over the top Christmas hats. This year we'd seen that a pub on the usual route was open and thought we'd pop in for a drink before Christmas dinner prep chaos began. As we arrived at the pub, which is on the edge of a small village, we could see that it was quite full. My wife, who is a lot more sociable (and friendly) than me was the first through the door with me closely behind. Many of the drinkers turned to watch us enter. My wife feeling in the festive spirit, extended her arms out to her sides and greeted the drinkers with a very loud 'Merry Christmas Everyone'. Unfortunately, the locals responded with resounding silence and if I'm not mistaken even the darts stopped mid air. We quickly bought a drink and retreated outside before the locals had a chance to bludgeon us to death with their banjos.*

Having told this story, I then went onto my presentation explaining that I had only prepared a few slides due to the fact that whenever I use computers something goes wrong. I pressed the return button to bring up the first slide and right on cue - it wasn't there!

Despite this, the presentation went very well and subsequent discussions highlighted the massive demand for support from mainstream schools who now are having to meet the needs of pupils who ideally should be in a special school setting.

Cleaswell Hill Staff have set the bar very high in terms of creating and maintaining high quality provision. This is complicated by the multiple dynamics of our complex ever evolving organisation and the climate in which we are operating. Seeking

out and developing new approaches and initiatives (see five year plan update) supports this evolution. Within this, building partnerships has supported staff development (both at Cleaswell and in partner schools), improving outcomes for SEN pupils. Within the national context, the role of local authorities is diminishing; building partnerships on mutually beneficial terms whilst maintaining autonomy creates strength in numbers and supports us staying in control of our own destiny.

This report will give you an overview of recent developments at Cleaswell Hill School and should demonstrate that we are living up to great expectations.

Mike Jackson, February 24



## Section 1 - School Development

### Whole School Targets (WSTs)

Our whole school targets for 2023-24 are:

#### Quality of Education

Setting the highest professional standards of effective performance and provision so that every child is experiencing excellence every day.

#### Behaviour and Attitudes

A shared sense of cohesion and belonging is fostered through a drive to ensure positive attitudes and relationships across all aspects of school practice.

## Personal Development

Equality of opportunity between children is prioritised, equality is advanced and no child is adversely impacted by a protected characteristic.

## Leadership and Management

Improved pupil outcomes result from continuous school development, staff career progression and strategic succession planning driven by the Five Year Strategy.

Each target has its own implementation plan which identifies how the target is broken down and actualised. In addition a phase implementation plan shows how the target is addressed by each phase.



## Ofsted

'Cleaswell Hill School remains an Outstanding School'

We have no identified area for development.

## School Improvement Partner (SIP)

Lynn's visit took place on 29th February. Her report will be sent to you in the coming weeks once it has been finalised. Lynn has also been in school on a number of additional days to work with Juliet – the therapy development plan, Emma - our training offer and Lauren - fundraising.

## Section 2 - Curriculum



## Ensuring Great Teaching and Learning

Designing a professional development model fit for the future - further information in Governor Pack

## Assessment

During the 22-23 academic year, a new bespoke assessment system and methodology was designed and created to better meet the specific needs and goals of all our learners. Through careful planning and collaboration, our new system closely aligns with the school's curriculum and educational objectives ensuring that whole-school assessment measures progress with increasing accuracy on the specific content and skills of the curriculum followed. Our aim was to create a seamless learning environment for all of our students to thrive and to make sustained academic and personal progress as they continue their Cleaswell Hill journey.

Our new assessment system and methodology is now live across all core and extended classes, with a noticeable increase in confidence and understanding of assessment as a whole amongst staff. Through our new and updated Depth of Learning document, all staff are developing their assessment knowledge by formatively assessing students with increasing accuracy based upon set descriptors at each stage of their learning. Classroom conversations between staff have demonstrated growing confidence in the understanding of the assessment process, with drop-in sessions available to address misconceptions and to share best practice.

Creativity remains our focus, empowering class leads to plan and design highly en-

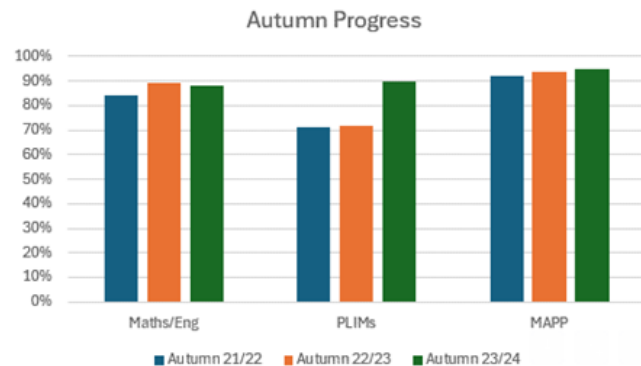


gaging lessons, inclusive to the individual needs of all class members. Enthusiasm is high throughout school with progress being noted and intervention work readily triggered to appropriately address any potential barriers to learning.

Moving forwards, our focus is fixed on achieving outstanding outcomes for all of our students, ensuring that their educational experience is highly personalised, inclusive and responsive to their unique needs and abilities.

Our approach to improving on previous years' PLIM targets involved enhancing the skills and confidence of all class leads to develop high-quality, individualised SMART targets through the implementation of PLIM coaching sessions. This initiative has demonstrated improvements in the quality of our PLIMs, resulting in a success rate of 90% of pupils achieving their targets during the autumn term, in contrast to the previous years' results of 71% in 2022 and 72% in 2023.

The progress of our maths and English groups remains consistent with 88% of our learners demonstrating progress, in comparison to the figures of 84% in 2022 and 89% in 2023. This success is further fuelled by the new schemes of work, creating deeper connections in learning, and further supported by academic interventions (see separate information).



