



Woodlane High School

achieving success in a nurturing environment

Art Theme Day

Thursday 30th March was Art Theme Day at Woodlane. Pupils were able to take part in a range of activities such as Super Mario pixel Art, African Art, Roald Dahl carbon prints, Chromatography flowers, Textile initials and a Manga session. We saw so many wonderful pieces of art created and pupils enjoyed the range of different activities on offer. There was a strong cross-curricular emphasis on English (Roald Dahl prints), Maths (Super Mario pixel Art) and Science (Chromatography) for the day and it was great to see how well all pupils responded to the challenges in each session, the day was a huge success!



A BIG thank-you to Mr Freitas for organising such a great theme day!

Behaviour Reward Trip

On Tuesday March 28th, pupils with less than two office referrals were taken out for our behaviour reward trips. Pupils had the option of choosing either Nando's, Mini-putt, Virtual Reality experience, Cinema or Pizza Express. Pupils had a fantastic day out and many came back absolutely thrilled by their chosen activities. The Virtual reality experience was a BIG hit!

Another BIG thank-you to Mr Morgan for organising all of these fantastic activities for our pupils.

Supported internships

Year 10 pupils visited West London College Careers Fair and learnt all about supported internships. Pupils listen to a talk about employment opportunities for pupils with SEND and learn all about what Supported Internships are.



Then pupils got the chance to speak to employers and ask them questions. They did exceptionally well, asking important questions and seeking information about different career paths.

Finally, pupils met with an ex Woodlane pupil who gave a presentation to everyone about supported internships.

"It was interesting to see different careers and course options for college."

Arturas (Year 10)

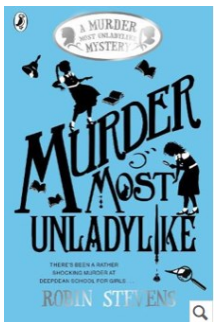
"We saw an old Woodlane pupil who was speaking in front of 150 people about transitioning to college. I was proud of her."

Jayden (Yr.10)

"The students had a chance to tell us about their college. It was nice to hear about what college will be like."

Rhianna (Year 10)

Spring reading suggestions



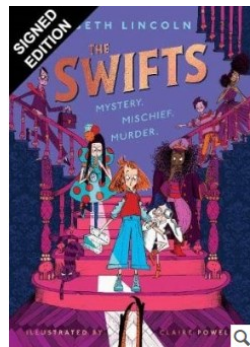
Murder most unladylike By: Robin Stevens

At Deepdean School for Girls, Daisy Wells and Hazel Wong have set up their own detective agency. But they are struggling to find any real crimes to investigate. Then Hazel discovers the Science Mistress, Miss Bell, lying dead in the Gym. To add to the mystery, when she and Daisy return five minutes later, the body has disappeared. Now Hazel and Daisy not only have a murder to solve: they have to prove one happened in the first place.

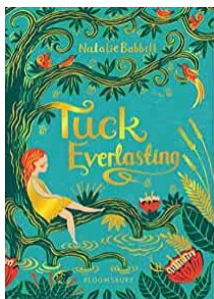
The Swifts By: Beth Lincoln

On the day they are born, each Swift is brought before the sacred Family Dictionary. They are given a name and a definition, and it is assumed they will grow up to match. Unfortunately, Shenanigan Swift has other ideas. So what if her relatives all think she's destined to turn out as a troublemaker, just because of her name? Shenanigan knows she can be whatever she wants - pirate, explorer or even detective.

Tuck everlasting By: Natalie Babbitt



Winnie Foster is in the woods, thinking of running away from home, when she sees a boy drinking from a spring. Winnie wants a drink too, but before she can take a sip, she is kidnapped by the boy, Jesse Tuck, and his family. She learns that the Tuck family are blessed with - or doomed to - eternal life since drinking from the spring, and they wander from place to place trying to live as inconspicuously as they can. Now Winnie knows their secret. But what does immortality really mean? And can the Tucks help her understand before it's too late?



