



Woodlane High School

achieving success in a nurturing environment

5 Year Strategic Plan 2021-2026

Created: July 2021

Updated: April 2025

Next Update: July 2026

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Foreword

The governors and senior leaders are pleased to present our long-term strategic plan for Woodlane High School. Our intention in developing this plan is to set out and communicate our ethos, values, aims and the long-term direction for the school, so our stakeholders are clear on where we are going and what we are aiming to achieve.

This strategic plan was created by the governing body, senior leadership team, and staff representatives. Representatives from each group attended a bespoke strategic planning day with an external training provider, Head's Up, where ideas were shaped and refined.

It should be emphasised that our over-arching priority is to ensure each and every pupil attending Woodlane receives an 'outstanding' education, both academically and pastorally. This will remain the most important thing we do!

Our strategic plan is complemented by our School Improvement Plan (SIP), which is our annual operational plan. Our School Improvement Plan is comprehensive and its aim is to tackle small areas for improvement so they do not grow into larger ones. We are proud of the school's achievements and think these should be celebrated, however, our philosophy is that we are always learning and will never stop improving, aiming to be even better than 'outstanding'.

Pupil voice is highly valued at Woodlane, pupils' feedback and ideas will be sought throughout our planning processes whenever this is appropriate. We recognise that the best ideas often come from the pupils themselves.

Acronym Key

ASD	Autistic Spectrum Disorder
CPD	Career Progression Development
DfE	Department for Education
EHCP	Education and Health Care Plan
ICT	Information Communication Technology
ITT	Initial Teacher Training
KS3	Key Stage 3
KS4	Key Stage 4
LBHF	London Borough of Hammersmith and Fulham
MAT	Multi-Academy Trust
OCD	Obsessive Compulsive Disorder
Ofsted	Office for Standards in Education, Children's Services and Skills
OT	Occupational Therapy
NHS	National Health Service
NPQ	National Professional Qualification
SALT	Speech and Language Therapy
SEND	Special Educational Needs and Disabilities

SEMH	Social Emotional and Mental Health
SIP	School Improvement Plan
SWOT	Strengths Weaknesses Opportunities Threats
TBAP	Alternative provision, multi-academy trust
UK	United Kingdom

Context

Woodlane High School is a successful purpose-built community special school for pupils aged 11-16 years. Following our most recent Ofsted inspection in May 2019, we have an Ofsted rating of 'outstanding' in all categories.

We opened, on our present site, by the London Borough of Hammersmith & Fulham in February 2000 and provide specialist support for pupils with a range of barriers to learning.

We meet the needs of a wide range of pupils including, but not exclusive to:

- Pupils with speech, language and communication difficulties, or selective mutism;
- Pupils with higher functioning Autistic Spectrum Disorders (ASD);
- Pupils who have specific learning difficulties e.g. dyslexia or dyspraxia;
- Vulnerable pupils who, for a range of reasons, have failed to thrive in a mainstream setting. They may have become school-phobic and regular non-attenders;
- Pupils with a medical need that makes a mainstream placement inappropriate;
- Pupils whose psychological difficulties (depression, de-motivation, high anxiety, OCD etc.) make a mainstream placement inappropriate;
- Pupils with physical disabilities.

The cognitive ability of pupils at Woodlane is usually a number of years below expected attainment for their age. Woodlane uses B-Squared Progression Steps to analyse the progress of pupils. On Year 7 entry pupil attainment usually ranges between Progression Steps 1 - 5, equal to between 1 - 7 years behind age related expectations.

Admissions

Woodlane is a London Borough of Hammersmith & Fulham maintained school and placements are administrated by the Council's Education, Health and Care (EHC) Planning Service.

Our current formal admission number is for 100 pupils, however we have 105 pupils currently on roll, with 110 expected for September 2021.

Pupils attend Woodlane from over 10 different Local Authorities.

Ethos, Values and Aims

Our ethos, ‘achieving success in a nurturing environment’, our values and aims, were all created with our staff and pupils and are central to our everyday practices and inform our policies and plans.

Woodlane Values

- Kindness
- Tolerance
- Honesty
- Independence
- Effort
- Aspiration
- Resilience
- Achievement
- Respect

Woodlane Aims

- To provide an **outstanding** education, which is **personalised** to the need of each pupil.
- To provide a **calm, learning focused** environment, which is **safe, caring and nurturing**.
- To provide a **holistic** education, which incorporates guidance and strategies from **support agency partnerships** e.g. speech and language therapists, occupational therapists etc.
- To increase **resilience** and develop pupils’ ability to **self-regulate**.
- To ensure Woodlane **values** are at the heart of learning.
- To develop pupils’ essential **life skills**, developing their knowledge and the ‘cultural capital’ they need to succeed in life (personal development), this will include, but is not exclusive to:
 - personal & social well-being (*safety/self-image/self-esteem*);
 - communication skills (*speaking/listening/reading/writing/body language*);
 - social skills (*behaviour*);
 - physical & health skills (*hygiene/healthy eating/exercise/team skills*);
 - ICT skills (*using computers to share and seek information*); and
 - independence and study skills (*thinking skills/self-organisation/concentration*) etc.

