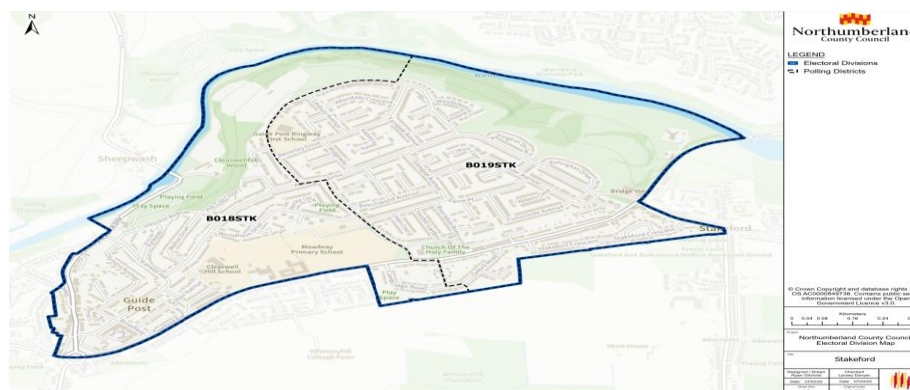




SELF EVALUATION

Updated: September 2025/November 2025

<p>Context</p>	<p>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.</p> <p>Northumberland is 1 of the 10 Local Authorities with the largest percentage point increase in neighbourhoods being rated as the most deprived nationally.</p> <p>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).</p> <p>The most deprived LSOA in Northumberland is located in Croft and Cowpen wards, Blyth. This LSOA, within the school catchment area, is ranked as the 133rd most deprived area in England, falling into the most deprived 1% of LSOAs.</p> <p>Cleaswell Hill is a local authority specialist 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.</p> <p>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.</p> <p>'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'.</p> <p>'1 in 3 children in left-behind areas live in poverty'. Oxford Consultant for Social Inclusion (OCSI) July 2022.</p> <p>Reform UK Party were elected to the ward of Stakeford in May 2025.</p>
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The learners we support (figures November 2025)

- 261 pupils on roll aged 5-18 years. 100% have Education, Health and Care Plans. 74% boys; 26% girls.
- 134 pupils (51.34%) are in receipt of a Pupil Premium Grant. This is 51.34% of the school population compared to 24.6% national average

School is organised into 3 'vertical', through-school Pathways (Engagement/Engagement +, Core and Extended) and 'horizontal', chronological Phases. Consideration is being given to this current structure;

Engagement Pathway	Core Pathway	Extended Pathway
Lead: Emma Dunn	Lead: Jenny Smith	Lead: Julie Brown
Junior Lead: Suzanne Oliver	Junior Lead: Hayley Morris	Main site Lead: Jamie Wheadon
Senior Lead: Helen McIntyre	Senior Lead: Sophie Smith	Appleby Centre Lead: Charlotte Calcutt
Engagement+ Lead: Abdah Ali		

The dynamic nature and highly responsive approach to learning, together with the size of provision (all ages, 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.

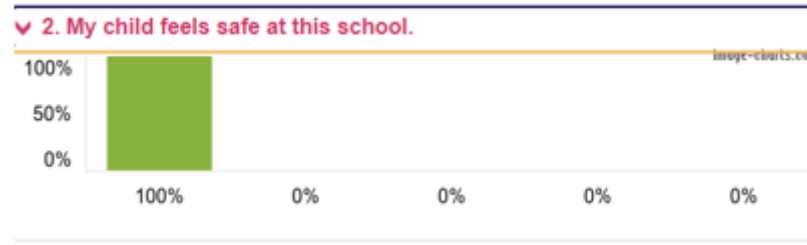
Ongoing improvements to provision are strongly rooted in effective and robust self-evaluation. School Leaders are highly aware of areas of priority, know the school well and are committed to developing provision further. Documents (Governor Monitoring Visit Reports SIP Monitoring Visit Reports, 5-Year Strategic Plan, Year 4 Horizon, 6 x Implementation Plans, Therapy Development Plan, bi-weekly SLT strategic focus, Professional Development and Learning Programme and staff appraisal targets) are available which support the school improvement cycle.

	This SEF captures the essence of Cleaswell Hill School; a safe, inclusive, stimulating centre of excellence and provides information which leads to positive planned change.
Progress against previous inspection Previous Inspection Report June 2022 50193203 Refer to evidence: Head teachers Reports/Annual Horizons & Evaluations/previous and current Implementation Plans/5-Year Strategy Areas to improve School graded outstanding with no identified areas for improvement at the last inspection in June 2022	
School improvement priorities 2025-2026 See details below	<ul style="list-style-type: none"> • Safeguarding • Inclusion • Curriculum and Teaching • Achievement • Attendance and Behaviour • Personal Development and Wellbeing • Leadership and Governance • Early Years (not applicable in 2025-2026) • Post-16 provision

SAFEGUARDING – MET	
Strengths	<p><u>SIP Report</u> (Spring 2025) 'At Cleaswell Hill the approach to safeguarding is robust, well led and a clear priority'.</p> <p><u>SIP Report</u> (Summer 2025) 'Safeguarding learners continues to be at the heart of the school's work and a culture of vigilance has been sustained over time. Staff understand their role in keeping children safe and they see this as everyone's responsibility not just the DSLs.'</p>

'Safeguarding the complex vulnerable learners at Cleaswell Hill continues to be challenging as external support is varied and requires high levels of senior leadership time to manage effectively. The school has trained more Designated Safeguarding Leaders (DSL) and plans are in place to provide supervision for DSLs in support of best practice, consistency of approach and continued robust reporting systems and processes.'