Throughout the autumn term, 94% of students on the Engagement Pathway assessed using MAPP, made progress towards their PLIM targets, in comparison to the 95% achieved in 2023 and surpassing the 92% in 2022. This is attributed to the continued quality of the bespoke lessons provided by class leads, ensuring an inclusive and personalised learning experience for all learners.

David Evans



## Interventions

Interventions were delivered individually to children, each receiving between 2 and 4 sessions per week. Children have responded very well to Gillian (ELS intervention TA).

The data shows that during the Autumn term, 100% of children made progress using the ELS phonics tracker data.

Throughout this term, we are successfully delivering 3 academic interventions, over and above the excellent provision already available at Cleaswell. These interventions are to be delivered via Gillian, our ELS teaching assistant. All interventions are chosen for their evidence-based effectiveness in improving outcomes for learners. We are incredibly proud to be offering 14 intervention places this term to 14 pupils which equates to 7% of the school population.

This term, the focus will be phonics. Three different phonics interventions will be delivered which are linked to the ELS phonics programme. Data from the assessments completed at the end of the Autumn have been analysed and children have been identified from that data. The data shows whether a GPC, oral blending or blending intervention needs to be put in place.

Helen Moulton

## Phonics Update

### Staff CPD

I continue to deliver phonics lessons 3 times per week in school, which ECTs observe weekly and staff are able to watch, thus supporting their own professional development. Staff are continually supported with any aspects of the ELS programme throughout the week including assessment, delivery and reading books.

We are going to be offering open mornings to other schools in the area in connection with Oxford University Press. Staff from other schools will attend a short talk with myself, observe ELS sessions in practice and then partake in a question and answer session.

The new ELS phonics spelling programme was introduced in September and 23 pupils begun to access this. These children have made progress in ELS spelling assessments and one teacher has been observed several times and is teaching the programme with full fidelity to a high level.

Phase 1 of the ELS programme is due to be launched in Spring 2024; this will include guidance and activities to support children's listening prior to learning letter sounds. Information will be shared with staff and training given, once it has been released.

### Assessment

Assessment has continued to take place in the 5th week of the second half term and staff are confident to accurately use the data to 'fill in' any gaps in learning before a holiday. The data has been used to support teachers with planning and ensured learning has continued at a good pace. The data has successfully been used to identify children for additional interventions including: GPC, oral blending or blending. Out of the 69 children who were accessing phonics daily, 68 children made progress in GPCs and 66 in blending.

Helen Moulton

## Section 3- Staffing and Finance

### Pupil Statistics

SIMS Analysis (Year x Gender) Numbers represent: Count				SIMS Analysis (Reg x Gender) Numbers represent: Count			
	F	M	Total		F	M	Total
Year R	0	2	2	Engagement - Dove	1	3	4
Year 1	2	5	7	Engagement - Starling	0	7	7
Year 2	5	11	16	Phase 1 - Blossom	0	7	7
Year 3	4	12	16	Phase 1 - Juniper	2	8	10
Year 4	6	11	17	Phase 1 - Oak	1	3	4
Year 5	5	16	21	Phase 1 - Willow	4	5	9
Year 6	5	19	24	Phase 2 - Coquet	1	5	6
Year 7	7	21	28	Phase 2 - Rede	0	8	8
Year 8	5	27	32	Phase 2 - Tweed	4	6	10
Year 9	9	18	27	Phase 2 - Tyne	6	4	10
Year 10	2	14	16	Phase 3 - Cragside	4	9	13
Year 11	8	11	19	Phase 3 - Lindisfarne	5	9	14
Year 12	1	1	2	Phase 3 - Plessey	2	4	6
Year 13	2	2	4	Phase 3 - Warkworth	3	7	10
Total	61	170	231	Phase 4 - Adder	0	6	6
				Phase 4 - Deer	0	13	13
Report Produced 14.02.24				Phase 4 - Fox	1	7	8
				Phase 4 - Red Squirrel	2	6	8
				Phase 5 - Alnmouth	1	10	11
				Phase 5 - Amble	7	2	9
				Phase 5 - Bamburgh	4	8	12
				Phase 5 - Cresswell	2	10	12
				Phase 6 - Montane	3	7	10
				Phase 6 - Phoenix	4	11	15
				Phase 6 - Riverside	4	5	9
				Total	61	170	231

### Staffing

During the spring term, we have employed four new teaching assistants – three permanent and one fixed term – who have taken up positions across a range of phases and pathways. We have also employed one new cleaner on a fixed-term contract.

We currently have one hundred and forty permanent staffing contracts, sixteen fixed term and five casual:

- Teachers - 25 permanent / 3 fixed term
- HLTA's - 12 permanent

- TA's - 79 permanent / 11 fixed term / 5 casual
- Support Admin - 12 permanent / 1 fixed term
- Kitchen - 3 permanent
- Cleaning - 9 permanent / 1 fixed term

Staff absence for the spring term, up to February 2<sup>nd</sup>, was as follows:

- Teachers - 6 days
- Support Staff – 130 days

Laura Taylor, phase 2 teacher, will begin maternity leave at the end of the spring term and we wish her well.

Andrew Jackson and Sophie Smith will return from parental leave on February 26<sup>th</sup> and March 11<sup>th</sup> respectively and resume their teaching posts.

Julie Brown



## Budget Overview

The indicative budget for the 2023-2024 financial year was set in person with the school accounting assistant from Northumberland County Council at Cleaswell Hill School on the 20<sup>th</sup> of November 2023.

The Schools Financial Value Standard (SFVS) was submitted to Northumberland County Council on the 8<sup>th</sup> of December 2023.

The budget for the 2024-2025 financial year will be set at Cleaswell Hill School with the school accounting assistant from Northumberland County Council on the 20<sup>th</sup> of March 2024. The Service Level Agreements (SLAs) via Northumberland County

Council have been ordered for the 2024-2025 financial year.

