

Document Overview

SEF

Five Year Plan

Year Four Horizon

Ofsted Area Overview (Canva)

Concise Implementation Plan

Implementation Plan

Pathway Rationale



Updated: September 2025/November 2025/February-March/April/May 2026/June 2026

Context

The UK Government released the English Indices of Deprivation 2025 (IoD25) in October–November 2025.

Cleaswell Hill is a local authority specialist school in Choppington, South-East Northumberland, NE62 5DJ.

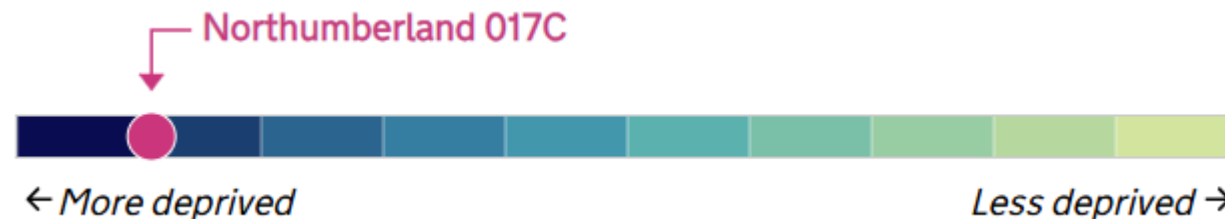
NE62 5DJ is part of **Northumberland 017C**. This is a small area called a Lower-layer Super Output Area (LSOA) in Northumberland. LSOAs – referred to here as 'neighbourhoods' – have an average population of 1,600 people.



The latest available data, released in 2025, shows that:

Northumberland 017C is more deprived than most neighbourhoods in England.

89% of neighbourhoods in England are less deprived (ranked 3,719 out of 33,755 neighbourhoods).



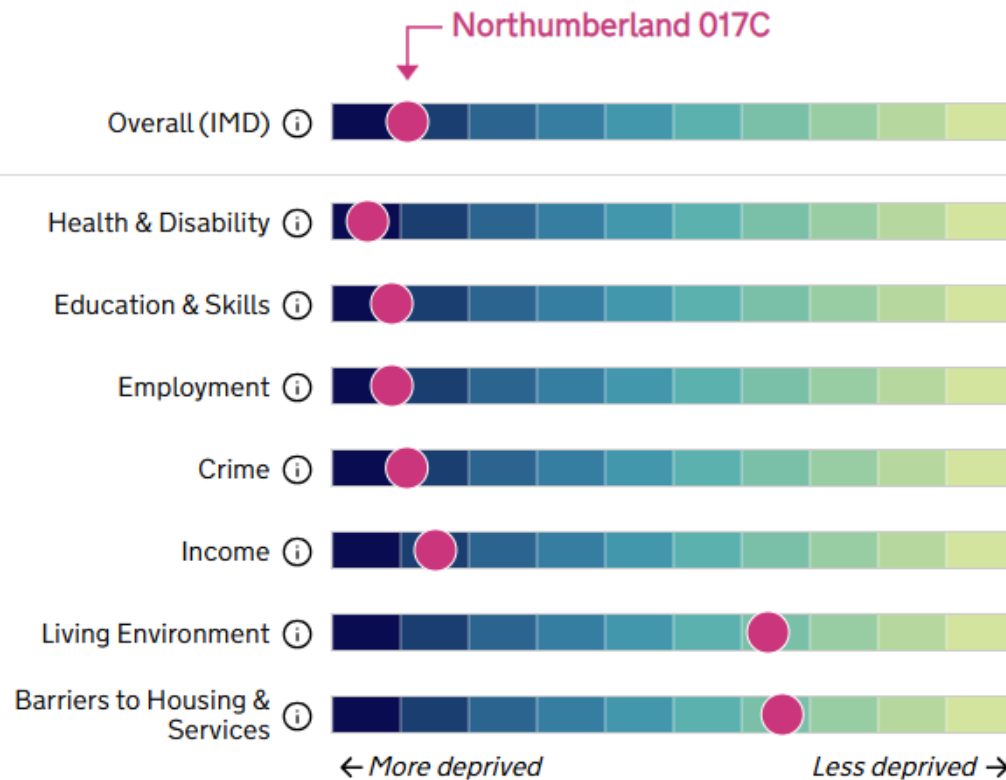
This is an overall measure, called the Index of Multiple Deprivation. It is calculated by combining different types of deprivation in this neighbourhood. Deprivation is a lack of resources needed in life.

Northumberland 017C is more deprived than most neighbourhoods within Northumberland

The Northumberland local authority district contains 199 other neighbourhoods. 88% of neighbourhoods in this area are less deprived than the neighbourhood in which school is situated. Most other neighbourhoods in **Northumberland** (175 out of 199) are less deprived overall than **Northumberland 017C**.

There are different types of deprivation in Northumberland 017C

The neighbourhood school is in is most deprived in relation to health & disability. Only 5% of neighbourhoods in England are more deprived.



Northumberland 017C has a higher rate of income deprivation affecting children (IDACI) than most neighbourhoods in England.

It also has a higher rate of income deprivation affecting older people (IDAOP) than most neighbourhoods in England.

Income deprivation affecting:

Children (0-15)

Old people (60+)

Compared to other neighbourhoods in Northumberland, Northumberland 017C is most deprived in relation to education & skills

Only 8% of neighbourhoods in Northumberland are more deprived in relation to education & skills than the neighbourhood school is in.

