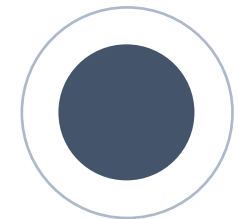
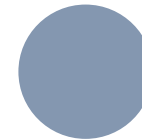
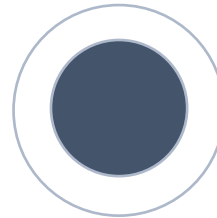
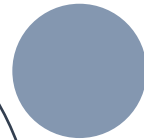




School Improvement Plan

2025-2026



School Improvement Plan 2025-2026

Contents:

Introduction	Self-Grading/Key
	Priorities
School Improvement Plan	Safeguarding
	Curriculum and Teaching
	Achievement
	Inclusion
	Attendance and Behaviour
	Personal Development and Wellbeing
	Leadership and Governance

Self-Grading/Key

Ofsted Area	Grading
Safeguarding	Met
Curriculum and Teaching	Curriculum – Exceptional/ Teaching – Strong Standard
Achievement	Strong Standard
Inclusion	Exceptional
Attendance and Behaviour	Attendance – Strong Standard/ Behaviour – Exceptional
Personal Development and Wellbeing	Exceptional
Leadership and Governance	Exceptional

Key to tables:

Colour:	Who:
Purple	SLT/Lead Practitioners/Governors
Grey	Subjects Leaders/Teachers
Pink	TAs/Cover Supervisor/Support staff
Blue	Support Agency Partners/Other
Grey shaded box	Action completed/achieved and no further update required.



School Improvement Plan

Priorities



Headline Areas for Improvement

1. Ensure teaching and learning is 'exceptional' as defined by Woodlane's, 'Features of Exceptional Teaching and Learning'.
2. Ensure the school raises overall attendance to within 2% of the national average for mainstream, including tackling any persistent absence.
3. Ensure an 'exceptional' proportion of pupils meet and exceed qualification outcomes.
4. Ensure the school has a clear vision for the future, with input from all stakeholders, enabling growth such as the potential Nurture provision expansion.
5. Ensure all staff have the knowledge and skills to deliver their roles effectively, including their responsibility in regards to equality and diversity.



School Improvement Plan

Safeguarding



Safeguarding – Woodlane Met Criteria

- We have an open culture in which all staff understand that safeguarding is *'everyone's responsibility'*. This message is regularly emphasised by leaders.
- Multi-agency working is effective, our work with support agency partnerships is done in the best interests of the pupil.
- There is strategic oversight of all aspects of safeguarding and promoting the welfare of pupils.
- Leaders actively try to learn from safeguarding cases and incidents and take any action needed. They attend case reviews and offer their expertise on SEND.
- Pupils are kept safe and feel safe. This is reported in our pupil questionnaire.
- Pupil voices are heard, including the voices of pupils who are not on the school site (whether long term, temporarily or for part of the school day). This is achieved through an open-door policy, assemblies, questionnaires, pupil conferences, school council etc.
- Teaching pupils about how they can stay safe and when they may need help is embedded across the curriculum, with a particular focus in PSHE. Pupils and parents know who to go to for support. Parents feel staff are approachable and that communication is strong.
- All staff are vigilant and carry out their responsibilities effectively to keep pupils safe. They maintain an, *'it could happen here'* attitude.
- Staff understand the signs of possible safeguarding concerns. They respond by following the school's systems confidently and consistently. They report to the DSLs promptly and when directed report appropriately in CPOMS.
- Our SCR is well maintained and meets statutory guidance. It is reviewed regularly by senior leaders and governors using our review form.
- Leaders fulfil their responsibilities in relation to child-on-child violence. This includes (but is not limited to) bullying, physical abuse (including physical assault and harm (or the threat of harm) with a weapon), sexual violence and harassment, and domestic abuse in pupils' own intimate relationships (teenage relationship abuse). Pupils, staff and parents report low incidents of concerns and where they are reported leaders respond promptly.
- Leaders know and fulfil the statutory requirements for safeguarding. These include managing safer recruitment, reporting, referrals, record keeping and the 'Prevent' duty. 'Prevent' training is provided on an annual basis. The school has clear and accessible policies and procedures that keep pupils safe.
- Leaders are receptive to challenge and are reflective about their own practices. This means that the impact of safeguarding policies, systems and processes is kept under continual review.
- Leaders ensure that staff's work is monitored and that they get appropriate supervision and support.
- The conduct and behaviour of staff are appropriate. Staff ensure they follow the staff code of conduct at all times.
- Leaders hold staff to account where required and ensure appropriate support is provided where appropriate.
- Leaders follow local authority procedures in managing safeguarding concerns or allegations about adults.
- The local authority view the school's child protection and safeguarding practices as exemplary.

Areas for Improvement

- Ensure the school site remains secure.
- Ensure the school is sharing best practice in Safeguarding and Child Protection.
- Ensure staff continue to have the knowledge and skills to robustly respond to safeguarding concerns.