Parent View: (Response March 2025)



- School has established an open and positive safeguarding culture that puts pupils' interests first and is aware of the increased vulnerabilities of our SEND cohort
- Regular scrutiny and monitoring from School Safeguarding Consultants, Clennell Education Solutions; Link Governors, SIP, DSL Team, shows school has effective systems in place to report concerns
- Safeguarding policies and procedures are established and consistently applied to keep the school community safe from harm
- Annual Safeguarding Audit and Action Plans completed for Safeguarding and additionally, Online Safety
- Feedback used to inform future practice
- 'Horizon scanning' identifies potential causes of uncertainty, ensuring adequate preparation, exploiting opportunities and managing threats
- Providing evidence of school safeguarding actions to safeguarding partners, as requested, highlights detailed, factual and timely record keeping making sure all safeguarding decisions are accessible for scrutiny and accepting challenge
- Monitoring of school Child Protection Online Management System (CPOMS) and the number of reports added by staff reinforces the strong culture of vigilance across school
- Regular training ensures that staff, including Governors, understand their responsibilities in keeping pupils safe and that they have not only read, but understand and agree to action key safeguarding policies and procedures
- Staff skills and resilience working with complex individual pupils with ACE's and trauma
- School Child Protection policy is up to date with Keeping Children Safe in Education 2025, accessible and frequently reviewed, to make sure that we're delivering comprehensive safeguarding and everyone understands their roles and responsibilities

	<ul style="list-style-type: none"> • School has open and transparent multi-agency working procedures in place, and we collaborate frequently with our local safeguarding partners, seeking expert advice when required • School actively seeks and listens to the views of pupils and families in support of safeguarding practice, and deals promptly with any concerns • School curriculum supports safeguarding, acting as a protective factor, helping pupils to recognise abuse and stay safe • DSL Team meet half-termly for reflection and supervision • School is familiar with the Safeguarding evaluation area within the new Ofsted Inspection Toolkit • Management of Safer Recruitment and maintaining an updated electronic Single Central Record 	
Actions from previous year:	<ul style="list-style-type: none"> • DSL Team Supervision meetings • Safeguarding for parents/carers (Section 3 Safeguarding Action Plan) • Targeted safeguarding insights for pupils/staff groups delivered through enhanced safeguarding training programme 	Impact of actions: <ul style="list-style-type: none"> • Leaders collaborate in development of their safeguarding awareness, understanding, skills and actions in support of continued effective, whole-school approaches to safeguarding • DSL team effectively support families. Emerging role of Family Liaison Lead • Keeping ahead and aware of the ever-changing world of safeguarding, including sextortion, spiked vapes, AI, deep fakes
Areas for development	Refer to: Safeguarding and Online Safety Action Plans 2025-2026	
Next steps	Compliance Management Tool to support school in meeting legal and regulatory requirements, mitigate risks and improve operational efficiency by centralising and tracking employee training Succession planning within DSL Team, mentoring of colleagues	

INCLUSION – Exceptional

Strengths	<p><u>SIP Report</u> (Summer 2025)</p> <p>'Changes to the classroom environment continue to support pupil learning. There are limited opportunities to redesign space to optimise accessibility to the curriculum due to the nature of the school building, but leader have worked relentlessly to provide break-out, sensory and outdoor space to optimise pupil engagement.'</p> <p>'The school actively listens to pupils, values their voice, and creates an environment where they feel safe to speak up. PSHEE and online safety education empower children to understand risk and seek help when needed.'</p> <ul style="list-style-type: none"> • Action plans, individual interventions, and education, health and care (EHC) plans are in place to identify pupils' emerging and changing needs, and adjustments are made for them. Improvements in attendance and attainment among pupils with EHC plans over the past year because of these adjustments • Staff PL&D has improved our ability to implement a graduated approach to inclusive strategies. Staff feedback highlights greater confidence linked to focused PL&D opportunities • Progress and attainment data, and onwards destination data for pupils with SEND, show that strategies to support these groups and eliminate barriers are effective • Our pupil premium strategy is evidence-based, and we monitor it frequently. Effective reduced attainment gaps and increased participation in after-school clubs for pupils who qualify for pupil premium funding
<p>Actions from previous year:</p> <p>N/A</p>	<p>Impact of actions:</p> <p>N/A</p>
Areas for development	<ul style="list-style-type: none"> • Embed expectations: embed a culture where staff, families, and pupils believe that every learner can achieve and contribute meaningfully, regardless of complexity of need • Personalised ambition: ensure each pupil's EHCP outcomes and PfA goals are lived, visible, and central to curriculum design, therapy input, and assessment • Pathway innovation: embed pathway model structures that go beyond access to learning — offering cutting-edge pedagogies, therapies, and assistive technologies tailored to each learner's context • Inclusive expertise for all staff: ensure all staff receive relevant CPD so they can quickly identify barriers to learning and apply evidence-based inclusion strategies while equipped with specialist skills for support • Family and external agencies as partners: build a culture of parental engagement so families are co-creators of provision, actively shaping strategy and engaging with services in a collaborative way • Transform transitions: ensure every transition (into school, between key stages, into adulthood) is not simply supported, but becomes a launchpad for opportunity — building independence, resilience, and connection with the wider community

