

Minutes – Lime Hills Academy

Meeting Date: 27 April 2023
Location: Teams
Time: 4.00pm

Chair:	Brigid Allen (BA)	Sponsor Councillor & Chair
	<i>Vacancy</i>	Support Staff Councillor
	Lis Jolley (LJ)	Senior Principal
	<i>Vacancy</i>	Student Advocate
	Clare Pine (CPi)	Teacher Councillor
	<i>Vacancy</i>	LA Representative Councillor
	Sally Apps (SA)	Education Director (<i>until 5.00pm</i>)
	Kate Gillam (KG)	Parent Councillor
	Rachel Phillips (RP)	Parent Councillor
	Emma Gundry (EG)	Sponsor Councillor
	Claire Pannell (CPa)	Sponsor Councillor

Apologies:	Alex Davies (AD)	Sponsor Councillor
	Nicole Deighton (ND)	Sponsor Councillor
	Sue Burns (SB)	Clerk

Item	Description	Action
1	Welcome, Introductions and Apologies	
1.1	BA welcomed everyone to the meeting and introductions were made.	
1.2	Apologies were received and accepted for ND.	
2	Declarations of Interest	
2.1	The Academy Councillors confirmed that they had no change to their pecuniary interests.	
3	Minutes of the last meeting	
3.1	The minutes of the last meeting were agreed to be a true and accurate record.	
4	Actions and Matters Arising	
4.1	SA will find out the national average attendance for SEMH schools and report back at the next meeting – Completed. The data has been circulated via Teams Chat.	
4.2	Planning Permission There have been a number of objections received and the planning committee cannot meet before July due to Purdah. However, the community is amenable to the school so the planning committee is confident that approval will be forthcoming which means the school would still open in the same academic year, but not in the September. This means that we would need to make this site suitable for longer and delay the start of additional students until the building is ready.	
4.3	REDACTED TEXT	
4.4	How many students can you accommodate safely on this site? 29.	
4.5	What will happen to the children waiting to come in?	

	That is something that we would need to resolve when we know the timeline. We may use a phased intake or bespoke arrangements, depending on circumstances. The current set-up will continue as it is and we will work with the new staff to provide outreach work whilst we wait for the building to be ready.	
4.6	Who will oversee the provision of the new school now that Bryony Green has left? We have a new member of the team overseeing estates who will take responsibility and work with Heidi Clement who is very experienced in new builds.	
4.7	The configuration of the building and all the furniture has been signed-off and budgeted for.	
4.8	When is the opening date? Probably October 2024, subject to planning, therefore consults will take place next year.	
4.9	How is recruitment going for the increased number of pupils? We will have 29 students next year and therefore we are advertising for an additional teacher and a TA.	
4.10	Where will the additional 7 children be accommodated? They will go into Cheddar Classroom. One child from Cheddar is leaving, one will go the Chew Class and one will move to a working space. Only 4 of the 7 will be on site in the first year.	
4.11	Are you confident you can deliver a curriculum for those on site without increasing the workload? Yes, next year we will have four classes on site and one dedicated off-site team.	
4.12	Will the school hours change? Next year given the tightness of the budget, training needs of the staff, and off-site provision, we will remain at 25 hours.	
4.13	How many consults did you get? About twenty, some of which requested a different provision and some of which we could not meet need on this site.	
4.14	REDACTED TEXT	
5	Academy Council Report – Lis Jolley	
5.1	Our cohort is 68% PP and 100% SEND E.	
5.2	Our focus is on the Birmingham Toolkit which takes statements for the English and Maths curriculum and is for students working at a pre-Secondary level so that we can focus on what they need to achieve. The toolkit is sequenced and evidenced and is well resourced.	
5.3	I am the lead for the CLF Voice 21 Project and we are going to introduce a CBT SEMH intervention package.	
5.4	I've attached a curriculum map which demonstrates what our KS3 and KS4 curriculum will look like, and we are 70% of the way to being able to demonstrate that we are delivering that curriculum	
5.5	Our Curriculum Lead has been meeting with me in the evenings and reviewing our curriculum against the curriculum for Secondary Schools. We are involved in the Southwest Special Schools Conference which is a helpful network for us.	
5.6	There is more learning taking place now which we are pleased about and there is more precision in the delivery of lessons and what objective the teachers are trying to meet. The students in Seymour Class completed a GCSE Maths paper last week which is a real achievement.	
5.7	The classes who have moved the furthest are those with teachers in them and the group with a part-time teacher is also progressing well. Next year we will have a teacher in each classroom.	

