Whole School Implementation Plan - Leadership & Governance

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

Challenges & Context

- 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.
- 262 pupils currently on roll. An exponential increase in the last 3 years 208/229/253 pupils on roll
- The strong reputation of Cleaswell Hill has seen a rise in parental preference admission requests, coupled with the local authority 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
- The changing population of pupil cohort at Cleaswell Hill means that the school has had to continually adapt in a variety of ways to meet pupil need, including curriculum offer and access, resources, staffing plus staffing expertise to ensure continued exceptional practice and best outcomes
- Ability to continue to expand physical capacity and create bespoke adaptive learning environments is reducing. There is limited flexibility due to every space being fully utilised and at a premium to support provision for increasingly complex pupils.
- School cannot continue to be a one-size fits all provision.
- Small number of highly complex pupils require a flexible approach to educational provision. One which requires significant multi-agency working and being on this journey with parents
- School based leadership is necessary, but not sufficient if schools wish to build a connected education system in which educational leaders work together. Leaders must understand their role as civic and systems leaders. As such, leaders have a duty to engage with partners, local authorities and the wider education community for the greater good
- New inspection framework in place from November 2025. Decoding shifting inspection criteria and responding proactively, all while maintaining focus on what matters most; the wellbeing of pupils, the support of staff and the health of school's culture

Intent

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

Develop and manage high-performing SEND teams and professional networks

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 fosters innovation, improves staff satisfaction and engagement and helps attract talent who value school's ethical practices

Implementation

- 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 is robust, with regular SIP reviews, Governor Monitoring Reports, and external moderation
- Development of Fusion Learning hub to provides and implement inclusive services that promote a culture of continuous learning in SEND best practice, fostering collaboration and sharing advice between educational settings. We will do this by combining the latest SEND research, a range of evidence-based learning strategies and resources, and the expertise of experienced SEND educators to work together supporting schools in meeting the complex and evolving needs of learners with SEND.

Phase Implementation

In the table below, discuss how you plan to execute your campaign on a digital landscape strategically.

Phase	Actions	Leads	Impact
Engagement/E+	AET training for staff to ensure a deep understanding of best practice to meet the need of our Autistic population	RHo, AMc	Staff develop a shared, evidence-based understandingof autism, leading to more consistent approaches across the school.
	Staff to have opportunities to upskill themselves and present training as part of AET/ Fusion Team in person or online	AMc	Improved ability to identify sensory, communication, and emotional regulation needs, resulting in more responsive and personalised support.
	Action research to inform effective practices and approaches for complex learners around the 4 EHCP areas.		Staff gain specialist knowledge and confidence, enabling them to support complex needs more effectively.
			Research informs effective practices that support communication, cognition, social interactions, regulation and sensory needs to that learners can articulate needs and wants, understand communication from others, develop independence and fluency in routines and personal skills, tolerate and appropriately engage with others, co-regulate and develop skills for regulation, and have their needs met.
	Use of data, regular observations , regular moderation and outcome monitoring to identify needs and support phase development, CPD and practice.		Priorities are clearly supported by evidence and targets for leadership are well-informed and staff feel onboarded with driving continuous phase development.
	Regular Phase Leader and Class Lead mentoring and coaching sessions to support actions towards appraisal targets and support continuous development through reflective practice.		Class leads are reflective and identify priorities for their own personal development and identify effective solutions, pursue CPD opportunities and actively monitor their impact on learners.
	Creating a psychologically safe workplace and team through supportive, safe systems of work and practice.		Staff report feeling happy and safe in their workplace. Staff actively reflect and positively contribute to the team.
	Delegated responsibilities to support development targets and		

	increase TA involvement in class/phase responsibilities Termly meetings with Pathway leads to report on phase performance and set next term priorities. Termly pathway meetings - phase leaders and teams to share the key priority areas of development for the term ahead.		Staff development is in line with priorirtes. Staff report feeling that they undestand Pathway leads are fully informed with phase needs and developments and phase leads are able to implement the school proprites in a co-ordiunated and planned way to meet the year 4 horizon strategy. Teams are aware of their performance and are clear about the priority improvment /development areas. Measurable outcomes from the implementation of a structure programme of improvement and developments will impact practice and accelration of learning should be demonstable through assessment of progress.
Core	AET training for staff to ensure a deep understanding of best practice to meet the need of our Autistic population Staff to have opportunities to upskill themselves and present training as part of AET/ Fusion Team in person or online Embed peer coaching so staff regularly reflect on practice and set improvement goals. Regular Phase and class team meetings to share practice and ideas, encouraging a collaborative, shared approach across the phase. Carry out regular SIP monitoring and observation activities to assess progress and strengthen leadership capacity. Coordinate moderation of core curriculum to provide guidance to	HM, SS, JS, RHo, AMc	Builds a deep understanding of autism best practice, leading to more inclusive and effective teaching. Improves staff confidence in meeting diverse needs. Creates opportunities for staff to upskill and deliver training Creates a culture of expertise and leadership within the team. Strengthens leadership capacity and ensures progress against school priorities. Encourages knowledge sharing, strengthening whole-school practice. Ensures consistency and accuracy in pupil progress tracking. Positions the school as a learning organisation, driving innovation and