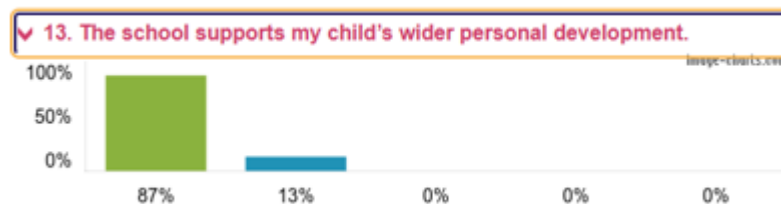
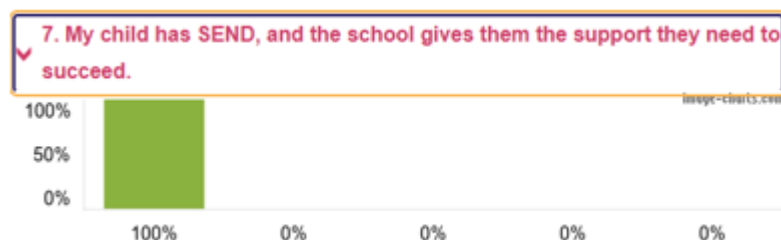
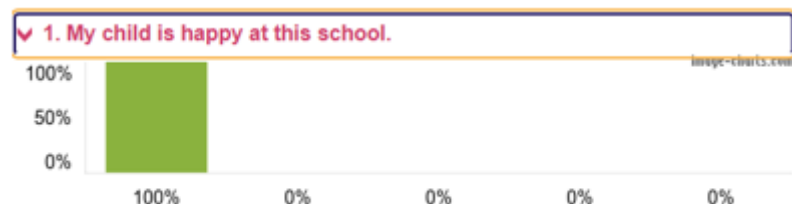
	<ul style="list-style-type: none"> • Visibility and influence: position the school as a regional model of excellence in inclusion, publishing outcomes, research, and case studies to influence practice beyond the school through Fusion Learning Hub, Northumbria University collaboration and regional partnerships with teaching schools and trusts
Next steps	<ul style="list-style-type: none"> • Training and monitoring of EHCP target setting and outcomes • Internal staff PL&D programme designed in collaboration with school leaders to offer a diverse range of training and expertise in anticipation of school need • Ensure a robust programme is in place for identifying and monitoring personalised PfA goals that create opportunities and seamless pathways through and out of school • Emerging Family Liaison Lead role in support of maximising inclusion for and of all families • New programme created with Family Liaison Lead to educate and support parents in a collaborative way that engages them in their child's learning journey • Embedding the Fusion Learning Hub and AET as a regional go-to hub for SEND education • Developing the MA Hub with Northumbria University and publishing action research projects

CURRICULUM AND TEACHING – Exceptional

Strengths	<p><u>SIP Report</u> (Spring 2025) 'Engagement + provision is meeting the highly complex needs of a cohort of pupil's exceptionally well'. 'Staff dedication, commitment and insight into how pupils learn is extraordinary'. 'There is a clear focus on how to optimise learning, integrate therapy into curriculum approaches and ensure an aspirational methodology'.</p> <p><u>SIP Report</u> (Summer 2025) 'Staff are empowered through ongoing professional development and collaborative practice, fostering an environment of high expectation, specialist input and exceptional care. The result is a community where pupils with complex needs flourish academically, socially, and emotionally—and where their successes are a shared point of pride'.</p> <p>'Links with Northumbria University have been strengthened this term as the classroom-based enquiry model at Cleaswell will be published by the University in support of communicating best practice across the region'.</p>
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'Speech and Language therapy is an enhanced service at Cleaswell Hill and as the provision is part of a solution focused culture, need is identified, and strategies are rapidly implemented through a joint therapeutic and educational approach. This is impacting on pupil outcomes significantly.'

Parent View: (Responses March 2025)



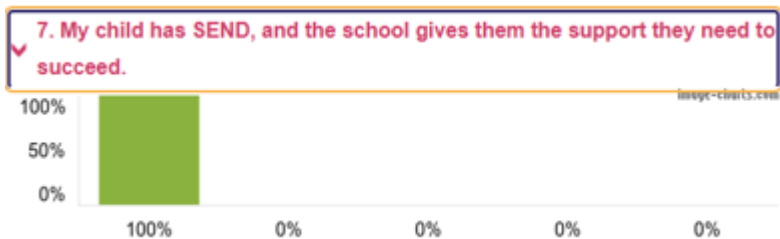
- Curricula are exceptionally well designed based on analysis of pupil outcomes data and best practice
- Curricula meet need across 3 pathways and are well planned with sequential learning over time
- EHC plans are used to carefully adapt the curriculum and teaching for all pupils. Pupil progress meetings show that curriculum adaptations detailed in EHC plans lead to meaningful and measurable progress for individual pupils
- Scrutinies and learning walks show that planning is matched to Long Term Schemes of Work and pupils gain foundational knowledge and skills throughout their learning journey
- Pupils are effectively supported to gain foundational knowledge

	<ul style="list-style-type: none"> • Teaching of reading is prioritised, and assessment data shows that pupils who receive phonics interventions have made significant progress from their starting points • Professional Development & Learning Programme is based on evidence-informed SEND pedagogy, staff gap analysis, is highly responsive, effective and allows teachers to gain the SEND expertise they need to be exceptional practitioners. This is reflected in improved assessment data, observation of teaching and learning, and staff survey feedback • Staff retention is supported by support for teacher workload, work-life balance and mental health and wellbeing • Pupil achievement is tracked against clearly defined end points in EHC Plan targets and subject areas, allowing for timely intervention and support • Teachers support engagement and progress by ensuring irresistible offers of learning and enabling mastery through modelling, scaffolding, and retrieval practice • Teachers participate in annual class-based action research projects to develop their understanding of how children learn best • School Leaders observe and evaluate teaching quality, providing verbal and written feedback, ensuring continuous improvement over time • ECTs benefit from personalised, high-quality training that considers prior knowledge and subject-specific needs • ECTs are encouraged to engage in self-reflection and maintain a personalised achievement profile, supporting professional dialogue with the use of steplab • ECTs are supported by mentors, creating a mutually enriching environment • ECTs have the same opportunities as all teachers, are involved in discussions about their progress and development, with their views respected alongside the professional team • Large team of Teaching Assistants supported by professional conversations as part of annual appraisal process and gap analysis drives professional development • Induction Programme supports new staff with a toolkit of essential skills
<p>Actions from previous year:</p> <ul style="list-style-type: none"> • Curriculum review • Design and embed a fully inclusive physical development curriculum and assessment through school • Build on music as communication/therapy/joy/learning throughout the curriculum • How best to include food, nutrition and healthy living within therapeutic activities for daily life as functional transferable skill development, alongside evidencing where it fits within the curriculum • Enabling learning environments 	<p>Impact of actions:</p> <ul style="list-style-type: none"> • Curriculum offer demonstrates a clear progression of knowledge and skills through pathways over time, with an evidence-based rationale for change, curriculum modifications, adapted and designed to be responsive to ongoing pupil need • Engagement and Core Pathway- Teams working with SIP to develop Intent/Implementation/Impact to meet changing cohorts • E+ (introduced 2024), Core+ curriculum case studies • 14+ curriculum/PfA/future destinations prioritised across Core and Extended pathways

