



Woodlane High School

achieving success in a nurturing environment

5 Year Strategic Plan 2021-2026

Created: July 2021

Summative Update: May 2026

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 views2. Early involvement with LBHF3. 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 created2. Select design with stakeholders3. Gain LBHF agreement where required4. Agree funding with LBHF5. Fundraise6. Commission
April 2022	<ol style="list-style-type: none">1. Complete office/meeting space refurbishment2. Health and safety checks3. Snagging
June 2022	<ol style="list-style-type: none">1. Complete first classroom refurbishments (English, Maths, Science)2. Health and safety checks3. Snagging4. 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 space2. Health and safety checks3. 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.

Summative Review – May 2026

- **To create the ideal learning environment for pupils with SEND**
Leaders have prioritised the development of the physical environment to better meet the complex and varied needs of pupils. Refurbishment of key areas has improved the quality of provision and supports pupils' engagement, regulation and learning. While further planned developments have not progressed due to Local Authority funding constraints, leaders have adapted effectively, ensuring the school remains safe, calm and purposeful. Resources have been used efficiently, and additional safety measures, such as the installation of finger door guards, reflect a strong commitment to pupil welfare.
- **To be an example of best practice in regards to our physical space**
Refurbished areas of the school are of a high standard and reflect carefully considered design to meet a wide range of pupils' needs, including those with ASD and speech, language and communication needs (SLCN), SPLD etc. These spaces enable effective teaching, support regulation and communication, and promote positive learning behaviours. They represent strong examples of best practice and serve as a clear blueprint for future development across the wider site. Pupil feedback on these areas is highly positive, and pupils demonstrate respect for the environment by taking pride in and looking after these spaces well. Some variability remains where planned developments have not yet been realised.
- **To build two additional classrooms at the back of the school, suitable for our nurture classes**
Leaders demonstrated strong strategic intent by progressing this project to the design and approval stage. However, external funding decisions and the current national context, where expansion of specialist provision is not routinely supported by central government, have prevented implementation, limiting the school's ability to expand nurture provision. Leaders recognise that the current educational space for nurture classes is not fully fit for purpose; however, we continue to work effectively within these constraints to ensure pupils' needs are met. We have responded proactively by exploring alternative solutions, including the potential use of the BDA primary building, demonstrating determination and adaptability in addressing these challenges.
- **To refurbish the site manager's house, making it suitable for a primary unit**
This option was thoroughly explored with the Local Authority and deemed not cost-effective. While this decision reflects careful financial consideration, it results in a potentially valuable space remaining unused and restricts opportunities to extend provision in the short term. Within this context, we continue to explore opportunities to introduce primary provision, including the potential use of the BDA primary site. Any increases in pupil numbers are

considered carefully within the wider Local Authority context and priorities, recognising that this may result in places being allocated differently across the borough to best meet need.

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

Leaders have undertaken a detailed and informed evaluation of alternative governance structures, including Multi-Academy Trusts. Our analysis demonstrates a secure understanding of the strategic implications. The decision not to proceed at this stage is well considered; however, leaders rightly recognise that this remains an option that may need to be revisited as the school's context evolves.

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.

Summative Review – May 2026

- **To provide 20 nurture places for pupils with highly complex profiles and lower academic ability**
Leaders have identified a notable increase in demand for nurture provision during the current academic year, rather than a consistent trend over time. This is evidenced by a significant rise in consultation requests for pupils with highly complex profiles and lower academic starting points. While this demand is clear, progress towards this target continues to be constrained by limitations in physical space and wider national restrictions on the expansion of specialist provision.

Leaders acknowledge that the current educational space for nurture provision is not fully fit for purpose; however, we continue to work effectively within these constraints to ensure pupils' needs are met. A viability study has been undertaken to explore the use of the primary BDA building. Leaders have worked closely with those conducting the study, ensuring they have a full understanding of the scope, context and complexity of need. Following concerns that the initial study was not fit for purpose, this process has been revisited and a revised study has now been completed and is under consideration by the Local Authority.

- **To provide 20 primary places for pupils with SEND**

Leaders have worked closely with the Local Authority to refine their understanding of demand for primary specialist provision. Current analysis indicates a particular need for places for pupils in Years 5 and 6. While this target has not yet been realised, due to both space limitations and wider Local Authority planning considerations, leaders continue to explore viable options, including the potential use of the BDA primary site. Any future development is being considered carefully to ensure it aligns with borough-wide sufficiency planning and remains sustainable in terms of provision, staffing and resources.

- **To formally increase our roll number to 150 pupils**

Leaders have consistently demonstrated a realistic and strategic understanding of the school's capacity and the implications of growth. Demand for places remains exceptionally high, with the school on track to receive over 400 consultations this year based on current patterns. However, leaders recognise that expansion is constrained by the school's current physical footprint and the wider political and policy context governing specialist provision. The school currently accommodates 109 pupils and cannot sustainably exceed approximately 110 without compromising the quality of provision. As such, maintaining current numbers reflects a deliberate and appropriate decision to prioritise provision quality and pupil outcomes.