Education & Skills: Most other neighbourhoods in **Northumberland** (183 out of 199) are less deprived than **Northumberland 017C**.

Reform UK Party were elected to the local ward of Stakeford in May 2025 and a councillor elected in the 2026 local elections.

The learners we support (figures February 2026)

- 263 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

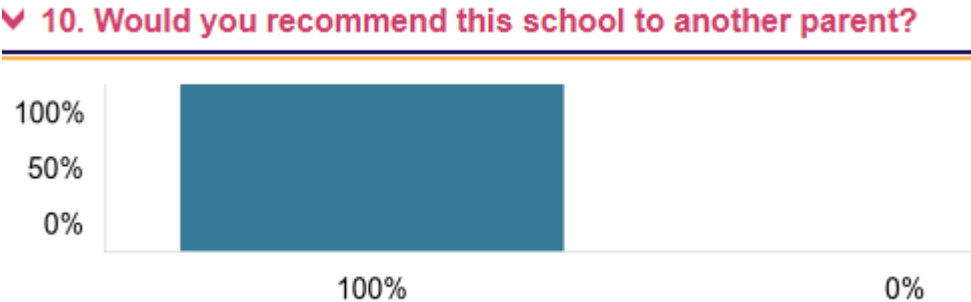
School is organised into 3 'vertical', through-school Pathways (Engagement, Core and Extended) and 'horizontal', chronological Phases. Pupils in each Pathway have differing profiles, however the criteria for being in each Pathway is made explicit within each Pathway Rationale.

Engagement Pathway	Core Pathway	Extended Pathway
Suzanne Oliver	Hayley Morris	Jamie Wheadon
Abdah Ali	Sophie Smith	Hannah Richardson
	Gail Lucas	Charlotte Calcutt

The dynamic nature and highly responsive approach to learning, together with the size of provision (all-age, 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, evaluation of Years 1-3 Horizons, 6 x Implementation Plans identifying whole school targets, 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/has led to, positive planned change.



Parent View March 2026

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

- Safeguarding
- Inclusion
- Curriculum and Teaching
- Achievement
- Attendance and Behaviour
- Personal Development and Wellbeing
- Leadership and Governance
- Post-16 provision

SAFEGUARDING – MET

Strengths

SIP Report (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.'

'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.'

SIP Report (Autumn 2025)

'Understanding the importance of safeguarding vulnerable learners and ensuring a culture of safety in school at a time when external agency support is reduced. The lead DSL has established a process of supervision for all DSL in school in support of best practice'.

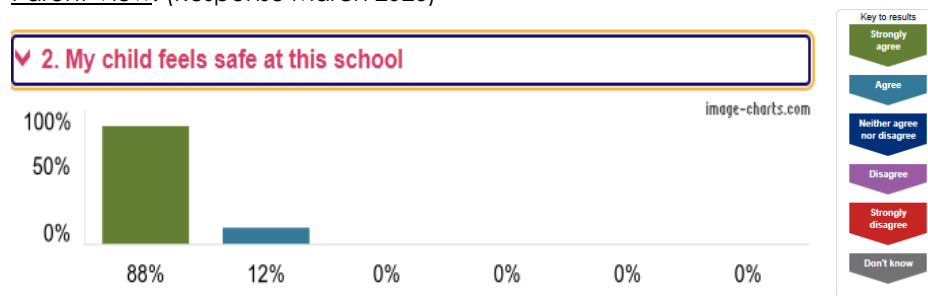
'Safeguarding systems and processes ensure pupils are protected and supported. Leaders understand that safeguarding is linked to inclusion, ensuring no child is overlooked'.

SIP Report (Spring 2026)

'A highly vigilant safeguarding culture, with staff confident in identifying concerns and acting swiftly to support pupils' well-being'.

'Systems for monitoring safeguarding are highly robust and a priority within the context of the vulnerabilities of pupils. Working practice includes the involvement of multi-agencies. However, school leaders are increasingly concerned about their level of responsibility in supporting vulnerable families. Reduced access to respite services is impacting pupils' and families' quality of life, and staff are being asked to provide support beyond school'.

Parent View: (Response March 2026)



- 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 and Prevent
- Feedback used to inform future practice
- 'Horizon scanning' identifies potential causes of uncertainty within the ever-changing safeguarding landscape, 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 are skilled and resilient when 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 our procedures and practice remain comprehensive and robust, and everyone understands their roles and responsibilities • 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, through a strong pastoral system and parent partnership, actively seeks and listens to the views of pupils and families in support of contextual safeguarding practice, and deals promptly with any concern • School curriculum supports safeguarding, acting as a protective and preventative factor, helping pupils to recognise dangers, risks, 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, and our practice will stand up to inspection scrutiny • Secure and reviewed management of Safer Recruitment and maintaining an updated electronic Single Central Record	
Actions from previous year:	• DSL Team Supervision meetings • Safeguarding for parents/carers (Section 3 Safeguarding Action Plan)	Impact of actions: • Leaders collaborate in development of their safeguarding awareness, understanding, skills and actions in support of continued effective, whole-school approaches to safeguarding • DSL team make strong relationships and effectively support families. Emerging role of Family Partnership Lead to provide enhanced support for parents/carers • Keeping ahead and aware of the ever-changing landscape of safeguarding, including sextortion, spiked vapes, AI, deep fakes • Response made to DfE consultation seeking views on proposed changes in KCSiE 2026 • School completed a SWOT response to the statutory guidance mandating schools' approach to social transition and VAWG- Link Safeguarding Governor/NCC Equality Lead collaboration with DSL's • Virtual Early Help clinics half termly- set up by school with Early Help Team to ensure no gaps in service as a result of the removal of the category of Child in Need and emerging development of Family Hubs • Termly reports to Governing Body and full Summative Safeguarding Report in the Summer Term
Areas for development	Refer to: Safeguarding; Online Safety; Prevent Audits and Action Plans 2025-2026	

	Minutes from DSL Supervision meetings
Next steps	Succession planning within DSL Team, mentoring for change of Lead DSL from September 2026.