- To promote **physical** and **emotional** well-being.
- To prepare pupils for the **next stage** of their education.
- To ensure all pupils leave Woodlane with **outcomes** that reflect the **best of their ability**.

The Current Landscape

General Challenges

- The impact of Covid-19 closures on SEND pupil progress and outcomes.
- A report issued by Ofsted (June 2021) '*old issues, new issues, next steps*', highlights the following:
 - *pupils with SEND are significantly more likely to be excluded than their peers*
 - *the number of young people being identified as having SEND has grown in all types of setting*
 - *most pupils with SEND are educated in mainstream, although numbers in state-funded special schools are increasing each year*
- An increase in the level of complexity of pupil need, including medical and physical.
- A significant increase in the number of pupils experiencing mental health difficulties, which has been exacerbated by the Covid-19 pandemic.
- Decrease in funding available for pupils with SEND.
- Mainstream schools under significant pressure to place SEND pupils with complex needs.
- Increased need for SEND schools to share expertise with mainstream schools.
- Teacher recruitment challenges, particularly in London.

Government

- DfE priorities (2021)
 - 'We'll develop world-class education with the following principles:
 - *ensure our academic standards match and keep pace with key comparator nations*
 - *strive to bring our technical education standards in line with leading international systems*
 - *ensure that education builds character, resilience and well-being*
- The government continues to promote its academy agenda. Forced conversation is usually undertaken under the Education and Adoption Act 2016, if a school receives an inadequate Ofsted rating. Schools can also convert on a voluntary basis.
- Significant focus on Covid-recovery planning.
- Prime Minister's Priorities for 2021/2022: Build Back Better
 - 'The Prime Minister has set out a clear roadmap for how the government will build back better – not only beating COVID-19, but coming back stronger than ever before. In 2021 we will run fewer, bigger and better campaigns that support the following priorities:

- *Beating COVID-19 and Backing the NHS: saving lives and protecting the NHS by encouraging people to take better care of their health.*
- *Build Back Better: a focus on economic recovery, supporting employment through the Plan for Jobs and ensuring investment levels up opportunity.*
- ***Build Back Fairer: increasing opportunities across the country, with better education, housing, skills and infrastructure.***
- *Build Back Safer: upholding law and order, improving national security and strengthening our borders.*
- *Build Back Stronger: capitalising on post-Brexit opportunities, promoting our global interests and building the strength of the Union.*
- *Build Back Greener: making green industries fit for the future, hosting a successful COP26 and leading the way globally to reach Net Zero by 2050.*
- *Delivering for the UK: promoting essential and statutory government activity and informing the public of critical information.'*

Local Authority – LBHF

- The funding formula is in part based on historic planned spend.
- LBHF places a significant number of out of borough pupils, which impacts funding.
- Increase in top up spending, due to regional commissioner setting top up.
- Tri-borough legacy challenges continue e.g. SALT not being charged to home boroughs.
- Significant spend on 'alternative provision'.
- Increased complexity of SEND need in mainstream.
- £24 Million cumulative deficit in LBHF.
- £1.2 Million annual overspend in 2021/2022 in LBHF.
- Pressures of Covid-19 pandemic on the LA.
- 163 EHCP assessments currently in progress.
- 1296 pupils with EHCPs in LBHF.
- Approximately 250 LBHF pupils placed in independent day schools. Solutions on how needs can be met locally are required.
- Early indicators suggest that the LBHF find significant challenges in placing pupils with EHCPs and complex behaviour difficulties/ pupils with SEMH needs.
- The TBAP provision no longer places pupils with EHCPs.
- A significant challenge for LBHF is the number of EHCPs issued.
- An increased need for outreach support for mainstream schools is already evident.
- LBHF will be carrying out a sufficiency review of SEND, which is scheduled to start in September 2021 and actions set in April 2022.

SWOT Analysis

Our SWOT analysis also formed part of our strategic planning day and coordinated the ideas of governors, senior leaders and staff representatives.

Strengths	Weaknesses
<ul style="list-style-type: none"> • <i>Leadership and governing body</i> • <i>Staff</i> • <i>Staff retention</i> • <i>CPD</i> • <i>Teaching and learning</i> • <i>Pupil behaviour</i> • <i>Pupil attainment</i> • <i>Pupil attendance</i> • <i>Reputation</i> • <i>Know each and every pupil well</i> • <i>Over-subscribed</i> • <i>Offer qualifications</i> • <i>Mental health awareness and support</i> • <i>Finances etc.</i> 	<ul style="list-style-type: none"> • <i>Growth and staff progression</i> • <i>Age of building and structure</i> • <i>Physical size of grounds and building</i> • <i>Potential complacency</i> • <i>Mixed parental engagement</i> • <i>Lone subject leaders etc.</i>
Opportunities	Threats
<ul style="list-style-type: none"> • <i>Growth of school</i> • <i>Environmental</i> • <i>Friends of Woodlane/ Community links</i> • <i>Supporting pupil behaviour</i> • <i>Supporting MMH</i> • <i>Integration of services</i> • <i>Thought leader</i> • <i>Converting to academy</i> • <i>Become a training school etc.</i> 	<ul style="list-style-type: none"> • <i>LA clarity and pace</i> • <i>Increase in SEND</i> • <i>Covid</i> • <i>Loss of curriculum hours</i> • <i>Funding</i> • <i>Demands of GCSE curriculum</i> • <i>National guidance/ Policy change etc.</i>