5.8	The regulation of students is much improved which they also recognise for themselves which is a big impact.	
5.9	Do your teachers have experience of working in special schools? One has a Masters in Special Education, one has come from P-16 where they have run alternative education courses, one worked in a mainstream school but working with SEND pupils and one has never worked in a special school. Really it is about being able to understand what learning is, valuing relationships and being well regulated. I would like to recruit a primary based teacher with primary training but we have also had some strong applicants from secondary teachers.	
5.10	Where we have an HLTA leading the class there are two teachers supporting with the planning.	
5.11	Next year we will have a Subject Lead attend each Academy Council meeting to talk about their planning and how their subject is being delivered.	
6	Attendance	
6.1	We have students in Y7, Y8, Y9 and Y10, but the number of students is very low which means the data is quickly skewed.	
6.2	Our Y10 data is lower because we have two students on a bespoke attendance plan. One student has 100% attendance	
6.3	We have been impacted by some term-time holidays which are not authorised which leads to unauthorised absence. A lot of our families need to take advantage of holidays at quiet times and need some respite, so although we don't authorise the absence we do not fine them.	
6.4	PP attendance is stronger in all year groups	
6.5	Is this due to targeted interventions? We collect students who have missed their taxi and predominantly those who miss them are PP students. This also gives us the opportunity to do additional mentoring.	
6.6	We provide home mentoring for one child, one is on a part-time timetable at Boost, one is on a part time time-table at HPA, and one has a part-time timetable with mentoring. All the part-time timetables have been sent to the LA and we have case studies for all the children to demonstrate that progress is being made.	
6.7	REDACTED TEXT	
6.8	REDACTED TEXT	
6.9	REDACTED TEXT	
6.10	What is the long-term goal for each student, are they reintegrated into mainstream provision? No, but we do support students to attend some mainstream lessons if that is suitable for them. We provide them with opportunities that is suitable for them as an individual and support them with bespoke pathways to achieve the best that they are capable of.	
6.11	When you have Y11 students will you support with P-16 provision?	
	Yes, we will support early College placements and attend with them initially where appropriate. We have a Careers Policy which indicates how we meet the Gatsby Benchmarks. The LA no longer have a SEND Team member to support EHCP students.	

7	Behaviour and Attitudes	
7.1	We log all the positive handling incidents in the bound and numbered book and log any staff injuries in the accident book.	
7.2	In T3 and T4 18 incidents were recorded, but this was limited to 5 children.	
7.3	Suspensions are limited to 4 children (some of whom are the same children) due to hurting staff. We do not suspend for staff hurt during a Team Teach incident, but we do if it is a targeted injury.	
7.4	18 incidents is higher than we would want but it is important to intervene and use positive handling when necessary. We know from other data that the number of positive handling incidents is reducing, particularly for some individuals. Changing the groupings has been very impactful.	
7.5	Sometimes a student can display bullying behaviours as part of their development, which is not OK, but this needs to be categorised in a different way so that we can monitor the types of behaviours that students are displaying.	
7.6	We are going to change the categories of bullying because there are a range of behaviours in a special school which are not illustrated within the current categories. Verbal bullying needs to be broken down too which can be done using sub-categories on CPOMS.	
7.7	There is a nuance in the language that the students use between one another because they often use unkind names to refer to one another which is a form of communication for them as opposed to a deliberate attempt to be unkind.	
7.8	We also need to break down the accident data because some injuries result from positive handling and not from having an accident.	
7.9	How are you skilling staff to be able to distinguish between aggressive language and targeted bullying? Staff hear a lot of swearing and they then reframe it because it is often a learnt language. Our consultant who has run Sky Academy has advised that because so much of it is learnt, a consistent script should be used to re-programme the student.	
7.10	Sometimes students will copy one another to feel like they are fitting in, and they don't have the maturity to know when to use language appropriately. We use a range of strategies to address this culture which is complex.	
7.11	If we have a student who swears at staff and then moves to another provision and doesn't swear there, then this needs unpicking as an exercise as it is the same student in two different cultures.	
8	Quality of Education	
8.1	All students in the annual reviews are making good progress against their SEMH EHCP targets	
8.2	Students report feeling supported and student voice is good. Parent voice indicates that they recognise that their children are making progress.	
8.3	We now need to assess reading ages. The curriculum is strong, daily Maths and English takes place and we have increased the amount of PSHE provision.	
8.4	Staff wellbeing and CPD is a priority, and they are developing resilience and skill in delivering the curriculum.	
8.5	What sort of CPD do you offer the staff to improve resilience? We have provided a lot of wellbeing support and we value our staff. 'Wellbeing Wednesdays' is when we eat together, and the staff support one another which is a strength of the school. Staff are also getting to know the students better and are developing relationships which means they are less hypervigilant and more relaxed.	

