

**Minutes of the Meeting of  
High Park Local Governing Body  
Held at 6pm on Tuesday July 6th 2021  
Via TEAMS – hosted by Ann Andrew**

Attending: Ann Andrew (AA Principal), Linda O'Neill (LON) Yusuf Rasul (YR) Ann McKerchar (AM), Rebecca Barham (RB) Rob Canning\* from 18.25 (RC)  
In Attendance: Sandra Grice (Clerking Service), Dave Wilkinson (DW Chair of Milton School LGB) Hannah Copeland (HC Deputy Principal)

Agenda item	Documents previously circulated:	ACTIONS
	Minutes of 18.5.21 item 81/20 Principal's Report item 85/20 Safeguarding Report item 86/20 Behaviour Report item 85/20 Covid Risk Log July 2021 item 88/20 The meeting started at 18.00.	
<b>78/20</b>	<b>Apologies</b> David Sims sent his apologies which were received and accepted. Yusuf Rasul acted as Chair for the meeting as Linda O'Neill could only join the meeting via an audio link.	
<b>79/20</b>	<b>Notification of Any Other Business and requests for order variations</b> – Governor Roles and Responsibilities, Meeting Dates and Skills4Bradford information.	
<b>80/20</b>	<b>Declarations of Interest for Items on this Agenda</b> – None	
<b>81/20</b>	<b>Minutes of the meeting from 18<sup>th</sup> May 2021</b> The minutes were accepted as a correct record. Proposed by AM and seconded by AA.	
<b>82/20</b>	<b>Matters Arising</b> Alex Herman – Senior Occupational Therapist will present the Oral Motor Box at the September meeting.	<b>Agenda Item</b>
<b>83/20</b>	<b>Research Project into the collaborative working experiences of parents, educators, and professional who support pupils with autism and complex needs – presented by Yusuf Rasul (author of the report) – please see attached presentation.</b>  YR presented his research project to the meeting. The report highlights how school holds a special place in the communication process needed for collaborative working. Sub themes include: Being on the same page, transcending boundaries, leadership, transitional stages and education and health.  An example of how school can assist with collaborative working: A website and “offer” can only be accessed by some families with support from the school who help to bridge the gap. The stable staff team and expertise within school helps families who often have more contact with	

	<p>school than with Social Workers (who often do not stay in post for long or have such huge caseloads that regular meaningful contact is not possible). Expertise comes with time and grows when a relationship is established.</p> <p>Cultural Considerations were taken into account – this is expressed in the broadest of terms e.g. the difference in experiences between a single parent from a disadvantaged background with limited internet knowledge and access in comparison to a parent who is a Civil Servant and who is confident of accessing websites and finding available support.</p> <p>LON thanked YR for sharing the presentation.</p> <p><b>Q: DW – did you encounter any unexpected barriers?. Response: YR – The diversity of the sampling was a little disappointing.</b></p> <p><b>Q: DW - What happens next. Response: For school purposes it will be useful to talk with support staff re turnover of staff and whether they have been given opportunities to develop their expertise. Q: DW will the findings be fed back to the participants? Response: Participants will be informed of the outcomes of the research and it is possible the report may be published in the longer term.</b></p> <p><b>AM thanked Yusuf and stated that the report succinctly expressed some of the issues parents face. AA reiterated that school needs to do more to empower parents whenever possible. RB (Governor for Pupil Premium) had a conversation with Rachel McCusker (Assistant Principal – Lead for Pupil Premium) and knows that parents have valued the wellbeing calls which have been undertaken during Covid times. All families have appreciated the additional link and feedback during this period which has strengthened many relationships.</b></p> <p><b>LON would like to share the research findings with ICAT directors, if possible.</b></p> <p><b>Everyone congratulated YR on a fantastic piece of research.</b></p>	
84/20	<p><b>Pupil Progress Report by Hannah Copeland – Deputy Principal</b></p> <p>Hannah shared the progress data with the meeting – see attached. The focus has been on mental &amp; physical health &amp; wellbeing for the majority of the school year. Weight and Alertness has also been included in the overall report as many children have been affected in this way.</p> <p>Hannah was able to meet with the whole staff team in Ash Base to discuss progress which created some rich and purposeful conversations. There was some healthy disagreement and some support staff argued with conviction why a pupil had made progress that was not immediately evident. There are a number of contributing factors why some pupils have made less than expected progress particularly around emotional regulation and their behaviour. Progress data was taken between January and June which included a number of class closures because of Covid. It was a disruptive period. 30% of pupils are not on track with weight targets. The majority relates to weight gain as pupils have not been involved with rigorous exercise A small number have lost weight because of changes to routine and not being able to go</p>	

to preferred places to eat. Immunisation preparation has continued and some children have also been supported with Covid testing. There has also been an impact on sleep as increased mobility and weight loss can improve sleep patterns. The outdoor gym has become popular as pupils are no longer nervous of the gym equipment and using the equipment more rigorously. There has also been improvement in accepting the rules of cycling e.g. wearing a helmet and an alertness and engagement has improved for some pupils.