Woodlane Funding

Summary

- We currently receive £10,000 base funding for 100 pupils, this is funded by LBHF our Local Authority.
- We receive £9,500 top up for each confirmed pupil place, this is funded by the home Local Authority.
- Our finances are well managed and strong, having always been in surplus with a robust carry forward.
- Our carry forward is essential to mitigate a budget deficient in 2022/2023 and beyond.
- Historical budgeting and spending indicate the budget deficit will be mitigated.
- It should be noted that the Covid-19 pandemic caused notable savings to our planned budgets in 2019/2020 and 2020/2021.
- Given the age of our building, premises maintenance and improvement will impact our budget over the next 3-5 years. The school should be able to gain some funding through the capital improvement fund.

3 Year Budget

	2021/2022	2022/2023	2023/2024
Income (-)	-2,559,484	-2,484,975	-2,484,975
Expenditure (+)	3,105,736	2,974,855	3,035,584
Net position: Surplus (-) deficit (+)	546,622	489,878	550,609
Add carry forward	-706,576	-155,954	329,926
Excess(-)/deficit (+)	-159,954	329,926	880,535

Strategic Priorities

Our strategic priorities were formed and refined by the governing body, senior leadership team, and staff representatives. It should be noted that our priorities are not numbered, this acknowledges that we do not see one priority as more important than another, our priorities are nonlinear and will often run in parallel to one another.

It should also be noted that the governors and senior leaders will be exploring the advantages and disadvantages of various school structures, such as networks, MATs or other arrangements, in achieving our long-term strategic priorities. This piece of work does not form a part of the timescales below and will run separately. We will consult stakeholders at the appropriate times.

The broader targets and timeframes below will be developed and refined in our annual School Improvement Plans over the next what are we 5-year period.

Strategic Priority – Development of Premises

Context

The school building is now over 21 years old and while it is well maintained, the premises and site need modification. This need allows us to use the opportunity to improve rather than simply replace, ensuring the learning environment is best suited to the complex and varied needs of our pupils. In addition, as the pupil roll number grows so too does the need for additional classroom space.

What is the current picture?

- We have created a waiting area for parents and visitors.
- We have updated our disabled changing and toileting area.
- We have created a relaxing courtyard space.
- We have redeveloped our playground.

What are we working towards?

- To create the ideal learning environment for pupils with SEND.
- To be an example of best practice in regards to our physical space.
- To build two additional classrooms at the back of the school, suitable for our nurture classes.
- To refurbish the site manager's house, making it suitable for a primary unit.
- To explore the advantages and disadvantages of various school structures e.g. MATs in achieving this priority.

Estimated Timeline

Date	Action
January 2022	<ol style="list-style-type: none"> 1. Gain stakeholder views 2. Early involvement with LBHF 3. Gain estimates and quotes for: meeting room/office space; classrooms; toilets; 2 x nurture classrooms; Site Manager's house, primary unit; outside space.
March 2022	<ol style="list-style-type: none"> 1. Planning strategy created 2. Select design with stakeholders 3. Gain LBHF agreement where required 4. Agree funding with LBHF 5. Fundraise 6. Commission
April 2022	<ol style="list-style-type: none"> 1. Complete office/meeting space refurbishment 2. Health and safety checks 3. Snagging
June 2022	<ol style="list-style-type: none"> 1. Complete first classroom refurbishments (English, Maths, Science) 2. Health and safety checks 3. Snagging 4. Gain planning permission for new build and Site Manager's house refurbishment
July 2022	<ol style="list-style-type: none"> 1. Schedule works
August 2022	<ol style="list-style-type: none"> 1. Complete works to outside space 2. Health and safety checks 3. Snagging

August 2023	<ol style="list-style-type: none"> 1. Build 2 x classrooms 2. Refurbish Site Manager's house 3. Health and safety checks 4. Snagging 5. Schedule classroom refurbishments over 3 year period
September 2026	<ol style="list-style-type: none"> 1. All classroom refurbishments completed 2. Health and safety checks 3. Snagging

Progress Update – May 2022

- Quotes have been obtained for the following areas:
 - Reception
 - Office space
 - Meeting room
 - English room
 - Maths room
 - Science room
- Information sent to governors for review.
- Early discussions with LBHF LA – LA are reluctant for any work to take place. SLT have met with staff to highlight the essential need for works. SLT continue to push for funding from the Capital Works budget.
- The Science room requires building works so would require full approval of the LA.
- Aiming for works to take place in Summer 2022.