A recent school report summary sheet and budget summary sheet have been circulated with the additional papers for the spring term full governing body meeting.

Lauren Caisley

## Fundraising

Following the last report to governors, Cleaswell Hill Foundation (registered charity number 1000697) has continued to initiate and promote fundraising opportunities whilst developing strong links with parents, carers, pupils, staff and members of the local community.

We are delighted that Cleaswell Hill Foundation was selected as one of Choppington Co-op's local community causes for 2023-2024 during the month of November as a result of a successful bid; all of the funds raised will be utilised towards horticulture equipment and resources for Cleaswell Hill School. We represented the charity and school at a meeting with the Co-op on the 29<sup>th</sup> of November. Morpeth Inner Wheel also kindly identified Cleaswell Hill Foundation as their charity of the year for 2024; we attended their business meeting on the 7<sup>th</sup> of November as the keynote speaker.



Cleaswell Hill Foundation gratefully received generous donations of £1,000 from The R W Mann Trust and £1,771.63 as one of Choppington Co-op's local community causes for 2022-2023 during this month towards an inclusive outdoor play area at Cleaswell Hill School. Our grant application to RISE for £5,000 towards a water skills after school club for Cleaswell Hill School pupils was also successfully accepted during the month of November. We appreciatively received very kind donations of £97.90 from Guide

Post Allotments and £325 from The Appleby Family as a result of fundraising in aid of Cleaswell Hill Foundation this month.

The coffee morning for parents and carers held at The Appleby Centre on the 10<sup>th</sup> of November was a phenomenal success and raised £88.90 for The Royal British Legion (registered charity number 219279) and £232.66 for Cleaswell Hill Foundation. The sale of photographs to parents and carers of Cleaswell Hill School pupils taken on the 13<sup>th</sup> of November raised an incredible £325.11. Our non-uniform day on 17<sup>th</sup> November raised a fantastic £160.50 for BBC Children in Need (registered charity number 802052). Phase Four pupils organised and participated in a sponsored walk around the local area during the month of November and raised £325.00 to be utilised towards Lego sets for the school.

During the month of December, we gratefully received a donation of £1,000 from Kelloggs as a result of a successful grant application; this will be utilised towards the cost of milk and butter in order to continue to provide daily breakfast for all Cleaswell Hill School pupils. Our application to RISE for a £500 Decathlon voucher was also successful and facilitated the purchase of outdoor clothing and footwear for the school. We greatly appreciated very kind donations of £200 from Komatsu, £60 from Mr Berg and £1,000 from T James (Bedlington) Ltd to Cleaswell Hill Foundation this month.



Our Christmas event held at The Appleby Centre on the 7<sup>th</sup> of December for Phase Six parents, carers, staff members and pupils was well attended and generated an amazing £547.72 for Cleaswell Hill Foundation. A further £57.00 was raised through the sale of tickets for a Christmas hamper raffle across the school. The brilliant Phase One and Two outdoor Christmas event on the 19<sup>th</sup> of December received donations of £295.03. Santa and his sleigh visited Cleaswell Hill School with The Morpeth Lions on the 20<sup>th</sup> of December and provided a selection box for all pupils. A Christmas non-uniform day on the 22<sup>nd</sup> of December generated £44.20 for Cleaswell Hill Founda-

tion. Fox Class raised £33.10, Amble Class generated £78.00 and Amble Class made £27.00 as a result of Christmas themed enterprise activities this month and utilised the money towards child-led resources and experiences for their classes. We hosted a Scholastic book fair during the month of December and raised £138.30 towards lots of exciting new books for our school library. Sales of Christmas cards designed by Cleaswell Hill pupils raised £45.50 in aid of Cleaswell Hill Foundation. Cleaswell Hill School's spectacular Christmas performances of Frozen at Platform 1/East Bedlington Community Centre generated £169.00 in December and £375.00 in January towards drama equipment, experiences and resources.

Our links with Just Giving, Music Magpie, Your School Lottery, Empties Please, Stikins, Paypal Giving, Easy Fundraising, our onsite clothing bank and local community collection boxes continue to generate essential funds for our charity.

Our local community collection box at the Cherry Tree Bar and Grill raised £220.62, our local community collection box at The Travelers Rest generated £43.53, our link with Stikins raised £59.40, our partnership with Easyfundraising generated £38.74 and our lottery raised £321.20 following the last report to governors.

Four new grant applications have been submitted following the last report to governors.

Our future planned fundraising events for this term include a numbers themed non-uniform day in aid of NSPCC (registered charity number 216401) on the 2<sup>nd</sup> of February, a St Valentines themed non-uniform day in aid of Cleaswell Hill Foundation on the 16<sup>th</sup> of February, a 'Red Nose Day' themed non-uniform day in aid of Comic Relief (registered charity number 326568) on the 15<sup>th</sup> of March, a charity cabaret evening in aid of Cleaswell Hill Foundation on the 28<sup>th</sup> of March and a non-uniform day in aid of Cleaswell Hill Foundation on the 28<sup>th</sup> of March.

Cleaswell Hill Foundation's annual general meeting was held on the 10<sup>th</sup> of November. The audited accounts, amended constitution, amended policies and trustee report for 2022-2023 were presented and ratified at the meeting.

Thank you for your ongoing support,

Lauren Caisley

## Buildings and Premises

While at the time of writing there has been no work to the premises since the last report to governors, there are a number of exciting projects planned for the coming months.

In the February half-term holidays our hall was acoustically panelled by Sounds Re-



duction Systems Ltd. This has made a huge impact on the amount of unpleasant sound reverberation in the hall, especially at lunch times.

In the Easter holidays, Wicksteed are installing a play structure on our Junior Yard. This equipment will provide opportunities for role play, safe climbing and inclusivity.