SEND Theme Day

On Monday March 6th pupils in Year 7-11 participated in our annual SEND Theme Day! This is a day dedicated to celebrating our special educational needs and disabilities. At Woodlane, we truly feel that pupils' needs should not be a factor that holds them back, we want all our pupils to feel confident and understand their needs. This is why a number of sessions were created to help pupils better understand their needs within the classroom.

Communication: This session focused on our body language and how we show people how we are feeling through the way we present ourselves. Pupils had the opportunity to watch communication taking place through specified videos to help pupils identify different forms of communication and how best to communicate with others.

Down Syndrome, with us not for us: In honour of celebrating World Downs Syndrome Day which took place on March 21st, Miss Davies created a scavenger hunt around the school to teach pupils about different influential people with Downs Syndrome.



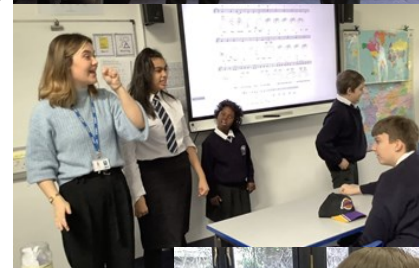
Reflective Drama: Our wonderful PSCH teacher, Miss Cullen, worked hard to create a drama session exploring what SEND is and how communication is key to expressing not only how we are feeling but also what we need from other people.

Makaton: Our KS4 Nurture teacher, Miss Winskell, created a fantastic session to introduce Makaton to all Woodlane pupils. Pupils learnt about why we use a signing system at Woodlane and were taught some signs to help them communicate better to staff.



Make your own fidget: Pupils loved this session! As part of the Zones of Regulation pupils are encouraged to manage their emotions using a variety of different tools we have in place at Woodlane. One of those tools, is using a fidget when we need to calm down or when pupils are feeling fidgety. Pupils worked hard to make their own fidget in school.

Parable Dance: We had an amazing dance company come and join us for the day. The two dance teachers worked with pupils to help them learn how to move with rhythm and the beat of the songs to learn some new dance moves.



Empowering Words: This session focused on what pupils love about themselves. Pupils looked at the power of words like confident, helpful, kind, courageous, brave and picked their own word to make in collage.



Sensory circuits: Pupils worked with our Occupational Therapist, to learn about the Zones of regulation and the importance of sensory circuits. We wanted pupils to understand when sensory circuits are needed and what activities they could use to help them stay in the green zone.

A BIG congratulations to:

Morgan (Yr.10)	Allen (Yr.9)	Tengis (Yr.9)
Barney (Yr.7)	Ashley (Yr.7)	Myia (Yr.8)
Ryan (Yr.8)	Rhianna P (Yr.10)	

Who won certificates for their efforts on the day!



Google E-Safety Parent Workshop

We hosted our annual e-safety workshop earlier this term. Turnout was good and Parents/Carers reported back it was informative and useful. We covered current topics such as 'Peer on peer abuse', 'Misinformation', 'Sexual Exploitation', 'Influencers', 'Disconnection', 'Media mistrust and cynicism' and 'Reliance on technology'.

Parents/Carers were also sent a parent toolkit and guidance on measures they can take to safeguard their children from inappropriate content on social media apps / websites and tips on how to safely set up their home devices / internet access.

Here are links to additional resources:

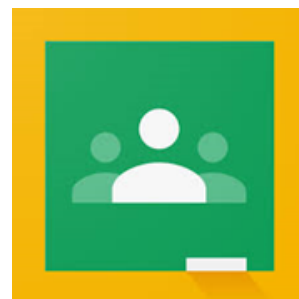
<https://www.internetmatters.org/>
<https://www.thinkuknow.co.uk/parents/>
<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>



Google Classroom Workshop

During the e-safety workshop we introduced Google Classroom as part of our hybrid homework provision. Google classroom allows pupils to complete homework digitally if they prefer this way of working. Parents/Carers were shown how to access Google Classroom, pupil view of the platform and how pupils may access and complete their digital homework. Some parents were keen for their child to complete homework on Google Classroom and seem to understand how the platform works to enable them to support their child.

This half term as part of Recovery, pupils have been practicing completing homework on Google Classroom, most are now proficient users and all pupils have been given Google Classroom log on details.