<ul style="list-style-type: none"> Continued investment in professional development and learning advances staff skills, promoting outstanding pedagogy and learning 	<ul style="list-style-type: none"> Further strengthened connections between main site and Appleby Strengthening subject leadership with co-leads School's extensive buildings and diverse grounds are incorporated into the curriculum providing enabling learning environments where children can flourish Maintain a focus on outstanding teaching. Teachers articulate what this looks like and are confident with understanding and delivery of metacognitive and self-regulatory strategies Evidence-based research explicit within practice Meeting the vast professional development requirements due to cohort complexity, age range, large staff team, novice to expert at varying points in career through PL&D Programme which supports exceptional SEND pedagogy Effective induction of new members of staff so that the teaching and learning profile reflects increasing percentage of excellence Fusion Learning Hub: development of specialist pedagogical approaches shared across a network of SEND schools
<p>Areas for development</p>	<ul style="list-style-type: none"> Knowledge-rich curriculum ensures Extended Pathway learners have access to a well-sequenced curriculum building on subject knowledge Embedding a skills-oriented project based foundational curriculum across the Core Pathway Interdisciplinary learning promotes connections across curricula intentions to enable real world application in functional situations Non-subject specific learners within the Engagement Pathway will access a personalised curriculum based on their needs and individual priorities focusing on skill acquisition which supports communication and regulation, promotes life and living skills and access to the wider community Identifying where oracy is already being used in classrooms and how it contributes to learning within each of the three pathways Written output Professional learning and development programme based on evidence- driven principles of exceptional SEND pedagogy continues to drive deliberate practice Teachers completing innovative class-based research projects, with a focus on metacognition impacts on high quality sustained professional development with teacher agency and contextual understanding a priority ECT Programme continues to support early career teachers through modelling of outstanding classroom management and teaching. Instructional coaching, team teaching and self-study inform practice and underpins exceptional SEND pedagogy. Teachers Standards are prioritised in support of developing outstanding classroom practitioners

	<ul style="list-style-type: none"> Outward facing PL&D Programme and partnership working through Fusion Learning Hub enables Cleaswell Hill to remain at the forefront of systems leadership in SEND training across the North-East and beyond
Next steps	<ul style="list-style-type: none"> Curriculum and Pathway Leads drive curriculum design and evaluate effectiveness of impact Oracy Written output PL&D including class-based action research, Fusion Learning Hub Refine exceptional SEND pedagogy document created in 2024-2025

ACHIEVEMENT – Exceptional

Strengths	<p><u>SIP Report</u> (Summer 2025)</p> <p>‘Assessment systems and processes will be further developed to support planned outcomes. New systems will align more closely to a whole school approach. This will support moderation and add challenge and support to optimise learning outcomes.’</p> <p>‘Pupils have met expectations, and many have exceeded target accomplishment from their starting points.’</p> <p><u>Parent View</u> (Responses March 2025)</p>  <p>7. My child has SEND, and the school gives them the support they need to succeed.</p> <ul style="list-style-type: none"> Fit for purpose assessment systems for complex pupil cohort Assessment data shows strong results and progress over time for all pupil groups Lesson observations, learning walks and moderation/comparative judgement meetings show that our pupils develop the foundational knowledge and skills they need
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	<ul style="list-style-type: none"> • Onward destination data shows that pupils are consistently well prepared for the next stage of education • Pupils identified as disadvantaged (Pupil Premium) are achieving well • Sharing school data with DfE. Use of data dashboard summary reports to inform practice • Gather feedback from pupils, staff, and families to evaluate the effectiveness of strategies • Adjust actions based on evidence and emerging needs
<p>Actions from the previous year:</p> <ul style="list-style-type: none"> • Assessment systems continue to develop to support teaching, learning and progress 	<p>Impact of actions:</p> <ul style="list-style-type: none"> • Use of achievement data to inform teaching, interventions and strategic planning • Pupils are prepared for the next phase of their education, training or employment • Achievement is evident across all groups, meeting or exceeding expectations • Staff demonstrate high expectations and effective use of assessment to support teaching and learning
Areas for development	<ul style="list-style-type: none"> • Pilot new assessment system, Earwig, to incorporate enhanced frameworks for non-linear progress • Staff professional development on interpreting progress data, target setting and effective use of formative assessment is strengthened through the internal moderation and comparative judgement process • Provide opportunity for pupils to reflect on their own progress and personal goal setting • Curriculum content links to EHCP and preparation for adulthood goals • Develop vocational experiences eg. café enterprise, to enhance life skills and aspirations • Capture non-academic progress in areas, for eg. Enrichment passports, Duke of Edinburgh, volunteering etc
Next steps	<ul style="list-style-type: none"> • School sustains exceptional standards of achievement over time • Achievement contributes to Cleaswell Hill's status as a centre of excellence • Promote high expectations and embed achievement-focused approach across all pathways • Refine assessment systems to better capture progress from starting points • Strengthen links between EHCP outcomes, curriculum and achievement