PLEASE NOTE: Schools name 'Wicksteed Hill School' is to be included on all of the ramp panels. Charlotte W is confirming with customer and we will advise location etc.



In January we were contacted by the Climate Change Team at NCC who advised our main site had been selected for a Heat Decarbonisation Plan to be carried out. We were visited by Tomson Consulting who carried out a survey and they are now in the process of compiling their report on which energy efficient measures may be suitable for us. I'm hopeful that we receive some good news (and funding!) from NCC by March 2024.

Jordan Tolley

Section 4 - Specific Issues

Safeguarding

Feedback from stakeholders regarding safeguarding is universally positive;

Pupils

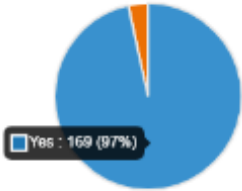
The most recent pupil survey highlights that **97%** of those children able to respond feel safe in school.

2. I feel safe at school

[More Details](#)

[Insights](#)

Yes	169
No	6



Staff

As part of the Phase Leader professional development programme, 70 staff fed back on a 360° assessment that they were strongly confident that Phase Leader safeguarding practice is exemplary. **100% of responses** felt that Phase Leaders understand the importance of safeguarding and make sure that all staff follow statutory guidance following up any concerns using the appropriate channels.

Parents/Carers

Parentview responses highlight that **93%** of parents and carers agree that their child feels safe in school.



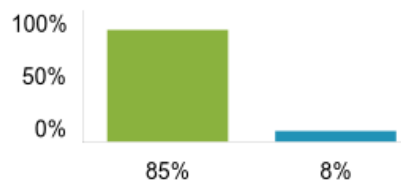


Key to results



> 1. My child is happy at this school.

> 2. My child feels safe at this school.



## Current Case Numbers (January 2024)

	Spring Term 2024	Autumn Term 2023
Number of pupils on roll	231	229
Child Protection Plan	0	1
Child in Need with an active Children's Services Plan due to safeguarding concerns	3	1
Current Child and Family (CAF) Assessment being carried out	1	3
Child in Need with Disabled Children's Team identified Social Worker	68	66
Looked After Children	5	5
Early Help Assessment	1	0
Pupil Premium Pupils	120	119
Prevent/Channel Panel	0	0
Suspension or exclusions	0	0

The role of Designated Safeguarding Lead has always been a complex one, however the continuous addition of an increasingly wide- ranging number of responsibilities necessitates a bigger team to be able to continue to safeguard and promote the welfare of children.

The Governor Pack has further details of the new team and responsibilities.

Staff have added 815 reports on our Child Protection Online Management System (CPOMS) since the start of this academic year to date. None of these have resulted in a referral by school to children's services, although advice has been sought.

Safeguarding priorities identified as part of the annual audit completed in the Autumn Term and the current DfE expectations, have progressed with support from Gill Finch, Link Governor and Mick Dunn, CES Consultant, and all colleagues who contin-

ue to develop awareness and skills and maintain a culture of vigilance.

Our Annual Safeguarding training calendar continues to support staff with maintaining the necessary training and knowledge. This plan includes training across the year for; DSL, Governors, staff, parents and pupils. Training includes, but is not limited to: Harmful Sexual Behaviour, Prevent Duty, Cyber Security, Online Safety, Time to Talk, NSPCC Speak Out Stay Safe.

## Attendance

The Government has announced a national attendance communications campaign aimed at parents and carers. This campaign is taking place between January-March 2024 and reminds families that 'moments matter, attendance counts'. The campaign is to reach those parents whose children are taking preventable 'odd days' of absence or 'avoidable absence'. The campaign is welcome support to Northumberland's own attendance campaign, 'Attend today, Achieve tomorrow, Attendance matters'.



Attendance rate at Cleaswell Hill School is **90.65%**, comparing positively to Special Schools nationally at 87.3% (DfE data to 12 January 2024).

Attendance data over time is positive and shows a reduction in pupils with persistent absence (PA) (January 2023 12.5% PA; January 2024 9.5%). However we continue to focus on these pupils as a priority, using an analysis of data with the Education Welfare Team and suite of attendance guidance documents to monitor and understand the deeper roots which may be creating barriers to attendance.

Karyn McMahon

## Web Filtering and Monitoring

The major change in Keeping Children Safe in Education (September 2023) relates to increased expectations and responsibilities regarding the schools filtering and monitoring systems for IT. This is in response to the published DfE standards, 'Filtering and Monitoring Standards for Schools and Colleges' (March 2023), and 'Meeting Digital and Technology Standards in Schools and Colleges (updated January 2024).

The aim of the standards is to build and reinforce the importance of filtering and monitoring as part of a more strategic approach. Schools are encouraged to review our strategies to help better protect children and young people online.

Implementing effective web filtering and monitoring on school's network is supported by Senso.

Senso's web filtering and monitoring system has proven to be an invaluable asset in our ongoing efforts to ensure a safe and productive online environment for our students.



The comprehensive web filtering capabilities enable us to restrict access to inappropriate content, reinforcing our commitment to providing a secure educational setting online.

The real-time monitoring features allow us to track and analyse online activities, meaning we can address potential concerns promptly.

The level of control ensures that our pupils can engage with online resources in a responsible manner, promoting a positive digital learning experience.

Reece Kelly, David Evans, Karyn McMahon

## Supporting Families Experiencing Financial Difficulties

A School and Governor partnership focus group met and as a result three key aims were proposed to guide action for CHS to take reasonable and considered actions around: school costs implications for families; supporting families experiencing financial difficulties; how we best serve the wider aim of reducing the statistical link between disability and poverty (31% of disabled people live in poverty – 12% higher than non-disabled people – Joseph Rowntree Foundation).