Aspirations in Art

Year 9 and Year 11 took part in a special art programme where we looked at our future aspirations and hopes. The pupils came up with some great words and then used them to design their own T-shirts about their own aspirations for the future. They also talked about the challenges they might face in the future.

The workshop was part of Hammersmith and Fulham's Youth Council programme, which celebrates and works with young people in Hammersmith and Fulham to get their thoughts and opinions about the future of the borough. If any pupil in Year 10 upwards would be interested in joining, then please speak to Miss Cullen, PSCE teacher.



Rules, Responsibilities and getting teenagers to follow them

Undoubtedly, rules and responsibilities are one of the most difficult areas to get right in families that include teenagers! Perhaps you have heard...

It's not fair....

Why should I have to...

NO!!!!!!

No one else has to be in at that time...

Sometimes we need to look again at the rules we have in the house (the formal rules that everybody knows and the unspoken rules that you only find out about when you break them). What is right for a family with young children might not be at all appropriate for a family which includes teenagers. Of course, however fair the rules are, teenagers are programmed to test boundaries and will break them, so we need a clear plan for what to do when this happens.

As parents, we sometimes forget that as our children grow older, the ways we do things might need to change. Rules, rewards and punishments need to be different for a 6 year old and a twelve year old. What we know if that people do not like being told what to do without explanation or the chance to have their say. If our teenage children are going to stick to rules, they must have a say in making them, and we need to be open to their ideas, and maybe compromise as a result.

It might sound silly but getting the family together and agreeing together 5 family rules that everyone can live with may help. If everyone is involved in helping make the rules and understands the reasons for them, they are more likely to keep them. Agree rewards together for sticking to the rules as well as punishments (consequences) for not keeping them. This makes it less likely that we will give out random, impossible to enforce or unfair punishments (because we are having a bad day for example). Ask your teenager what rewards they might like and make a 'menu' that they can choose from. What would motivate them to stick to the rules? Rewards don't have to be expensive— they might include extra tv or iPad time. Finally, get everyone to sign the rules and put them up somewhere visible in the house.

When we're angry, we tend to threaten unreasonable punishments— leading to confrontation and backing ourselves into a corner. The most important thing is to keep calm despite the rage and helplessness that typical teenage response may make us feel. There are 3 things to consider:

- 1) Why is your child breaking the rules? Are the rules fair? Have they agreed to them?
- 2) Try to know in advance what punishment you will use if a rule is broken— and make sure that your teenager knows too.
- 3) Ask yourself, are you always focusing on the negatives, and forgetting to 'track the positives'.

Make an effort to notice and comment when your child gets it right. We tend to ignore our children when they aren't doing anything wrong (grateful for the peace!). Try to get in the habit of praising them more.

When you do need to issue a punishment, calm yourself before you speak to them, use a low calm voice (not very easy but effective) and remind them of the rule they have ignored. When discussing the issue talk about the behaviour not the person, remind them of the agreed punishment and be firm but calm when issuing it, don't get dragged into an argument. Make sure the punishment happens as soon afterwards as possible.

Raising teenagers is hard work but if we try to find a balance, give them a voice and the opportunity to follow the rules, hopefully, life will be a little bit simpler for us all.

Our family rules:

- Agree times to come home and stick to them
- Ring if you are delayed or change your plans
- No one takes other people's things without asking
- Jobs are done before 5:30
- Homework is done before TV.

I agree to these rules and know the rewards if I do them and the consequences if I don't.

Signed...

Attendance Update

At Woodlane we feel that pupils should be attending school regularly in order to get the most out of their education. All pupils should be aiming for 98% attendance with the expectation that they will also arrive on time for school everyday.