INCLUSION – Exceptional

Strengths	<u>SIP Report</u> (Summer 2025) '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.' '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.' <u>SIP Report</u> (Autumn 2025) 'The level of personalisation is exceptional. In every class observed, staff demonstrate a deep knowledge of each pupil, enabling them'. 'To motivate learners by connecting teaching to individual interests and needs. This results in highly engaged pupils and the optimisation of progress and outcomes'. <u>SIP Report</u> (Spring 2026) 'It is a challenge to capture the full breadth of the inclusive practice at Cleaswell within the structure of the Ofsted toolkit, because the school is intentionally designed so that pupils experience inclusion not as an intervention, but as the foundation of their daily personal development, learning, and relationships. Inclusion is embedded in every aspect of the school's culture, curriculum, and environment. Work is underway to succinctly evidence this practice'.
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	'Deep expertise in SEND pedagogy, behaviour support, and therapeutic practice enables leaders to coach staff with credibility and impact. Phase leaders have recently been involved in a programme of monitoring with a strategic focus, and this work has influenced teaching and learning effectively' 'A review of progress towards meeting priorities within the 4-Year Horizon indicates progress is in line with expectations. The plan is ambitious and links to Cleaswell Hill's developing partnerships as a civic leader within the sector. The Fusion training provision is supporting SENDCOs across the region, and feedback from CPD events is highly positive. An increasing number of regional leaders, as well as the local authority, are seeking support from Cleaswell to improve inclusive practice in the mainstream sector'. 'Plans are underway to begin enhancing outdoor learning in the summer term. An 'Environments Development Team' has been established to enhance outdoor provision and ensure the school is as accessible as possible'. • Education, Health and Care Plans (EHCP) are in place and reviewed annually to identify pupils' emerging and changing needs and ensure continued appropriate provision in support • Interventions (academic and therapeutic) are in place to secure improvements in attendance, engagement and attainment • Staff professional learning and development (PL&D) has improved our ability to successfully implement inclusive strategies • Progress and attainment data, and onwards destination data for learners, show that strategies to reduce and eliminate barriers, often significant, are effective • Our pupil premium strategy is evidence-based, and we monitor it frequently. Data shows reduced attainment gaps and increased participation in after-school clubs for pupils who qualify for pupil premium funding
Actions from previous year: N/A	Impact of actions: N/A
Areas for development	• Leaders to continue to embed school ethos, ambitious and supportive culture where staff, families, and pupils believe that every learner can achieve and contribute meaningfully, regardless of complexity of need • Personalised ambition: triangulate each pupil's EHCP outcomes and PfA goals are lived, visible, and central to curriculum design, therapy input, and assessment • Pathway model remains innovative and provides 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 PL&D so they can quickly identify barriers to learning and apply evidence-based inclusion strategies while equipped with specialist skills to maximise outcomes • Family and external agencies as partners: families continue as co-creators of provision, actively shaping strategy and engaging with services in a collaborative way • Every transition (into school, between key stages, into adulthood) is not only supported, but becomes a launchpad for opportunity — building independence, resilience, and connection with the wider community • School is well positioned and recognised as a regional model of excellence in inclusion, publishing outcomes, research, and case sampling to influence practice beyond the school through Fusion Learning Hub, Northumbria and Sunderland University collaboration and regional partnerships with teaching schools and trusts
Next steps	• Training and monitoring of EHCP target setting and outcomes in line with development of Earwig assessment platform • 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 Partner role in support of maximising inclusion for and of all families • New programme created with Family Partner to educate and support parents in a collaborative way that engages them in their child's learning journey • Embedding further the Fusion Learning Hub and NEN as a regional go-to hub for SEND education • Cleaswell Hill School remains a System and Civic Lead in SEND within the region and beyond

CURRICULUM AND TEACHING – Strong/Exceptional

Strengths	<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'. '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'.
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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.'

SIP Report (Autumn 2025)

'The curriculum remains ambitious, and a key priority is to review the Core Pathway to ensure it is more closely tailored to the evolving needs of the cohort. This is particularly important as the Core now includes a greater number of pupils with increasingly complex needs'.

'The review will focus on maintaining high aspirations while adapting provision to secure meaningful progress and engagement for all learners'.

'Teaching and learning are highly effective. The focus of the SIP visit has involved observing 20 lessons over two days in partnership with Phase and Senior leaders. There is synergy between all observers regarding key areas for further development...teaching is rooted in high expectations'.

'There is an adaptive pedagogy which has been strengthened through classroom-based teacher led enquiry. Partnership work with Northumbria University has resulted in an impact report on the outcomes for pupils because of this CPD'.

SIP Report (Spring 2026)

'Professional development opportunities at Cleaswell Hill are rich and include clear parameters rooted in research- building knowledge, motivation, development of techniques and embedding practice (Education Endowment Fund). Cleaswell's approach emphasises that the growth of expertise must be ongoing and sustainable to meet the growing complexity of pupil need'.