What?	Who? (Lead)	When? (Date)	Mid-Year Review	End of Year Review	Cost (£)
Improve the safety and security of the school site, with a new school gate.	DB/SLT/ Matrix	Autumn Term			
Improve the safety and security of the school site, with a new school front door and entrance system.	DB/SLT/ Matrix	Autumn Term			
Improve the safety and security of the school site, with upgrades to the school alarm system and lockdown signals.	DB/SLT/ Matrix	Oct 27th- 31st			
Improve the safety and security of the school site, with further upgrades to the entry system on the school front office doors.	DB/SLT/ Matrix	Autumn Term			
Ensure funding is received from LBHF to support necessary upgrades/ replacements of site safety and security.	SLT/ LBHF	Autumn Term			
Proposal to undertake a safeguarding review between the 3 local SEND schools. <ul style="list-style-type: none"> - Review of practices. - Case study of a pupil/process/actions. - SCR check. Learning and best practice to be shared.	CM/RM/SLT/ Local Schools	Summer Term			
The school continues to provide Prevent training for staff via INSET/twilight sessions.	RM/All School	INSET - January 2026			

The school offers enhanced training for staff via INSET around identifying and reporting appropriate behaviour of colleagues, including via support commissioned via the LADO.	RM/All School/LADO	INSET – September 2025 & January 2026			
The school continues to provide high levels of Safeguarding training to all staff via INSET/twilight sessions, and through induction.	RM/New Starters	INSET – September 2025 & as required.			
					£
<i>Key</i>					
<i>Mid-Year: Achieved On track to achieve Further focus required</i>					
<i>End of Year: Achieved Partially achieved (add detail if required) Not achieved (please detail)</i>					



School Improvement Plan

Curriculum and Teaching



Curriculum and Teaching – Woodlane Exceptional Criteria

- The curriculum is broad and balanced, curriculum maps are clear and broken down into content and components; they are sequenced in a logical progression, systematically and explicitly.
- The curriculum is ambitious and designed to give disadvantaged and pupils with SEND the knowledge and skills they need for the future.
- Staff are vigorous in teaching pupils to read and developing pupils' reading skills:
 - ✓ We are determined that every child will learn to read.
 - ✓ The love of reading is an embedded school culture.
 - ✓ The school's reading curriculum is clear and broken down into content and components.
 - ✓ The school takes a 'phonics first' approach to the teaching and learning of reading, however, approaches can vary when required, based on individual needs. Our 'Love to Read Provision Map' outlines our universal, targeted and specialist approach.
 - ✓ The assessment of pupils' reading supports the identification of those pupils needing extra support, e.g. Phonics.
- The school's Maths curriculum is clear and broken down into content and components.
- Teachers have expert subject knowledge. All staff state the school makes appropriate provision for their professional development in the staff questionnaire.
- Teaching and learning is exceptional or at least a strong standard (using the Woodlane 'Exceptional Teaching and Learning' criteria) in all subjects.
- Virtual learning is used where pupils are absent but well enough to learn.
- Pupils develop the 'Cultural Capital' they need to exceed in life and teachers ensure they plan the areas outlined in our 'Cultural Capital Provision Map'.
- Book Looks (work scrutiny) confirms that pupils progress well and the knowledge/skills they have learned are well sequenced and have developed incrementally.
- The vast majority of pupils confirm in the pupil questionnaire that they are taught well.
- The vast majority of staff in the staff questionnaire state that the school successfully meets the differing needs of individual pupils.
- The School Improvement Advisor (SIA)/ Local Authority (LA) confirms the school's evaluation through various activity.
- There are no significant improvements that leaders have not prioritised.
- Staff share their best practice externally to support system-wide improvement e.g. High quality SEND learning is provided for PGCE Students/Universities/Apprentices/Parenting support/Other SEND schools/etc.

Areas for Improvement

- Ensure teaching and learning is 'exceptional' as defined by Woodlane's, 'Features of Exceptional Teaching and Learning'.
- Ensure new staff are supported to adopt practices swiftly to support a consistent approach to teaching and learning and that they make rapid progress towards 'exceptional' teaching and learning.
- Ensure all teachers have the knowledge and skills to support the pupils with the highest level of need.
- Ensure our Year 7 and Computing curriculums are refined to meet the needs of the relevant cohort, ensuring they are broad, balanced with an appropriate focus on knowledge and skills.
- Ensure school outreach opportunities are explored and offered where this is appropriate.
- Ensure the school continues to raise the profile and quality of Makaton (signed speech).
- Ensure we retain a high focus on our Love to Read and phonics programmes, refine and adapt as necessary.

What?	Who? (Lead)	When? (Date)	Mid-Year Review	End of Year Review	Cost (£)
Creation of a new 5-point scale for 'Exceptional Teaching and Learning at Woodlane'. Ensure all relevant criteria are included from the new Ofsted framework and staff, pupils and parents are consulted.	SLT	Spring Term			
Review TA support criteria as part of the 'Exceptional Teaching and Learning at Woodlane' review. Ensuring this also reflects the updated framework.	SLT	Spring Term			
Carefully review and implement early changes following the publication of the DfE's Curriculum and Assessment Review (2025).	SLT/ Teachers	Spring - Summer Term			
Makaton Level 1 training to take place in January INSET for staff without this qualification.	Teachers/TAs	INSET – January 2026			
Makaton to remain on the Teacher and TA meeting agendas with a named lead member of staff.	Lucy/Teachers /TAs	Autumn – Summer Term			
Makaton to be included in the school's review of Exceptional Teaching and Learning.	SLT	Spring Term			
Review the Year 7 curriculum to ensure it continues to meet the needs of pupils transitioning to the school	SH/JE/SC	Autumn Term			

and ensure there is sufficient opportunity for integrated speech and language support.				
Review and improve the Computing qualification and curriculum offer to ensure content is accessible for current cohorts including Year 9 Computer Science and KS4 NC Functional Skills Computing.	SI/SH/ED/TH	Autumn Term		
Ensure technology is used to enhance and support the teaching and learning of pupils, including: <ul style="list-style-type: none"> - iPads are made available to all classes, - Speech to text is used for relevant pupils, - Software to support pupils is used where required, including: <ul style="list-style-type: none"> o Snapscene o Pictello, o Grid, o TouchChat, o Phonics software, e.g. Nelly etc. 	ED/AH/SI/AC	Autumn – Summer Term		
Provide training, support, and guidance to colleagues regarding pupils with the highest level of need, through: <ul style="list-style-type: none"> o modelling, o team teaching, o induction, o INSET training etc. 	ED	Autumn – Summer Term		
Provide targeted support for the following subjects/areas to ensure teaching and learning is of a ‘strong standard’ in: <ul style="list-style-type: none"> - NCKS4 (new teacher) - History (new teacher) - PSCHE (maternity cover) 	ED/ AH /Teacher mentors/ SLT Named Subjects/ Areas	Autumn – Summer Term		
Provide targeted support for the following subjects/areas to ensure teaching and learning is ‘exceptional’ in: <ul style="list-style-type: none"> - Science - English (new teacher) - Computing 	ED/ AH /Teacher mentors/ SLT Named Subjects/ Areas	Autumn – Summer Term		

