



Re-accreditation Self Certification 2021

Name of School: Woodlane High School

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Mission Statement

The aim of Dyslexia Friendly Schools Quality Mark is to promote excellent practice by the school as it carries out its role of supporting and challenging its staff to improve accessibility for more learners.

Disclaimer

In awarding the BDA Dyslexia Friendly Schools Quality Mark the British Dyslexia Association cannot guarantee or be responsible for the individual programmes of education provided for, or levels of attainment achieved by, an individual student. This self-certification reaccreditation will last for three years and a formal visit, depending on circumstances, will be due at that point.

Overall feedback:

I would like to extend my thanks to all those who have contributed to this re-accreditation process. All members of the team involved in the ongoing commitment to Dyslexia Friendly practice should be congratulated on their hard work in developing and maintaining a high standard of dyslexia provision within the school. The commitment that has been given to this initiative has been clearly demonstrated within the evidence supplied and I am pleased to confirm that re-accreditation of the Dyslexia Friendly Quality Mark has been achieved. Further feedback embedded below. **Blue** feedback comments confirm excellent provision. **Green** feedback comments are suggestions that might further enhance current provision.

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Standard One: Leadership and management		Maintaining (please supply evidence that this has been maintained since last inspection in all boxes)
1.1	<p>The school conducts a self-audit of their provision for dyslexic pupils and uses this to inform the School Development Plan and SEN Action Plan.</p> <p>These plans should show:</p> <ul style="list-style-type: none">• that supporting dyslexic pupils is a priority area for the school• clear targets for support for dyslexic pupils• that the Senior Leadership Team supports dyslexia-related CPD for all staff• resources (financial, staffing, time) are allocated to dyslexia and managed effectively• clear roles and responsibilities for provision and that accountabilities are understood	<p>Learning Walk Lesson observations with the focus of Dyslexia friendly teaching is conducted annually at Woodlane</p> <p>Target areas that form outstanding teaching and learning at Woodlane remain dyslexia focused and embedded into practice, which is monitored by SMT in termly observations. Criteria included in lesson observation include.</p> <ul style="list-style-type: none">• Teaching is multi-sensory (visual, auditory and kinaesthetic), there is a high proportion of visual and kinaesthetic activities.• Teaching is differentiated and personalised to the ability and special educational needs of the individual pupil. Teaching is well planned and structured, including a starter, main teaching, task and plenary section, the specific lesson structure is visually recorded on the board.

