

Governor Monitoring Visit Record

Date	8 May 2026	Governors	Patrick Ford-Hutchinson / Lisa Robson
Objectives			
To review the quality, ambition and impact of the Engagement Pathway To understand how the pathway supports pupils to make progress from individual starting points, particularly in: • communication • independence • regulation • tolerance of others • tolerance of adult-led activity • readiness for next stage To consider how curriculum, assessment, staffing, therapeutic input, enrichment and safeguarding systems work together to provide a purposeful and inclusive offer.			
Links with School Development Plan			
Background preparation			
Considered the school's current development priorities and pathway implementation work. Reviewed the purpose of the Engagement Pathway as one coherent pathway.			
Scope of visit			
Discussion with Juliet, Suzanne and Abdah. Exploration of how Engagement and Engagement Plus operate as one pathway with pooled expertise, staffing, space and specialist resources. Review of how pupils' needs are assessed, planned for and reviewed through a graduated Assess, Plan, Do, Review approach. Discussion of: • curriculum intent and pathway drivers • IDAF development and assessment • Earwig evidence and moderation • Consistent Approach Plans and PBS Cloud • NAPPI training • use of green scale activities • regulation and demand reduction • use of space, hydrotherapy, rebound therapy and enrichment • part-time timetables where used as a planned and time-limited support			

- preparation for adulthood, accreditation and transition planning

Governor observations and comments

Curriculum intent and pathway design

The key drivers for the Engagement Pathway are clear and appropriate for the cohort:

- communication
- independence
- regulation
- tolerance of others
- tolerance of adult-led activities

Engagement and Engagement Plus are understood as one pathway, not two separate offers. This supports consistency while allowing provision to be differentiated according to assessed need. The curriculum and assessment measures are consistent across the pathway, but the delivery model is adapted to meet pupils' individual profiles.

Engagement pupils make progress through carefully planned access to green scale activities, trusted adults, high-quality relaxation and purposeful learning activity.

Engagement Plus pupils require a higher level of resource where need has been assessed through the graduated approach and the Assess, Plan, Do, Review process.

Resource sharing across the pathway supports equity of experience. This includes access to:

- specialist rooms and learning spaces
- trips and visits
- enrichment activities
- hydrotherapy
- rebound therapy
- internal multi-professional teams
- therapeutic and regulation-based provision
- Staff described that using all spaces purposefully throughout the school day is essential to ensuring pupils receive a meaningful, ambitious and regulated offer.

Curriculum ambition and inclusion

The pathway is not a low-demand or low-ambition offer. It is highly personalised but remains ambitious for each pupil.

Fluidity across the school's curriculum pathways is a strength. Pupils with spiky profiles can access stretch and challenge through curriculum content from other pathways where appropriate. This supports pupils who may have uneven developmental profiles and prevents a "one size fits all" approach. The approach demonstrates strong inclusion because pupils are not limited by pathway labels; instead, staff consider what each pupil needs next in order to thrive.

The pathway focuses on pupils generalising key skills and becoming more functional in communication, regulation, independence and readiness for life beyond Cleaswell Hill.

Teaching, staffing and professional expertise

Staff have received NAPPI training, enabling them to support pupils skilfully and safely.

Staff use Consistent Approach Plans to support pupils in a planned and consistent way. Plans are updated regularly through PBS Cloud, helping staff maintain current knowledge of pupils' needs, risks and successful support strategies. Planning is linked to individual risk assessments and reflects pupils' communication, sensory, regulation and behaviour profiles.

Behaviour is understood as communication. Staff use relational and therapeutic approaches to reduce distress and increase engagement. Staff expertise is a significant strength. The visit showed that staff have a detailed understanding of pupils and can explain what supports regulation, engagement and progress. High levels of staff knowledge allow adults to reduce barriers, build trust and create the conditions for pupils to access learning.

Assessment, baselines and achievement

Strong baselines are in place through a holistic understanding of pupils. Staff use starting points to ensure relevant progress is measured, rather than relying on inappropriate or narrow academic indicators.

The Individual Developmental Assessment Framework (IDAF) has been refined using a range of research-informed and specialist frameworks, including:

- Portage
- SCERTS
- Cherry Garden
- Autism Education Trust materials
- Mary Sheridan developmental milestones

The IDAF is organised through EHCP areas of need, which supports a clear golden thread between:

- EHCP outcomes
- assessment
- curriculum planning
- teaching strategies
- evidence collection
- review

The IDAF enables staff to capture small steps of progress towards long-term end-of-key-stage targets. Earwig is being used to collect meaningful evidence of learning and progress. Internal moderation supports the robustness of progress data and helps ensure evidence is reliable.