- PE - Humanities					
The school continues training and development of staff in the use of aided language boards, and there is clear evidence of their use within classes to support teaching and learning.	ED/All School	Spring Term			
The school continues training and development of staff in the use of declarative language, and there is clear evidence of its use within classes to support teaching and learning.	Teachers	Summer Term			
The school buys in to a reputed CPD provider for a 2-year period to support delivery of training in the school. Training takes place in INSET to ensure staff are able to use the system confidently.	TH/All Staff	Spring Term			
Reading visits or visitors take place throughout the year, e.g. British Library author school visits (online/F2F).	ED/AH	Autumn – Summer Term			
Class trips to local libraries take place.	ED/AK/ AH	Autumn – Summer Term			
To continue to strengthen the school's Fluency provision to enable all pupils to progress towards a functional reading level. Including use of a new benchmark for fluency/reading scheme transition.	AH /CA	Autumn Term			
Maintain the strength of the Phonics teaching group through regular training for staff through Read Write Inc., to ensure there are appropriate numbers of staff delivering these sessions.	AH	Autumn – Summer Term			
Book Fair takes place with pupils able to access books relevant to their level and interest.	ED	Spring Term			
Pupils in receipt of pupil premium support the purchasing of books for the whole school, (as part of the credit from the Book Fair).	ED	Spring Term			
Whole school collaborative Reading for Pleasure topics take place termly with all pupils taking part in	SC/ED/AH /CA	Autumn – Summer Term			

joined up cross-curricular activities on a singular theme.					
Themed Love to Read Friday's, at least termly, e.g. Black History Month.	SC/ED/AH/CA	Autumn – Summer Term			
Continue to update and encourage use of Audiobooks (e.g. Tonie boxes) for the library.	SC/ED/AH/CA	Autumn – Summer Term			
Homework options are reviewed by teaching staff to ensure guidance on regularity and format of homework is consistent for all classes.	RM/Teachers	Autumn Term			
Reading Eggs continues to be used by all pupils with training offered to staff and parents of new pupils to support with use outside of school.	ED	Autumn – Summer Term			
Whole school Reading Eggs homework is set termly (e.g. linked to Love to Read week) with rewards and challenges to support engagement.	ED	Autumn – Summer Term			
					£
<i>Key</i>					
Mid-Year: Achieved On track to achieve Further focus required					
End of Year: Achieved Partially achieved (add detail if required) Not achieved (please detail)					



School Improvement Plan

Achievement



Achievement – Woodlane Exceptional Criteria

- All staff have exceptionally high standards for all pupils.
- Pupils develop detailed knowledge and skills, which consider their starting points.
- Leaders' ensure disadvantaged pupils achieve well. Where gaps appear leaders and teachers identify and prioritise improvements.
- Teachers use B-Squared effectively to track and report pupil progress.
- The SENDCO and teachers use target setting to raise the achievement of pupils.
- Senior Leaders and teachers analyse data robustly using a variety of different methods, they use the data to identify where further support is required.
- A selection of pupil work is moderated regularly both internally and externally.
- Pupils progress exceptionally well from their starting points.
- Under the previous framework, the school's outstanding benchmarks were as follows:
 - The vast majority (97% or above) of pupil progress expectations are met or exceeded overall each academic year.
 - The majority (50% or above) of pupil progress expectations are exceeded each academic year.
 - The very large majority (80% or above) of pupil outcome expectations are met or exceeded overall each academic year (national tests).
 - The majority (50% or above) of pupil outcome expectations are exceeded each academic year (national tests).
 - Pupils receiving pupil premium have very similar progress and outcomes to their peers in all subjects.
 - There is no significant difference between groups of pupils in their progress and outcomes.
- Under the new framework, the school's Exceptional benchmarks are as follows:
 - Almost all pupils (98%+) meet and exceed expectations in progress and outcomes each academic year.
 - Most pupils (70%+) exceed expectations in progress and outcomes each academic year.
 - Pupils receiving pupil premium have very similar progress and outcomes to their peers in all subjects.
 - There is no significant difference between groups of pupils in their progress and outcomes.
- Under the new framework, the school's Strong Standard benchmarks are as follows:
 - The vast majority, (95%+) of pupils meet and exceed expectations in progress and outcomes each academic year.
 - The large majority exceed expectations, (60%+) in progress and outcomes each academic year.
- Under the new framework, the school's Expected Standard benchmarks are as follows:
 - The very large majority, (85%+) of pupils meet and exceed expectations in progress and outcomes each academic year.
 - The majority exceed expectations, (50%+) in progress and outcomes each academic year.
- The school's reading and phonics programmes show significant value added, appropriate to the development of each individual child.
- Attainment 8 and Progress 8 expectations place the school within the top 10% nationally of other similar special schools.

- Pupils are well prepared for the next stage of their education.
- All pupils gain appropriate Post 16 places.
- We hold the investor in careers award.
- There are no significant improvements that leaders have not prioritised.
- Staff share their best practice externally to support system-wide improvement e.g. Supporting other SEND schools with their assessment procedures/ GCSE practices etc.