		<ul style="list-style-type: none"> • Teaching is well resourced, using targeted scaffolded resources and materials which are Dyslexia Friendly, including differentiated/challenging homework. • Teaching and support incorporate a variety of verbal and visual SALT strategies, e.g. PGSS, Communicate in Print, mind maps, levelled questioning, thinking time and an appropriate level of teacher talk etc. <p>The school development plans continue to self-audit and support the provision. Snapshots from previous years include.</p> <p>2018/19 -</p> <p>Explore and refine subject specific qualifications to ensure qualifications are accessible and pupils' accredited outcomes reflect their progress. This included</p> <ul style="list-style-type: none"> • AQA unit award scheme being introduced, new cooking qualification, new Btec qualification in PE, Entry level of Art, mother tongue foreign languages qualifications and a functional skills qualification in computing. <p>2019/20</p> <p>Maintain outstanding teaching and learning to ensure the vast majority of pupils make substantial and sustained progress. - a focus on CPD –</p> <ul style="list-style-type: none"> • Schedule formal governor visits to explore teacher/TA support and CPD. • Teachers and TAs to proactively seek subject specific training for non-specialist subjects. • All staff have undertaken significant training, both internally and externally (see training log 2019/2020), including: - Safeguarding and child protection - Dysphasia - NPQSL -
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		<p>Assessment - Behaviour etc. Training for Computing subject leader has taken place.</p> <ul style="list-style-type: none"> • Training was shared through staff meetings to enable improved use of specialist equipment, e.g. apps including Kahoot for all pupils, Clicker for SLCN and communication tools including Proloquo2Go <p>2020/21</p> <p>Twilight sessions will be used for 'refreshers' for all staff in various areas of teaching and learning. Staff will receive examples of best practice in:</p> <ul style="list-style-type: none"> • Dyslexia Friendly resources, • Speech, Language & Communication Needs (specifically the Paget Gorman Sign System), • Autism Awareness, • Behaviour Management, etc. <p>This practice will also ensure that new staff are up to speed with Woodlane methods of working.</p> <ul style="list-style-type: none"> • School moves to an online CPD Tracker to improve tracking and reporting on all staff CPD. • Explore/join the Teachers Development Trust and complete a CPD audit. - Start a CPD library (budget for books/journal needed). • Training and development of staff who will come into regular contact with pupils who are part of the Medical and Mental Health (MMH) cohort. • Mental Health training for parents
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		<p>2021/22-</p> <p>Raise the proportion of pupils who exceed expectations in English, in named groups</p> <ul style="list-style-type: none"> • Line management and direct support is provided by the EHCP Lead Practitioner, our previous English Subject Leader. • Targeted interventions take place for named pupils, they are planned and delivered by the Lead Practitioner. • Pupils not attending school but are still well enough to learn, participate in a full and robust curriculum virtually • Prepare for renewal of Dyslexia accreditation for 2022: • Programme any necessary improvements to Scheduled theme days <p>Verifier: Clearly a robust system of self-evaluation and auditing exists at Woodlane, which then feeds into SEND action plan. Lesson observation checklists and environment checklists explicitly show the school's commitment to Dyslexia Friendly practices. The use of twilight 'refresher' sessions enables SLT and Middle Leaders to ensure that all staff are consistently been reminded of the school's ethos and systems for providing quality first teaching for their SpLD learners. Plan in place to raise the number of pupils exceeding expectations through a programme of support led by EHCP Lead practitioner (further supported through targeted interventions).</p>
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1.2	<p>Whole school policies show how the school meets the needs of pupils with dyslexia. The key principles of the SEND Policy are known to all staff.</p>	<p>All policies are updated annually and available on the school website. Updates are shared with staff regularly in INSET, teacher and TA meetings.</p> <p>All pupils at Woodlane High School receive additional support for their SEND. The curriculum is adapted to suit pupils' individual learning needs and styles. Lessons are multi-sensory and incorporate strategies for pupils with ASD, SpLD and SLCN.</p> <p>If additional support is required the Senior Leadership Team/ SENDCO/Teacher will consider all of the information gathered from within the school about the pupil's progress, based on their age baseline assessment levels and against national data and expectations of progress. This will include:</p> <ul style="list-style-type: none"> • accurate formative assessment • internal staff moderation of progress • provision management outcomes and any specific assessments e.g. reading/spelling/numeracy <p>At Woodlane High School we work in close partnership with support agency specialists, e.g. EPs, OTs, SALTs etc. who offer both direct support to pupils and indirect support via teachers and TAs. Staff regularly meet with these professionals for joint planning, team teaching, development of resources and to develop a shared knowledge of pupils.</p> <p>Mandatory Safeguarding training is delivered yearly to all staff</p> <p>Keeping Children Safe in Education Document is reviewed for changes and understanding at every September INSET at the beginning of the school year.</p> <p>Induction records are kept for new staff with induction leader</p>
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		<p>End of Week 2</p> <ul style="list-style-type: none"> ▪ Planned meetings with Key Staff ▪ Personal programme of planned introduction to duties of post ▪ Meet induction coordinator at end of the week to review progress and identify and agree training and development needs ▪ Set meetings/observations in diary for induction <p>End of half-term 1</p> <ul style="list-style-type: none"> ▪ Meet with induction coordinator to review progress ▪ Agree Action Plan to complete outstanding items <p>End of Term 1</p> <ul style="list-style-type: none"> ▪ Meet with induction coordinator to review progress ▪ Agree Action Plan to complete outstanding items <p>They are given a feedback questionnaire to review the induction process.</p> <p>Moderation meetings were held where multiple teachers teaching the same subject to ensure consistency.</p> <p>Verifier: Robust assessment and moderation procedures demonstrate a clear protocol of systems that ensure pupils' needs are identified and additional provision is put in place where necessary. School policies for teaching and learning and positive behaviour management explicitly demonstrate the school's commitment to embedding dyslexia friendly practices throughout the school. The marking policy further enhances this.</p>
1.3	The board of governors encourages a culture of high aspirations for all learners. All governors are aware of the challenges faced by	<p>The teacher governor has SPID Level 5 qualification</p> <p>Governor visit planned with focus on dyslexia in October 2022.</p>