All for one gift cards have been awarded to all pupils who have managed to achieve an **outstanding 100% attendance** this term. These pupils are:

KS3

Aliyyah	7SH
Faiza	7JE
Lucca	KS3 Nurture
Sihaam	KS3 Nurture
Daniel	8SI
James	8SI
Sweetey	8SI
Christian	9MU
Eddie	9MU
Sam	9MU
Zara	9MU
Allen	9NM

KS4

Zak	10SW
Ziah	10SP
Rhianna	10SP
Jeremiah	11EC
Kieron	11EC
Marwan	11RF
Rose	11RF



Chilli Con Carne

Ingredients:

- olive oil
- 500g 5% fat minced beef
- 1 onion
- 2 garlic cloves
- 1½ tsp ground cumin
- 1 tsp mild chilli powder
- 1½ tsp dried oregano
- 1 tbsp tomato puree
- 400g can chopped tomatoes
- 400g can red kidney beans (rinsed)
- Two cups of rice
- chopped parsley leaves to decorate

Directions:

- 1) With a knife and chopping board, finely chop the onion, and crush and chop the garlic cloves.
- 2) Heat a tablespoon of oil in a large pan and cook the minced beef until brown.
- 3) Add the onion, chilli and garlic into the pan. Cook gently until the onion has softened.
- 4) Add the ground cumin, chilli powder, dried oregano and tomato puree to the pan and cook for 2 minutes.
- 5) Add the chopped tomatoes and 250ml of water.
- 6) Stir in the rinsed beans and season.
- 7) Simmer on low to medium heat, cover with a lid and cook for 45 minutes.
- 8) With 20 minutes left, add the rice to a saucepan of boiling water and cook until soft.
- 9) Sieve the rice to get rid of the water. Portion the rice into bowls, add the chilli and decorate with parsley.

Easy Chilli Con Carne



Annual Reviews

An Education, Health and Care Plan, also called an EHCP, must have a formal Annual Review within 12 months of the final plan or the last review. During an Annual Review, parents and professionals discuss any changes in provision within the EHCP and submit these to the Local Authority. It is also important that the outcomes within the EHCP are reviewed and/or updated.

Annual Reviews for pupils in KS4 seek to set outcomes based around their preparation for adulthood so that pupils can be supported in their education, independence and lifestyle choices as they move into college and further employment.

Prior to an Annual Review, you will receive a letter outlining an appointment slot and the teacher leading your meeting. If you wish to submit your parent views before the meeting you can email these to the school in advance. You will also receive a Teacher Feedback Form where teachers of your child discuss their achievements and how far they have succeeded in meeting their outcomes. These forms are used to inform aspects of the review meeting. If you have any questions about your child's EHCP or about the Annual Review process, I am always happy to answer any queries. At Woodlane we want to make this process as transparent and easy for parents as possible.

Miss Jermain
Lead Practitioner/EHCP Coordinator
jjerman@woodlane.lbhf.sch.uk

Simple Science: Picking up an ice cube

Ice cubes are a great thing to add to your drink on a sunny day. Using only a length of thread, can you pick up the ice cube?

Method:

1. Try different ways of picking up the ice cube using only the thread. You might try tying it around the cube, making a loop or some other way.
2. Now put the ice cube in the glass of water.
3. Lay the thread on top of the ice cubes with the ends hanging over the side of the glass.
4. Sprinkle salt on top of the ice cube and thread. Leave it for a few minutes.
5. Take both ends of the thread and pick them up.
6. Lift up the ends of the thread and hold them up high. See what happens to the ice cube.

You will need:

- ice cube
- thread
- salt
- glass of water

The science: Saltwater freezes at a lower temperature than normal water (this is why the sea doesn't freeze over). The salt melts some of the ice so the thread goes slightly inside the ice cube. The water over the thread freezes again slightly (because the air by the cube is cold), trapping the thread inside the cube. So when you lift the thread, the cube comes with it.

Questions to ask after your experiment:

Why is it difficult to tie the thread in a loop around the ice cube to pick it up?

Watch carefully. What happens when you put the salt on the ice cube?

When the roads are icy and slippery, salt is sometimes put on them. Why do you think this is?



Makaton at Woodlane

This term, most staff at Woodlane have received Level 1 Makaton training and we began to integrate Makaton into our communication – both verbally and visually, throughout the school.