Post 16 pupils: pupils sometimes need a new challenge or something new and transition visits to Adult Services have not been possible this year. There comes a point where pupils “outgrow” school and need to move to a new place and in normal times this is supported when apparent.

Mobility – there are some differences between boys and girls in this area. Walking groups are being re-established. Small steps are being taken given that many pupils have not been outside school for some time. School is looking at how we can also increase opportunities for the wider community and for pupils who access a wheelchair outdoors.

CLA children -we have 10 pupils and only 8 have been accessing school during this period. 70% of these pupils have had quite intensive support from the therapeutic and/or behaviour team and other support needs.

Many families have lost or are waiting for much needed respite placements. It has been very difficult for families to cope without respite care.

16 pupils are working at a subject specific level and the majority are working at an engagement model level. 97 of 116 pupils are working at P4 or below consistently.

Hannah gave an example of a pupil who had no interest in any physical activities and has now become an enthusiastic cyclist and tried sailing for the first time today. **Q: YR: What was the motivation that made him try exercise? Response: He liked to be outside, around vehicles which are his passion and enjoyed having conversations with people in the car park.** He enjoys that time and is trying to engage another young person to join him. His attitude to physical exercise has completely changed.

Whole base sessions happen in Oak Base and this has been well received. **Q: RB - PA involvement – have PA’s spent time in school to help them improve what can be done outside of school?**

**Response: Yes, we encourage PAs to spend time in school if they can.. Q: DW – can Sports Premium moneys be used for those pupils with less than expected and weight issues? Response: A**

<p>HC left the meeting at 19.30</p>	<p><b>richer offer is being made re physical activity and the next stage is ensuring it is rigorous exercise.</b> Support staff also need to be actively involved in physical activity. <b>Q: YR Exercise needs to sit alongside diet to impact upon weight – what is school doing regarding diet? Response: There have been some changes to lunches and there has been staff training on portion control and swapping an additional carb for more vegetables.</b> Pupils are choosing meals ahead of time using photographs and the correct portion size is shown for each age group. Food is served and there are no longer any second helpings. This has slowed down eating and improved social skills around food. Some staff also learnt about portion sizes and were shocked at the amount of calories on a plate when extra portions of carbs were added. Funding from The Greggs Foundation has enabled pupils to try new and additional fruits and vegetables.</p> <p>Pupils who are new to school have continued to make good progress particularly around emotional regulation and independence despite the lack of transition because of Covid.</p> <p>The new areas will continue to be used as progress indicators. The whole class team looking at pupil progress will be used in future as this was very helpful in many ways. The physical curriculum, independence and preparation for adulthood will be a strong focus for Beech Base.</p> <p>YR thanked HC for a thorough overview of progress. RB thanked HC for the use of tables to demonstrate progress. YR was pleased to know there was healthy challenge to some of the pupil progress discussions from support staff who often know the pupil longer than the teacher. Support staff felt that their voice had been heard and they had improved job satisfaction.</p>	
<p>85/20</p>	<p><b>Principal’s Report – see tabled report.</b>  <b>Q: YR Will the spread of pupils across bases be relatively the same when the new pupils come into school? Response: there has been a shift within school so that pupils can move across all four bases during their career at High Park.</b> Transitions need to be made to prepare them for the next stages in their life. The Treehouse has been used for Post 16 to give them new experiences whilst Learn &amp; Play is not running.  Staff Attendance continues to be affected by Covid. Positive cases are still occurring. There are currently 34 staff and 16 pupils self-isolating. The Calm team staff are beginning to struggle with the amount of self-isolating they have undertaken. <b>Q: YR What happens when a large proportion of the Calm team self-isolating? Response: We have managed. A small number of pupils have had to stay at home as there have not been enough staff in school. Q: RB How have parents reacted to forced isolation? Response: They have been</b></p>	