Progress Update – May 2023

- Senior Leaders and Governors have reviewed quotes and selected their preferred company - RAP.
- The LA are now in support of the project.
- We have now booked and commissioned works for Summer 2023, including:
 - Reception
 - Office space
 - Meeting room
 - English room
 - Maths room
 - Science room
 - Hallway
- The deposit for the project has been paid.
- The LA has committed to funding £69,000 towards the project.
- We have secured a Quantity Surveyor to act as the project manager, bringing their expertise.
- The site managers house remains an area for exploration. The LA have viewed the property and do not feel it is a cost-effective project for an additional learning space.

- The LA have commissioned a feasibility study for the 2 x Nurture classrooms at the side of the school.
- We are currently exploring swapping the KS3 Nurture classroom with the staffroom. This will reduce the use of the stairs for pupils in the KS3 Nurture class.

Progress Update – May 2024

- The school completed phase 1 of school renovation work in the Summer 2023:
 - English, Maths and Science classrooms received a full upgrade to a modern teaching environment with significant improvements to classroom structure, accessibility and storage.
 - Across the school, a new welcoming entrance was created, office spaces were reconfigured with a new meeting room created.
 - 5 staff/visitor toilets were significantly improved.
 - The school's library was turned in to our 'Book Nook' – an exciting and purpose-built space for reading and learning.
 - Flooring across the school was replaced.
 - Feedback from staff, pupils, parents and Governors was extremely positive with a visit completed in December 2023.
- Discussions are on-going regarding the next phase of redevelopment, with priorities being Humanities, Computing, PSCHE/Studio and moving the Nurture Class downstairs. This last point is urgently required to support pupils with mobility needs who are required to use stairs or the lift to access classrooms.

Progress Update – April 2025

- The school has a quote for the next stage of works, but at this time there is no guarantee that this funding can be achieved. The school is seeking funding from the LA and will focus on areas of highest need for this phase of the classroom renovation works. These areas include:
 - The changing rooms.
 - Moving the Nurture Class downstairs, swapping with the Staff Room.
 - The Studio/PSCHE.
 - Computing Room.
- During May half term the school is having door-guards fitted to all doors. LBHF have agreed the costs through capital funding.
- The Site Manager's house renovation as additional classroom space looks unviable at this time, due to planning restrictions and the cost.
- Plans for 2 new classrooms are on pause despite reaching a detailed phase of the process and a planning submission. Detailed architectural plans have been completed, electrical cabling and waste considered and a project manager was in place. Building costs significantly increased due to the

sudden impact of the mini-budget in Autumn 2023. The LA have withdrawn their offer of funding.

- The school resurfaced the sports cage in the playground in the Autumn Term 2025. This has improved healthy and safety of the area.

Strategic Priority – Increase Roll Number

Context

As detailed in Priority 1 we receive 5+ consultations for every place we can offer. The number of consultations for pupils with highly complex needs at a lower academic ability have increased. We are often parent preference and under pressure from at least 10 Local Authorities to accept pupils with this profile, despite not being ideal for our context. We have adapted and planned to ensure we provide an outstanding education to these pupils. This priority is also linked to Priority 2.

What is the current picture?

- We have 9 pupils attending our Nurture Class. This class provides up to 10 mixed age range places for pupils with a complex profile, usually with the lowest academic ability within the school. The curriculum places a high focus on life skills, Literacy and Numeracy development in a highly supportive environment.
- Although pupils attending the nurture class are not on a fixed pathway and can transfer to their chronological class if this is deemed appropriate for their stage of development, we require a second class for flexibility.
- Early indicators suggest there is a need for primary SEND places in LBHF.
- We are expected to have 110 pupils on roll in September 2021.
- Our formal roll number is 100.

What are we working towards?

- To provide 20 nurture places for pupils with highly complex profiles and lower academic ability.
- To provide 20 primary places for pupils with SEND.
- To formally increase our roll number to 150 pupils
- To gain base funding to reflect this increase in numbers.
- To continue to provide an outstanding education for all pupils.
- To explore the advantages and disadvantages of various school structures e.g. MATs in achieving this priority.

Estimated Timeline

Date	Action
September 2022	1. Current Nurture class temporarily move upstairs to the old unit space.
January 2022	1. Carry out recruitment for an additional Nurture teacher 2. Recruit for Nurture and Primary Leader 3. Consultations considered for 6 x additional Nurture places 4. Consult with LBHF regarding need for primary places, agree an increase in roll number 5. Consultations considered for 5 x primary places, use small study area
April 2022	1. Nurture teacher starts in post 2. Nurture classes are split into KS3 and KS4 3. Open additional Nurture class 4. Recruit for primary teacher

May 2022	<ol style="list-style-type: none"> 1. Resourcing 2. Primary curriculum design
September 2023	<ol style="list-style-type: none"> 1. 2 x Nurture classes move into new classroom space (see Priority 2) 2. Open Primary classroom in Site Managers house 3. New Nurture and Primary pupils start at Woodlane
January 2024	<ol style="list-style-type: none"> 1. Consult for 5 x Nurture places 2. Consult for 15 x Primary places
April 2024	<ol style="list-style-type: none"> 1. Recruit for Primary teacher
September 2024	<ol style="list-style-type: none"> 1. There are 20 pupils attending our Primary unit 2. There are 20 pupils attending our Nurture classes

Progress Update – May 2022

- Current Nurture class has been relocated upstairs in September 2021.
- Successful appointment of Nurture Leader.
- Successful recruitment has been carried out for an additional Nurture teacher.
- Nurture Leader has started curriculum design.
- Places confirmed for 7 x Year 7 pupils for Nurture.
- Pupils will be allocated to KS3/KS4 classes.
- Expected roll in September 2022 is 115.
- Future focus will be on Nurture places, rather than Primary places due to demand in this area.