Areas for Improvement

- Ensure that outcomes are at the ‘exceptional’ standard and that small areas are tackled to avoid them becoming significant.
- Raise the proportion of pupils meeting and exceeding expectations in Science to be in line with the other CORE subjects.
 - Continue the excellent *progress* of pupils in Science, further bringing the subject in-line with English/Maths.
 - Review the Entry level qualification offer in Science to ensure all pupils are able to exceed *outcome* expectations.
 - Close the *outcome* gap between boys and girls in exceeding expectations in Science.
 - Close the *outcome* gap between pupils receiving pupil premium and non-pupil premium in Science in meeting expectations.
- Ensure all pupil *outcomes* are ‘exceptional’, specifically:
 - Close the gap between boys and girls in Maths.
 - Close the gap between pupils receiving pupil premium and non-pupil premium in English in exceeding expectations
 - Review the qualification offer in Humanities to ensure all pupils are able to exceed expectations.
 - Raise the proportion of pupils in Year 11 meeting expectations to the ‘exceptional’ target of 98%+.
 - Raise the proportion of pupils with mental health difficulties in exceeding expectations.
- Ensure all the *progress* of pupils is ‘exceptional’, specifically:
 - Improve the progress of Year 8 pupils (Year 9 – 2025/26) in PSCE and Computing.
 - Further close the gap between pupils with ASD and their peers in the core subjects, particularly English.

What?	Who? (Lead)	When? (Date)	Mid-Year Review	End of Year Review	Cost (£)
Review of school wide expectations of progress, (internally assessed achievement) and the school’s benchmark for Exceptional progress, to align this to the new 5-point framework.	SLT/ Teachers	Spring Term			
Review of school wide expectations of outcomes, (externally assessed achievement) and the school’s benchmark for Exceptional outcomes to align this to the new 5-point framework.	SLT/ Teachers	Spring Term			
Review the model and delivery of the Entry Level Science qualification to ensure it meets the needs of all pupils.	FK/SC	Autumn Term			

Pupils in receipt of Pupil Premium to receive targeted support in Science. Science subject leader to lead Science club to support closing the outcomes gap between Boys/Girls in Maths and Science. GCSE/Entry Level booster sessions in Science.	FK/SC	Autumn – Summer Term			
Maths subject Leader to lead Maths club to support closing the outcomes gap between Boys/Girls in Maths and Science. GCSE/Entry Level booster sessions in Maths. STEAM leads to support whole School STEM planning.	SP/FK/SC	Autumn – Summer Term			
Review the qualification on offer in Humanities so it provides pupils with the best possible chance of exceeding expectations in outcomes.	SC/SW	Autumn Term			
Raise the proportion of pupils in receipt of Pupil Premium who exceed expectations of progress in English.	CA/JJ/ED/SC/AH	Autumn – Summer Term			
Introduction of the new photography qualification via timetabled lessons and Recovery time. Pupils achieve highly.	SC/SI/RF	Autumn Term			
Use Recovery lessons to cover focus areas in PSCH, e.g. Relationships and Enterprise for KS3 pupils and Year 9.	TH/KK/SB	Autumn – Summer Term			
Use Recovery lessons to cover focus areas in Computing. Topics to be determined via an audit with a particular focus on Year 9 pupils.	TH/SI	Autumn – Summer Term			
Use of targeted weekend support for pupils due to sit GCSE qualifications where appropriate.	SC/Teachers	Summer Term			

Outcomes for pupils are consistently meeting the school's new benchmark for 'exceptional'.	SC/Teachers	Autumn – Summer Term			
Progress for pupils overall meet the school's benchmark for 'exceptional'.	SC/Teachers	Autumn – Summer Term			
Termly in-school moderation of coursework, predicted grades and achievement for Year 11 takes place.	SC/TH/ Teachers	Autumn – Summer Term			
Termly case studies of pupil progress demonstrate exceptional personalised support and high achievement for pupils. The case studies are included in the termly progress and outcome report.	SC/TH	Summer Term			
					£
<i>Key</i>					
Mid-Year: Achieved On track to achieve Further focus required					
End of Year: Achieved Partially achieved (add detail if required) Not achieved (please detail)					



School Improvement Plan

Inclusion



Inclusion – Woodlane Exceptional Criteria

- We ensure there is a significant focus on wellbeing and mental health to enable pupils with SEND to be ready for learning.
- Our curriculum is designed with differing needs and levels at the forefront. There is a clear focus on all pupils' developing both knowledge and skills.
- Teaching and learning is high quality.
- We provide high-quality and regular training which focuses on the range of barriers that pupils' face in their learning and wellbeing.
- Leaders ensure that a range of support agency professionals (specialists) work in partnerships with staff to ensure the best support is provided and reasonable adjustments are made when required.
- Leaders work closely with parents to ensure their views are considered.
- Our accessibility plan is reviewed regularly and published on the school website.
- Staff state in the questionnaire that the school successfully meets the differing needs of individual pupils.
- Pupils state in the questionnaire that: they believe the school helps them to be independent; we are interested in their views.
- Parents state in the questionnaire that: the school provides a relevant curriculum for their child; the school has sufficiently high expectations of their child; that when they contact the school, the staff are helpful and approachable; the school engages well with parents/carers; Woodlane is an excellent school; that they would recommend the school to another parent of a child with special educational needs.
- Our pupil premium strategy is aligned with our wider school priorities and staff are clear about their role in the strategy.
- Pupils are supported in raising their level of independence.
- All pupils gain appropriate Post 16 places.
- Book Looks (work scrutiny) confirms that pupils progress well and the knowledge/skills they have learned are well sequenced and have developed incrementally.
- High quality annual reviews of EHCPs are held, the SENDCO ensures staff are working together to achieve targets.
- Leaders and the SENDCO ensure that parents are directed to the local offer for appropriate provision and support.
- Our leader for 'higher needs' ensures staff are trained to support pupils with the most complex needs.
- Our DSLs ensure that information is shared with various Local Authorities to support social care needs. The DSLs work with social workers and other professionals to provide appropriate support.
- Where improvements are required, leaders always prioritise these areas.
- We regularly share our best practice with other schools and professionals e.g. supporting social care with strategies to support LAC etc.