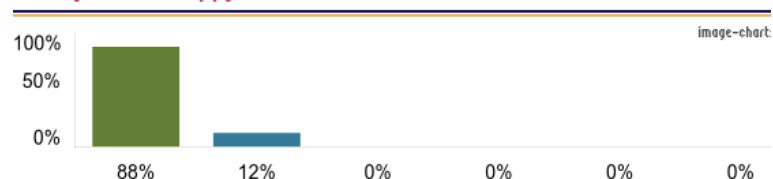
'There is a strong culture of reflective practice, where staff are encouraged to question, refine, and innovate. The work with Northumbria University has emphasised that the model of classroom-based enquiry at Cleaswell has significantly impacted professional growth and innovative practice. Developments include the potential for a professional training hub to co-deliver accredited courses across the region'.

'Highly adaptive teaching rooted in evidence-informed practice and deep knowledge of each pupil's needs was evidenced during SIP and Phase Leaders Learning Walks. This includes the Early Career Teachers programme, which is exceptional in supporting growing talent'.

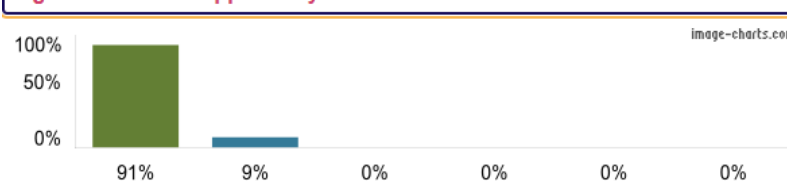
'Exceptional teaching in over 70% of lessons observed during this SIP visit. Exemplified by consistently applied therapeutic approaches that support pupil's access to purposeful learning, staffs understanding of the needs of pupils and tailored support that ensures best outcomes'.

Parent View: (Responses March 2026)

✓ **1. My child is happy at this school**



✓ **5. My child has Special Educational Needs and/or Disabilities. The school gives them the support they need to succeed**



- Curricula are exceptionally well designed based on pupil need, analysis of pupil outcomes data and evidenced best SEND practice
- Pathway Rationales make explicit the intent, implementation and impact of the learning offer
- EHCPs are used to carefully adapt the curriculum and teaching for all pupils. Pupil progress meetings show that curriculum adaptations detailed in EHCPs and PLIMS 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 strong foundational knowledge and skills throughout their learning journey
- Teaching of reading is prioritised, and assessment data shows that pupils who receive phonics interventions have made significant progress from their starting points
- PL&D Programme Theory of Change model is centred around high-quality evidence and supports the offer for teachers and leaders at all stages of their career to be exceptional practitioners. This is reflected in quality assurance of teaching and learning, and pupil, parent and staff feedback
- Leaders support staff retention by consideration of teacher workload and mental health and wellbeing
- Pupil achievement is tracked against clearly defined end points in EHCP/PLIM targets and curriculum areas, allowing for timely intervention, support and celebration
- Teachers support pupil engagement and progress by ensuring irresistible offers of learning and enabling mastery through metacognitive strategies including modelling, scaffolding, and retrieval practice

	• Teachers participate in annual class-based action research projects to develop their understanding of how children learn best. This exceptional practice has been sustained over time and evidence is available for the past 5 years totalling 95 projects • Northumbria University have worked in partnership with School Leaders with a focus on teacher agency and research. Submission of the joint paper, 'Beyond Compliance: Professional Curiosity and the Cultivation of Research-Informed Practice', for publication in The British Education Research Journal, Summer 2026. • School Leaders quality assure teaching, providing verbal and written feedback with swift action planning for identified needs and gaps in teacher practice • ECTs benefit from personalised, high-quality training that considers prior knowledge and SEND-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, some of which is facilitated during the working day as Bitesize sessions • Induction Programme supports new staff with a toolkit of essential skills and knowledge
Actions from previous year: • Curriculum Review refines what is taught to ensure continued meeting of complexity of need as cohort changes • Capture the fully inclusive physical development programme across school and ensure PE, as part of this, supports pupils' development across Pathways • Music as communication/therapy/joy/learning evident throughout the curriculum and according to the Music Action Plan on the school website • Food, nutrition and healthy living planned within therapeutic activities for daily living as functional transferable skill development • Enabling learning environments to continue to be developed through therapy team input in visible consistencies and focus of Environments Group	Impact of actions: • Curricula demonstrate clear progression of knowledge and skills through pathways over time, with an evidence-based rationale for curriculum modifications, adapted and designed to be responsive to pupil need • Engagement and Core Pathway Teams working with SIP to strengthen rationales to meet changing complexity of pupil cohorts • Case Studies evidence impact • 14+ curriculum/PfA/future destinations prioritised for all learners • Strong connections established between main site and Appleby Centre • 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