	<ul style="list-style-type: none"> • Encourage pupil ownership of learning • Support enhanced parent/carers and agencies involvement in target setting at annual review meetings • Remove unnecessary data collection for foundation subjects, to enable increased focus on planning and teaching exciting curriculum content across the 3-year plan • Celebrate success
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ATTENDANCE AND BEHAVIOUR – Exceptional

Strengths

SIP Report (Spring 2025)

'Dynamic risk assessment support staff and pupils enabling access to learning'.

'The impact of therapy to enable pupils to engage is clear'.

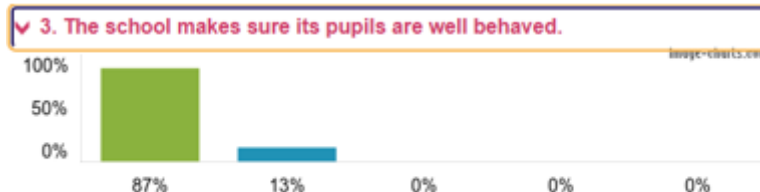
'Parent/carer feedback is positive regarding the management of pupils; behaviour for learning'.

SIP Report (Summer 2025)

'Relational practice is strengthening a highly positive culture at Cleaswell Hill school. Mutual respect across the whole school community is evidenced in shifting the approach from managing behaviour to understanding and supporting the underlying needs that drive it'.

'The relational model at Cleaswell draws on attachment theory and trauma-informed approaches, which are crucial for understanding the experiences of vulnerable pupils and supports a consistent approach to behaviour management'.

Parent View (Responses March 2025)



Attendance

- School's current overall attendance rate is above the national average for state-funded special schools

- Half-termly meetings with Education Welfare Officer to monitor attendance and to discuss patterns / priorities
- Daily phone calls home for pupils who are absent from school
- Attendance registers taken electronically twice daily
- Interventions for pupils whose attendance drops below 94%
- Pupils feel safe, valued, and connected to their school community
- Strong 'pulls' into school for all pupils through inclusive & responsive access to learning supported by:
- Bespoke timetables
- Personalised resources
- Focus on both academic progress and emotional development
- Attendance strategies focus on supporting families across 5 foundations of effective attendance practice
- Monitoring part-time tables
- CME return monthly to local authority
- Section 19 - arranging education for children who cannot attend school because of health needs
- Annual attendance analysis (January) supports evaluation of effectiveness of school's current strategies to attendance
- Training for ECT and teacher induction to support good attendance
- Attend NCASP Safer in Education Group as invited partner
- Collaborative working with link governor

Behaviour

- Robust reporting systems for behaviour incidents monitored frequently
- Relational Practice across all areas of the school with staff consistently demonstrating respectful, nurturing, and responsive interactions, a shared understanding of individual pupil needs and active engagement with pupils
- Positive interactions with shared language aligned to behaviour scales and consistent approach plans
- De-escalation strategies are applied swiftly and effectively, supported by consistent approach plans
- Cleaswell Code – 'Ready, Respectful, Safe' reinforces shared behavioural expectations
- Classroom environments are calm and purposefully structured to promote positive peer relationships
- A whole-school culture is evident in driving improvements in de-escalation through increased tolerance and understanding of behaviour, strengthened staff collaboration and reflective practice
- New staff influenced by relational approaches modelled by existing staff team
- Behaviour data analysis (2024–2025) indicates successful relational approaches impacting on regulation

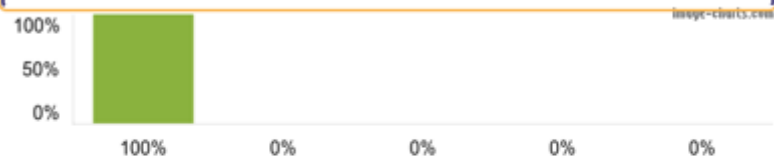
<p>Actions from previous year:</p> <p><u>Attendance</u></p> <ul style="list-style-type: none"> • Part Time Timetable Management Tool implemented • Review initiatives eg. School ping to celebrate improved and 100% attendance, Project 10-enhanced focus on 10% most vulnerable families <p><u>Behaviour</u></p> <ul style="list-style-type: none"> • Language for Behaviour & Emotion / Language for Thinking within the core and extended curriculum • Inclusive learning environments • High quality learning supports (e.g manipulatives, visuals) • Consistency in approaches & language • Consistent approach plans kept relevant and up to date • Values and expectations that underpin relational practice are shared with staff 	<p>Impact of actions:</p> <p><u>Attendance</u></p> <ul style="list-style-type: none"> • Pupils accessing PTTT show increased attendance and engagement because of reflective and individualised approaches • Emerging role of Family Liaison Lead <p><u>Behaviour</u></p> <ul style="list-style-type: none"> • Pupils feel safe and supported- survey results • Effective use of 'the grid' for team analysis continues to support timely reflections and action • Relational practice supporting building and developing, responding and supporting, repairing and restoring • Staff model respect, empathy and understanding in all interactions with pupils • Collaborative working for successful therapeutic education • Whole school refresher session on values. Posters distributed
<p>Areas for development</p>	<p><u>Attendance</u></p> <ul style="list-style-type: none"> • Impact of Family Liaison Lead • 'Strategic Approach to Attendance' documents and policy updated and aligned with EEF best practice • Half-termly scrutiny of DfE VYED Dashboard <p><u>Behaviour</u></p> <ul style="list-style-type: none"> • Values and expectations that underpin relational practice shared with staff and observation/learning walks/feedback demonstrate understanding and actions embedding the Cleawell Code across school • Pupils, as shown in PBS data analysis, are engaging successfully in learning opportunities
<p>Next steps</p>	<p><u>Attendance</u></p> <ul style="list-style-type: none"> • Update attendance strategies to reflect latest guidance from the Education Endowment Fund (EEF) • Use data and evidence to evaluate the effectiveness of attendance strategies and refine them as needed

