

Governor Visit Record

Date	05.05.26	Governors	Katie Kelly/Colin Green
Objectives/Focus			
To update the Governors regarding the integrated therapy team and symbiotic role in inclusion in an SEN school			
Links with School Development Plan			
Whole school targets Inclusion – To embed a culture of equity, ambition and belonging for every learner. Curriculum and Teaching – Highly quality, ambitious and coherently planned curricula based on strong foundational learning that inclusively meets the needs of all pupils Personal Development – Promote holistic personal development to cultivate confident, safe and enriched learners, integrating sustainability, civic engagement and enrichment opportunities to enhance understanding and expand horizons.			
Background preparation			
The team continue to make progress against its 5-year Therapy Development Plan. Current activity is focused on delivering Year 4–5 priorities through an annual action plan. The plan is both strategically ambitious but takes account of operational capacity. This ensures that developments remain sustainable while effectively responding to the increasingly complex needs of the pupil cohort and evolving external expectations.			
Scope of Visit / Breadth of Visit Scrutiny			
Integrated Therapy Model Cleaswell have invested heavily in therapy and the school's integrated education and therapy model represents a key strength. The integration of Speech and Language Therapy, Occupational Therapy, and Mental Health and Wellbeing support ensures that pupils receive a holistic and personalised approach to their education. This model has a demonstrable impact on pupils' ability to access learning, regulate their needs, and engage more effectively in classroom activities. Leaders are successfully positioning this provision as central to the school's inclusive offer and as a defining feature of its effectiveness within the Ofsted framework. Inclusion Inclusion is a clearly defined strength of the school. External validation has highlighted the importance of placing integrated therapy at the centre of the school's inclusion narrative, which leaders are now explicitly aligning with their school improvement and inspection preparation work. As a result, inclusion is not only evident in practice but is increasingly well articulated and evidenced.			

Assessment and Provision

There is a continued focus on strengthening assessment practice to ensure that provision is increasingly precise and responsive. Current work to baseline pupil attainment, particularly in handwriting and the use of IT, is enabling staff to identify specific gaps in learning. This information is being used effectively to inform targeted, in-class interventions that focus on improving written outcomes. As a result, provision is becoming more sharply aligned to individual pupil need, with clear links between assessment, planning, and impact.

Assessment of language and communication remains a key priority, ensuring that provision is closely matched to individual pupil needs. The SaLT team continues to develop robust assessments of pupils' communication skills, including language comprehension, expressive language, speech, social interaction, and functional communication. This enables staff to identify specific areas for development and plan appropriate support. Assessment information is used effectively to inform targeted interventions, classroom approaches, and communication strategies across the curriculum. Where appropriate, the impact of interventions is measured through quantitative pre- and post-intervention assessments. As a result, provision is becoming increasingly precise and responsive, leading to improved communication outcomes and greater engagement in learning.

Neuroinclusive Education Network (NEN) & Fusion

The school continues to demonstrate strong system leadership through its role in leading the Neuroinclusive Education Network across Northumberland. Leaders have responded proactively to national developments, including the broadening of focus to encompass neurodiversity and the full redevelopment of training materials. While this has increased workload, it has also strengthened the school's training offer. In conjunction with the Fusion programme, this work significantly enhances the school's outward-facing inclusion strategy, contributing to workforce development and the promotion of inclusive practice at both local and regional levels.

Ofsted Preparation

Leaders and staff are actively engaged in preparing for inspection by systematically capturing and evidencing the impact of their work. There is a clear and growing alignment between practice, evidence, and the expectations of the Ofsted framework.

Key Challenges

The team are realistic and self-aware in identifying ongoing challenges. The increasing complexity of pupil need requires continual adaptation of therapeutic service delivery models. In addition, balancing long-term strategic ambition with day-to-day operational capacity remains a challenge.

Next Steps

Further refining the school's inclusion narrative, with integrated therapy at its core, to ensure it is sharply aligned with Ofsted expectations. The continued redevelopment of NEN training materials will ensure national changes are fully embedded and sustained. The use emerging assessment data to review and

adapt provision, ensuring it remains responsive and effective. A continued focus on realistic, phased implementation will support sustained improvement and maintain staff capacity.
Items to be raised with the Full Governing Body (where required)
See above
Plans for Follow-up Visit/Next Steps
Spring Term 2027
Date reviewed at FGB