Continued School Leader investment in high-quality professional development and learning advances staff skills, promoting deliberate, reflective practitioners	- Leaders maintain a steely focus on outstanding teaching. Meeting the vast professional development requirements at scale, due to pupil cohort complexity and all-age range, for a large staff team, novice to expert, at varying points in career is a challenge - Leaders support teachers through the comprehensive, evidence-informed PL&D Programme which clearly articulates expectations of exceptional SEND pedagogy - Impact of class-based action research explicit within practice and teachers are confident with understanding and delivery of metacognitive and self-regulatory strategies - Effective induction of new members of staff so that the teaching and learning profile continues strongly - Fusion Learning Hub: development of specialist pedagogical approaches shared across a network of SEND schools - National College Compliance Management Tool fully embedded and supports school in meeting legal and regulatory requirements, mitigate risks and improve operational efficiency by centralising and tracking employee training
Areas for development	- 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 - Enhancing cognitive and academic development, communication, independence and confidence through developments in 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 informs practice and underpins exceptional SEND pedagogy. Teachers Standards are prioritised in support of developing outstanding classroom practitioners • Outward facing 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	• Curriculum and Pathway Leads drive curriculum design and evaluate effectiveness of impact • Oracy audit across pathways • Capturing sustained impact of written output • PL&D Programme including class-based action research • Fusion Learning Hub has a transformational impact on learning in and out of school • Developing the MA Hub with Northumbria University • Submission of the joint paper, 'Beyond Compliance: Professional Curiosity and the Cultivation of Research-Informed Practice', for publication in The British Education Research Journal, Summer 2026 • National College Compliance Management Tool to support school in meeting legal and regulatory requirements, mitigate risks and improve operational efficiency by centralising and tracking employee training

ACHIEVEMENT – Expected/Strong/Exceptional

Strengths	<u>SIP Report</u> (Summer 2025) '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.' 'Pupils have met expectations, and many have exceeded target accomplishment from their starting points.' <u>SIP Report</u> (Autumn 2025) 'Achievement is measured against personalised targets rather than only national benchmarks, recognising progress from individual starting points, commensurate with ability. Data from the analysis of PLIMS (personalised targets) has proved that all pupils are on track to achieve outcomes. Some cohorts have received personalised interventions in support of achieving targets as this is an evidenced based approach which has proved beneficial to the school'.
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'Building confidence, resilience, and independence is a vital aspect of achievement and staff know this goes hand in hand with effective teaching'.

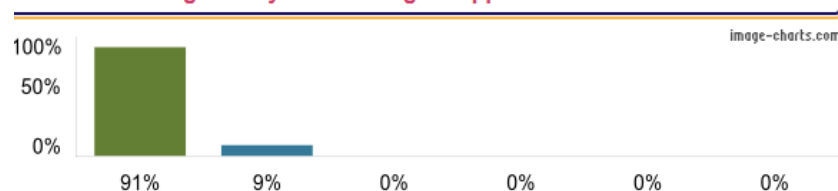
SIP Report (Spring 2026)

'The Extended Pathway Phase Lead and Deputy Headteacher presented a detailed account of the pupil's progress from baseline, demonstrating an analytical approach to triangulating complex information to secure the best possible outcomes. Their analysis was both precise and ethically grounded, with the child's fragile mental health a clear priority for change. The provision in place for this pupil is highly personalised and reflects deep professional knowledge of their needs, strengths, and vulnerabilities. The rationale for adaptation is robust and evidence-informed, illustrating a commitment to ensuring the pupil can engage, achieve, and thrive within a safe and supportive framework. The impact of this approach is clear. The pupil has excelled within the Extended pathway, and the examples of their work provided compelling evidence of meaningful progress over time. This is a strong illustration of leaders and staff working with integrity, using professional judgement to design provision that enables the child to be the very best they can be'.

'All pupils are making progress from their starting points in terms of whole child development, personal, social, emotional and academic. If a child is at risk of underperforming, intervention strategies, deep analysis and triangulation of need ensue to enable pupils to thrive. Fifteen pupils received highly structured academic interventions in the autumn term, and all have maintained expected levels of achievement as a result. So far, nineteen children have accessed specific, measurable intervention this term. Data will be tracked to inform next steps'.

Parent View (Responses March 2026)

' 9. The school gives my child the right support to enable them to learn well



- Fit for purpose assessment systems for complex pupil cohort with non-linear progress, support teaching and learning
- Assessment data analysis 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 while teachers continue to refine their understanding
- Onward destination data shows that pupils are consistently well prepared for the next stage of education

	• Pupils identified as additionally disadvantaged (Pupil Premium) are achieving in line with expected or exceeding expectations • Working with multi-agency support for pupils and their families to strengthen outcomes • Gather feedback from pupils, staff, and families to evaluate the effectiveness of strategies in support of pupil achievement • Adjust actions based on evidence and emerging needs
Actions from the previous year: • Assessment systems continue to develop to inform teaching, learning and progress	Impact of actions: • 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 formative assessment
Areas for development	• Pilot 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 further opportunity for pupils to reflect on their own progress and personal goal setting • Curriculum content links to EHCP and Preparation for Adulthood goals • Develop more vocational experiences eg. café enterprise, to enhance life skills and aspirations • Capture non-academic progress in areas, for eg. Enrichment Passports, Duke of Edinburgh Scheme, Drama
Next steps	• School sustains exceptional standards of achievement over time • Pupil 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 • Encourage pupil ownership of learning

	• Encourage parent/carers and agencies involvement in shared target setting at annual review meetings • Respond to teacher survey and remove teacher workload of 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 – Expected/Strong/Exceptional