	class leads to develop understanding and confidence regarding pupil progress within the core pathway. Participate in and facilitate teaching staff engagement in action-based research projects in partnership with the University of Northumbria to enhance best practice.		best practice.
Junior Extended	AET training for staff to ensure a deep understanding of best practice to meet the need of our Autistic population Staff to have opportunities to upskill themselves and present training as part of AET/ Fusion Team in person or online	Rho, Amc AMc	
Senior Extended	AET training for staff to ensure a deep understanding of best practice to meet the need of our Autistic population Staff to have opportunities to upskill themselves and present training as part of AET/ Fusion Team in person or online	Rho, Amc Amc	
Extended (Appleby)	AET training for staff to ensure a deep understanding of best practice to meet the need of our Autistic population Establish and maintain timely and effective communication with the county council regarding post-16 placement arrangements. Collaborate closely with social care partners to ensure smooth and supportive transitions for families into adult services.	Rho, AMc CC / ED / JB	Timely and effective communication with the county council and the Preparation for Adulthood Lead ensures that post-16 placement arrangements are well-coordinated, reducing uncertainty for learners and families.

Engage proactively with Northumberland County Council's Preparation for Adulthood Lead to ensure our Post-16 offer reflects current developments and best practice.

Work in partnership with other educational leaders to refine a Post-16 guide, developed by county council, that supports the needs of SEND learners.

Collaborate with Post-16 leaders to review subject-specific courses available after school and align our in-school curriculum to ensure continuity with college offerings.

Determine and implement a clear approach for how all pupils on the extended pathway will access appropriate qualifications next year, considering Year 10 and above learners across both sites.

Carry out regular SIP monitoring and observation activities to assess progress and strengthen leadership capacity.

Coordinate external moderation of coursework for qualifications and provide guidance to class leads to develop independence in managing this process.

Participate in and facilitate teaching staff engagement in action-based research projects in partnership with the University of Northumbria to enhance best practice.

Close collaboration with social care partners provides families with consistent guidance and resources, leading to smoother transitions into adult services and improved long-term outcomes.

Proactive engagement with local authority leads guarantees that our Post-16 offer remains current, inclusive, and aligned with national and local priorities for SEND learners.

Working with educational leaders to refine the county council's Post-16 guide ensures that learners and families have access to accurate, comprehensive information, empowering informed decision-making.

Collaboration with Post-16 leaders on subject-specific pathways strengthens curriculum alignment, enabling learners to transition confidently into college courses and reducing gaps in knowledge.

Establishing a clear approach for extended pathway pupils across two sites ensures all learners have fair and consistent opportunities to achieve qualifications, regardless of location.

Regular SIP monitoring and observations foster accountability and professional growth, building leadership capacity and driving sustained school improvement.

Coordinating external moderation while mentoring class leads promotes quality assurance and develops staff independence, reducing reliance on senior leadership over time.

Supporting action-based research in partnership with Northumbria University enhances teaching quality, embeds reflective practice, and

📖 Evidence

- Minutes-Governing Body Monitoring and Termly meetings
- Implementation of Fusion Hub; the AET training it provides, Fusion outreach support and training written to meet specific need highlighted on evaluation forms and delivered as part of Fusion and the strategic partnership between the Great North Early Years Strategic hub both in person and online
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⚡ Impact

From 5-Year Strategic Plan

Goal A- Cleaswell Hill is outstanding, pioneering provision as it has developed groundbreaking approaches and resources to improve to the highest standard, maximising the quality of life of their children, young people, families and staff

Goal B- The school is a community hub offering the highest quality, effective support to a range of services in the development of SEND provision

Goal C- Cleaswell Hill's approach to researching best practice outcomes and promoting an enquiry-based culture, to grow and develop leaders, results in the school being an inspirational centre of excellence

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

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

School is Ofsted ready

Succession planning ensures further growth and alignment with ambitious school priorities and future goals

Sustainable leadership structure benefits school organisation through long-term creation, increased resilience and maintains a strong reputation

2025-26