Areas for Improvement

- Maintain strong support agency partnerships to ensure input remains appropriate for the changing needs of the school.
- The school's training offer includes comprehensive equality and exclusion training for all staff.
- The school ensures policies are compliant with all guidance and legislation, particularly in relation to equality, diversity and inclusion.
- The school promotes partnership working with local providers to ensure pupils have increased opportunities to engage with the local offer.
- Continue to provide highly specialist support for pupils unable to make expected progress through the school's targeted and universal offer.
- Strengthen the school's provision for pupils not making any progress in phonics, including those socially aware but unable to read, and those in NC who have not progressed for more than 4 assessment cycles.

What?	Who? (Lead)	When? (Date)	Mid-Year Review	End of Year Review	Cost (£)
CPD Certified equality and diversity training to take place for all staff. The training focuses on equality law generally and specifically in respect of disability.	All Staff	Spring Term			
Co-Headteachers to attend in depth equality, diversity and inclusion training at a more complex 'school management' level.	TH/CM	Nov 26 th			
<p>A full review of school policies takes place, considering equality and diversity training. This includes:</p> <ul style="list-style-type: none"> - Equal Opportunity, Racial Equality and Harassment Policy, - SEND, - School Behaviour (Positive Behaviour Policy), - Examinations, - Mental Health, - Accessibility. <p>Policies to take in to account independent oversight via training and guidance partners at The National College and The Key and reviewed by Governors as required.</p>	CM/SLT	Autumn Term			

Ensure all exclusions meet legislation and guidance, including exploring every available reasonable adjustment.	SLT	Autumn – Summer Term			
Pupils who require augmentative and alternative technology for communication and access to learning (AAC) receive this where possible.	ED/AC/SI	Autumn – Summer Term			
The school continues to request that all pupils who require an AAC have this detailed within their EHCP/Annual Review paperwork to ensure where appropriate the school is reimbursed for required resources.	JJ/ ED/AC/SI	Autumn – Summer Term			
Training is provided to staff, pupils and where appropriate parents on the use of this technology to ensure it is fully integrated into teaching/ learning and homelife.	ED/AC/SI	Autumn – Summer Term			
Pupils who are well enough to learn but unable to attend school continue to receive a thorough live learning offer.	SI/TH	Autumn – Summer Term			
The school commissions a new contract for Speech and Language Therapy and Occupational Therapy, increasing the number of practitioners on site and the breadth of provision available.	TH/CM/ CLCH	Autumn Term			
The school works with the Speech and Language Therapy team to redefine the school’s therapy input including developing a thorough universal offer, supporting training for staff, and managing caseloads and reporting effectively.	TH/JJ/ AC	Spring - Summer Term			
Pupils are provided with inclusive opportunities for physical education, including adapted games, (e.g. VI supported goal ball) and adapted equipment, (e.g. bikeability workshops for pupils who are wheelchair users).	JE	Autumn – Summer Term			
Trial the ‘toe by toe’ reading programme with pupils who are not making progress through Read, Write, Inc. phonics.	AH/JJ	Autumn – Summer Term			

Explore the use of the Nesy reading programme for children with dyslexia who need further support with reading outside of the school's universal offer.	AH/JJ	Autumn Term			
The school trains new members of staff in 'Social Stories' to improve consistency and wider use of these.	SC/CP	Spring Term			
Explore functional reading opportunities for NC pupils, e.g. recognition of specific signs, terms and concepts that will benefit them into adulthood.	AH/ED/AK	Spring - Summer Term			
The school engages closely with local partners to ensure the offer is advertised and referred to appropriate pupils/parents and local provision is able to meet the needs of pupils and parents, including: <ul style="list-style-type: none"> - West Zone - LBHF Families Hubs etc. Pupil annual reviews and careers meetings are used to signpost parents to relevant support and activities.	SLT/JJ/DW	Spring - Summer Term			
					£
<i>Key</i>					
Mid-Year: Achieved On track to achieve Further focus required					
End of Year: Achieved Partially achieved (add detail if required) Not achieved (please detail)					



School Improvement Plan

Attendance and Behaviour



Attendance and Behaviour – Woodlane Exceptional Criteria

- Leaders and staff have exceptionally high expectations for behaviour, however pupils' SEND are considered and reasonable adjustments are made where required.
- Pupils love their school and want to learn.
- The school is safe, calm and orderly. This is confirmed in the staff, pupil and parent questionnaire.
- Visitors to the school often describe the school as calm.
- There are clear routines and expectations of behaviour across the school, our positive behaviour policy is consistently applied and staff state this in the staff questionnaire.
- Behaviour data informs practice and identifies where support is needed, including individuals and groups. It is analysed meticulously.
- Pupils display positive attitudes to learning, as identified through staff feedback, in-class assessment and the PASS survey, e.g. pupils showing *high satisfaction with their school experience*.
- Pupils feel safe. This is confirmed in the pupil questionnaire.
- Staff feel pupils are safe. This is confirmed in the staff questionnaire.
- Pupils report that pupils behave well at Woodlane.
- The school has clear policies regarding harmful sexual behaviours, appropriate sanctions and support are always given. Pupils are taught consistent messages across the curriculum.
- The school has low incidents of bullying, racism, sexism etc. however, where they are identified action is taken swiftly and proportionately.
- Fixed term exclusions remain extremely low and are not usually persistent for named pupils. Support is given to pupils on return from suspensions, parents are actively involved.
- Permanent exclusions are extremely low or there are none.
- Physical interventions are extremely low or there are none.
- Support from external agencies is used effectively e.g. Respond therapy, SALT, OT, medical professionals etc.
- There is a strong focus on attendance and punctuality, data informs practice and identifies where support is required, including individuals and groups.