	<ul style="list-style-type: none"> • Design a robust system for collating and analysing absence data • Improved individual, cohort and overall attendance figures <p><u>Behaviour</u></p> <ul style="list-style-type: none"> • Development of an evidence base that can demonstrate the influence of relational practice on school culture, staff wellbeing, and pupil outcomes • Relational practice will be the foundation for safety, inclusion and wellbeing across all pathways • Pupils feel safe and are supported to regulate and flourish in a compassionate learning environment • School culture pervades throughout classrooms
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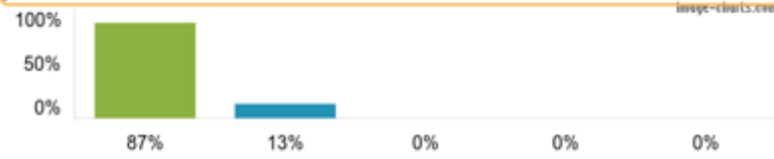
PERSONAL DEVELOPMENT AND WELLBEING – Exceptional

Strengths	<p><u>SIP Report</u> (Spring 2025)</p> <p>'The personal development of pupils within the Engagement pathway is outstanding'. 'The curriculum goes beyond the academic to enable pupils to practice taught skills in functional situations'. 'The school is highly inclusive and provides opportunities for pupils to engage in an enriching, personalised curriculum'.</p> <p><u>SIP Report</u> (Summer 2025)</p> <p>'The therapy team are invaluable in supporting each child to reach their potential. The additional specialist support is harnessed to ensure optimum impact. This school-based therapy team enhances the EHCP provision and are fundamental in enabling children to access learning. Therapy is central to the schools' inclusive approach, helping pupils develop communication, motor, and emotional skills vital for learning and within the context of the increasing complexity of need this support is crucial to enhancing pupils' quality of life'.</p> <p>'There is significant impetus on further developing the Personal Development (PD) strand of the school's work. PD remains a strength at Cleaswellepitomised by the wide range of extracurricular/enriched learning opportunities across school.'</p> <p>'Pupils are motivated by enrichment activities and this impacts upon progress and achievement'</p> <p><u>Parent View</u> (Responses March 2025)</p>
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✓ 7. My child has SEND, and the school gives them the support they need to succeed.



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



- Rich and holistic approach across school to personal development, highlighting the integration of life skills, emotional regulation, and community inclusion across both curricular and co-curricular areas
- Strong focus on preparing pupils for life beyond school through a variety of civic engagement activities
- As pupils move through school, they have the chance to take part in work experience, volunteering, and careers education, while also nurturing their emotional and social well-being through pastoral support, pupil voice, and assemblies
- The inclusion of SMSC, FBV, and character education highlights a values-driven framework that promotes cultural capital and responsible citizenship
- The alignment of the EHCP and PLIM targets demonstrates a thorough, inclusive strategy tailored to individual needs

Actions from the previous year:

- To provide exceptional learning opportunities everyday which drives design and delivery of a responsive, connected curriculum
- To ensure personal development is tracked across school for meaningful outcomes and to celebrate successes
- To develop the effectiveness of pupil voice
- To embed and expand staff's awareness of mental health to impact upon pupils' personal development
- To further develop pupil and parent oracy of online and technological safety

Impact of actions:

- Whole school ethos and values

At the heart of our school's ethos is the belief that every child deserves exceptional learning opportunities that nurture both academic achievement and personal development. This principle has been powerfully embodied through the introduction of Enrichment Passports, which now form a cornerstone of our inclusive curriculum. These passports provide all pupils with access to a diverse range of enrichment experiences, designed to broaden horizons, raise aspirations, and build cultural capital.

- 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 to 4 days a week for all pathways to ensure activities available to a wider cohort of pupils
- Pupils have access to work experience opportunities and community links
- Post-16 curriculum offer is developed as school rents off site spaces eg. catering space in the use of external providers into an enhanced post-16 curriculum offer

Every child benefit from opportunities that are accessible, meaningful, and tailored to their individual needs and interests.

- Developing Pupil Voice

We have strengthened our structures for pupil voice development, ensuring that learners are active participants in shaping their own educational journey. A dedicated Pupil Voice Lunch Club provides a regular forum for discussion, while our partnership with the Local Authority Participation Team enables pupils to engage with wider civic processes. This year, we are proud to be participating in the Youth Elections, empowering students to understand democratic processes and express their views. Additionally, we will be trialling the use of the 'Mind of My Own' app to gather pupil views for their EHCP, ensuring that every voice is heard and valued in decision-making processes.

- Online Safety and Oracy

Through the PSHEE and computing curriculum, we have embedded whole class teaching on online safety, equipping pupils with the knowledge and language to navigate digital spaces safely.

- Health and Lifestyle Initiatives

Our ongoing collaboration with school health teams and families continues to promote healthier, more active lifestyles. Every pupil has access to Magic Breakfast each school day, ensuring a nutritious start and supporting readiness to learn. Healthy choices are encouraged throughout the day, including at lunch and snack times.

