



Woodlane High School

achieving success in a nurturing environment



PROSPECTUS



MESSAGE FROM

The Headteacher

We understand that changing schools can be a challenging time in any child's life and appreciate that for a child with Special Educational Needs and Disabilities (SEND) it can be even harder. We pride ourselves in providing a thorough transition package and will work with parents to ensure all pupils are ready for their transfer.

At Woodlane we follow rigorous safeguarding and child protection procedures. We provide a high quality nurturing educational experience for pupils with Education, Health and Care Plans (EHCPs) from across West London. Our pupils access a range of qualifications including GCSE, BTEC, ASDAN, Entry and National levels. Our core aim is for pupils to leave Woodlane with qualifications and skills which reflect the best of their ability and simultaneously increase their level of independence.

Our pupils have a complex range of SEND often including speech, language and communication needs, higher functioning Autism and specific learning difficulties. Some of our pupils have medical and/or physical difficulties. Woodlane is unique in how we successfully enable and support pupils with a wide variety of special educational needs and abilities in one specialist school. We have a strong emphasis on kindness, tolerance and understanding, and teach our pupils to support one another through difficulties and challenges.


We are strongly committed to working in partnership with parents, pupils and a large range of support agencies including, Children's Services, CAMHS, RESPOND, Speech & Language Therapists, Occupational Therapists etc. to ensure pupils' needs are effectively met.

We expect parents to support our belief in the value of education and to support our demands for high standards of presentation and behaviour. Woodlane in turn provides a calm, caring and learning focused environment where pupils are well taught, both academically and pastorally, to ensure they leave Woodlane High School more prepared and confident about making their contribution to the world.

I hope this prospectus goes some way to describing our school and educational environment, however further information can be found by visiting our school website. Alternatively we welcome visits to the school, which can be arranged via the school office.

Claire Maynard, BA(Hons), PGCE, MEd
Headteacher



A woman with long brown hair, wearing a light blue blazer over a white top and a chunky gold necklace, is smiling and looking towards a student. The student, a young woman with dark hair and glasses, is wearing a dark school uniform and is looking at a tablet computer. They are sitting at a desk in a classroom setting. In the background, other students are visible, some holding tablets. A large blue circular graphic is overlaid on the top right of the image.

“Leaders, governors and all staff work tirelessly to provide high-quality learning experiences for all pupils. There is a culture of excellence throughout the school.”

- Ofsted 2019

WELCOME TO
Woodlane High School










“The school’s values are embedded in all lesson planning and pupils demonstrate their understanding of these values through their behaviour towards each other.”

- Ofsted 2019



Values and Aims

Our values and aims, created with our staff and pupils, are central to our everyday practices and inform our policies and plans.

Kindness 	Tolerance 	Honesty 
Independence 	Effort 	Aspiration 
Resilience 	Achievement 	Respect 

Our 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.
- 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.

Curriculum

Intent

What is Woodlane aiming to achieve through its curriculum?

- 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).
- 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.

Implementation

How is the Woodlane curriculum delivered?

CURRICULUM DELIVERY

- Pupils have full access to a broad and balanced curriculum including the National Curriculum which is differentiated to meet pupils' learning needs and styles. Our curriculum is designed to be challenging and appropriate to the pupil's stage of development.
- Our curriculum offers significant cross-curricula learning opportunities to ensure pupils make significant personal development.
- Our curriculum covers a wide range of core and foundation subjects. We dedicate substantial time to both.
- Our KS3 curriculum covers 14 subjects, which are taught through 25+ hours contact time each week.
- Our KS4 curriculum covering a range of 13 subjects (some are 'options'), which are taught through 25+ hours contact time each week. See our curriculum website pages full details.
- Our curriculum is designed to build and expand on previous skills and subject knowledge, over a 5 year period. It also plans for opportunities for repetition to embed knowledge, increasing the chance of information recall.

- We offer a wide range of qualifications, which are selected to appropriately challenge, based on the pupil's stage of development.
- We offer substantial curriculum time to pupils in Year 11 to attend a weekly college link in the Autumn and Spring Term and a work experience programme.
- Enjoyment in learning is incredibly important to us, we therefore also run regular whole school theme days throughout the academic year.
- We provide additional extra-curricular activities at lunch time, after school and specially targeted support on a Saturday.

TEACHING AND LEARNING

- Our pupils are taught by well-qualified and experienced transition teachers in Year 7 and subject specialists from Year 8 to Year 11.
- Our Headteacher and senior leaders are well qualified, possessing a range of qualifications.
- We have several SpLD specialist teachers. Our Lead Practitioner/ intervention teacher holds an MA in SpLD and is an Associate Member of the British Dyslexia Association, allowing her to make assessments for dyslexia. Our Special Educational Needs and Disabilities Co-ordinator (SENDCO), holds a Masters degree in Autism Spectrum Disorder.
- Staff and pupils have collaborated to design bespoke criteria for 'Outstanding Teaching and Learning at Woodlane', which are used to judge the quality of teaching and learning at Woodlane.
- The curriculum is differentiated broadly into three levels of challenge, 'all', 'most' and 'some'. Further differentiation and personalisation is implemented when required.
- We offer various parent-pupil workshops throughout the year to enable parents to best support their child and work in partnership with the school.
- Our homework is provided on a standardised format and is differentiated to provide the appropriate level of challenge.