Makaton is a language system, in which signs and symbols accompany spoken and written language to support communication. Makaton develops language skills such as comprehension, recall and the organisation of language. Makaton uses speech with signs (gestures) and symbols (pictures) to help people communicate. We also use facial expression, eye contact and body language to give as much information as possible.

If a child has to rely on speech development alone, these vital skills may not develop properly: eye contact, turn taking, making choices, understanding, and sharing information. Children and adults who have difficulty understanding and speaking often become frustrated or withdrawn. Young children may communicate this through behaviours such as screaming and kicking; older children and adults may shout or hurt themselves. By using Makaton, we are helping them to communicate in a more acceptable way.

Talking does not just involve speaking. Watch someone talking, they will not just be saying words but they will also be using hand movements or gestures, facial expression, eye contact and body language (posture and movement). All this is communication. With Makaton, signs are used with speech in spoken word order. Using signs can help people who have no speech or whose speech is unclear.

To find out more, and access a number of resources, follow the link to the Makaton website:

https://makaton.org/TMC/About_Makaton/What_is_Makaton.aspx



Drink



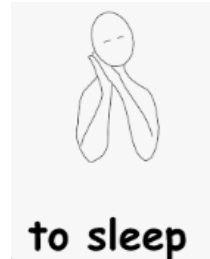
What



Look



where



to sleep

Maths at home: Fractional triangles

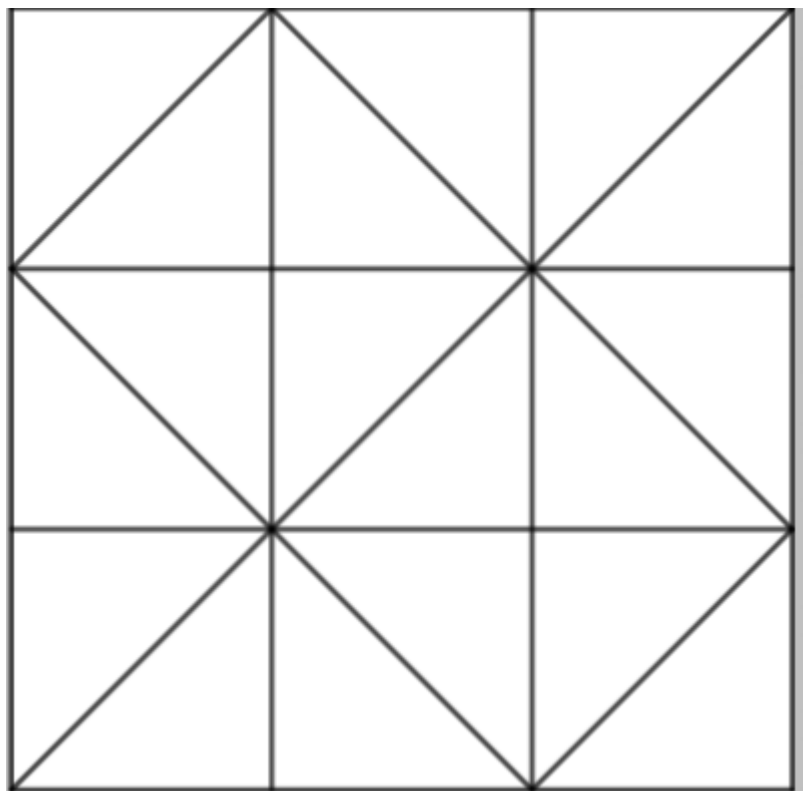
Use the lines on this figure to show how the pattern of triangles can be used to:

- Divide the square into two halves
- Divide the square into three thirds
- Divide the square into six sixths
- Divide the square into nine ninths.

More lines are needed to divide it into four quarters.

What is the least amount of line needed to do this if the quarters are in one piece and all the same shape?

How many ways can you divide it into halves using just the lines given?