Our 3 overarching aims are to:

- Limit or reduce the impact of costs of school for families experiencing financial difficulties.
- Support Cleaswell Hill families through effective signposting and referral to external support agencies.
- Equip students with employment and financial skills required to limit the link between disability and poverty.

Following a cost of the school day self-audit, the following action points were identified:

- Parental survey to inform ongoing actions.
- Inclusive access to high quality enriched curriculum with financial subsidies clearly understood and planned.
- Robust links to external partner agencies.
- Regular and clear communication of support available (e.g. info on FSM, transport, local activities- family hub etc.), targeted as required.
- Ensure aims are embedded through processes and in practice through different levels of school.
- Preloved website for school uniform.
- Phase costs (trips, regular monies, enrichment activities etc.) are planned in advance to ensure even and fair spread of costs which enables families to plan ahead; payment plans available for higher cost activities. Enrichment activities are good value for money in terms of impact vs cost.

The self-audit showed that there were many positive things being done in school to

lessen financial burdens on families. The action points seek, by in large, to enhance the current provision through the lens of financial hardship and poverty.

Actions to be completed by the end of Spring 2, 2024:

- A 'Cleaswell Hill School Preloved Website' launched created which will serve as a non-stigmatising way for parents to access preloved uniform.
- A parent survey about the cost of the school day.
- The first of monthly parental correspondence under this agenda set to launch the preloved uniform area on our website.

The result of the parent survey will serve to set further action points and shape future planning under this agenda, with an impact review set for Spring 2025.

Helen McIntyre



## Personal Development

This term we are prioritising quality assurance in personal development, emphasising equality and equal opportunities for all pupils. We are implementing measures to ensure 'Poverty Proofing' takes place in various areas, fostering an inclusive and supportive environment for student's growth. Plans are underway to create an 'Enrichment Passport' which will transform every child's experience while at Cleaswell. The passport will establish a range of accessible, inclusive opportunities that all pupils will benefit from, which makes a substantial contribution to cultural capital. We are very excited to have been successful in respect of a grant to North of Tyne Combined Authority to work as Creative Partners with

Tyne and Wear Museums (TWAM) on our 'Pupil Passports'.

We continue to put emphasis on the importance of pupil voice. This year we have revamped our pupil survey. All pupils in the Core and Extended pathway completed a digital survey. The survey allowed pupils to express their feelings in a comfortable and accessible way. The feedback is supporting us to develop provision and identify areas for improvement. National statistics show that pupils having a trusted adult in school has decreased by 8% since 2020/21. At Cleaswell the percentage of pupils that feel they have a trusted adult in school is 95%. This high percentage has remained the same for 6 years. This is compared to 58% nationally.



As our curriculum is evolving, we are developing the way in which we record SMSC (Social, Moral, Spiritual and Cultural) and FBV (Fundamental British Values). All subject leads now provide 'Teacher Knowledge Organisers' for each topic of learning. From this we have cross referenced SMSC and FBV with each topic to create an evidence form. Evidencing SMSC and FBV ensures the inclusive development of pupils. It promotes values, social skills and cultural understanding, contributing to pupils overall well-being and successful integration into society. We are currently tracking progress to tailor support to meet individual needs, creating a positive and enriching learning experience.

Emma Dunn



## Behaviour

Staff know pupils and their needs extremely well and are skilled at confidently and consistently managing behaviour following the NAPPI principles and approaches. Incidents are recorded on the PBS cloud and the system directly feeds into each learner's Consistent Approach Plan, ensuring these are always up-to-date and accurate.

- The Amber Section identifies reasons why a learner becomes distressed.
- The Red Section is used as a tool to assess the level of behaviour of concern.
- The Green Section is populated by activity that represents quality of life.

The PBS cloud is extremely useful in allowing staff to reflect on behaviours of concern as well as providing data, patterns and trends. This analysis is used to help staff to:

- Reflect on issues that may lead to behaviours of concern.
- Think about ways of responding to behaviours of concern.
- Develop their own practice, and that of others, through the sharing of skills and experiences.
- Highlight any training needs where appropriate.

In particular, the Engagement Plus phase has found this invaluable in supporting their work with the iPBS team.



A culture where pupils feel safe, happy, supported, and valued is fostered through strong relationships and inclusive environments. The introduction of the Positive Behaviour Support and Relational Practice Working Party is essential in developing whole school practice through implementing strategies that promote positive behaviour and strengthen relationships between students, staff and parents. Relational practice will allow staff to understand the unique needs of each student, enabling them to tailor methods and support services, consequently, leading to better outcomes. Strong relationships within the school community create a sense of belonging for both students and their families, developing a collaborative approach to education and ensuring a holistic support system for our students.

There have been 2 fixed term exclusions in the spring term.

Julie Brown



## Integrated Therapy

As a team we are focusing on the further integration of therapy within the classroom and across the curriculum.

Ring-fenced therapy assistant posts have enabled us to make an immediate impact within some class groups, with assistants working within lessons to provide topic linked therapeutic interventions. The qualified therapy team continues to support therapy assistants to deliver therapeutic approaches and programmes, which includes individual, small group and in-class. This involves regular supervision sessions to discuss pupil needs, plan interventions and continually evaluate progress/ matters arising.

Juliet Ruddick (Lead Therapist/OT) has been discussing ideas with Lynn Watson (SIP), Ruth James (Therapy Improvement Partner) and Educational Leaders regarding the further implementation of therapy within the curriculum, while ensuring

that learning and academic progress is maintained and enhanced.

Kelly Dilks (Speech and Language Therapy Assistant) has now completed her Level 1 and 2 training in Makaton, which is a unique language programme that uses symbols, signs and speech. She is using this in the 'Sing and Sign' lunch club, which she co-facilitates with Colette Siney (Class Lead). The children have been learning some key vocabulary from some popular songs including "Happy" by Pharrell Williams.