	<p>dyslexic pupils. The governor with responsibility for SEND has enhanced knowledge and understanding of dyslexia, and meets SENCO regularly to review dyslexia friendly provision and monitor progress.</p>	<p>Governors invited to learning walks to review and observe teaching and learning and policies in practice.</p> <p>Verifier: Having a teacher governor with the SpLD level 5 qualification demonstrates a clear commitment by Woodlane to promote dyslexia friendly practices.</p>
1.4	<p>Quantitative and qualitative data indicates the impact of dyslexia friendly practice.</p>	<p>Pupils reading and spelling ages are tested and reviews twice a year in September and March- data is analysed by English Subject leader and any targeted interventions are put into place.</p> <p>For example, 2021/22</p> <p>98.40% of pupils are meeting expectations.</p> <ul style="list-style-type: none"> • 34.29% of pupils are exceeding expectations. • The proportion of pupils in Years 7, 9, 10 and 11 who are meeting expectations is outstanding. • The proportion of Year 9 pupils who are exceeding expectations is outstanding. • Progress in English is on track to exceed the Summer Term target for both meeting and exceeding expectations <p>Pupils with the primary need MLD made outstanding progress in the Autumn Term.</p> <ul style="list-style-type: none"> • All pupils are progressing extremely well in English this year, including Pupil Premium. Gaps are extremely small. • In English, the 4 largest SEND Primary Need groups have been analysed. 3 of the 4 achieved the school's outstanding threshold of 97%, with only the ASD group missing this mark - by less than 0.5%.

		<ul style="list-style-type: none"> • There is little difference between Girls and Boys progress, however we still aim to close these small attainment gaps. Both groups are making outstanding progress, over the 97% threshold <p>20/21 100% of pupils met expectations in English. This has occurred for the last 4 years. In 20/21 78% of pupils exceeded expectations.</p> <p>A phonics intervention initiative was introduced 'toe by toe' trailed on 3 pupils delivered consistently throughout the Spring and Summer term. This has made an impact on phonetic knowledge and application within lessons as noted by teachers. 2 out of the 3 pupils went up 1 reading year in July 2022 when reassessed on the reading paper taken in March.</p> <p>Verifier: Pupil tracking system 'B Squared' used to track and analyse pupil performance enables Woodlane to identify gaps in attainment and place provision in place ensuring pupils achieve and make progress. Trialling interventions e.g., 'Toe by Toe' demonstrates the school's commitment to finding the correct intervention package which will meet the needs of their pupils</p> <p>Suggestion: Liaise with local mainstream primary/secondary schools to find out what intervention packages they have in place to support the teaching and learning of phonics.</p>
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Standard Two: Quality of learning		Maintaining
2.1	<p>A plan of on-going INSET is in place including:</p> <ul style="list-style-type: none"> • whole school awareness – all staff have a working knowledge of indicators of dyslexia, classroom strategies, evidence-based programmes of support and when to refer for extra support • new staff receive awareness training and guidance • supply staff are provided with guidelines on dyslexia friendly teaching 	<p>Inset Training has included</p> <p>Attention to Autism</p> <p>SEND Inclusive teaching programme Dyslexia and Dyscalculia and accessing the curriculum, - 3 teachers and 5 Tas complied this training through Optimus and feedback to lead practioner on learning outcomes and how they could apply knowledge within school environment.</p> <p>Shape coding</p> <p>Phonics training</p> <p>Annual Review training for teachers that are part of EHCP reviews</p> <p>Zones of regulation</p> <p>TA support packs reviewed, new visuals and approaches to support reviewed, updated and shared with all staff.</p> <p>Lego therapy</p> <p>Mindfulness</p> <p>Supply staff and new staff have support modelled by HLTAs.</p> <p>Verifier: Evidence of a robust continuous professional development (CPD) schedule reflecting a commitment to providing for the needs of the dyslexic learner</p>
2.2	<p>Staff with specific responsibilities (e.g. SENCO) have dyslexia expertise gained thorough appropriate training, e.g. Level 5 (specialist teacher) or Level 7 (specialist teacher and assessor) or</p>	<p>SPID Level 5 qualification</p> <p>Jennifer Jermaine: Lead Practitioner</p> <p>Sameer Patel: Maths Teacher and Numeracy lead</p>