Our Food and Nutrition curriculum is differentiated across pathways to meet the diverse needs of our learners:

Engagement Pathway: Pupils explore food through sensory play, integrated into curriculum areas such as Sensology and Attention Autism.

Core Pathway: Pupils develop functional life skills, including safe use of cutlery and preparing simple snacks. Tasting activities support communication of preferences and promote independence.

Extended Pathway: Pupils deepen their understanding of nutrition and continue to build life skills. Those with an interest in catering are offered

	<p>work experience opportunities and can work towards accreditations, preparing them for future employment.</p> <ul style="list-style-type: none"> • After-School Provision <p>Our after-school club offer has expanded to four days per week, now accessible across all pathways. This ensures a wider range of pupils can benefit from enriching extracurricular activities. The provision includes a mix of staff-led sessions and external providers. Additionally, we run daily lunch clubs, further enhancing opportunities for social engagement and skill development.</p>
Areas for development	<ul style="list-style-type: none"> • Use of assessment tool to track personal development • Use of case studies across all pathways • Cross curricular links to personal development activities and evidence • Strategy to support funding of personal development/ enrichment activities • Sustainability as a whole school area for development
Next steps	<ul style="list-style-type: none"> • Map initiatives to curriculum areas (e.g. eco-projects in science/geography, civic leadership in PSHE) • Develop tracking tools (PD trackers on Earwig, Enrichment Passports) • Develop a Pupil voice programme/ civic councils • Form and maintain partnership with members of the participation team for local authority • Launch eco-projects with whole-school events/ themed weeks • Start civic initiatives with local partners (e.g. care homes, food banks) • Introduce enrichment activities through clubs, enrichment weeks and cross-curricular projects • Embed reflective practices in tutor time, assemblies, and subject lesson time • Use pupil voice tools (surveys, interviews, discussion logs, 'Mind of My Own' App) to gather feedback • Host celebration assemblies, exhibitions, and showcase events • Share achievements via pupil voice, social media etc. • Review progress termly and adapt plans based on what's working • Involve governors and external partners in evaluation

LEADERSHIP AND GOVERNANCE – Exceptional

Strengths

SIP Report (Spring 2025)

'At Cleaswell Hill the approach to safeguarding is robust, well led and a clear priority'.

'The Head teacher has empowered staff further in respect of growing great leaders'.

'The ambition and drive to develop opportunities for learners to be the 'best they can be' is palpable'.

SIP Report (Summer 2025)

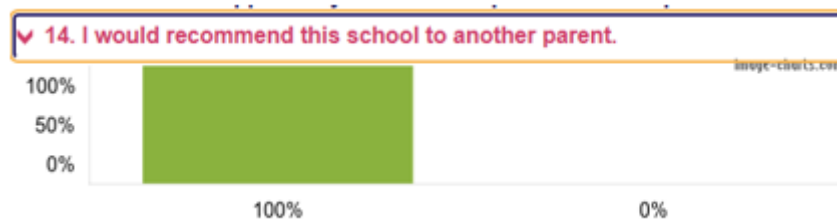
'The development of phase leaders is emerging as a significant strength of the school, contributing to greater cohesion, consistency, and strategic direction across all key stages. The Headteacher has invested substantial time working closely within each phase, enabling a deeper understanding of both the daily operational challenges and the long-term developmental needs across the school.'

'Cleaswell Hill School continues to go from strength to strength, embedding a culture where exceptional practice is not only expected—it is achieved daily. Leaders and Governors are unwavering in their commitment to excellence for all pupils, championing SEND provision as central to the school's ethos and strategic direction'.

'The school development target to 'set the highest standards of effective performance and provision so that every child experiences excellence every day' is evidenced in professional discussions with leaders, robust self-evaluation, in depth of knowledge of pupil presentation of need and the specialist expertise of staff'.

'Early indicators show that the shift in leadership roles is already empowering leaders to take greater ownership of outcomes and drive improvement initiatives with increased confidence and accountability. Further development of leadership within school will entail a review of roles and responsibilities to sustain excellence over time'.

Parent View (Responses March 2025)



- School Leadership Team has a strong understanding of our school's context, strengths and areas for development, informed by data and evidence
- School improvement documents are clearly aligned with data-driven self-evaluation
- Staff feel valued, and have opportunities to share their perspectives through meetings, participation in working groups and surveys
- Governors understand the school's context and improvement priorities, and challenge leaders effectively
- Governor meeting minutes and records of committee work show that governors ask probing questions, hold leaders to account, and strategically review key decisions
- Staff retention data shows low turnover, suggesting a good working environment and manageable workload. This is also backed by staff wellbeing surveys, which report that staff feel able to manage their tasks and workload

Actions from previous year:

- Monitoring pupil cohort, changing needs and complexity and impact on provision
- Impact of quality assurance model in partner SEND schools
- Marketing, website and communicating the 5-Year strategy

Impact of actions:

- Admissions Team managing referrals- increasing number and complexity
- Premises management supports enabling learning environments for all pupils, manages risk and maintains a safe learning environment
- SIP- Systems Leads- External Partners, Networking continues to support SEND provision across county and beyond
- Maintained links with universities and continued effective implementation of ECF to ensure high quality workforce
- Sustaining, growing and developing Cleaswell Hill in the pursuit of excellence and a as a leader in the field of SEND
- Provide even greater opportunities for children by forging links with education providers
- Further marketing of successful outcomes from work undertaken with partner providers

