

Cedars Academy

Governors Curriculum & Pupils (Standards) Sub-Committee Meeting

Monday 07.06.21, 5:00pm via Zoom

Meeting Notes & Actions

Present: G Morton, G Neale, P Finn, D Hearne, E Neale, J Vincent, M O'Reilly, K Vincent, M Flowers, M Hall, J MacCabe, R Lane

Apologies: S Kay, J Cairns, N Kelly

Item	Discussion Notes	Who																		
1 Pupils																				
1.1 September '21: projected numbers: class/year group sizes: September 2021 classes/accommodation	<p>1.1 Current projections of 157 for Cedars School and 62 for Cedars College.</p> <p>It is anticipated that the School number will go up further as we respond to individual cases on the waiting list (ie making the judgement 'unless to do so would be unsuitable or incompatible with the efficient education of others or with the efficient use of resources').</p> <p>Our current Provision Planning Statement indicates capacity figures of: School: 154 children College: 71 students Action: FGB to note</p>	FGB																		
1.2 Timetable/timing of the day	<p>1.2 Proposal for timings of School day Mon – Fri:</p> <table border="1" data-bbox="491 1025 1487 1733"> <thead> <tr> <th data-bbox="491 1025 740 1070">Times</th> <th data-bbox="740 1025 1487 1070"></th> </tr> </thead> <tbody> <tr> <td data-bbox="491 1070 740 1144">8.30-9am</td> <td data-bbox="740 1070 1487 1144">Transport, Breakfast Club and Registration</td> </tr> <tr> <td data-bbox="491 1144 740 1218">9-10am</td> <td data-bbox="740 1144 1487 1218">Session 1</td> </tr> <tr> <td data-bbox="491 1218 740 1292">10-11am</td> <td data-bbox="740 1218 1487 1292">Session 2</td> </tr> <tr> <td data-bbox="491 1292 740 1366">11-12pm</td> <td data-bbox="740 1292 1487 1366">Session 3</td> </tr> <tr> <td data-bbox="491 1366 740 1503">12-1.15pm</td> <td data-bbox="740 1366 1487 1503">Lunch – Staggered 45 minute lunch break. Session 4 will take place either before or after lunch KS3 classes 12-12.30pm EYFS, KS1/2 classes 12.45-1.15pm</td> </tr> <tr> <td data-bbox="491 1503 740 1576">1.15-2pm</td> <td data-bbox="740 1503 1487 1576">Session 5</td> </tr> <tr> <td data-bbox="491 1576 740 1650">2-3pm</td> <td data-bbox="740 1576 1487 1650">Session 6</td> </tr> <tr> <td data-bbox="491 1650 740 1733">3pm</td> <td data-bbox="740 1650 1487 1733">Transport and collection</td> </tr> </tbody> </table> <p>To allow for 3:30pm – 4:30pm After School Clubs (potentially increased number of opportunities)</p>	Times		8.30-9am	Transport, Breakfast Club and Registration	9-10am	Session 1	10-11am	Session 2	11-12pm	Session 3	12-1.15pm	Lunch – Staggered 45 minute lunch break. Session 4 will take place either before or after lunch KS3 classes 12-12.30pm EYFS, KS1/2 classes 12.45-1.15pm	1.15-2pm	Session 5	2-3pm	Session 6	3pm	Transport and collection	MOR/JMc/RL
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	Action: For consultation with staff and parents WB 14th/21st June: to report back to BPDG																			

- 1.3 Transition & Welcome Arrangements for new/current school children and college students
- A Welcome pack has been developed to provide families with some key information to help prepare their child for the next step on their educational journey.
We plan for a carefully planned transition programme to ensure that each child can become familiar with Cedars School so that they will very quickly feel part of the Cedars family.
The child's new class team is working with parents and their current school to introduce them to the school.
Our dedicated 'Transition' section of the school website contains photographs, videos and key information for parents.
We are holding a 'Welcome to Cedars' evening on Wednesday 30th June 2021 at 4.30pm. It will be an opportunity to meet other new families and speak in person with the class teams.

Action: FGB to note

FGB

2 Academy Services

- 2.1 Academy Services Update & Medium Term Plans
- 2.1 KV presentation
- 2.1.1 Short Term - Service Structure Sept 21:
- Head of Services – Designated Safeguarding Lead, Thrive Licensed Practitioner (Childhood Years)
 - Home Liaison Officers (x3) - Deputy Safeguarding Leads
 - Therapy Manager - Therapy Coordination and Swimming Lead
 - Physical Development and OSHL Lead
 - Sensory Integration Lead
 - Key Stage 1 & 2 Designated Thrive Teaching Assistant 1 – Being (0-6 month), Doing (6-18 month), Thinking (18 month-3 years)
 - Key Stage 3 Designated– Power and Identity (3-7 years) Thrive Teaching Assistant
 - Key Stage 4 & 5 Designated Thrive Teaching Assistant 3 – Interdependence (7 – 11 years)
- 2.1.2 Medium Term Plans
- Local partner schools identified, contacted and established
 - Additional Academy employed professionals: Occupational Therapist, Counsellor, Speech and Language Therapist. Potentially, shared with partner schools
 - The 'Hidden (Values Based) Curriculum' – Cedars Assessment without Levels or Cedars Friendship Awards – linked to Personal Learning Plans (PLPs)
- 2.1.3 Long Term Plans
- Respond to increasing need for qualified professionals to support Cedars students: Occupational Therapist, SALT, Counsellor, and Psychotherapist
 - Research school accreditation: Autism Mark, Spiritual, Moral, Social, Cultural (SMSC) Quality Mark