Strengths	<u>SIP Report</u> (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'. <u>SIP Report</u> (Autumn 2025) 'SIP knows the school well and in conversation with key leaders it is evident that Cleaswell continues to ensure that attendance is rigorously monitored through daily tracking and swift follow-up of absences'. 'The schools NAPPI-non-aggressive, physical, psychological, interventions, CPOMs and cloud –based recording system are used comprehensively in recording incidents. Subsequent analysis of data informs strategies for improvement. This term, school has reviewed its systems and processes, provided support and guidance for staff and worked relentlessly with therapists to create safe, enabling environments'. 'It is important to understand the presentation of pupils needs to reflect upon and provide any judgement on effectiveness. Some pupils cannot tolerate adult or peer proximity due to sensory processing differences, anxiety or trauma-related responses. This manifests as extreme avoidance behaviours, distress and or physically aggressive responses, or withdrawal when others are nearby. School understand that this is a significant barrier to social interaction and engagement. Pupils within the Engagement, Engagement + and increasingly Core pathway have complex co-occurring needs that require increasingly more specialist approaches to learning. These pupils often present with multiple overlapping needs. As a result, pupils require highly personalised environments with reduced stimuli, predictable routines, and carefully structured adult interaction'.
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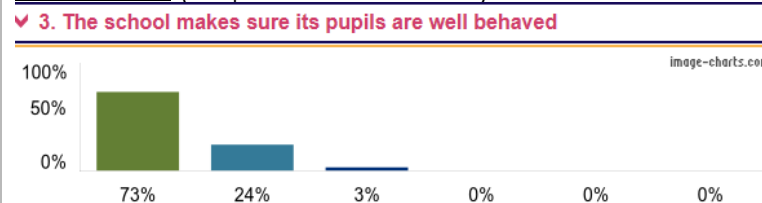
SIP Report (Spring 2026)

'The school works proactively and incrementally to increase each pupil's time on site, but this is undertaken with great care. Risk is continually assessed and managed to ensure the safety and well-being of pupils, staff, and families. These children present with highly complex and severe needs; their tolerance for change, ability to accept adult direction, and capacity to regulate in a busy environment are significantly affected by their profiles of need. This group is closely monitored through robust multi-agency processes. Families are active partners in planning, reviewing, and supporting the most appropriate provision. Leaders ensure that each pupil's programme is responsive, safe, and designed to secure the best possible outcomes over time'.

'Cleaswell's work to promote emotional regulation and relational safety enables pupils to develop positive attitudes to learning and to sustain engagement over time. For some pupils, this includes carefully planned part-time attendance as a reasonable and necessary adjustment. These arrangements are co-produced with families and the Local Authority, ensuring that pupils can attend safely and successfully while their capacity to cope increases'.

'Leaders are prepared for the April 2026 update from the DfE on restrictive physical intervention and reasonable force and policy has been updated'.

Parent View (Responses March 2026)



Attendance

- Most children are in school every day
- School's current overall attendance rate is above the national average for state-funded special schools
- Frequent meetings with Education Welfare Officer to monitor attendance and to discuss patterns/priorities/strategies
- Daily phone calls home for pupils who are absent from school from School Office/Phase Lead
- Attendance registers taken electronically twice daily
- Interventions for pupils whose attendance drops below 94%
- Pupils feel safe, valued, and connected to their school community (pupil and parent surveys and feedback)
- Strong 'pulls' into school for all pupils through inclusive & responsive access to learning supported by: bespoke learning environments, provision, timetables, and resources

	• Focus on both academic progress and social emotional development, mental health and wellbeing • Attendance strategies focus on supporting families across foundations of effective attendance practice • Monitoring part-time tables and gradual increase to successful full-time education • CME return monthly to local authority • Training for ECT and teacher induction to support good attendance • Lead DSL attends NCASP Safer in Education Group as invited partner • Collaborative working with link safeguarding and attendance governors <u>Behaviour</u> • 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 • Staff use a trauma-informed approach in support of mitigating impact of adverse childhood experiences • New staff influenced by relational approaches modelled by existing staff team • Behaviour data analysis indicates successful relational approaches impacting on regulation
Actions from previous year: <u>Attendance</u> • Part Time Timetable (PTTT) Management Tool implemented • Review initiatives to improve attendance, focusing on most vulnerable families >90% <u>Behaviour</u> • Language for Behaviour & Emotion / Language for Thinking within the core and extended curriculum • Inclusive learning environments further developed	Impact of actions: <u>Attendance</u> • Pupils accessing PTTT show increased attendance and engagement because of reflective and individualised approaches • Emerging role of Family Partner • Continued multi-agency collaboration and challenge <u>Behaviour</u> • Pupils feel safe and supported- survey results

• 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 and modelled with staff	• Effective use of 'the grid' for team analysis continues to support timely reflections and action • Relational practice continues to evidence; 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
Areas for development	<u>Attendance</u> • Impact of Family Partner. Family Partner role supports particularly with emotionally based school non-attendance • 'Strategic Approach to Attendance' documents and policy updated and aligned with EEF best practice • Half-termly scrutiny of DfE VYED Dashboard • Impact of strategies focused on reducing or eliminating barriers to attendance and improving pushes and pulls into school <u>Behaviour</u> • 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 because of timely interventions
Next steps	<u>Attendance</u> • 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 continued refinement as needed • Continued impact from robust system for collating and analysing absence data alongside EWO • Improved individual, cohort and overall attendance figures <u>Behaviour</u> • Evidence base demonstrates the influence of relational practice on school culture, staff wellbeing, and pupil outcomes • Relational practice is the foundation for safety, inclusion and wellbeing across all pathways • Pupil survey and observations highlight that pupils feel safe and are supported to regulate and flourish in a compassionate learning environment • School culture pervades throughout classrooms and is captured and evidenced in learning walks

PERSONAL DEVELOPMENT AND WELLBEING – Strong/Exceptional

Strengths

SIP Report (Summer 2025)

'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'.

