

### Governor Monitoring Visit Record

<b>Date</b>	26.01.2026	<b>Governors</b>	Marc Sage, Katie Kelly
<b>Objectives</b>			
To look at teaching and learning, pupil engagement and progress in the engagement pathway.			
<b>Background preparation</b>			
The purpose of this visit was to review and gain an understanding of the school's Engagement Pathway and how it supports pupils with complex learning needs. Discussions were held with senior leaders and to understand how the pathway is implemented in practice.			
<b>Scope of visit</b>			
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<b>Governor Observations and Comments</b>			
<p>We met with Helen and Suzanne (senior and junior engagement pathway phase leaders) to talk about the engagement pathway at Cleaswell Hill; this pathway supports pupils with the most complex learning needs through highly personalised and responsive approaches</p> <p>Suzanne, Helen and Abdah and Emma are working together to create and develop an individual assessment framework for Cleaswell Hill School. The intention is to create multiple assessment frameworks to ensure that the system is contextually appropriate for the needs of Cleaswell Hill pupils.</p> <p>This will be a bespoke framework designed specifically for the school and individual learners and will focus on setting meaningful and achievable targets for pupils. The development process is ongoing and will remain a work in progress as the framework is refined. The assessment system is planned to launch in February 2026. Assessment information will be recorded and tracked using Earwig, which is now being used consistently across the school.</p> <p>The framework will place particular emphasis on PSHE development and levels of engagement in learning, with therapies embedded throughout. This approach aims to ensure that assessment reflects pupils' individual progress and supports targeted planning for their development</p>			

Staffing within the Engagement Pathway has been reviewed to ensure that pupils receive consistent, high-quality support aligned with their complex needs. The current staffing model maintains strong adult-to-pupil ratios, enabling staff to deliver intensive, personalised learning and care.

A priority area has been the development of the learning environment, with an emphasis of looking at outdoor learning environments. The engagement pathway are hoping to make use of existing outdoor areas the meadow and trim trail to create individual spaces for their pathway, making accessible, stimulating outdoor spaces that support sensory exploration, physical development, and wellbeing.

Last term, some engagement pathway classes trialled a “Quiet Classroom” approach, where adults reduced unnecessary talking, background conversation and people entering the learning environment. This was introduced after staff noticed that some pupils had become reliant on frequent verbal instructions. By limiting verbal input and instead using gestures and visual supports, pupils were encouraged to think more independently and engage more actively in their learning. Staff reported increased pupil independence and engagement as a result. This term, more engagement classes are adopting this approach. Staff have reported that this approach has seen levels of engagement increase.

The Engagement Pathway will implement OCR Accreditation - Life and Living Skills, a flexible accreditation to ensure that every pupil leaves Cleaswell Hill School with a certificate celebrating their achievements during their time in school. Units will be carefully personalised to reflect individual learners' strengths, needs and interests, while remaining structured and inclusive so that all pupils within the pathway are able to access and achieve accreditation. This approach will recognise progress for all learners, providing meaningful outcomes for pupils with complex needs and ensuring that their developments are celebrated.

**Impact/Next steps**

**Items to be raised with the Full Governing Body (if any)**

**Plans for follow-up visit**

**Date reviewed at FGB:** 24.03.2026