THREE TIERS

We have a 3 tiered approach to supporting each pupil's learning, including:

- **Universal** – this is the teaching your child will receive from our transition/subject teachers and will include adaptations to match learning needs.
- **Targeted** – it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning.
- **Specialist** – it may be necessary to seek specialist advice and regular long term support from a specialist professional in order to plan for the best possible learning outcomes for your child.

ASSESSMENT

- Each pupil collates a Pupil Achievement Book, where they showcase their best work and demonstrate progress over

time in a variety of subjects.

- Woodlane analyses internal and external data from a range of sources to effectively evaluate each pupil's performance. This allows us to determine whole school performance, moderate our own practice and plan for further improvement.
- Our bespoke Flight Path is used to track the progress of individual pupils and determine expected outcomes from different starting points.
- Our Assessment Map highlights the range of qualifications available and how these can be compared to one another.
- Teachers and senior leaders use a range of formative and summative assessment procedures to assess progress

Impact

What difference is the Woodlane curriculum making on pupils?

- The vast majority of pupils meet or exceed their expected progress.
- The very large majority of pupils meet or exceed their expected outcomes in Year 11 (external qualifications).
- Woodlane pupils' academic starting points are often extremely low, their progress is compared carefully using DfE published data. When compared with only community SEND schools in England, Woodlane regularly ranks in the top 5% nationally.
- When pupils transition from Woodlane in Year 11, they will have gained at least 1 and up to 11 externally accredited qualifications, which reflect the pupil's best ability.
- Detailed analysis of outcomes and pupil progress indicates that there is little statistical significance between the performance of key groups. Where any small differences are identified strategies are implemented swiftly.
- The spiritual, moral, social and cultural development of pupils is outstanding.
- Pupils develop outstanding behaviour over their time at Woodlane, increasing their ability to self-regulate.
- Pupils are well-prepared for the next stage of their education and the large majority transition to mainstream colleges. No Woodlane pupil has left Woodlane Not in Education, Employment or Training (NEET) in the last 6 years.
- Pupils regularly return to Woodlane to celebrate their achievements Post 16.



“The curriculum offer is impressive, providing a wide range of academic, vocational and therapeutic learning opportunities. Specialist staff and external agencies work highly effectively with teachers to enrich pupils’ experiences.”

– Ofsted 2019



Therapy and Support

The school works closely with a range of professional support services, including:

- Speech and language therapists
- Physiotherapists
- Psychotherapists
- RESPOND
- The Child & Adolescent Mental Health Service (CAMHS)
- Occupational therapists
- Medical services etc.

The school can also provide the following:

- Travel training
- Independence training
- Drawing and talking sessions
- Dog therapy etc.

The level of support for each pupil is primarily based on their EHCP and assessment within the school.



FEATURES OF

Outstanding Teaching & Learning at Woodlane

The following features, which are used to judge the quality of teaching and learning at Woodlane, were created with the input of staff and pupils:

TEACHING

- 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.
- Teaching is well resourced, using targeted scaffolded resources and materials which are Dyslexia Friendly, including differentiated/challenging homework.
- Teaching and support incorporates 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.
- Staff provide consistent behaviour management, using reward and sanction.
- Teachers and TAs provide regular verbal and written feedback, as a result they: set SMART targets; recap prior learning; regularly and systematically check for understanding etc.
- Tasks and activities are stimulating, engaging and exciting, while being appropriately challenging.
- Staff are friendly, interactive and supportive and the classroom environment is welcoming.
- TAs are clearly directed by teachers to enable them to provide the appropriate support and challenge to pupils.

LEARNING

- All pupils make substantial progress from their individual starting points in the lesson, developing their skills, knowledge and understanding.
- Substantial and sustained progress is evident in pupil books/folders over time.
- All pupils display positive behaviour, attention and listening skills, appropriate to their level of development.
- All pupils are enthusiastic to learn and demonstrate resilience to failure, appropriate to their level of development.
- All pupils make a positive contribution to the lesson e.g. responding to questions, asking questions, completing the set tasks/activities etc. appropriate to their level of development.

“The quality of teaching and learning is outstanding. This is because teachers’ subject knowledge is strong and they plan lessons that are highly personalised to the needs of every pupil.”

- Ofsted 2019

Behaviour for Learning

Woodlane High School seeks to create a happy, safe and stimulating environment where all pupils can experience success and realise their unique potential. The most common word used by visitors, to describe Woodlane is 'calm'.

As a school community we feel it is important that pupils are aware of their rights and responsibilities within the school environment. Rights are shared with pupils through the school values and reinforced by staff actions, reactions, interventions and interactions every day.