- Each year named pupils are trained to travel to and from school independently.
- Attendance is well above the national average for special schools and is within 2 percentage points of the national average for mainstream schools.
- There are no significant improvements that leaders have not prioritised.
- Staff share their best practice externally to support system-wide improvement e.g. High quality SEND learning is provided for PGCE students/advice and support is provided to mainstream and SEND schools etc.

Areas for Improvement

- Raise overall attendance to within 2% of the national average for mainstream.
- Increase the attendance of pupils who are persistently absent, (10% or over unauthorised absence).
- Increase the attendance of named pupils.
- Increase the attendance of key groups, including pupils in receipt of Pupil Premium, (compared to their peers), WBRI (compared to the national average) and girls, (compared to boys).
- Improve punctuality of pupils.
- Reduce the overall number of behaviour referrals and improve the behaviour of named pupils.
- Further reduce behaviour referrals in:
 - PE
 - Corridors
 - Break and Lunchtimes

What?	Who? (Lead)	When? (Date)	Mid-Year Review	End of Year Review	Cost (£)
Continue to strengthen sensory circuits, particularly those taking place before school and for those pupils who find sitting in the assembly hall dysregulating. Ensure impact of this work is recorded and analysed.	RM/JJJ/OT	Autumn – Summer Term			
Reintroduce dog walking for highest behaviour referred pupils.	RM/CM Otis/Pandora	Autumn – Summer Term			
Review the impact of behaviour reward trips. Hold a pupil conference to explore this further.	RM/Teachers	Autumn Term			
Continue to offer an alternative reward structure for highly referred pupils, to encourage shorter term behaviour improvements, e.g. weekly 1:1 reward with a named member of staff.	RM	Autumn – Summer Term			

Improve named pupils' punctuality by 25%, through the use of targeted reward and sanction systems.	RM	Autumn – Summer Term		
Improve the attendance of Girls through specific support for named pupils with low attendance and direct action for/with pupils who are persistently absent.	RM	Autumn – Summer Term		
Improve the attendance rates of pupils in receipt of Pupil Premium, to be within 2% of Non-Pupil Premium pupils, (currently 7% gap), through specific support for named pupils.	RM	Autumn Term		
School use termly case studies to highlight the impact of provision in place to improve attendance and punctuality. These form part of the termly report.	RM/TH/SC	Autumn – Summer Term		
The school ensures there is a zero-tolerance approach to verbal abuse towards teacher and other pupils in the school.	RM	Autumn – Summer Term		
The school reiterates the 'code of conduct' for certain activities in the playground, e.g. Football and 4-Square etc.	RM	Autumn Term		
The school ensures home visits continue to take place for pupils with EBSA.	RM/CP	Autumn – Summer Term		
The school continues to use Government guidelines regarding fixed-penalty notices for parents of pupils who are persistently absent and/or taking family holidays during term time. Fines will be used alongside communication with parents/meetings and improvement targets.	RM	Autumn – Summer Term		

Mid-Year: Achieved On track to achieve Further focus required

End of Year: Achieved Partially achieved (add detail if required) Not achieved (please detail)



School Improvement Plan

Personal Development and Wellbeing



Personal Development and Wellbeing – Woodlane Exceptional Criteria

- The PSCH (including sex and relationship education) curriculum is board and balanced, curriculum maps are clear and broken down into: content and components; they are sequenced in a logical progression, systematically and explicitly; the curriculum is ambitious and designed to give disadvantaged and pupils with SEND the knowledge they need for the future. PSCH contributes positively to pupils' personal development.
- The RE curriculum is board and balanced, curriculum maps are clear and broken down into: content and components; they are sequenced in a logical progression, systematically and explicitly; the curriculum is ambitious and designed to give disadvantaged and pupils with SEND the knowledge they need for the future. RE contributes positively to pupils' personal development.
- Extra curricula activities are varied, available daily and participation is high.
- Theme days offer rich experiences to pupils which strengthen our school offer.
- Our 'Cultural Capital Provision' is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life. Our 'Cultural Capital Map' communicates practice clearly.
- Our school values are imbedded in all our practice:



- We actively promote, develop and deepen pupils' understanding of the fundamental British values, including: democracy; the rule of law, individual liberty and mutual respect. We have an active school council which promotes democracy and includes all pupils in decisions made about their school.
- The school promotes an inclusive environment.
- The school provides high quality pastoral support in the following areas:
 - ✓ healthy lifestyles
 - ✓ mental health

- ✓ healthy relationships (we help develop the character of pupils, ensuring they behave with integrity and cooperate consistently well with others. We develop pupils' understanding of right and wrong).
- Online safety is high profile, and parents are well supported in this area. We support with out of school concerns.
- Our broader school activities encourage spiritual, moral, social and cultural development.
- Pupils are educated in regard to protecting themselves against criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism etc.
- We prepare pupils for the next stage of their education well:
 - ✓ pupils are actively involved in the world of work e.g. through work experience, external visitors, educational visits and the skills/experiences of a range of school staff.
 - ✓ we offer strong careers advice, using the Gatsby Benchmark criteria, we score highly in our assessment (all pupils receive unbiased information about potential next steps and high-quality careers guidance).
- The School Improvement Advisor (SIA)/ Local Authority (LA) confirms the school's evaluation through various activity.
- There are no significant improvements that leaders have not prioritised.
- Staff share their best practice externally to support system-wide improvement.