Lorraine continues to deliver interventions for children in the core and extended pathway to develop their language and social skills, working 1:1, 1:2 and facilitating small groups. She is trialling working in Cragside class this term to optimise therapy outcomes and generalisation of vocabulary therapy. Lorraine has gained in confidence and now independently runs Lego Therapy with three boys.

Francesca Gall continues to manage the administration tasks for the therapy team. Fran is also providing 1:1 interventions and working within literacy lessons with a focus on written output (both handwriting and use of IT), with supervision from Juliet. Juliet is working with the Literacy Steering Group and Key Staff to further develop the whole school approach to developing written output. This term, Helen Moulton (Intervention Lead) and Juliet met with Lisa Robson for a Governor Visit to discuss the approach we are developing.

Therapists continue to work closely with Class Leads and Phase Leaders to accurately represent pupil need in the Education, Health and Care Plans for some of the high profile children. This collaboration facilitates a shared understanding of pupils, the formulation of personalised outcomes and provision. As a small thera-

py team, working collaboratively on EHCPs across school is a challenge due to the time this requires; therapists need to gain an understanding of the child through discussion, observations and assessment to identify needs with accuracy. At the present time, the therapy team feels this focus continues to be important as a greater understanding of need and personalised provision, leads to improved outcomes. The level of detail provided within targeted EHCPs also supports the case for increased funding from the Local Authority, where appropriate. Therapists also attend Annual Reviews for identified children.



Jo Golden (Specialist OT) and Fran have been supporting Amble class to implement a 'breakfast club' approach in the morning, working with pupils with Visual Impairment and allowing them an opportunity to use specialist equipment when practising tasks of daily living, e.g. pouring, opening and spreading. Fran continues to support these sessions on a weekly basis.

In April, Jo Golden is attending the Cerebral Visual Impairment conference at Durham University, alongside Qualified Teacher for VI, Kate Thompson. The aim is to build regional strength and expertise in the North East to address the needs of children with Visual Impairment in schools.

Jo Golden, Jenny Smith (Assistant Head) and David Manners (Teacher) form a working party, reviewing physical development through PE provision. The aim is to enhance the curriculum with the integration of therapeutic input to further meet the needs of pupils with developmental difficulties affecting physical skills, across

all pathways.

Jo has been working alongside hygiene staff and NHS OT's to increase independence in toileting for pupils with physical disability. This has included, use of toileting diaries (completed at home), provision of specialist equipment and school based toileting programs. This project is in its infancy but has already had some significant successes.

### **Mental Health:**

In her capacity as Mental Health Lead, Rachael Ford-Hutchinson has completed 'The Role of the Designated Safeguarding Lead' training in support of her direct work with families and young people. This relates to collaborative work alongside Karyn McMahon (DSL), including utilising the expertise and offer of external partners such as CYPs, Early Help and Northumberland Primary Mental Health to maximise the best outcomes for children and their families.

Following the delivery of training on 'Language for Thinking/Behaviour/Emotions' to develop emotional wellbeing provision within the curriculum, five classes have been baselined, with scores shared across the Speech and Language therapy



team. Rachael supports staff in the delivery of the program to whole classes and is working to develop understanding around how this can enhance target setting.

Rachael has ongoing involvement with Charlotte Calcutt (Phase Lead, Appleby Centre) and Jenny Smith (Assistant Head) to develop the quality of provision for personal development and mental health and wellbeing. In order to support parents and young people with managing anxiety around transitions, we have engaged with the 'Be You' team. Rachael periodically supports and responds to a large number of the cohort at the Appleby Centre, delivering 'one off' sessions and responding to young people with mental health concerns or those in need of emotional support. This is often integrated into Looked After Child (LAC) reviews and communications with parents. Next steps involve identifying support staff on site and further developing their roles in supporting young people's emotional wellbeing. Danielle Forsyth (therapy assistant) is based at the Appleby Centre and it is anticipated that her role will further develop in this area. Jack Hogg (Therapy Assistant) is currently responding to the needs of a young person who is experiencing significant difficulties with transition, ahead of leaving Cleaswell Hill.

Lauren Dawson (Therapy Assistant) has completed additional training in supporting young people's emotional wellbeing and is now working with small groups and individuals across three afternoons per week. Under the supervision of Rachael Ford-Hutchinson, Lauren delivers Drawing and Talking, Sandstory Skills and Lego based Therapy to those identified as having a need for additional short term input, with a focus on supporting their emotional wellbeing or skills in positive social interaction with others.



### Rebound Therapy

The two new trampolines funded by the RISE grant are being utilised each Monday and Thursday and have enabled the team to increase capacity and offer an open

session for Phase 1. This term the Rebound Team is meeting with Pathway Leads to consider Rebound provision across school; Jade (Rebound Assistant) and Jo Golden are currently devising a framework of goals/outcome measures to use with children who have a different profile of need to those following the HEADS program. Sine Rossin (Rebound Assistant) is working alongside Kelly (SALT assistant) to standardise the visuals and incorporate personalised targets into sessions.

### Hydrotherapy

Due to higher demands placed on the pool, the hydrotherapy team has altered the way the pool operates during the school day. The model has moved towards providing more 1:1 sessions with the most complex children, which is proving successful with the children benefiting from the quieter environment. The schedule is optimised to meet the needs of as many children as possible, as the positive impact can help the children to successfully navigate their school day. The Water Skills programme continues to grow and provides a way of evidencing pupil progress.

The pool continues to be hired by the wider community, with physiotherapists and occupational therapists hiring the pool for sessions with individuals who experience a wide range of medical reasons.

At the time of writing the income for the pool from September 2023 is £5,448. Thanks to all who work tirelessly and support our work in the pool.

Juliet Ruddick

### Parent Partnership

Parental participation in school has many benefits for pupils, including improved attendance, self-esteem and educational outcomes.