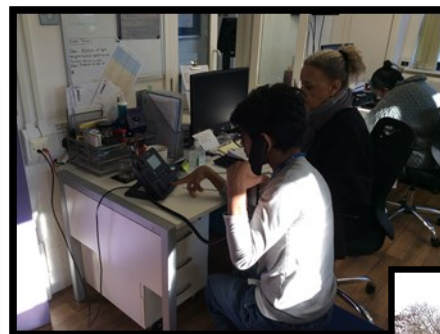
Year 11 Work Experience

Before the February half term Year 11 took the big step into the world of work by undertaking their work experience. Pupils worked across a wide range of placements, including the following;

- Westfield London – Concierge desk
- KQ School – Site Care and PE assistant
- Shepherds Bush Families Project – EYFS team
- Mind Charity shop – Shop assistant
- Shepherds Bush Library – Library assistant
- Woodlane High School – TA's and Admin
- QPR Football club – Coaching
- Music Shop – Shop assistant
- Masbro centre – Admin assistant

As part of work experience, pupils learnt many key life skills and developed great independence. The pupils really enjoyed their placement, and really took the opportunity to develop and grow.

We are all really proud of the work the students done on their placement and are extremely grateful to the companies who supported our students to get their first taste of work.



Well done Year 11

New transition video:

Miss Hirani just wanted all parents and carers to know that we have now updated our transition video. This will be uploaded very soon onto our school website.

Thank you to all the staff and pupils that took part. I hope you really enjoy the new video.

Air Ambulance Service

On Thursday 9th February Rhiannon from the London Air Ambulance Charity came into school to explain why we have an air ambulance service and the importance of keeping this service available to those who need help in an emergency. She spoke to pupils about the work the Air Ambulance Service does and showed the pupils some of the equipment used in an emergency. Some pupils got to try on the special jumpsuit worn by the pilots and doctors on board the helicopter.

On Friday February 10th pupils and staff wore red and raised £112.00 to donate to the London Air Ambulance Charity.

We greatly appreciate all your donations.

Wellcome Collection

Staff from the Wellcome Collection in London came to Woodlane and delivered a workshop to Year 10 pupils. The following week the students traveled to the Wellcome Collection to view the Being Human Gallery and try out different activities.

Marcus said "It was fun. There were floats."

Isaiah said "I liked the astronaut which was made by a Nigerian artist. We did some clay activities making food for customers Jahari and Evan."



Trip to the recycling centre

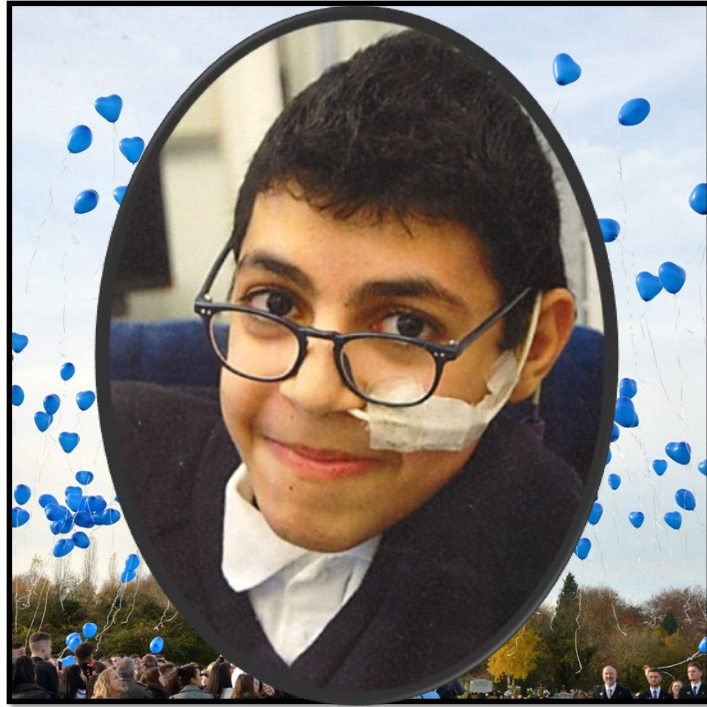
Year 9 visited a recycling centre, in Wandsworth. They saw how rubbish arrives and is then sorted. They witnessed a range of rubbish trucks unloading and discovered this is where our school rubbish comes!