	evidence of how this expertise is available within an Academy or Local Authority	<p>SPID Level 7 qualification</p> <p>Sylwia Wieliczko: Humanities subject Leader.</p> <p>Verifier: SpLD Dyslexia identification and provision is a priority for the school reflected through its commitment to a high level of training.</p>
2.3	Systems of assessment are in place to identify pupils with literacy difficulties. Information is shared to all staff, including supply teachers, through Pupil Profiles, or similar, which include individual teaching and learning strategies. Pupil's progress and targets are closely monitored and evaluated regularly. Adjustments are made to support provision where necessary.	<p>Pupil Portraits are updated and shared with all staff at INSET in the beginning of each academic year. These outline, needs and behaviour for learning and strategies for individual pupils.</p> <p>Good to great is delivered by all Tas and Teachers – selecting a pupil that has been identified with difficulties and sharing and review successful strategies in weekly teacher and TA meetings.</p> <p>B Squared is used to track pupils progress termly, report is devised by deputy head. This academic year a new element to assessment was introduced where data was shared with all Teachers across subjects, meeting after data drop and pupil's not meeting expectations are highlighted, target intervention and skill shares are reviewed and discussed.</p> <p>Reading spelling and Numeracy ages are tested twice yearly September and March and a data review is produced by the Literacy lead and Numeracy lead. Target interventions are put in place for named pupils.</p> <p>Parents and all support agencies attended annual reviews lead by named teacher and targets and progress are discussed annually. All teachers review targets before meeting and this is shared by the named teacher.</p> <p>Year 7 are base lined on entry into year 7 across all subjects to support progress</p>

		<p>Named teachers have dedicated targeted interventions built into their timetable. These are monitored – teachers must provide a list of outcomes which are reviewed and then submitted to Lead Practitioner who creates an end of year report to assess effectiveness.</p> <p>All Literacy groups are streamed to support targeted intervention. Literacy lessons take place weekly in addition to English lesson.</p> <p>This a year a whole school writing task was delivered through a school reader. Teachers selected the top, middle and bottom examples of work. The English Subject leader collated a folder of examples of levelled writing through this to share with all staff so understanding of literacy levels and examples of pupils meeting criteria was moderated and consistent across the school.</p> <p>Verifier: Explicit strategies adopted to support self-esteem and therefore behaviour for learning. Consistent attainment tracking and systems for evaluating impact of interventions ensures pupils needs are met. Partnerships with outside agencies, clear induction procedures and internal moderation ensure provision is fit for purpose and consistent in approach.</p>
2.4	Classrooms conform to the BDA Dyslexia Friendly Classroom Checklist. Please supply evidence of a recent observation with this form.	<p>Learning walks with the focus of Dyslexia friendly teaching and learning takes place annually.</p> <p>Dyslexia friendly practice is embedded into 'outstanding teaching and Learning' proforma used to observe all teachers, used throughout the school year. Teachers are observed termly.</p> <p>Classroom and corridor displays are designed to be dyslexia friendly. Comic sans text is to used on all displays and all displays in the corridors have a uniform background. They should include communication in print where possible and all pupils work is celebrated.</p>