Action: FGB to note

FGB

- 2.2 Services Report Safeguarding/LAC/CP
- 2.2 Paper distributed prior to meeting
- Points to note:
- 2.2.1 Exclusion: 1 fixed term (KS4): physical assault on a member of staff
- 2.2.2 Planned Move: 1 student KS2: planned move agreed at Transition Review as Cedars could not continue to meet complex needs at Y7. Consultation process with Newcastle SEND commenced. Placement at Thornhill (Sunderland) agreed. Unfortunately, despite a number of interventions to maintain place at Cedars until the end of term i.e. 1:1 support, staff training in positive handling. Reduction of class size and increase in staffing the deterioration of anxiety/dysregulation resulted in staff unable to ensure the safety of pupil, peer group and

staff. In agreement with parents and CYPS it was agreed that he should be provided with supported home education whilst negotiation continued with Thornhill for early admission.

2.2.3 Outreach KS5: JJ leading regular home visits/welfare checks for 4 students. Supporting attendance, providing support for students and their families.

2.2.4 Attendance February – June 2021

- Overall attendance: 90.57%
- KS1-4: 93.24%
- KS5: 77.3%

Attendance monitoring:

- students KS2
- 1 student KS3
- students KS3-4
- 14 students KS5 (including Outreach)

Action: FGB to note

FGB

3 Quality of Education

3.1 School Update & Plans

3.1 MOR presentation

3.1.1 School Short Term Plans

- Finalise cohort groups and teaching team planning for autumn term & recruit staff as required
- Begin transition meetings with feeder schools/nurseries (including review of induction packs and procedures)
- Work with College team/Services to aid transitions for current Year 9s/10s to Walker Terrace
- Work alongside Services to audit staff skills and knowledge to inform training needs and personnel appointments
- Design, furnish and resource the centre and other therapeutic spaces within School
- Identified staff to begin training programmes (Sensory Integration, Rebound Therapy, Talk Boost, Intensive Interaction, brick therapy, ELKLAN, etc)
- Research/initiate appointment of Allied Health Professionals (OT, SALT etc)
- Review and develop the role of Reading Intervention Specialist
- Finalise developments for Wave 1 of Outdoor Learning/therapeutic spaces
- Review and develop communication and accessibility for children with language and sensory impairments
- Review and address structure of the day

3.1.2 School Medium Term Aims

- Revisit and strengthen established partnerships with local special schools – look for opportunities for moderation, share of resources, research, CPD and personnel
- Forge stronger links with Portage, Hint, Lint and Sensory teams
- Pursue Autism Mark & NFER Research Mark

3.1.3 School Long Term Aims

- Become a Research Engaged Learning Community to be at the forefront of pedagogical and curriculum development in Specialist Education

- The School setting and curriculum will be fully inclusive and accessible for all children whatever their preferred method of communication
- The School will be a centre of excellence for communication development
- Work closely with partner schools to provide a wide range of integrated services for children with complex needs and their families
- To develop our offer of specialised wrap around care (inc. holiday programmes) for children with complex needs

Action: FGB to note

FGB

3.2 College Update & Plans

3.2 JV presentation

3.2.1 Short Term Plans

- Make alterations to accommodation to create more purposeful environment and PfA facility
- Develop a robust transition programme so that every young person accessing Cedars College feels settled and ready to access College in September 2021
- Share Cedars PfA descriptors with destinations within Gateshead as per request from Gateshead LA Post 16 SEND working group
- Expansion of the Services (Access to Learning) support model
- THRIVE – working alongside Family Liaison/ Head of Services to carry out whole group and individual assessments to incorporate therapeutic approaches to College provision

3.2.2 Medium Term Plans

- Develop partnerships with community organisations that can complement the curriculum offer of the College
- Establish a social enterprise to develop a support network and advocacy arrangements for young adults and their families to access a wider community offer

3.2.3 Long term Aims

- Development of a Post 19 provision that is widely accessed and caters for a range of young adults with additional needs
- Establish a reputation within Gateshead for good quality provision for young people and adults with additional needs

Action: FGB to note

FGB

3.3 Academy Development Team Plans Update

3.3 Academy Development Teams (previously SITs) continuing with Action Plans 2020-21, for review and evaluation June/July 21 and to inform the 2021-2022 Academy Development Plan (Sept 21 –July 22 cycle)