The school is successful in creating and maintaining strong links between school and home through building trust, developing a shared school ethos and promoting understanding through a tailored communication approach which maximises parent participation.

For example:

- Phone calls
- Pupil diaries (2-way communication)
- School Ping
- Social media



- Tapestry (2-way communication)
- Face to face meetings (including drop off & pick up where possible)

Embedding a culture of two-way communication is key to improving classroom culture and ensures class leads feel better prepared and equipped to meet the needs of the pupils.



School events are well attended by parents and feedback suggests that they are more likely to attend alongside their child (e.g. assemblies, school fairs and performances, sports day etc).

The North of Tyne Combined Authorities Child Poverty Prevention Programme has provided funding for the Citizen's Advice team to hold half termly sessions in school to advise and support parents & carers on a range of issues. The uptake in the sessions has been fairly good, with feedback being positive and they will continue to run until the end of the academic year.

Julie Brown

## Educational Visits

Educational visits are a valuable way to enhance the curriculum, provide enriching social and cultural experiences, teach life skills and promote independent learning while improving the physical and mental wellbeing of our young people.

There are also weekly community awareness trips around the local area that take

place across all phases and pathways.

These visits are crucial in developing:

- Awareness of dangers and risks in the local area, including road safety.
- Independence skills.
- An understanding of the roles played by public institutions and the ways in which citizens work together to improve their communities.
- An understanding of the functions and uses of money.

Julie Brown



## Cleaswell Outreach and Training

Like any high performing school, Cleaswell looks to reach out for new insights, original ideas and better ways of working still. With improved openness and the sharing of information, idea and practices, we can enact a new future for teaching in the region, where every teacher is a SEND teacher who is well prepared, properly supported and continuously learning to reflect the changing landscape of pupil cohorts. In the words of Nelson Mandela "there can be no keener revelation of a society's soul, than the way in which it treats its children".

It is clear that a key factor that can make a great difference in supporting and changing the lives and futures of young people, are their teachers. With this in mind, it is vital that we stay connected and supportive of one another as part of a collec-



tive responsibility to ensure excellent quality of education for all pupils, including those with SEND, in every setting.



### Learning Hub

We are starting to see major developments in the creation of our new and exciting learning hub initiative. This hub will see Cleaswell supporting colleagues in other mainstream schools to raise aspirations for young people with SEND across Northumberland, inspiring a culture of equitable education for all. It also provides staff at Cleaswell with opportunities to be skilled and confident in delivering expertise to others. We have worked heavily with the School Improvement Partner (SIP) Lynn Watson to develop contacts with a number of establishments including Northumbria University exploring mutually beneficial arrangement of supporting research and delivering to trainee teachers; Slater & Gordon Solicitors regarding sponsorship and support for the future; Cheviot Teaching School Alliance regarding outreach for schools and contribution to training delivery, sharing contacts and training dates. The following training packages have been identified as pertinent according to need recognised and communicated by other mainstream schools:

#### Structured/Active CPD

This form of CPD learning involves interactive study, along with participation, and is usually very proactive. Learning CPD in this format could involve attending training courses, conferences, workshops and seminars, or even taking part in an online course to help focus on the essential skills for career development. These include:

- AET Autism Education Trust training.
- Work based learning (either through supervision, job shadowing, mentoring and

coaching)

- Teach-Meet events where teachers come together to share ideas, develop expertise and support one another's professional development.
- Opportunities to work collaboratively in contributing to research
- Training to develop whole school approaches to early reading and comprehension for SEND pupils specific to your setting.



### Targeted Offer

Cleaswell Hill will provide learning opportunities including:

'Forensic' evaluation of strengths and areas for development of a schools SEND practice. This would involve a highly experienced SEND leader who will work for a day in school to assess standards and provide a written report on actions to secure success.

Resulting from this report, Cleaswell will support a range of the following activities as appropriate:

- Supporting the development of high quality, inclusive practice by continued collaborative evaluation and action planning. Termly reports will inform stakeholders of the impact of the school's approach to supporting disadvantage/SEND/Additional needs pupils.
- Regular planning meetings with the SENCO/SLT to ensure milestones to suc-

cess are embedded and actions are resulting in impact.

- Observations of children leading to individual profiles of needs and the identification of interventions.
- Provision of specialist advice to help schools to meet the needs of children at SEN Support pupils and pupils who have additional needs with no LA support. Support will help identify children at risk of underperforming and support schools to provide specialist booster sessions to aid learning.
- Specialist advice and support regarding interventions and strategies for children with EHCPs.
- Facilitation of small group work to train a school-based TA for future work.
- Signposting to services as appropriate (including use of the local offer)
- Support with target setting and provision mapping
- Signposting to appropriate learning resources/ schemes.
- Providing peer support opportunities based within Cleaswell but involving some outreach work
- Support performance management through CPD, professional enquiry discussions.

The next stage of this project will be to cost out the packages, where appropriate as some will be subject to bespoke resources and time needed for individual settings.

Following this, we will begin to advertise the hub with a clarity of vision and shared outcomes as part of a marketing strategy that spreads the word organically to avoid an influx of requests beyond capacity. The online request forms will be on the website as part of a training page currently being developed.

### **AET Training**

The Autism Education Trust (AET) training continues to grow and is becoming a go-to for training for some schools within the County. The team are excited to deliver two new modules this term: 'Autism and Anxiety' and 'Leadership, Inclusion and Structural Reasonable Adjustments' which will increase the module inventory to:

- Making Sense of Autism
- Good Autism Practice
- Autism and Anxiety
- Understanding Good Autism Practice and the AET Framework for Leaders
- Leadership, Inclusion and Structural Reasonable Adjustments

The AET team, led by Rachael Howitt, has worked on marketing to extend the reach of the training across the main social media platforms, including: Facebook, Instagram, LinkedIn and Twitter. Training has been commissioned by one private school in Newcastle, a County school have requested a Whole-School Training Session in February 2024 and there is a potential to commission a course; this continues to generate school income. The team have also delivered training to 48 employees from 8 taxi companies who are commissioned by County to transport our pupils to and from school.