		<p>Verifier: Teaching and learning policy, the marking policy, the lesson observation checklist and the classroom checklist clearly show that dyslexia friendly practices are a priority. Lesson observation demonstrates these practices are embedded.</p>
2.5	<p>Teachers across all curriculum subjects use multi-sensory teaching approaches; Teaching Assistants use multi-sensory strategies to support pupils in the classroom. There are opportunities for collaborative learning and peer support.</p>	<p>Multi-sensory teaching is embedded into curriculum delivered by Woodlane as part of SEN Policy.</p> <p>Lesson observation proforma highlights as example of best practice, that teaching should be multi-sensory with high proportions of visual and kinaesthetic learning opportunities.</p> <p>Schemes of work are saved centrally and monitored by SMT to ensure they remain within policy and follow guides. These are shared at the beginning of each term.</p> <p>Books are monitored by SMT and named pupils with certain areas of focus are selected by SMT to review termly. This is to ensure tasks are varied, meeting needs and books shows progress of learning.</p> <p>Teaching assistant observation proforma for best practice includes 'dyslexia friendly criteria'</p> <p>As part of Covid recovery STEM lessons were introduced to help close some knowledge gaps. These include team building activities such as, making marble runs, 3D structures and practical science experiments. Reward trips for engagement where part of the incentive and pupils visited The Crystal Maze and a Murder Mystery trip.</p> <p>Theme days are offered throughout the school year that see pupils off timetable and mixed through year groups these include; World Book day, National Autism Week, Outside Learning, Science theme day, Black history month, Sight awareness day, Art theme day, Maths theme day.</p>

		<p>Verifier: adoption of dyslexia friendly practices across the curriculum ensures provision meets the needs of those with SpLD Dyslexia.</p> <p>Suggestion: Other celebration events you might want to explore are 'Neurodiversity week', 'Empathy Lab's Empathy Day' or 'Mental Health Week'</p>
2.6	Pupils are taught a range of planning methods, e.g. Mind Mapping® and can record their work in a variety of ways (e.g. bullets points, story board, flow chart, scribed, using a laptop or speech recognition software etc.)	<p>Pupils are taught to mind map and not expected to multi task. TAs have mind-mapping training, assistive technology training, communicate in print and phonic literacy support training. There is a writing support box in each classroom that consists of 'talking tiles' to help pupils remember what they have discussed, sound magnifying telephones, audio whiteboards, letters block and keyword cubes. TA's and teachers create social stories to support emotional and behavioural needs. Multi-sensory teaching is delivered across the school and embedded in the curriculum evident in all schemes of work.</p> <p>Verifier: A good array of supportive resources</p> <p>Suggestion: Collaboration with local mainstream primary schools might further support phonic intervention support</p>
2.7	The marking policy ensures pupils are assessed on the basis on their knowledge (rather than spelling). Marking should be for success and for identifying development and improvement points.	<p>Our marking policy states</p> <p>High quality feedback should recognise the full range of achievements of all learners. Learners need information and guidance in order to take a more active part in the next steps in their learning. Pupils should have opportunities to review and reflect on feedback. Teachers should work towards:</p> <ul style="list-style-type: none"> • pinpointing a learner's strengths and advising on how to develop them, • being clear and constructive about weaknesses and how they might be addressed,