8.6	Will the teachers move to the next year group with their students? It depends on whether we recruit a primary specialist in which case they will have a fresh start with a new cohort. Ideally the staff will move with their cohort, but some staff may need a re-fresh and sometimes the students need to be changed into a cohort that they will be more settled with.	
8.7	We have two students with very complex needs who will come on roll but not on site.	
8.8	Will they come on site when you have the new building? It is complex, but we will treat them on a case-by-case basis. (REDACTED TEXT)	
8.9	Have any staff resigned? Not yet, the deadline is 31 st May. I want the staff to be happy and settled in this setting so if they are not happy here then I am relaxed about them leaving, but our staff culture is strong here.	
8.10	Between now and the summer we will think about how we develop the culture in the school with the existing pupils ready for the new cohort coming in.	
8.11	Can the Y10s be encouraged to be role models? We only have one Y10 student on site.	
8.12	Are any students doing external exams? No, we are seeking JCQ approval which may be challenging as we do not have anywhere secure to store the papers.	
8.13	We are getting used to the rhythms of the school year and our consultant has advised that the transition period after the summer holiday gets shorter and the students settle faster.	
8.14	The school is working well for 17 out of 22 students and attendance and engagement is good for them. We have additional work to do with the other 5 students.	
9	Safeguarding and Health & Safety	
9.1	There are a group of students that attend other CLF schools that are linked with one another in anti-social behaviour, so we are working together as a group of schools to address this.	
9.2	Are the names of these students well known to the police and social services? Yes, they are notorious in the community, so we are working out how best to support them with changing their behaviour. Our students from this group are well-behaved in school and respectful to adults and their SEMH is distinctly different to some of the younger students.	
9.3	REDACTED TEXT	
9.4	Is vaping an issue in the school? It has materialised in several ways; some families support vaping and supply vapes because their children are not then smoking tobacco or weed. These students vape frequently, and we remove the vapes when we find them on site with them. They often vape at the beginning and end of the day, before getting in the taxi, or they abscond down the lane to vape. One student has purchased a vape from another student in another class which we addressed when we found out about it. Another student has been collecting old vapes and re-charging them which is not safe to do. Vaping appears to be contained to Seymore Group.	
10	Staff Absence	
10.1	There have been 64 days of absence in T1 and T2 and 56 days in T3 and T4 which is quite high. It feels as though there is less staff absence so the strike days may have been calculated in the T3 and T4 data. The Operations Manager does the return-to-work meetings, and we are getting support from CLF HR. This data only applies to 11 staff which indicates the amount of absence.	
10.2	How many staff are out of work on long-term sick leave? None.	

10.3	<p>Are there any patterns to the absence?</p> <p>There are patterns for individual members of staff. Increasing the wellbeing support and ensuring we have robust HR processes in place should help to address absence. It is very important that our students experience consistency and stability in staffing.</p>	
11	Governance	
11.1	<p>2022-23 Training Programme</p> <p>What do I need to know about SEND? 10th May 4-5.30pm on Teams Attendance and Exclusions – 7th June 4-6pm on Teams Recently appointed councillor induction - 15th June 4-5.30pm - Location TBC</p> <p>Link role networks</p> <p>Safeguarding: 22 May & 21 June - all 4-5.30pm - on Teams SEND: 26 June - all 4-5.30pm - Location TBC but probably hybrid PP: 19 June at 4.30-6pm - on Teams</p>	
11.2	<p>BA: I am working out who will edit the training videos and circulate them so that other Academy Councillors can utilise them if they were unable to make the live session. I am also going to get feedback from Academy Councillors about what training they would find helpful.</p>	
12	Policies	
12.1	None.	
13	Matters for the attention of the Board	
13.1	None.	
14	AOB	
14.1	Future meetings will include Curriculum Leaders coming to talk about their intent, implementation and impact, and the Safeguarding Lead.	
14.2	BA: At SVA we had an additional meeting where we did a review of governance which was very informative.	
14.3	All the Academy Councillors were reminded to write their Link Visit report for circulation to the Academy Council. From September we will re-distribute the Link Roles.	
14.4	<p>BA: I was re-assured about the planning application feedback but have concerns about the community response to the new build?</p> <p>The new build will not be next to the pavement and there will be better parking facilities</p>	
14.5	<p>Are the road markings outside the school enforceable?</p> <p>No and often people drive too fast down the road and don't park appropriately.</p>	
15	Close of Meeting	
15.1	The meeting closed at 5.50pm	