The assessment system is particularly appropriate for highly complex learners because it captures communication, regulation, independence, engagement, functional learning and generalisation over time.

Response when progress slows

Where progress slows, staff use an Assess, Plan, Do, Review approach linked to the graduated response. Targeted support is put in place through multi-disciplinary teams. External partners from health and social care are involved where needed.

Staff gave a clear example of reducing demand when a pupil's engagement decreased and dysregulation increased. This approach is based on returning the

pupil to a secure baseline before gradually rebuilding engagement, tolerance and challenge. This is a strength because it shows that staff understand that progress for some pupils is not linear. Sometimes the correct professional response is to reduce stressors and demands in order to create the conditions for later progress. This reflects a mature, evidence-informed understanding of complex SEND.

Regulation, behaviour and safety

Regulation is central to the pathway offer. Green scale activities, trusted relationships, predictable routines, purposeful spaces and skilled adult support help pupils remain regulated. Safety is treated as a priority without reducing ambition. Consistent Approach Plans, individual risk assessments, PBS Cloud updates and staff training support a safe and coherent response.

Pupils who previously may not have been able to remain regulated throughout the school day are now able to access more of the provision successfully. This has a direct impact on attendance, behaviour, engagement, wellbeing and learning. The pathway demonstrates strong safeguarding practice because risks are understood, planned for and reviewed.

Attendance, part-time timetables and sustained placements

In a small number of cases, carefully planned part-time timetables have been used in partnership with parents, carers and external agencies. These have been used as a planned strategy to sustain placements, reduce risk and support pupils to build tolerance and engagement over time. Staff described examples where pupils have successfully moved from part-time timetables back to a full school day. This is supported by data linking attendance, incidents, engagement and wellbeing.

The use of part-time timetables appears purposeful, individualised, reviewed and focused on increasing access rather than reducing entitlement. This provides strong evidence of inclusive practice and effective partnership working.

Partnership working

Families are treated as partners in understanding barriers, sustaining placements and planning next steps. This is particularly important for pupils whose needs require a flexible and responsive approach.

Enrichment, community access and personal development

A wide range of enrichment activities has taken place across the pathway.

These include:

- trips and visits
- community engagement
- residential experiences
- access to hydrotherapy and rebound therapy
- therapeutic activities
- specialist environments
- purposeful use of wider school spaces

These experiences demonstrate ambition within the pathway.

Enrichment is not additional or tokenistic; it is part of how pupils develop communication, independence, regulation and confidence.

Risk assessments and Evolve processes are strong and enable a high proportion of pupils to access wider experiences safely.

Parents and carers have reported positive impact, including being more able to take their children out regularly. This is strong evidence that school-based learning is generalising into family and community life.

Preparation for adulthood and next-stage readiness

The Post-14 preparation for adulthood offer is equitable to other pathways in school. Pupils access activities linked to the areas of preparation for adulthood, including independence, community participation, health, relationships and future destinations. Pupils access OCR Life and Living Skills accreditation where appropriate. The offer supports pupils to be ready for future destinations, including adult social care and supported provision.

Parents, carers and pupils are supported to visit suitable future settings. The local authority is involved through panel meetings and transition processes. This demonstrates that pathway leaders are thinking carefully about destination readiness, not only current provision. There is individual ambition for every pupil within the pathway.

Impact/Next steps

Governors can take assurance that the pathway provides an ambitious, highly individualised and safe offer for pupils with complex SEND.

A useful future line of enquiry would be to explore how the high level of Engagement Pathway expertise, research and assessment development is influencing provision in other pathways and external settings.

Governors may also wish to continue to sample Earwig evidence and moderated IDAF records to see how pupils generalise key skills over time and across contexts.

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

Governors should note the strong assurance provided by this visit regarding the quality, ambition and safety of the Engagement Pathway.

Governors should note the strength of the pathway's multi-professional, research-informed approach and the way it supports pupils with complex and spiky profiles.

Governors should recognise the importance of maintaining access to specialist spaces, therapeutic resources, enrichment and staffing expertise, as these are central to the pathway's impact.

Plans for follow-up visit

A future governor visit could focus on:

- how Engagement Pathway expertise influences curriculum and teaching across other pathways
- how IDAF and Earwig evidence demonstrate progress, generalisation and next-stage readiness

Date reviewed at FGB