		<ul style="list-style-type: none"> • providing opportunities for learners to improve upon their work. Written feedback should be in the form • What you have done well written in blue. • area for improvement written in green. <p>Assessment is an ongoing process that takes place in each lesson through a range of methods and feeds in to whole school data systems.</p> <ul style="list-style-type: none"> • Marking is the process which involves acknowledging and providing written and verbal feedback on a pupil's daily progress in learning. • Moderation is the process which involves selecting and comparing examples of pupil's work with other subjects and schools to ensure consistency and accuracy of assessment. • Reporting is the process which involves informing others about a pupil's learning through a wide range of methods. Comparisons are made with other schools using Woodlane's reported internal data as well as the published national data. <p>'book look' takes place termly to ensure marking policy being followed with consistency.</p> <p>Verifier: Internal moderation provides consistency of approach and raises expectations and standards. Completed lesson observation directed the member of staff directly to the marking policy in the 'feedback section'.</p>
2.8	There is provision for one to one and small group teaching and specialist support using multisensory teaching methods. Appropriate,	TAs deliver sessions to small groups and 1\1 in Talking and drawing therapy, Attention to autism bucket sessions, music, Lego therapy and phonics programme 'toe by toe'

	evidence-based intervention programmes are implemented and their success evaluated.	Determined outcomes are created prior to sessions starting – these are reviewed throughout the intervention and then given to Lead practitioner to collate and report on impact.
2.9	Homework is provided on separate sheets, scribed into homework diaries or recorded on a phone. Pupils are offered a choice of recording method.	Homework is split into difficulty level green to red and pupils are directed to expectations. Throughout the pandemic homework was delivered through 'Firefly' online but a recent pupil, parent and teacher survey voted to move back to paper.
2.10	Appropriate systems are in place to make reasonable adjustments in examinations and school tests. Assessment and application to the JCQ is made in good time so that pupils are taught how to use the time and any resources appropriately.	<p>Transition data from year to 7 is used alongside baselining data to produce flight paths for pupils through to year 11, to support assessment of progress and pathways to qualifications.</p> <p>Our in-house exams officer regularly updates staff on changes and deadlines for examination periods. Pupils that will require additional support are identified early and these practices such as scribing or assistive technology measures are put into place in year 10 to support pupils understanding and ability to use these supports effectively.</p> <p>Assessment timetables are shared by email and displayed in staff communal areas to ensure visibility.</p> <p>The school has support from Visual Impairment specialists, CENMAC, OTs and SaLTs support access to curriculum and qualification access arrangements.</p> <p>Verifier: Robust systems ensure pupils needs are met.</p>

Standard Three: Creating a climate for learning	Maintaining
<p>3.1 The school works in partnership with pupils to:</p> <ul style="list-style-type: none"> • Help pupils to understand their dyslexia and value their achievements • Promote a 'can do' culture • Assist pupils in identifying their own learning strategies • Involve pupil in planning their own learning targets • Support with emotional and behavioural issues 	<p>We continue to have a dyslexia friendly timetable which is colour coded to match the door frame colours of different subject areas.</p> <p>A sensory room, that is audited annually, and training delivered by specialist teachers, to ensure staff have understanding of the types of activities that can be used to support pupils, depending on their sensory need.</p> <p>We have just received a school wellbeing award; this status was awarded in May 2022</p> <p>Pupils are aware of tools available to support behaviour for learning, movement breaks, time outs and self-referrals</p> <p>Pupils have access to computers, iPad and white boards that are used continually in lessons to support different needs including, visual and kinaesthetic stimulation, communication, and recording of ideas.</p> <p>All form tutors create targets twice a year that are placed in pupil's diary and observed and monitored across the school, with staff noting and sharing successes with the pupils when they are observed meeting targets.</p> <p>Verifier: Teaching and learning policy (and marking section), positive behaviour policy and lesson observation checklists all demonstrate a commitment to involving pupils in their own learning and rates of progress. External validation via the nationally recognised wellbeing award further demonstrates the school's commitment to improving pupil's self-esteem.</p>