Progress Update – May 2023

- Roll in September 2022 was 113.
- Consultations have now been completed for September 2023. Secondary transfer for September 2023 did not demonstrate a huge demand for Nurture places, this is in contrast to September 2022 when we placed an additional 6 pupils and could have placed more.
- Expected roll for September 2023 is 115.
- Opportunities for use of the primary site at BDA were explored. Unfortunately, this was not deemed a viable option due to the limited length of the let. We are now exploring the installation of 2 x classrooms at the back of the school.
- We will explore an additional Nurture class for the following academic year if required. This creates a 3-class pathway, which we deem more beneficial to the pupils.
- Curriculum design is strong, with includes a focus on independence.
- Teaching and learning is outstanding in both Nurture classes.

Progress Update – May 2024

- Current Nurture class remains upstairs; however, this has continued to be a challenge for those pupils with ambulatory difficulties.
- Both Nurture classes operating at an outstanding level with a full 5-year cycle now complete.
- Nurture remains an area where growth could be possible but the number of consultations received are not exceeding what the school can currently offer and the challenges created by classroom space are not yet solved for this offer to grow further.
- Current roll is 110 (May 2024).
- Expected roll for September 2024 is 113.

Progress Update – April 2025

- The school's current roll is 106 (March 2025). This has reduced by 3 from the last census (October 2024).
- Expected role for September 2025 is 110.
- We have confirmed places for September 2025 and continue to receive a high volume of consultations. The majority of consultations are unsuitable for the designation of the school.
- The school has not received as many requests for places for pupils with a profile/working level similar to the current Nurture Class as expected but is easily able to fill the current number of places.
- The school's Nurture Class remains upstairs but the school have a quote for this change awaiting agreement from LBHF.
- The school has finally been funded for the number of pupils on roll at the last census, though this has only been backdated to April 2024 rather than accepting the lack of funding for a minimum of 5 years over roll number is a contributing factor to the school's challenging financial situation.
- While the school has achieved a 10% carry-forward this financial year, we will be presenting a deficit budget for 2025/2026.
- Within our current footprint and buildings we cannot accommodate more than 110.

Strategic Priority – Support Agencies

Context

Our SALT and OT is currently provided by LBHF, unfortunately, what is provided does not meet pupils' specified need. LBHF continue to experience both financial and recruitment challenges and are exploring ways to tackle these challenges. Historical structures mean other boroughs are not always charged for OT and SALT when they have pupils attending. We are keen to take control of our SALT and OT provision to maintain and improve our integrated model of support.

What is the current picture?

- We do not currently have an OT, when we did they worked 3 days a week. The LA does not intend to recruit to this post and have ceased this offer, unfortunately, this was not done in collaboration with the school.
- We are not currently receiving our allocated SALT.
- We have an agreement in principle for an increase in top up to fund OT and SALT.
- The school's allocated, outstanding SALT, returns from maternity leave for the new academic year.

What are we working towards?

- To employ our own OT, 5 days a week, term time only.
- To employ our own 2 x SALT, 5 days a week and 2.5 days a week, term time only.
- To ensure we are funded through a top up increase for both OT and SALT.
- To explore the advantages and disadvantages of various school structures e.g. MATs in achieving this priority.

Estimated Timeline

Date	Action
July 2021	<ol style="list-style-type: none"> 1. Agree an increase in top up, formally with LBHF. 2. Our main feeder LAs are informed and therefore prepared for the changes
September 2021	<ol style="list-style-type: none"> 1. In partnership with LBHF produce recruitment material 2. Recruit for SALT 3. Recruit for OT
October 2021	<ol style="list-style-type: none"> 1. Provide relevant training 2. SALT and OT start in positions 3. Development of Universal/ Targeted/ Specialist provision for OT and SALT 4. OT and SALT created annual action plan
November 2021	<ol style="list-style-type: none"> 1. OT and SALT create reporting format for Annual Reviews to reduce unnecessary paper work 2. Reports are completed in line with Annual Reviews
December 2021	<ol style="list-style-type: none"> 1. Pupils' EHCP specification is met
January 2023	<ol style="list-style-type: none"> 1. Develop school partnerships

	2. Provide outreach support in line with school offer
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Progress Update – May 2022

- Top Up increase reluctantly agreed with LBHF LA, raising it from £9,500 to £11,000 per pupil (this was £500 per pupil less than aimed).
- LAs informed of increase via LBHF LA.
- Unsuccessful recruitment of SALT and OT, this is in line with national trends.
- Negotiation has therefore taken place with Central London Community Healthcare NHS Trust, a contract has been agreed.
- SALT provision to increase to 1.8 WTE.
- OT provision to be provided at 0.8 WTE.
- Cost of service will increase the cost of the school by approximately £37,000 when the increase in top up is considered. This has been reviewed with governors and agreed.