'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.'

'Pupils are motivated by enrichment activities and this impacts upon progress and achievement'

SIP Report (Autumn 2025)

'Leaders make it clear that there is a shared understanding of the importance of developing pupils' character, resilience and capacity to learn. Leaders recognise that these elements are fundamental to securing achievement and underpin the schools wider improvement priorities'.

'Strategies such as restorative practice, mentoring and resilience-building activities are embedded'.

'Pupils have equal access to clubs, trips and enrichment opportunities designed to meet specific needs and interests'.

SIP Report (Spring 2026)

'Exceptionally positive relationships between staff and pupils, underpinned by trust, predictability, and emotional safety'.

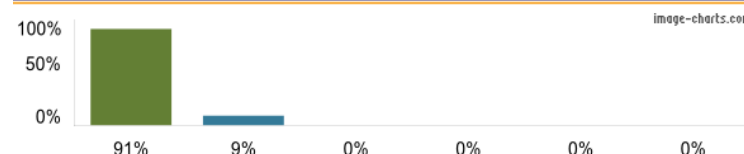
'Personal development is a strength of the school. Pupils are supported to build confidence, resilience, communication, independence, and self-advocacy through a rich offer that is fully accessible and responsive to their needs. Inclusion is not an add-on; it is the mechanism through which pupils experience success and belonging, and as a result, they thrive'.

'This term, pupils have engaged in opportunities to understand democracy, commensurate with their ability. As part of the school's partnership with the Local Authority's Participation team, pupils had opportunities to take part in Northumberland's Youth Elections. This experience deepened understanding as part of active citizenship'.

'Leaders have strengthened the systems used to capture and analyse pupil voice, ensuring it meaningfully shapes curriculum design and provision. As a result, the curriculum has been further adapted to enhance pupils' personal development and ensure it reflects what matters most to them. For example, life-skills teaching and opportunities to demonstrate understanding through practical, real-life experiences have been significantly expanded. These adaptations ensure that pupils develop the confidence, independence, and functional skills they need to thrive beyond school'.

Parent View (Responses March 2026)

✓ **5. My child has Special Educational Needs and/or Disabilities. The school gives them the support they need to succeed**



- 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 of every learner

Actions from the previous year:

- To provide exceptional learning opportunities everyday which drives design and delivery of responsive, connected curricula
- Personal development is tracked across school for meaningful outcomes and to celebrate successes
- To continue to creatively capture every pupil's voice
- To embed and expand staff's awareness of mental health to impact upon pupils' personal development

Impact of actions:

- 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. Every child, including those identified

- To further develop pupil and parent oracy of online and technological safety
- 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 a growing range of work experience opportunities and community links
- Post-16 curriculum offer is developed as school rents off site spaces eg. catering space

as additionally disadvantaged, benefits from opportunities that are accessible, meaningful, and tailored to their individual needs and interests.

- Staff know pupils very well because of strong and effective, well matched and targeted pastoral systems
- 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
- 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
- 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

	work experience opportunities and can work towards accreditations, preparing them for future employment • 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
Areas for development	• Assessment tool tracking personal development overtime shows impact of interventions and initiatives • Case sampling across all pathways highlights evidence of impact of provision for individual complex pupils • Preparation for Adulthood throughout school as a strong evidence-base for decision-making • Strategy to support funding of personal development/ enrichment activities is successful in attracting grant funding to further develop provision and affect outcomes • Sustainability continues as a whole school area for development
Next steps	• Mapping initiatives to curriculum areas (e.g. eco-projects in science/geography, civic leadership in PSHE) enables tracking of impact • Further embedding tracking tools (PD trackers on Earwig, Enrichment Passports) supports evaluation at different ages and stages • Ongoing partnership with members of the LA Participation Team continues to create positive impact for learners • Eco-projects launched with whole-school events/ themed weeks • Civic initiatives continue to be sustained with local partners (e.g. food banks) for best learner outcomes • Enrichment activities across the curriculum are captured in passports and highlight impact overtime • Embedding use and impact of pupil voice tools (surveys, interviews, discussion logs, 'Mind of My Own' App) • Hosting celebration assemblies, exhibitions, and showcase events for parents and partners, in addition to a strong social media presence, continues to showcase school's activities in support of holistic learner development and success • Link governors and external challenge partners continue to support evaluation

LEADERSHIP AND GOVERNANCE – Exceptional

Strengths

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'.

SIP Report (Autumn 2025)

'Governors remain strongly committed to driving school improvement. They are well-informed'.

'The Headteacher has restructured the school's performance management system to incorporate professional dialogues with teachers, supported by external quality assurance'.

'Leaders have an in-depth understanding of the SEND Code of Practice they advocate for identifying needs early, adapting teaching and ensuring provision is consistent and inclusive'.

'The culture at Cleaswell is built upon strong values and an ethos where every child is supported to be the best they can be'.

SIP Report (Spring 2026)

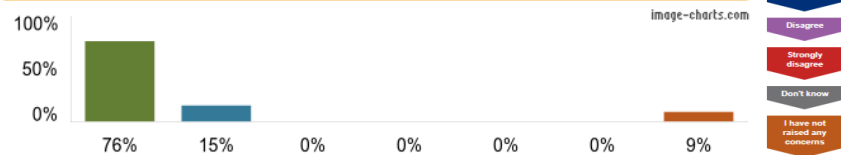
'Governors provide rigorous challenge and support, grounded in a deep understanding of SEND provision and statutory responsibilities'.