3.2	<p>Pupils' self-esteem is promoted through:</p> <ul style="list-style-type: none"> • valuing the individual and their diversity • praise for effort and achievement in all areas • having high expectations for those with dyslexia • developing resilience and resourcefulness • promoting strengths and providing opportunities for success • providing a stress-free learning environment 	<p>We have a Merit and Mega reward system where pupils can earn merits which equal 10p and earn a Mega which equals £1. Pupils then spend these Megas on prizes at the end of each term.</p> <p>We have behaviour reward trips which include, trip out to lunch, cinema etc which are available to all pupils based on behaviour tracking through our warning system, with the trip voted for by pupils.</p> <p>We have end of year trophies and awards that are voted for by staff that include, most improved literacy, improved behaviour, role model, improved numeracy and independence.</p> <p>We always offer attendance reward trips.</p> <p>We have an active student council with members voted in by their form classes each year. The school council meet half termly with the head teacher to discuss school policies and changes.</p> <p>Pupils are regularly included in decision making and pupil questionnaires are used to provide feedback on learning and planned changes. For example, School Lunch Menu, plans for playground development, Proposed changes to school day timings and how Homework should be received.</p> <p>Zones of regulation is embedded across the school with display boards in every room, sensory toolkits, social stories and personalised visuals.</p> <p>Verifier: 'Pupil voice' is evidently an important part of the decision process at Woodlane. Zones of regulation and the corresponding behaviour toolkit develops self-regulation and therefore behaviour for learning.</p>
3.3	<p>Effective measures are in place to deal with harassment or bullying related to SEND. The school actively raises awareness of dyslexia</p>	<p>Our behaviour policy is shared with all new staff and reviewed in September INSET. The school operates a positive behaviour management system. Within this our aims are set as</p>

	<p>and SEND amongst peers and promotes positive attitudes towards diversity.</p>	<ul style="list-style-type: none"> • to promote positive behaviour in our pupils to: • Establish a stable and safe social and learning environment • Develop the self-discipline and resilience of our pupils by encouraging them to be responsible for their own behaviour and understand that their actions have consequences • Show appropriate respect for the school environment, its resources and involve pupils in discussing their behaviour <p>Warnings and Merit system is visual displayed in all classrooms.</p> <p>We provide a termly newsletter that celebrates the learning and achievements of pupils' form across the term with guidance and reminders for parent over the holidays.</p> <p>We have a SEND day annually where pupils are off timetable and targeted activities to discuss, explore and celebrate all needs.</p> <p>We have 2 whole school assemblies a week 1 lead by SMT the other alternating between teachers. These assemblies are themed based, and teachers develop assemblies around them.</p> <p>In the summer term 2022 the school moved to CPOMS digital recording system to ensure safeguarding policy is effective and consistent.</p> <p>In May 2022, the school was awarded a national recognised award, the 'wellbeing award for schools'</p> <p>Verifier: CPOMS will further embed the process of identifying vulnerable pupils and meeting their needs.</p>
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Standard Four: Partnership with parents / carers	Maintaining
<p>4.1</p> <p>Governors and Senior Leadership Team seek meaningful involvement from stakeholders, including learners with SEND and their families and carers, and use this to reflect critically on progress and outcomes.</p>	<p>Pupil and Parent reference groups are held continually throughout each academic year and there is a full governors' meetings 4 times a year.</p> <p>Govern visits have a clear focus and always involve a full meeting but also include learning walks where governors observe teaching and learning within the school</p> <p>14. 12. 18</p> <p>Disciplinary policy and use in practice</p> <p>19.12.18</p> <p>Governors were part of the termly book look and observed marking and differentiation of tasks across all subjects.</p> <p>20.11.2018</p> <p>Learning walk with focus on PGSS AND PUPIL MOTIVATION</p> <p>6.6.19</p> <p>Governors visited and observed playground activities to assess need for playground development</p> <p>26.4.19</p> <p>Pupils' outcomes</p> <p>26.1.2020</p> <p>Provision for pupils with medical and mental health needs</p> <p>26.2.20</p>