Progress Update – May 2023

- The school currently holds a contract with CLCH, until June 2023.
- We are currently negotiating a longer-term contract.
- CLCH have been unable to provide approximately 20% of contracted therapy from June 2022 – June 2023 due to recruitment challenges. They feel a longer-term contract, with increased therapist hours will support recruitment.
- We have currently not been invoiced for SALT/OT for June 2022 – June 2023
- Our top up has increased by £630 per child from April 2023.
- Concerns remain that we are not receiving base funding for the 13 pupils over roll number, where SALT and OT input are still required. SLT will continue to push this with the LA.

Progress Update – May 2024

- Since April 2024, CLCH have been able to provide a full compliment of staff as per the SALT/OT contract. This contract was agreed for a 2-year period to provide consistency for staffing and recruitment and ensures a guaranteed cost to the school for the service. The school has chased and received refunds for the periods in which a full service has not been provided.
- The school is working closely with H&F to discuss appropriate funding arrangements in the short and long term as the school, (like most) is feeling the pressures associated with increased costs and limited rises in funding.
- As an example, the school received a 0.5% increase in top-up funding, (£108 per pupil) at a time when the Consumer Price Index rose by 3.8% up to the end of March 2024.
- A business case has been submitted to H&F, followed by a supporting letter from the Chair of Governors, to request base funding is paid for all pupils on roll, and 1:1 funding is increased in-line with what the school now pays.

Progress Update – April 2025

- The school continues to raise concerns to the LA regarding funding for the CLCH.
- Top-up increases noted above from 2022 show a £1,500 increase, which continues to be inadequate to cover the £240,000 cost of the CLCH contract. Indications have been made that the contract cost will increase substantially this year.
- The CLCH contract allows for 2.2 SaLT and 1.0 OT. Although starting the academic year fully staffed, a 0.6 SaLT left the service in October. CLCH have made attempts to recruit and have finally been successful this month.
- All EHCP directed hours for pupils were met in the Autumn Term, and all Year 7 referrals were opened. The school is working closely with the SaLT team to ensure there is a fair distribution of the therapy time available, and that school utilises some of this for training and further work to maintain our strong universal provision.
- We have created a universal, targeted and specialist SaLT and OT offer, which specifies what level of therapy should be funded directly by placing authorities, it has been met with resistance from LBHF.

Strategic Priority – Leadership in SEND

Context

The numbers of pupils with SEND are increasing, however, the number of Special School places are not rising in parallel, usually due to funding restraints. LBHF is clear that additional support/guidance is required for mainstream schools to place pupils with SEND. The need for outreach has never been stronger. Woodlane is one of the few SEND schools in the country that offer a GCSE pathway to its pupils and is in a unique position to lead mainstream schools in their education of pupils with SEND.

What is the current picture?

- We informally offer support when requested.
- We have trailed a training offer and while feedback was superb for those that attended it was hard to sell places on courses.
- We have an experienced and skilled staff.
- Teacher job descriptions include offering outreach.

What are we working towards?

- To be a thought leader in SEND, shaping direction and policy.
- To explore the benefits of formalising school expertise and SEND contributions to a wider audience e.g. writing articles for newspapers; magazines; online articles; blogs etc.
- To become a teaching hub and therefore train the next generation of teachers:

'Teaching school hubs will provide high-quality professional development to teachers at all stages of their careers.'

They will be expected to play a significant role in delivering:

- [school-based initial teacher training \(ITT\)](#)
- *the [early career framework](#) when it is available nationally from September 2021*
- *the new [specialist national professional qualifications \(NPQ\)](#)*
- [leadership NPQs](#)
- [appropriate body services for early career teachers](#) - *schools that are not currently appropriate bodies will need to register as an appropriate body after becoming teaching school hubs*

Teaching school hubs will also promote and deliver other high-quality evidence-based professional development to school leaders and teachers.'
(Gov.uk July 2021)

- To offer a comprehensive, chargeable outreach program available in and out of borough.
- To create strong links with other SEND and mainstream schools.
- To gain additional, relevant accreditations recognising Woodlane as a Centre of SEND excellence.

- To explore the advantages and disadvantages of various school structures e.g. MATs in achieving this priority.