Action: FGB to note

FGB

3.4 Academy Development Plan Summary RAGEd March 2021	3.4 Paper distributed prior to meeting: to be reviewed and evaluated (RAGEd) June/July 21 and to inform the 2021-2022 Academy Development Plan (Sept 21 –July 22 cycle) Action: FGB to note	FGB
3.5 CPD update/plans	3.5 Prof Development: CPD/Training Programme Offer September 21, Paper distributed prior to meeting, to include priority areas, target audience and contact information. Twilights/calendar/R&D(Re:SEND)/Training Days Sep/Nov 21 Action: FGB to note	FGB
3.6 Partnership/Development Projects	3.6.1 Arts Projects: AF and MOR leading on Arts Council proposal/expression of interest. 3.6.2 Global Learning: KV and LS leading on British Council Connecting Classrooms Global Learning application 3.6.3 Activity Alliance: KV leading on application to Disability Sport Inclusion (The national charity and leading voice for disabled people in sport and activity) Action: Project leads to report back to BPDG	AF/MOR/KV/LS
3.7 School Improvement Partner Summer Visit	3.7 Summer Visit 24.06.21 Key questions/lines of enquiry 3.7.1 Curriculum <ul style="list-style-type: none"> · How have we adapted and prioritised what to teach and why · Assessments to ensure we are teaching the right thing · End of term assessments to ensure smooth transition for all year groups · Plans for next year including developing quality of teaching and learning 3.7.2 Monitoring Arrangements <ul style="list-style-type: none"> · Is the full curriculum being taught now/ always or was there a period when it was narrowed · What are plans to review content and slim it down, if any – fewer things in greater depth · Encouragement to move away from reliance on data (discuss with reference to workload) 3.7.3 Impact of pandemic <ul style="list-style-type: none"> · Procedures to address absence- have they changed as a result of pandemic- any idea of impact 3.7.4 Pupil premium <ul style="list-style-type: none"> · Plans for expenditure · What evidenced based research has influenced plans · Are governors well informed 	MF

4 Community Voice

4.1 Student Voice

4.1 Papers distributed prior to meeting:

4.1.1 Full Student Council

Recently we have been holding Zoom meetings for all age groups across the School and College.

4.1.2 School Council

This term, Student Council have been talking about:

- Therapy Centre and Creative Arts space
- Transition Events
- Class names instead of numbers
- The School environment
- End of Year celebrations/events
- Rights Respecting Schools Award

4.1.3 College Council

College Student Council have been talking about:

- Transition, especially the transition for Key Stage 4 to Walker Terrace
- End of Year celebrations
- Rights Respecting Schools Award

4.1.4 Environment Group

This term the environment group have had meetings with Mr. Vincent and Mr. Dent. They have discussed the therapy centre and the improvements/changes that will be happening to the school grounds.

Action: FGB to note

FG

4.2 End of Year Celebrations/Events

4.2.1 Festival of Sport: paper distributed prior to meeting

The Cedars Festival of Sport will take place over 2 weeks in the Liz Neale Hall

- Primary 14th – 18th June
- Secondary 21st – 25th June
- Classes to take part in 5 activities (one per day)

4.2.2 Cedars Got Talent: Organised by students from Class 17: to produce a video of individual/group talent (song/dance/comedy/magic...) from across the School and College

4.2.3 Other end of year events to be organised within Bubbles for students and their parents/carers

Action: FGB to note

FGB

4.2.4 Summer Activities Club

We have received funding for Summer Activity Clubs, £16k Summer Fund & £12k Neighbourhood Team. We also will receive around £1800 for food (hot meals provided) and £1000 for to cover transport costs.

Action: KV to establish staff team rota for the Summer Holiday programme for agreement with BPDG

KV

5 Staff Wellbeing

5.1 Staff Wellbeing Team

5.1 The members of the Wellbeing Team constituted the Staff Voice Representatives.

Staff Voice Representatives 2020-2021:

Key Stage 1 – Rachel Lane

Key Stage 2 – Amanda Pickering

Key Stage 3 - Ali Meek

Key Stage 4 - Naomi Parkin

Key Stage 5 – Joe MacCabe

The team have offered support during challenging times, to enable staff to have clarity and understanding of what is being asked of them and knowledge that their mental health is a priority across the Academy. They set aside regular slots in our working week to support staff when needed. It is apparent that staff know that senior leadership are always available to listen and support them with any issues that may arise.

Action: FGB to note

FGB

5.2 Staff Wellbeing Policy & Framework

5.2 Our Staff Wellbeing Policy (Our Framework for Good Health & Wellbeing) has recently been implemented.

Action: to support further access to a staff health & wellbeing practices, including a charter and associated support materials, access to staff focused activity and interventions (e.g. yoga, dance, aerobics etc.) and whole school training/support (e.g. mindfulness, wellbeing etc.)

AP/JMc/RL

Meeting ended 6:10pm