		<p>Governors attended lockdown live learning sessions to assess' provisions.</p> <p>27.1.2021</p> <p>Parent governors and transition leader gave presentation to parents to raise awareness of parent governor's role.</p> <p>3.3.21</p> <p>Spring data reporting and rationale.</p> <p>The school improvement officer has visited throughout this academic year with a focus on covid recovery in Science and Maths, Deep dive into subject areas, English, Maths and History and a focus on effective use of Tas. All observations are formally recorded and any action points needed are put into place before the next visit.</p> <p>Verifier: An active and supportive governing body with a commitment to supporting the school's development plan</p>
4.2	<p>Parents are aware of how the school meets the special educational needs of their children. They are aware of the ways in which they can contact the school and are aware of complaints procedures.</p>	<p>All school policies are clearly marked and always available on the school website. Parent regularly contact the school office to raise concerns with SMT and the school's complaints process is available on the website.</p> <p>Annual reviews are held and meet borough guidelines and parents' evenings are well attended.</p> <ul style="list-style-type: none"> • The school continually provide opportunity for parental feedback through parent questionnaires and consultations (e.g. timetable consultation) • parent focus groups e.g. - Transition evening from year 6 to year 7 – starter pack provided to all parents and opportunity to meet key staff that will teach their children. • parent feedback forms are provided for Annual Reviews process

		<ul style="list-style-type: none"> parent training with specific need as focus is scheduled throughout academic year. <p>Verifier: A pro-active approach to communicating with parent and carers.</p> <p>Suggestion: Could 'FireFly be used to celebrate achievement daily/ remind parents of up-and-coming events/local community events?</p>
4.3	The school has a process in place for notifying parents of concerns at an early stage and listens actively to the concerns of parents. The school actively involves parents in planning provision for their child which is regularly reviewed with parents.	<p>All pupils in Key stage 3 have daily reports that are signed by each subject teacher on the day, this is then given to parent whom must return the following day signed. This acts as daily communication between staff and parent.</p> <p>Parents are considered in any change to the provision provided at school and questionnaires are regular sent o parents to ensure engagement and communication. This has included,</p> <p>2019</p> <p>evaluation of learning and strategies for behaviour at Woodlane,</p> <p>2020</p> <p>evaluation of online learning provision</p> <p>2022</p> <p>Changes to school days timings,</p> <p>Homework consultations,</p> <p>Changes to annual school reports.</p> <p>Changes to uniform.</p> <p>Verifier: A clear two-way process in communicating with parents and carers.</p>

4.4	The school runs Parents Workshops for parents to understand dyslexia and the way in which the school supports their child's learning and how they can support their child at home.	<p>Examples of parent workshops from 2019 to current include.</p> <p>Autism awareness training</p> <p>Next step coffee meeting</p> <p>Social thinking and emotional regulation</p> <p>Wellbeing award accreditation drive</p> <p>Post 16 coffee morning</p> <p>E Safety workshop</p> <p>Firefly engagement – how to support your child</p> <p>Dyslexia support and tips provided in school newsletter.</p> <p>Verifier: A pro-active approach to communicating with parent and carers.</p>
4.5	The school makes parents aware of the community-based support available in the Local Offer.	<p>All pupils in Year 9 as part of next steps progressing during Annual Review Process have KS4 outcomes set and agreed with parent and supporting agencies that will be recorded in their updated in EHCP.</p> <p>All subjects are to provide educational visits (aim 2xterm)</p> <p>Pupils in Year 11 are matched to work experience placement for one week.</p> <p>Next Steps/Post 16 evenings are held annually to support parent's awareness and understanding of external provisions and opportunities.</p> <p>Letters home during pandemic on National, Local and borough guidance.</p>

		Verifier: A comprehensive programme of opportunities enabling pupils, parents and carers to access community based support.
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N.B If any areas are not being addressed fully, please show if there is a reason and how this will be improved before the next BDA visit. We are aware that due to Covid or Leadership changes, it may not be possible for all areas to be addressed in the same way. If we feel that it is needed, we reserve the right to carry out a virtual inspection or in person visit or ask for additional evidence.

INadia Martin..... declare to the best of my ability that the standards achieved in the last inspection by the BDA have been maintained and I would like to apply for re-accreditation of the Dyslexia Friendly Quality Mark status. I enclose a copy of a recent observation of a lesson and have paid the fee of £400 plus VAT.

Signed.....*Nadia Martin*

Date.....20.7.22.....