Estimated Timeline

Date	Action
September 2022	<ol style="list-style-type: none"> 1. Continue to establish reputation in LBHF 2. Use expertise onsite to attend various steering groups 3. Influence local and national policy 4. Be an active part of LBHF SEND sufficiency review 5. Explore opportunities to become SEND teaching hub
September 2023	<ol style="list-style-type: none"> 1. Establish need for outreach in LBHF and beyond 2. Establish need for SEND teaching hub 3. Consult stakeholders 4. Build network of leading institutions
November 2023	<ol style="list-style-type: none"> 1. Create outreach offer and charging structure 2. Apply for SEND teaching hub vacancies
January 2024	<ol style="list-style-type: none"> 1. Recruit for outreach and SEND hub leader 2. Review
April 2024	<ol style="list-style-type: none"> 1. Formally begin outreach offer 2. Schedule SEND conference to lead and establish offer
September 2025	<ol style="list-style-type: none"> 1. Start as SEND teaching hub 2. Gain relevant accreditations
September 2026	<ol style="list-style-type: none"> 1. Review 2. Quality assurance

Progress Update – May 2022

- Headteacher is committed to attend 5 x LBHF Sufficiency Review workshops in the Summer Term 2022.

Progress Update – May 2023

- The LA sufficiency review offers the following recommendation:
 - *H&F remodel and strengthen the SEMH outreach provision to support a graduated approach, to meet the needs of pupil in their local mainstream school.*

Schools will likely be given the opportunity to ‘bid’ for SLAs. The LA has also stated the increased need for outreach SEND support.

- Woodlane has an outstanding teacher who is keen to move towards outreach support. We are keen to explore this further with the LA.
- Headteacher has gained a position as a SEND specialist tribunal member. However, she may not be able to proceed, as the tribunal cannot pay the school directly for her time.
- The school is working toward renewing the following accreditations:

- ArtsMark
- Parent Partnership

Progress Update – May 2024

- Under the sufficiency review, Woodlane is likely to focus more closely on provision for pupils with a higher level of need than currently, as this is where the greatest placement pressures are likely to come from. This will likely be determined through a designation of MLD, or with pupils classified within an appropriate academic range to be determined at a later stage.
- The SEND landscape within H&F will look as follows:
 - Extra provision for SEND inclusion within mainstream, (both primary and secondary) to cater for those pupils working at the lower end of a mainstream offer who otherwise may have required SEND provision (e.g. could have attended Woodlane) and to ensure there is enough specialism for growing numbers of SEND pupils within mainstream.
 - Cambridge to re-designate as a specialist for SEMH provision.
 - No changes at Jack Tizard.
 - Queensmill now sits outside of the local authority but remains as an ASD specialist provision with units in some mainstream sites.
- Outreach for the additional mainstream SEND provision is still earmarked for Woodlane staff who have capacity and expertise to support, however this is not at a developed stage within the local authority.
- Woodlane retains the only current H&F travel training programme. Discussions are open with the local authority at this time to offer this service more widely across the borough as a paid, (or at least part-funded service) without damaging the school's own offer.

Progress Update – April 2025

- The school's Ofsted report summarises Woodlane's achievement as an Outstanding SEND provision. Ofsted confirmed that the Quality of Education remained Outstanding following their visit on 19th and 20th November 2024, stating, *'education is second to none'*.
- The school continues to work closely with local providers of SEND to ensure there is a shared approach to the education of pupils within the borough and any problems are shared as a collective.
- The school has a Lead Practitioner with a proportion of the job role allocated for outreach. The school is working towards this offer.
- The school continues to host a number of staff who are training to work within the education sector, e.g. PGCE student teachers. The school hopes that these staff will recognise the great potential of working within SEND and that this process can dispel many myths around SEND teaching and learning.
- The school currently hosts a number of apprentice teaching assistants and an ECT teacher. This is alongside 2 UQTs with the aim of progression towards QTS once an appropriate qualification and pathway become

available. The school continues to find significant benefit in a 'grow your own' approach.

- 3 staff are currently completing the NPQSENCO qualification. One member of staff has just completed the NPQSL and one completed the NPQH last year.
- The school achieved the Leading Parent Partnership Award (LPPA) successfully and is working towards the Quality Careers Award.

Strategic Priority – External Growth

Context

We are a highly regarded special school with an outstanding rating from Ofsted. We receive 5+ consultations for every place we can offer. Where we are unable to place, a significant proportion of consultations are for pupils with SEND and associated challenging behaviour.

What is the current picture?

- Early indicators from LBHF:
 - this cohort are challenging to place
 - large numbers of pupils with SEND and associated challenging behaviour have been placed in independent day schools or out of borough
- We have a strong leadership and supportive governing body.
- We have skilled and experienced staff in place keen to take on additional responsibilities and leadership roles.
- LBHF are scheduled to undertake a sufficiency review in SEND, with targets and actions expected to be published in April 2022.

What are we working towards?

- To expand our provision to meet the needs of more pupils with SEND and associated behaviour difficulties.
- To open a new specialist school or to create a structure to share facilities with other specialist schools.
- To provide 60-100 places.
- To offer a curriculum suited to pupils with these complex needs.
- To provide an outstanding education for all pupils attending.
- To provide a pathway to our current school when appropriate.
- To explore the advantages and disadvantages of various school structures e.g. MATs in achieving this priority.

