

## WHOLE SCHOOL IMPLEMENTATION PLAN: LEADERSHIP AND MANAGEMENT

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

Problem – Context (why?)	Intervention Description – Intent (what?)	Implementation Activities (how?)	Final Outcomes – Impact (and so?)
<p>The current national picture of SEND is mirrored in the changes seen at a regional and local level due to the exponential growth in the number of children being identified with complex needs and therefore requiring/requesting a specialist educational placement. The strong reputation of Cleaswell has seen a rise in parental preference admissions requests, coupled with the LA not being able to place highly complex pupils and directing pupils to schools which puts quality of education, safety of pupils and staff wellbeing at risk.</p> <p>The changing population of pupil cohort at Cleaswell means that the school has had to adapt in a variety of ways including curriculum access, resources and staffing expertise to ensure best outcomes for all pupils.</p> <p>School based leadership is necessary but not sufficient if schools wish to build a 'connected education' system in which we all work together. Leaders must understand their role as civic leaders. As such, leaders have a duty to engage with partners, LAs and the wider education community for the greater good.</p> <p>Ability to expand physical capacity and create adaptive learning environments is lacking. There is limited flexibility due to every space being fully utilised and at a premium to support provision for increasingly complex pupils.</p>	<p>Identify and share current research and latest legislation with senior leaders regarding national SEND strategy.</p> <p>Consider, design and share an admissions strategy for the next 5 years that links to effective staff CPDL programmes, informs appropriate staffing structures and ensures that numbers of pupils admitted are manageable within the resources and environment available at Cleaswell.</p> <p>Build and sustain relationship between Northumbria University and the school that allows well established connections for the future as a school based upon an enquiry-based culture and informed research principles.</p> <p>Liaise with the Local Authority to develop a mutual understanding as to the current capacity for Cleaswell to admit further pupils. Create innovative ideas that respond to the current need and future projections for children with SEND in Northumberland.</p> <p>Create capacity within the integrated therapy team that allows for a fully integrated curriculum linked to the 5-year therapy plan.</p> <p>Equip leaders to confidently liaise with and support other mainstreams schools and specialist provisions in establishing and sustaining effective SEND provision within schools as part of a robust outward facing provision that ensure the highest professional standards and maintains the strong reputation of Cleaswell.</p>	<p>SLT access Ofsted training and are briefed on appropriate plans for the coming year. Professional discussions take place around latest SEND national research and findings.</p> <p>Admissions team to incorporate key middle leaders who can learn and support the admissions strategy for Cleaswell.</p> <p>Attendance at NASSH meetings to liaise with other heads regarding the regional SEND picture.</p> <p>Build expertise of middle leaders through robust programme that incorporates leadership programme led by the SIP. Joint working opportunities in school-based initiatives e.g. curriculum design, admissions, DSL supervision.</p> <p>Support the research of a paper to be published as an educational journal in BERJ and participation in BA and MA education courses.</p> <p>Share details or possible expansion at Cleaswell that would support the admittance of a further 40 pupils in the future and alleviate pressure of 'hard-to-place' pupil lists.</p> <p>Consider staffing and employment of a qualified OT to provide capacity within core/extended areas of school.</p> <p>The integrated therapy model is established, shared and implemented across school.</p> <p>Create professional growth and succession for the future with the SEND Advisor role to establish and maintain positive relationships with the LA and other provisions across Northumberland. Expose future leaders to other school environments as part of supportive measures to improve SEND provision across Northumberland.</p>	<p>Research on curriculum and timetable design influences Cleaswell's approach and provides additional evidence of the appropriateness of provision.</p> <p>Partner schools' benefit from Cleaswell's innovation in meeting the needs of highly complex SEND children.</p> <p>Provision matches the school's priorities to secure optimal conditions for learning and the development of independence</p> <p>The development of the school's Fusion Regional SEND Learning Hub grows expertise in school and regionally. Staff are increasingly working beyond Cleaswell in support of best options for children in other schools.</p> <p>The integrated therapy model is implemented and the vision shared with stakeholders. This builds capacity within the therapy team and supports pioneering approaches to meeting need.</p> <p>Following leadership training the evaluation of how leadership (middle and senior) has fostered a positive or transformative school culture by promoting collaboration, inclusion, and a clear vision for improvement.</p> <p>The identification of opportunities for further growth, ensures alignment with school priorities and future goals.</p> <p>Cleaswell Hill has a strong track record in terms of the delivery of exceptional outcomes. The narrative for further growth should be considered within the context of growing great leaders to sustain excellence over time. The presentation to stakeholders should be framed as a story of continuous development, showcasing achievements and challenges while acknowledging areas that require further work.</p>