THE GOVERNORS AND STAFF BELIEVE THAT ALL MEMBERS OF THE SCHOOL COMMUNITY SHOULD:

- Show respect for one another.
- Avoid confrontation by approaching conflict and challenging behaviour constructively.
- Work together to enhance everyone's self-esteem.

IT IS OUR AIM TO PROMOTE POSITIVE BEHAVIOUR IN OUR PUPILS, IN ORDER TO:

- Establish a stable and safe social and learning environment.
- Develop the self-regulation, 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 and its resources.
- Involve pupils in discussing their behaviour.

PRAISE AND REWARDS:

At Woodlane we recognise positive behaviour through praise, affirmation and modelling. Positive behaviour is never taken for granted; it is actively taught and reinforced. A range of rewards are consistently applied throughout the school and staff, pupils and parents are clear on what behaviour is acceptable and the consequences that will follow. When pupils work hard and behave well, they will receive rewards, which include:

- Positive behaviour trips (whole class or school)
- Merits
- Megas
- Prefect responsibilities
- Peer Support Leader responsibilities
- Verbal praise
- Awards
- Choosing time etc.

SANCTION:

While we favour positive intervention we also recognise the need for sanction in order to maintain a calm, learning focused environment. We therefore operate a two warning system, which is followed by an office referral, if a further incident occurs. Office referrals are there to support the pupil and strategies implemented at this time can range from, discussion, use of sensory strategies, counselling, time out etc.

SELF-REFERRAL:

We also offer a self-referral system, where pupils are able to request a referral to the office. This is viewed as a positive action, as the individual has identified, for themselves, a need for support. This method helps enable pupils to self-regulate





“The behaviour of pupils is outstanding. Pupils respond enthusiastically to the school’s positive behaviour system, which rewards them for being good role models.”

– Ofsted 2019

“The school’s strong focus on developing pupils’ literacy and numeracy skills results in outstanding progress in English and mathematics for the overwhelming majority of pupils.”

- Ofsted 2019



Pupil progress and outcomes

Woodlane reports on the progress of pupils in two separate ways, these include:

KS2-KS4 OUTCOMES:

- Each Year 11 cohort's baseline (starting point) is compared to their final result (GCSE/Entry Level/Other Qualification) within each subject.
- This is a summative view of their five years at Woodlane and takes place at the end of KS4.

PUPIL PROGRESS:

- Every pupil at Woodlane is tracked termly towards their expected result.
- A pupil's baseline is compared to the 'Flight Path' they should follow towards their individual expectation.
- The Flight Path is a method Woodlane has designed to predict the expected progress of a pupil over five years (from their individual starting point). It takes into account national and age related expectations and has been designed by comparing other 'outstanding' special schools.
- Termly reporting allows small steps in progress to be observed and celebrated. Any pupil falling behind in their learning can be identified quickly and additional support introduced.
- Each pupil can be Exceeding, Meeting or Working



Below their expected flight path.

WOODLANE USES A RANGE OF ASSESSMENT PRACTICES TO INFORM, MODERATE AND CONFIRM JUDGEMENTS ON PUPIL PROGRESS, INCLUDING:

- Staff use their professional judgement alongside criteria contained in B-Squared - Connecting Steps to undertake regular assessment of current knowledge, monitor and record progress and set targets for improvement.
- Data is analysed throughout the year and compared to classwork, standardised testing (CATs, Reading Ages, etc.) and observations to gain a full picture of each pupil's current ability and level of understanding.
- The senior management team, teaching staff, governing body, school improvement advisor and key personnel from similar schools are all involved in scrutinising and moderating Woodlane's assessment

Pupil Voice

I used to get bullied in my previous school and Woodlane has given me confidence. Woodlane has helped me achieve work that I never thought that I could ever do. This is the best school in the world.

- Evie

Woodlane is incredibly fun and everybody is kind to each other. The school teaches us to be independent.

- Nathan

The support I get in school is excellent and the teachers are very helpful to me if I am upset.

- Mohamed

Woodlane helps me feel safe. This is a really good school and teachers expect me to work hard and behave well in school.

- Christopher

I love Woodlane, Miss Maynard and Mr Morgan do a lovely job of making this a safe environment. At Woodlane I also have lovely friends.

- James





Admissions

Woodlane is a London Borough of Hammersmith & Fulham maintained school and placements are administered by the Council's Education, Health and Care (EHC) Planning Service. Parents should contact their Local Authority to find out about Woodlane's specific admissions arrangements.

Our current admission number is for 100 pupils.

Agreed admissions guideline

Pupils at Woodlane High School do not have emotional and behavioural difficulties or significant learning difficulties as their main special need. Pupils' needs are complex and inter-related.

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, demotivation, 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. On Year 7 entry pupil attainment usually ranges between Progression Steps 1-5.

If a pupil is offered a place at Woodlane we have a dedicated transition programme to ensure the change/reintegration is as smooth as possible. Please refer to our website for full details.

We welcome visits to the school, please call the office to make an appointment on 020 8743 5668.

Contact EHC Planning Service on 020 8753 1021 or send@lbhf.gov.uk.

Woodlane High School

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