Areas for Improvement

- Improve the quality of provision for the Year 11 College Link, ensuring pupils needs are met and transitions/retention of placements for post-16 are improved further.
- Continue to improve the careers knowledge and skills of various staff through training and experience-based careers activities.
- Ensure all pupils continue to have a rich and varied educational experience, (Cultural Capital) which is influenced by pupil choice and evidenced overtime.
- Continue to provide outstanding support for pupils in regards to protecting against criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism etc.
- The number of school visitors is increased to widen the breadth and variety of sources of information pupils receive.
- The school's mental health provision remains strong with continued partnership working with support agencies, MIND/RESPOND, In-house, Drawing and Talking etc.
- Improve the 'Resilience', and 'Effort' of pupils as determined by teacher assessment via end of term reports.

What?	Who? (Lead)	When? (Date)	Mid-Year Review	End of Year Review	Cost (£)
Pupil tutor times are redesigned to incorporate more skills and pastoral support at the start of the school day, including a range of information and support on age related topics, e.g. radicalisation.	SC/RM/AH/JJ	Spring Term			
The school delivers theme days as identified by pupils: <ul style="list-style-type: none"> - Animal Theme Day (Science) - Performing Arts (Drama/Dance/Music) - Staff Hidden Talents (All) - Maths/World Book Day 	RM/Teachers	Autumn Term			
The school encourages parents to attend the Hidden Talents theme day to provide information about their own jobs that may be of interest to pupils.	CT/DW	Summer Term			

Collate ideas from staff and pupils to develop a 'Bucket List' of rich and varied educational experiences, (Cultural Capital).	SC	Spring – Sumer Term		
Design and create the Woodlane 'Bucket List' using a creative means for recording pupil activities.	SC	Spring – Sumer Term		
Launch Woodlane Bucket List/activities with pupils and staff in assembly. Woodlane 'Bucket list' presentation to Governors.	SC	Spring – Sumer Term		
Review and monitor the ongoing progress of the Bucket List.	SC	Spring – Sumer Term		
The school begins working towards the Wellbeing Award for completion in 2026/27.	RM/CP	Autumn – Summer Term		
The school trains additional staff in Drawing and Talking therapy to ensure this provision can remain a valuable school resource.	RM/CP	Autumn Term		
The school renews its contract with RESPOND, ensuring there are opportunities for medium-term school referrals to mental health support on-site.	RM/Respond	Autumn Term		
The school continues with its link with MIND, enabling a therapist to attend site for specific focus time-limited mental health support.	RM/MIND	Autumn Term		
The school continues to work in partnership with higher tier services such as CAMHS, ensuring referrals and support are in place when the school's commonly available provision is unable to meet the needs of a pupil's mental health.	RM/CAMHS	Autumn Term		
The school ensures all staff have relevant knowledge and skills to support with key	All Staff	Spring Term		

issues, e.g. FGM and Radicalisation, through a thorough training programme.				
Implement a new structure for the Year 11 College link, with KS4 NC attending WLC and both the Y11 classes attending WMSF.	SC/CT/SW	Autumn Term		
Continue to improve the careers knowledge and skills of the following staff through training and experience-based careers activities: <ul style="list-style-type: none"> - SENDCo, (JJ) - Careers Advisor, (DW) - Assistant Head, (SC) - Lead teacher for Y11 college visit (CT), - Various staff, e.g. Y11 tutors. 	JJ/SB/RF/CT/ DW/SC	Autumn – Summer Term		
Pupils take part in fundraising and enterprise opportunities including: <ul style="list-style-type: none"> - Christmas Shop (Y9), - Etsy Online Shop (Y11 Textiles), - School Council nominated charity activity, e.g. non-uniform day, - ‘Grow Your Own’ food challenge in school, (Y10/11 VS). 	SC/KK/SW	Autumn – Summer Term		
LBHF Vocational Profiles are incorporated into the school’s annual review approach for all pupils Y9+. These working documents should be updated yearly as a record of pupil’s increased engagement with careers related learning.	TH/SC/JJ/DW	Autumn – Summer Term		
Year 11 pupils update Vocational Profiles in preparation for leaving so the most current views of the pupil are captured. The school should ensure post-16 provisions receive and acknowledge these for school leavers.	TH/SC/JJ/DW	Summer Term		

The school reviews the menu provided by catering partner (The Pantry) to ensure food provided meets the health and sensory needs of the pupils.	SLT/LF	Autumn Term			
Pupil food exploration sessions continue to support pupils with food related sensory needs, with the aim to try and embrace new foods.	OT	Autumn – Summer Term			
Hannah Nicolson LBHF’s health lead attends school to offer health workshops with pupils and parents.	Hannah Nicolson/ RM LF/JE	Spring Term			
Parent workshops take place throughout the year to support key areas around pupil health and wellbeing, including: <ul style="list-style-type: none"> - Puberty, (with MIND), - Self-care, - Online Safety, - Mental Health, - Girls Health. 	JE/Various Staff	Autumn – Summer Term			

Key

Mid-Year: Achieved On track to achieve Further focus required
End of Year: Achieved Partially achieved (add detail if required) Not achieved (please detail)