Estimated Timeline

Date	Action
July 2022	<ol style="list-style-type: none">1. Planning with LBHF based on outcomes of sufficiency review2. Stakeholder consultation3. Draft action planning
September 2022	<ol style="list-style-type: none">1. LBHF agreement and backing, including financial agreement2. Action planning, including targets and dates
October 2022	<ol style="list-style-type: none">1. Robust strategy created2. Resourcing plan established
January 2023	<ol style="list-style-type: none">1. Negotiations with 3rd parties2. Review of plan
September 2024	<ol style="list-style-type: none">1. Delivery of plan2. Building works commence3. Leadership recruitment4. Marketing5. Build completion

October 2024	<ol style="list-style-type: none"> 1. Wider recruitment 2. Plan curriculum offer 3. Create policies
January 2025	<ol style="list-style-type: none"> 1. Pupil consultations take place 2. Pupil places agreed
March 2025	<ol style="list-style-type: none"> 1. Review of current situation 2. Training for staff 3. Prepare for opening 4. Quality assurance
September 2025	<ol style="list-style-type: none"> 1. Open new school

Progress Update – May 2022

- LBHF LA have delayed their Sufficiency Review and workshops will now take place during the Summer Term 2022.
- We have consulted with BDA regarding their soon to be empty primary building, who would be willing to lease it to Woodlane, however, LBHF are very reluctant.
- We are currently exploring academisation to allow for increased autonomy. It appears without this it is unlikely this priority could progress. Initial exploration is being carried out with Cambridge Special School.

Progress Update – May 2023

- The LA Sufficiency review was published in February 2023.
- The LA sufficiency review offers the following recommendations:
 - *H&F create a specialist SEMH provision for primary and secondary aged pupils.*
 - *H&F remodel and strengthen the SEMH outreach provision to support a graduated approach, to meet the needs of pupil in their local mainstream school.*
 - *H&F will create enhanced ASC early years, primary and secondary provision in mainstream settings, utilising local expertise and developing capacity through a range of mechanisms both: (a) existing and (b) additional commissioning - to support children and young people whose autism impacts significantly on their ability to access a mainstream classroom, but who may be able to access elements of a mainstream curriculum.*
 - *H&F remodel the current provision to create a primary (Key Stage 1 and Key Stage 2) enhanced provision for pupils with complex speech, language and communication needs who would benefit from a language enriched environment. This should be achieved within the current commissioning arrangement for the primary provider.*
 - *H&F create an enhanced secondary provision for pupils with complex speech, language and communication needs who would benefit from targeted interventions in a language enriched environment with mainstream integration.*

It is likely schools will be able to 'bid' for these opportunities.

- Opportunities for use of the primary site at BDA were explored. Unfortunately, this was not deemed a viable option due to the limited length of the let. We are now exploring the installation of 2 x classrooms at the back of the school.
- We continue to explore academisation with Cambridge Special School.
- There may be the possibility for Woodlane and Cambridge to jointly 'bid' for some of the opportunities above.

Progress Update – May 2024

- The recommendations from the LA Sufficiency Review are continuing to be implemented via consultation and discussion. Meetings are scheduled throughout the Summer Term 2024 to take some of these recommendations forwards jointly between schools and H&F.
- Woodlane was not recommended to bid either individually or jointly for the secondary school units, as there is no 'growth' for SEND. The pupils destined to attend these SEND units are required to remain on-roll with a mainstream provider.
- Discussions are taking place regarding a re-designation of Woodlane as an MLD specialist provision. A large proportion of pupils currently on-roll would fall under an MLD classification as discussed in the updated priority above.
- No further progress towards a local SEND MAT. With a general election likely in the next 6 months there may well be a change in recommendations regarding academisation. School will closely monitor this.

Progress Update – April 2025

- Financial constraints locally and nationally continue to impact all parts of growth in SEND.
- The school is no longer actively considering converting to an academy.
- Recommendations from LBHF continue to focus on a change in designation, including the school taking an MLD cohort with an increase in need more generally. The school is cooperating with this approach, however the following
- considerations are necessary:
 - The school is underfunded for its current cohort. Significant increases in funding will be required to meet a cohort with greater needs, e.g. increased ratio of staff:pupils.
 - The school building is too full for the current cohort. Class sizes will need to reduce to accommodate greater need. The school will also require more spaces where pupils can be supported for a higher level of need, including breakout spaces, regulation spaces, and medical/personal care spaces.

- The school has subject specialists and a model that works for current pupils. The process of a change requires time and careful planning before being operational.
- The school has reached the stage where further plans regarding a change in designation, and a plan for implementation cannot continue until decisions around appropriate funding have been made.
- Burlington Danes Academy, (Woodlane's most local school) intend to open a SEND unit for approximately 20 pupils. The focus will be on pupils with speech and language needs, who are able to access a formal qualification pathway with support. This cohort would have direct impact on the Woodlane model, as these pupils would likely be those who would generally follow a GCSE pathway at Woodlane.
- There continues to be ongoing discussions around Woodlane's possible use of the primary building at BDA.