The pupils then headed into the classroom to learn how the factory works and got to explore materials that had been recycled and were now ready-to-be-made into something new! We discussed and learnt more about the importance of 3 R's – **Reduce, Reuse and Recycle.**

The pupils took their leftover fruit skins to the compost bin to help feed the worms! Finally, the pupils went to visit the loading area, where blocks of rubbish were transported onto barges to be carried down the river.





Issa

On Tuesday February 7th those pupils who wanted to participated in a balloon release for Issa. Pupils spent period 5 writing messages for Issa to attach to their balloon before the students went outside to release them in memory of him. Pupils were incredibly thoughtful and considerate of each others feelings during the event. Pupils then went around the school to see the tree planted in Issa's honour and to read the plaque created to his memory lives on at Woodlane.



We would like to thank all those part of our school community who very generously contributed to the Just Giving page set up to support Issa's parents with funeral costs and other associated expenses. Our school community raised £505.00 for Issa's family. During this difficult time, we wish to thank all of the members of the school community who have reached out to us, offering support, kind words and a desire to help in some way. This has been truly appreciated.

May you rest in peace Issa, you are missed every single day. With all our love Woodlane pupils and staff.

Message from the Head

As ever, the Spring Term has been a busy and productive period for pupils and staff at Woodlane. I am delighted to inform you that we are making excellent progress towards our School Improvement Plan (SIP) targets and have recently undertaken our March 2023 review. The review can be found in full under the 'information' section of our website. You will also see our next steps, which will be actioned in the Summer Term.

We are happy to inform you that our new boiler is now up and running. This project has been a big and expensive one, which has seen some disruption to our heating and hot water, however, we should now experience more consistency in our supply.

We are also very excited to have confirmed our summer renovation projects, therefore, the following refurbishments will take place during August 2023:



- The English classroom
- The Maths classroom
- The Science classroom
- The meeting room
- The reception and offices

We look forward to sharing photos of our completed projects with parents and seeing the pupils use their new learning spaces.

In February 2022, we undertook our annual pupil questionnaire. The questionnaire gives pupils the opportunity to share their views on the quality of education they receive at Woodlane. Thank you very much to our pupils for their kind words. Please see the summary below:

On average 96% of pupils agreed/strongly agreed with the statements (all set in the positive mode).

- 96% of pupils believe Woodlane is a good school (3 pupils disagreed).
- 96% of pupils believe they are taught well (3 pupils disagreed).
- 99% of pupils believe teachers expect them to work hard and do their best (1 pupil disagreed).
- 97% of pupils think their work is assessed helpfully so they can see how to improve it (2 pupils disagreed).
- 92% of pupils believe that pupils at Woodlane behave well (6 pupils disagreed).
- 97% of pupils feel the school deals with any problems so they feel safe (2 pupils stated they do not feel safe – please note, when interviewed one pupil felt he is on the road to feeling safe and one stated he didn't because of rude comments by other pupils, he gave examples which were at a low level but still important to the pupil e.g. a pupil telling him not to stare at them).
- 98% of pupils have an adult in school they can talk to if they have a problem (1 pupil felt they do not have someone they can talk to – please note, when interviewed the pupil said there were no concerns they just prefer to talk to their mum).
- 97% of pupils believe staff treat all pupils fairly and with respect (2 pupils disagreed).
- 97% of pupils believe the school helps them to be independent (2 pupils disagreed).
- 98% of pupils believe the school is interested in their views (1 pupil disagreed).
- 87% of pupils think worthwhile homework is set regularly (8 pupils disagreed) – please note, when interviewed responses were all around the amount of homework, some wanted more, some wanted less, some didn't want any, one pupil stated they wanted harder homework.
- 100% of pupils believe the school is well run.

We continue to aim for 100% in all areas and have ensured targets are added to the SIP to get us closer to this goal. Please download the Pupil Questionnaire 2022/2023 Statistical Summary from our school website, which also provides a summary of actions undertaken to explore responses and improve pupil satisfaction further.

Thank you Mrs Jelen for our Spring Term newsletter. I do hope you have enjoyed reading it! Wishing everyone a fun Spring break. I look forward to seeing you all in the Summer Term when pupils return on Tuesday 18th April 2023.