School Improvement Plan

Leadership and Governance



Leadership and Governance – Woodlane Exceptional Criteria

- Leaders and governors have a clear and ambitious vision, which is shared by the staff. Leaders have high expectations of pupils in all areas.
- Leaders actively support the behaviour management of pupils and in improving behaviour where required.
- Leaders' attention to the quality of education is unwavering, this is confirmed in the staff questionnaire.
- Leaders ensure professional development is highly focused and effective, leading to improvements. Professional development is the responsibility of senior and middle leaders, who share their expertise through training and workshops.
- Staff consistently report high levels of support for well-being issues.
- Leaders engage with staff regarding workload. Deadlines are shared at the start of the academic year in our 'Plan of the Year', they have been carefully considered to ensure they are well distributed.
- School improvement planning is data informed and shaped by the entire community. The school improvement plan tackles smaller areas for improvement to ensure they do not grow into larger ones.
- Leaders swiftly hold staff to account where required, this is done promptly and proportionately. Leaders ensure staff are free from harassment and bullying.
- Leaders' engagement with the community is high. Leaders have an open-door policy for staff, parents and pupils, this genuinely used.
- Governors ensure:
 - ✓ statutory duties are met
 - ✓ resources are well managed through the finance committee
 - ✓ pupils' achievement is strong through the raising achievement committee
 - ✓ they are active, they visit formally and produce governor visits reports
 - ✓ they consider leader workload
- The use of pupil premium is used effectively to tackle areas for improvement, this is clearly reported on.
- There are no significant improvements that leaders have not prioritised.
- Staff share their best practice externally to support system-wide improvement e.g. School improvement planning is used as an example of best practice with the wider education community etc.

Areas for Improvement

- The school has a clear vision for the future with input from all stakeholders.
- The school expands the Nurture provision, through the adoption of the BDA primary building.
- The re-development of the school, including classroom environments continues as per the school's schedule.
- The TA Team and additional resources are aligned to the school's needs and the current financial picture.
- The school is appropriately funded for current and future cohorts.
- Communication with key partners is improved through redesigned reporting tools and multi-agency working.

What?	Who? (Lead)	When? (Date)	Mid-Year Review	End of Year Review	Cost (£)
Develop a new '5-year plan' for the school with input from all stakeholders. This strategic plan should capture the school's planned actions for the coming years with detailed steps to achieve the outcomes.	CM/SLT/ Governors LBHF	Summer Term			
Continue working to improve the school's financial position via: <ul style="list-style-type: none"> - Ensuring funding for all pupils on roll (base funding), - Ensuring the school receives top-up funding in a timely manner, - Ensuring the local authority funds all funding agreements for 1:1s in a timely manner, - Ensuring the school's funding reflects rising costs and any changes in the school's designation and the adoption of the BDA building. - Continue to press the LA for an appropriate level of top up funding. 	CM/TH/ BS/LBHF	Spring Term			
Ensure EHCP annual reviews clearly document the need for 1:1 support and subsequent	JJ/CP				

funding. A robust case is made for all 1:1 required.				
The school continues working with LBHF to redefine the school's designation and admissions, with particular focus on the nurture provision expansion and adopting the BDA building.	CM/ LBHF	Spring Term		
The school begins to map out and cost staffing structures/operational costs for our wider nurture provision.	CM/BS	Spring Term		
Consider job descriptions for leadership/senior positions as part of the nurture expansion, if/when approved.	CM	Summer Term		
The school conducts a thorough audit of the BDA building and prepares a plan, in conjunction with LBHF architects, for preparing the building and required resources for occupation.	CM/ LBHF	Summer Term		
The school completes any required consultation period regarding the opening of a new site, in partnership with BDA, with all parties.	CM/ LBHF	Summer Term		
Wider recruitment is planned and where appropriate actioned as part of the nurture expansion, including job descriptions for new teachers.	CM/BS	Summer Term		
School considers requirements for therapeutic services, e.g. SaLT and OT, as part of the nurture expansion and costs these in partnership with current provider CLCH.	SLT/CLCH	Summer Term		
Redesign the Headteacher report to improve information shared with governors and ensure information is in an accessible and clear format.	TH/CM/BS	Autumn Term		
Website redesign takes place to ensure it is compliant with new guidance around	CM	Autumn – Summer Term		

accessibility and content. The redesign increases accessibility and is visually appealing. Consideration is made to the potential that the website may need to cover the current school and the nurture expansion in the near future.					
The school grow the outreach offer, providing support and guidance for other schools/providers/professionals etc. where this is an appropriate use of staff time/resources. Ensure there are reciprocal opportunities for outreach with other professionals.	SLT/Teachers	Autumn Term			
Increase the breadth of skills and experience on the Governing Body through appropriate Governor training and recruitment of an LBHF Governor.	SLT/Governors/ LBHF	Autumn Term			
Explore (alongside other borough schools) and select a new HR provider following LBHF ceasing to offer this service. New service to start in April 2026.	CM/BS	Autumn Term			
Explore Arbor being used for trips, clubs, medical injuries, etc. and further improve integration of Arbor with current school systems.	TH/BS/BB	Autumn Term			
Redeployment and redefining of the school's approach to the TA Team takes place to ensure appropriate use of resources, and a shared responsibility to pupil progress, health and support.	SLT/LF	Autumn Term			
The school timetable undergoes a redesign in February using 'Timetabler' software. The timetable is successfully imported in to Arbor and available for all pupils/staff.	TH	Autumn – Summer Term			
The school completes a 'room audit' allowing staff to see at a glance where rooms are	TH/Teachers	Autumn Term			

available as a breakout space, or for room swaps when required. The audit is incorporated into Arbor.					
Phonics reporting is incorporated into the Progress report termly.	TH/AH	Autumn – Summer Term			
Phonics and reading reporting to Governors termly.	TH/AH	Autumn – Summer Term			
As pupil consultations have increased to unprecedented levels, investigate how consultations are managed with other similar special schools, implement any appropriate adaptations to the management of consultations.	CM	Summer Term			
Key					
Mid-Year: Achieved On track to achieve Further focus required					
End of Year: Achieved Partially achieved (add detail if required) Not achieved (please detail)					