	<p><b>incredibly supportive of school. AA cannot praise their responses enough. DW: Do you think staff will be concerned about the latest guidance that has been released today (no requirement to self isolate if double vaccinated or under 16). Response: The new guidance has not yet been discussed in school but AA expects there will be some concern. YR noted that supply staff cannot fill the gap created by the self-isolation of the Calm team as they do not have the relationships to be effective in that role and have not undergone TeamTeach training.</b></p> <p>The Sponsored Walk has raised approximately £200 so far. It was a positive community activity. There were 5k, 10k and 20k walks undertaken.</p> <p><b>YR thanked AA and staff for providing such a rich report of the activities. The use of photographs really enhances the reports and improves the content.</b></p> <p><b>Q: AM How will new to school pupils transition to school without the usual transition visits. Response: There are no options but to go with the flow in September. Last year's new to school pupils settled well despite the restrictions.</b> It has not been possible to set up a summer school this year.</p> <p><b>Q: AM How can Post16 students catch up with transition to adult social care settings? Response: AA is meeting with Social Care Leaders next week regarding the lack of respite care and impact of Covid on Adult Services and will look at all options that are available. Some settings have not re-opened since the pandemic began. Sarah Tollemache has been working hard in this area.</b></p> <p>Learn and Play groups cannot run at the moment. 2 virtual groups will run in September. This is a provision to support pupils in main stream schools and help families and their current setting to develop strategies to keep them in main stream school.</p> <p>The Hallmark Cards development is now underway. School is working with the development company regarding how to manage the traffic when 400 additional residences are created. The affected schools are working together to lobby the developers.</p> <p>School has changed the Post 16 accreditation provider as AQA accreditation is "a better fit" for our pupils. AA will circulate information to Governors.</p>	AA to circulate
86/20	<p><b>Safeguarding Report</b> – No questions were raised. The format of the Behaviour report will change from next term to improve reporting.</p>	
87/20	<p><b>Priorities for School Improvement</b> The Draft plan was discussed – <b>see attached copy of the School Improvement Plan 2021-22.</b> Quality of Education - There will be some training workshops and teachers will work with their teams to improve understanding of Autism. <b>Q: Who will deliver the workshops? Response: A variety of people</b></p>	

	<p><b>will deliver the workshops and Governor input will be very welcome. YR offered to support the school.</b></p> <p>YR stated he was very encouraged that deepening the understanding of Autism is a focus for improvement. <b>Q: Is it possible to look at levels of and layers of leadership? Response: Scott Shepherd is delivering training to Learning Support staff around this area in informal half hour sessions, where good practice can be shared.</b></p>	YR/AA
<b>88/20</b>	<p><b>Covid Risk Log</b></p> <p>DW referred to the raft of changes that have been announced today. These will result in a revised Covid Risk Log from September. AA is working with the Trust regarding contingency plans for home learning and staff absence if they are required in the new academic year.</p>	
<b>89/20</b>	<p><b>Governor Matters including visits and training and meeting dates</b></p> <p>SG explained the new system of distributing emails and Agenda's from September. Governors will receive a link to the Skills4Bradord portal rather than have documents emailed to them.</p> <p>RC does not feel he is the best placed person to be the Governor for Staff Wellbeing as there is a conflict of interest re his own wellbeing. YR agreed to take on the role of Staff Wellbeing and RC will focus on Physical Activity as a priority from the School Improvement Plan.</p> <p>AM is unable to attend the first 3 dates in the new academic year. <b>The NEW Dates are Tuesday October 5<sup>th</sup>, December 7<sup>th</sup> and <u>FEBRUARY 8<sup>th</sup></u> NOTE Change of Date</b></p> <p>AM has made 2 visits to school. She met with Post 16 students in the Treehouse and was able to receive good feedback from children regarding their likes and dislikes, whether they felt safe in school and whether they knew who they could talk to if they were troubled. Feedback was positive.</p> <p>Another visit was with a cross section of 4 staff regarding their understanding of Safeguarding. Overall, there was some good understanding. The "Early Help" offer needs to be clarified - that it applies to all children rather than Early Years children. Some refresher training or a reminder will be able to improve this issue.</p>	
<b>90/20</b>	<p><b>Policy Review - None</b></p> <p>Policies will be sent via email as required.</p>	
<b>91/20</b>	<p><b>Any Other Business referred from item 79/20 above - None</b></p>	
<b>92/20</b>	<p><b>Date of Next Meeting <u>Tuesday OCTOBER 5th 2021 at 6pm IN SCHOOL if Covid Restrictions allow.</u></b></p>	
<p>The meeting closed at 20.20. There was no further business brought to the meeting. The Chair closed the meeting and thanked Staff, Governors and the Clerk for their attendance. AA thanked everyone for their support over this very difficult period.</p>		

