

Governor Visit Record

Date	23 rd October 2024	Governors	Lisa Robson/ Marc Sage
Links with School Development Plan 2024-25			
School targets 2024-2025 – Quality of Education			
Scope of visit / Breadth of visit Scrutiny			
English, Reading and Communication at Cleaswell			
Lisa Robson, Marc Sage, Emma Dunn, Rachael Howitt, Helen Moulton, Abi McCarthy			
Governor Observations and Comments			
<ul style="list-style-type: none"> Phonics programme embedded and used with consistent success (HM) Phonics discretely timetabled to allow for more access (HM) <p>Essential Letters and Sounds Phonics scheme (ELS) has been used in school since January 2022 and has continuously evolved over the past two and a half years. There is now a designated time each morning for phonics with pupils grouped across the Core and Extended pathways for this. There are currently 10 phonics groups and 4 spelling groups with 110 pupils across school accessing the scheme. How the scheme is delivered is specific to the group, some groups cover a 'sound a day' or a 'sound over a couple of days' or some groups may cover a 'sound a week'.</p> <p>All staff are now trained in its delivery and are confident to be able to deliver phonics across different phrases, there is good pace within sessions. Helen continues to support staff with their delivery of ELS across school - continuous CPD for all staff. Staff have also had training on how to use the data collected to accelerate learning. Pupils are assessed termly and any changes to groupings are made following this assessment if needed.</p> <p>Phonics has also been introduced in Phase 1 in the same format as an Attention Autism session however this needs to be adapted year on year as it is cohort specific.</p> <p>Pupils taking part in phonics take home reading books matched to their ELS stage so that they can read this with confidence.</p> <p>Parent engagement with reading at home is mixed but pupils read regular in school, especially when not supported at home. Interventions also run alongside the scheme if the need is identified.</p>			

- **Introduction of the spelling programme now used across school for those that have completed phonics. (HM)**

Once pupils have completed the ELS programme they can now move onto the ELS spelling programme.

- **Development of pre-writing and handwriting skills across school and methods for using alternative written output (AMc)**

Pupils across school can often struggle to record what they do know or can do. Staff must have a good understanding of the individual pupil's barriers to written outputs then plan and develop opportunities to meet individual needs.

Across the pathways there will be varying outcomes deemed successful e.g. in the Engagement Pathway this may be recording using pictures or by writing initial sounds to communicate and by the Extended Pathway, this could be pupils recording in length in writing or via a computer.

There needs to be a strong rationale for ICT written output assistance and when this may be used. School have trialled 'Letter Join' programme in the extended Pathway but a more bespoke programme may be needed due to the various needs across school. For this to be implemented across Core and Extended Pathways, there will need to be an ICT budget to purchase technology.

- **Communication in Phase 1 – Finding their voice (AMc)**

There is a strong focus on developing the voice using a total communication approach within Phase 1 and it is really important this is integrated in everything. There has been a lot of resources invested into Phase 1 to allow for early intervention to develop foundation skills for the future.

- **Launching into Literacy document embedded across core pathway (AMc)**

Pupils follow a pre-National Curriculum, 'Launching into' programme. This is sequential and development is broken into small steps before the pupils are ready to access the NC. This programme allows staff to see clear progression and identify next steps. It can also run alongside additional curriculums, for instance if the pupil is a more confident reader, they can be accessing the NC for reading but still be following 'Launching into' for writing.

Interventions are quickly identified for pupils not making progress. Launchpad to Literacy can be used to unpick where further support is needed, this has been useful for staff planning next steps for individual pupils.

- **How is English developed within school – qualification access and post-16 stretch and progression (ED)**

Pupils are assessed across Cherry Garden, the EYFS Framework, Launching into and the adapted National Curriculum as they move through school. Pupils in the Engagement Pathway are assessed against individual specific targets derived from their PLIMs.

As pupils enter Phase 5, staff begin to deliver qualifications and what might be appropriate for each pupil to access, they need to consider how this is assessed and what is the end goal for the individual. This allows for a purposeful curriculum that supports future pathways.

There are various qualifications being accessed in school. There are currently eight pupils studying GCSE English Literature this year who will move on to study English Language next year. Pupils are able to sit the exam at the end of the unit, at the end of the academic year rather than waiting two years which is useful for pupils who struggle to retain information.

If pupils do not study GCSEs, they can complete an entry level or functional skills qualifications. There is a Functional skills curriculum available to all if they cannot access GCSEs from Entry Level through to Level 2. We currently use the AQA silver and gold awards for entry level qualification which also provide a bridge between entry level and GCSE curriculum for those that have the potential to access.

- **Working with 2 other special schools to externally moderate English and Communication (ED)**

Cleaswell has strong links with Percy Hedley and Castle School for staff to share best practise with each other and allow for external moderation with similar schools. We are hoping to develop a working group to ensure best outcomes for all pupils across pathways. This will also allow for therapeutic interventions to be better embedded and joint working to be more useful.

- **Use of the Communication Core and Fringe boards (RHo)**

To allow for consistency of visual across school, communication boards are used. Using colourful semantics, the boards build up motor patterns as these patterns are consistent with the symbols always in the same place on the boards therefore pupils knowing exactly where to point to.

Core Boards contain symbols representing high frequency words and Topic/Fringe Boards contain symbols representing subject specific/ activity specific words. Subject leads

creating Topic/Fringe boards to go alongside knowledge organisers for individual topics with key vocabulary.

- **Gestalt training (RHo)**

Rachel is supporting staff to create Gestalt phrases communication boards to ensure Gestalt learners are receiving appropriate communication support. These will break down phrases into individual words with direct language.

- **Engagement pathway assessment (ED/RHo)**

Assessment in the Engagement pathway is an ongoing development, there are various considerations around assessing the 5 areas of engagement within this pathway. We are working to ensure that literacy is still at the forefront of curriculum and assessment to ensure a love of books/stories is instilled across school.

Areas for Development

- **Consistent use of Guided Reading** - modelling in classes – consistent approach as to how should be delivering this.
- **Consideration of the use of a standardised reading assessment for extended pathway learners** - evidence base - how this informs written outputs or qualification pathways.
- **Creating a consistent strategy for the use of alternative written output across school**
- **Y3-6 Spelling programme investigated.**
- **Embedding understanding of gestalt learning and how to adapt practise to support these learners in context.**

Date reviewed at FGB 26/11/24