### **Stronger Practice Hub**

Abi McCarthy has continued to be a hugely influential member of the Great North Early Years Stronger Practice Hub. She has delivered a webinar to other regional practitioners as well as a face-to-face training session based on adaptive practice in the Early Years, which had 23 delegates and some extremely positive responses. Abi has also enrolled on a course to become an Eklan trainer which will enable her to deliver a course in language and learning for practitioners teaching or supporting children and young people with SLD. This also allows for Cleaswell Hill to enhance skills and knowledge from within as well as enrich our reputation and support base for others in an outward facing role.

### **SEND Advisory Role**

We continue to have a number of schools contacting Cleaswell relating to support for provision and signposting to specialist services. As the advisory role develops with need increasing, other key members of staff have supported visits in order to upskill them with skills and confidence to provide support to other settings. Working with the school organization and resource team regarding placement for SEND pupils has been vital in allowing for a more collegiate approach when identifying appropriate placements according to individual need. The role has now diversified into supporting the county to evaluate needs and identify appropriate settings for assessment places, where young people with SEND are new to the county.

### **Systems Leadership**

As part of our aim to develop expertise within SEND provisions to enable support more widely, we have also been working with our SIP to design a scheme involving the coordination of School Improvement Partner focused work across the region. This will involve SEND partnerships where schools work with a range of SEND leaders across other SEND settings who agree the format for on-site visits, and provide a report detailing improvement areas.

## Admissions

As the landscape of SEND within Northumberland changes due to ever increasing demand relating to the exponential growth of this sector, we now look to having 240 pupils on roll at Cleaswell (including the Appleby Centre) in September 2024. With 10 -12 leavers expected in July, and having taken 22 new admissions, we now have approximately 4-6 places remaining for September.

With regular meetings, the admissions team have been able to visit prospective pupils and carry out assessments to ensure that we have a suitable cohort and can fully provide for the needs of those where Cleaswell is the target choice. This helps us to get a better picture and prevents us from having to rely solely on papers which are not always reflective of the young person.

That said, there are still a large number of parents/carers requesting visits and consequently places for their children. We have some extremely positive feedback from families and services and the waiting list grows ever longer. As the demand increases, so does the disappointment if it is felt by the admissions team that we cannot meet need for individuals. There are more families becoming aware of their rights and appeals procedures, so tribunals are probably just around the corner.

Emma Dunn

## School Links

Great links with local and regional businesses are being created through our fundraising activities (see Fundraising Report).

Additional links, that usually take place are outlined below (hopefully many of these can be re-established and new links created in the Summer Term):

- Student placements: Sunderland University (PGCE), Newcastle University (PGCE), Northumbria University (B.Ed., PGCE), SaLT, Nursing
- Work Experience placements for pupils
- Local FE Colleges
- Creative North East Gateshead Newbridge Art Project
- Toucan Education (specific learning difficulties)
- Judith Davis (Community e-safety Officer)
- CEOP (David Evans is an Ambassador)
- Platform 1, Bedlington Station
- EY Forum
- Federation of Special School Leaders (FLSE)

- Northumberland Mental Health Leads
- Healthy MindEd Project
- RCAS
- Football Coaching
- Health Service: VI/HI Peripatetic Service; CYPS; Educational Psychology (PLAC pupils)
- Argo Training- First Aid for pupils
- Smashed Project (alcohol awareness)



## Diary Dates for 2023-24

### Spring

#### Value- Happiness

Training Day- see schedule	January 8
Phase meetings	January 9
SLT meeting	January 15
<b>Strategic focus-Autumn Term Phase Review (Phase Leads)</b>	
Pathway meetings	January 16
SLT meeting	January 22
<b>Strategic focus-Stronger Prac- tice Hub (AMc)</b>	
Relational Practice Working Party meeting	January 23
HLTA meeting	January 24
SLT meeting	
<b>Strategic focus- Pupil Passports (JS) Assessment Update (DE)</b>	January 29
Briefing	January 30
Phase meetings	
NSPCC Number Day	February 2
SLT meeting	February 5
<b>Strategic focus-</b>	
SLT meeting	February 12
<b>Strategic focus- Poverty &amp; Hard- ship (HMc/DP)</b>	

Teachers/class leads meeting February 13

Commuted Hours 3/6 PLIM fo-  
CUS February 14

Non Uniform Day February 16

Finish for half term February 16

#### Value - Integrity

SLT meeting February 26

#### **Strategic focus- Personal Development Case Studies (JS)**

Briefing February 27  
Pathway meetings







Resource Management Governor Committee meeting	March 1
Strategic Policy Governor Committee meeting	March 1
SLT meeting <b>Strategic focus-Engagement + (AA, GW, AB)</b>	March 4
Relational Practice Working Party	March 5
Commuted Hours 4/6 SLT/Phase Leaders with Lynn	March 6
World Book Day	March 8
Phonics Assessment Week	March 11
SLT meeting <b>Strategic focus-Online Safety/ Web Filtering &amp; Monitoring (DE/ RK)</b>	March 11
Spring Term Governors meeting	March 12
HLTA meeting	March 12

Comic Relief Red Nose Day	March 15
SLT meeting <b>Strategic focus-Spring Term lesson obs feedback (Pathway Leads)</b>	March 18
Briefing Phase meetings	March 19
SLT meeting <b>Strategic focus- Spring Term Phase Review (Phase Leads)</b>	March 25
Non Uniform Day	March 28
Cabaret Night - Platform One	March 28
Finish for Easter	March 28