	<ul style="list-style-type: none"> • Updates on projects as a means of accountability and coherence • Developed and managed social media marketing and communication • Community links enhanced and barriers removed as school move into off-site spaces
Areas for development	<ul style="list-style-type: none"> • Through continued research, outreach and partnership working, Cleaswell Hill is positioning itself as a civic and systems leader in SEND education • Leaders use evidence-informed decision-making, stakeholder feedback, and strategic data to drive ethical improvements • A culture of professional curiosity and reflective practice is embedded to influence best outcomes • Leadership development is supported through mentoring, CPD and partnerships, eg. SIP, Northumberland University • Governance remains robust, with regular SIP reviews, Governor Monitoring Reports, and external moderation from challenge partners
Next steps	<ul style="list-style-type: none"> • The development of school's Fusion Learning Hub grows expertise as staff are increasingly working beyond Cleaswell Hill as systems leads in support of best options for children in other providers regionally in the field of SEND • More partner schools' benefit from Cleaswell Hill's innovation in meeting the needs of highly complex SEND children • CPD builds awareness and understanding across the staff team in support of meeting pupils' complex needs and ensuring effective provision evidenced through learning walks and observations of teaching and learning • With evolving expectations and new priorities, school is seeking to understand exactly what inspectors are looking for, while being mindful of exceptional SEND practice not being a driving factor in the new inspection framework • Succession planning ensures further growth and alignment with ambitious school priorities and future goals, developing and managing high performing SEND teams and professional networks • Sustainable leadership structure benefits school organisation through long-term creation, increased resilience and maintains a strong reputation • Navigate the evolving SEND landscape- challenges, opportunities and understanding the key proposals set out in the Schools White Paper and its implications for SEND provision • Explore the proposed national standards for SEND provision and potential changes to the EHCP process

POST-16 PROVISION – Exceptional

Strengths	<ul style="list-style-type: none">• A tailored curriculum across three pathways in school to meet individual needs, with responsive timetables and differentiated teaching strategies. Assistive technology, adaptive resources and access arrangements are in place, suitable to individual learners• Work scrutinies and lesson observations show that pupils have age/stage-appropriate knowledge and skills across the curriculum• The provision maintains strong links with parents and carers through regular communication, ensuring they are fully involved in their child's learning journey. It promotes effective multi-agency working by collaborating closely with health and social care professionals to meet individual needs• Destination data shows that pupils are well-equipped for the next stage of education, employment or training, and are able to go onto destinations that meet their goals and aspirations. Permission has been obtained from all school leavers to maintain annual contact for the next three years to monitor progress and placement stability. This proactive approach ensures continued support and enables the school to track long-term outcomes• The provision sets high aspirations for both academic and vocational achievement, ensuring that learners are supported to reach their full potential. Where appropriate, it prioritises the development of employability skills and offers meaningful work experience opportunities to prepare students for future careers. In addition, there is a strong emphasis on preparation for adulthood, including fostering independence and encouraging active participation within the community	
Actions from the previous year:		Impact of actions:
<ul style="list-style-type: none">• Deliver Preparation for Adulthood and transition training for staff, as the number of students in year 9 and above is increasing. These students are across all three pathways, and a growing number of staff are working with students within this age bracket.• Recruit and provide comprehensive training for a new CIEAG Assistant, ensuring a smooth handover supported by the outgoing assistant prior to their retirement.• Enhance the PfA scheme of work for the Core pathway.		<ul style="list-style-type: none">• Delivering Preparation for Adulthood and transition training for staff ensures a consistent and informed approach to supporting students. Staff will develop a deeper understanding of the statutory requirements and best practice for transition planning, enabling them to embed the four PfA outcomes (employment, independent living, community inclusion, and health) within their teaching and support strategies. This leads to improved quality of transition planning across all pathways, greater staff confidence, and enhanced collaboration with families and external

	<p>agencies. Ultimately, students experience smoother transitions and better preparation for life beyond school, resulting in improved long-term outcomes.</p> <ul style="list-style-type: none"> • Recruiting and providing comprehensive training for a new CIEAG Assistant, supported by a structured handover from the outgoing assistant, ensures continuity and stability in careers provision. This approach maintains the quality and consistency of opportunities and guidance offered to students and parents/carers, preventing disruption during the transition period. As a result, students continue to receive effective support in planning their next steps, improving their preparedness for independent living, further education, training, or employment. • Enhancing the PfA scheme of work for the Core pathway ensures that students receive a more structured and comprehensive curriculum focused on independence, job roles, community participation, and health. This improvement leads to greater consistency in delivery, enabling staff to embed PfA outcomes effectively within teaching and learning. As a result, learners develop essential life skills and experience improved readiness for transition to post-16 destinations
Areas for development	<ul style="list-style-type: none"> • Broaden the range of work experience opportunities to ensure all learners (for whom it is deemed appropriate) can access meaningful placements aligned with their interests and future aspirations • Enhance the PfA scheme of work for the Engagement pathway, embedding life skills and independence outcomes more effectively • Implement a robust tracking system for PfA activities and develop a consistent assessment model across all pathways to monitor progress and impact • Strengthen cross-pathway communication among staff regarding post-16 learner progress and updates, promoting a cohesive approach to transition planning • Develop a fully functional café as a practical learning environment, providing real-life experiences to build employability and independence skills
Next steps	<ul style="list-style-type: none"> • Liaise with the NECA to support us in establishing partnerships with local businesses and community organisations to expand opportunities • Create a new PfA scheme of work for the Engagement pathway focusing on independence, life skills and community participation

	<ul style="list-style-type: none"> • Liaise with the assessment lead to develop assessment system for the PfA curriculum • Create a tracking system for PfA activities that staff across school can complete, enabling the careers lead to input the activities on Compass+ • Introduce cross-pathway meetings or digital updates via a shared platform. Develop a communication protocol to ensure timely sharing of progress data and transition plans • Support the Food Technology Manager in the development of a project plan for a functional café outlining resources, staffing and health and safety requirements
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