'Leaders are actively engaging with external discussions about Ofsted changes, and the White Paper. This awareness is shaping their strategic planning to ensure Cleaswell Hill sustains exceptional standards during significant change'.

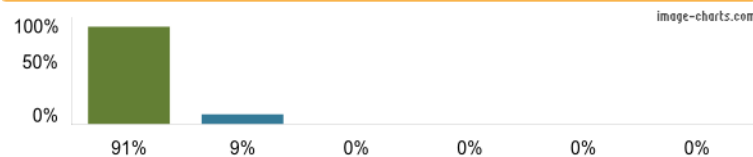
'The Head teacher continues to drive ethical, relational leadership, setting uncompromising expectations for pupil well-being, safeguarding, and curriculum ambition'.

Parent View (Responses March 2026)

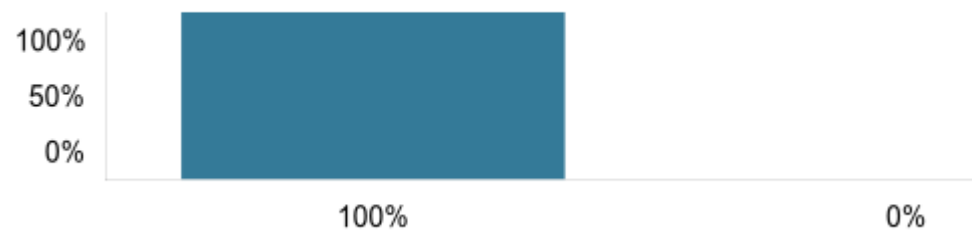
7. When I have raised concerns with the school they have been dealt with properly



8. When the school makes decisions, it has the child's best interests at heart



10. Would you recommend this school to another parent?



	• 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 • School Leaders consider staff workload as part of strategic decision-making
Actions from previous year: • Monitoring pupil cohort, changing needs, 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 as a systems and civic leader in the field of SEND • Further marketing of successful outcomes from work undertaken with partner providers • 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 successfully moves into off-site spaces

Areas for development	• Cleaswell Hill is positioned as civic and systems lead in SEND education as a result of continued research, outreach and partnership working sustained over time • Leaders continue to prioritise evidence-informed decision-making, stakeholder feedback, and strategic data to drive ethical improvements • Schools well-embedded culture of professional curiosity and reflective practice influences best staff, family and pupil outcomes • Governance remains robust, with regular SIP reviews, Governor Monitoring visits and reports, and external moderation from challenge partners
Next steps	• Further expansion and scope of school's Fusion Learning Hub grows expertise as staff are increasingly working beyond Cleaswell Hill as systems leads in support of best practice for children accessing other providers regionally in the field of SEND • Further growth will spread the scope of school's Fusion Learning Hub ensuring more partner schools' benefit from Cleaswell Hill's transformative innovation in meeting the needs of highly complex SEND children • Theory of Change model identifies non-negotiable, evidence-informed principles for a sustained, coherent Professional Development and Learning Programme that builds deliberate expertise across the staff team, in alignment with school improvement priorities and is responsive to need, evidenced through quality assurance 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 over time • Continued successful navigation of the evolving SEND landscape- challenges, opportunities and understanding the key proposals set out in the Schools White Paper and its implications for SEND provision. Including exploring the proposed national standards for SEND and potential changes ahead to the EHCP process.

POST-16 PROVISION – Strong/Exceptional

Strengths	<u>SIP Report</u> (Spring 2026)
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	'The Post 16 lead has organised revision sessions for students undertaking accreditation next term. This has improved outcomes as students require high levels of support to understand examination protocols. All students are on track to achieve expected outcomes'. 'Accreditation pathways include- BTECHS, GCSE Entry Level, Functional Skills qualifications, Duke of Edinburgh scheme and catering and horticulture accreditation. A member of staff has undertaken CPD to provide a horticulture accredited course, and off-site kitchen/cafe facilities are planned for September'. • 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: • Deliver Preparation for Adulthood (PfA) 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.	Impact of actions: • 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,

Enhance the PfA scheme of work for the cohort of learners in the Core pathway.	and enhanced collaboration with families and external agencies. Ultimately, students experience smoother transitions and better preparation for life beyond school, resulting in improved long-term outcomes. - 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 with differing profiles receive a 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 successful transition to post-16 destinations
Areas for development	- Range of work experience opportunities to ensure all learners can access meaningful placements aligned with their strengths, interests and future aspirations - PfA scheme of work for the Engagement Pathway includes embedding application of functional activities of daily living, community participation and independence outcomes - Robust tracking system for PfA activities and consistent assessment across all pathways monitors progress and impact - Cohesive approach to transition planning strengthens cross-pathway communication among staff regarding post-16 learner progress and outcomes - Community café opened as a practical learning environment, providing real-life experiences to build employability and independence skills for learners
Next steps	- Continued liaison with the NECA to support us in establishing partnerships with local businesses and community organisations to expand opportunities - PfA scheme of work extends to Engagement Pathway cohort - Assessment for the PfA curriculum offer captures impact of pupil learning journeys through school across all pathways

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| | <ul style="list-style-type: none">• Tracking system enables the Careers Lead to input activities on Compass+ for monitoring PfA over time• Food Technology Manager ensures completion of project plan outlining resources, staffing and health and safety requirements for a functional community café to open on schedule. |
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