- **To gain base funding to reflect this increase in numbers**

Base funding is now aligned to 110 places, although our official PAN remains 100. This was only back-dated to April 2024, despite significant efforts on the part of senior leaders. Leaders have maintained strong financial oversight, ensuring that resources are deployed effectively in line with priorities outlined in the School Improvement Plan and to sustain high-quality provision. The school currently holds an approximate £200,000 surplus; however, this has been carefully planned to mitigate anticipated future financial pressures and a defect budget in 2026/2027, including Local Authority expectations to reduce expenditure by approximately £400,000. Leaders recognise that without a formal increase in commissioned places, base funding will remain unchanged, limiting the school's ability to expand.

- **To continue to provide an outstanding education for all pupils**

Leaders have sustained an uncompromising focus on delivering high-quality provision across all areas of the school's work. This is reflected in the school's self-evaluation, where provision is consistently strong-exceptional, with key areas identified as exceptional, including inclusion, personal development and wellbeing, behaviour, and leadership and governance.

The curriculum remains broad, highly personalised and carefully sequenced to meet the complex and diverse needs of pupils, ensuring that all pupils are able to engage, achieve and thrive. This aligns closely with the expectations of the new Ofsted framework, where curriculum and teaching, inclusion, achievement, attendance and behaviour, and personal development and wellbeing are central evaluation areas.

Leaders ensure that high expectations are consistently applied, resulting in strong outcomes, exceptional behaviour and a culture in which pupils feel safe, valued and able to succeed. There is a clear and coherent approach to supporting pupils' wider development, including their confidence, independence and readiness for the next stage, reflecting the school's established strength in personal development and wellbeing.

Crucially, leaders have maintained these standards despite significant external pressures, including increasing demand, financial constraints and limitations on physical capacity. Strategic decision-making remains firmly rooted in the principle that growth must not compromise quality, ensuring that provision remains both highly effective and sustainable.

Overall, leaders demonstrate a precise and accurate understanding of the school's effectiveness across all evaluation areas, maintaining a consistently high standard of education for all pupils.

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

Leaders have undertaken a detailed and informed evaluation of alternative governance structures, including Multi-Academy Trusts. This demonstrates a secure understanding of the strategic implications of structural change, including both potential benefits and associated risks. While the disadvantages currently outweigh the advantages, this remains an area for ongoing consideration as the external landscape continues to evolve.

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

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.

Summative Review – May 2026

- To employ our own OT, 5 days a week, term time only**

Leaders have taken a proactive and strategic approach to securing consistent occupational therapy (OT) provision. Direct recruitment was prioritised, with national advertising undertaken; however, this generated no suitable applicants, reflecting ongoing national workforce shortages in specialist therapy roles. To strengthen recruitment capacity, leaders engaged agency support specifically to source candidates. While this broadened the pool, the quality of applicants identified did not meet the school's expectations or the level of expertise required to support pupils with complex needs. Given these constraints, leaders made a considered decision to retain and renegotiate provision with the existing provider, Central London Community Healthcare (CLCH). A revised contract, implemented from **April 2026**, ensures continuity of service alongside improved value for money. This secures a full week of OT provision within a more efficient model, reflecting strong leadership oversight and a clear commitment to maintaining quality and consistency.
- To employ our own 2 x SALT, 5 days a week and 2.5 days a week, term time only**

Leaders applied a similarly rigorous approach to speech and language therapy (SALT). Direct recruitment was unsuccessful, and agency-supported candidate sourcing did not identify practitioners of sufficient quality or experience. Leaders therefore built on their established partnership with CLCH. Through effective negotiation, a revised contract from April 2026 secured an increase in SALT provision to 2.6 full-time equivalent (FTE), representing an additional 0.4 FTE. This enhanced provision has been achieved within a combined OT and SALT contract reduced from £236,000 to £225,000, demonstrating leaders' ability to improve both capacity and value for money. The model provides greater consistency of staffing and more reliable delivery of specialist support aligned to pupils' needs.
- To ensure we are funded through a top-up increase for both OT and SALT**

Leaders have undertaken extensive and sustained work to secure appropriate funding that reflects the full cost of delivering high-quality provision across the school. This has included detailed engagement with the School Resource Management System (SRMS) process. Leaders identified significant weaknesses in the SRMS review. In particular, the report failed to sufficiently consider:

 - the school's specific context
 - the complexity and intensity of pupil need
 - the operational realities of specialist provision
 - the demands associated with delivering multi-pathway and multi-qualification curriculum

Leaders robustly and appropriately challenged both the methodology and conclusions of the report, clearly articulating its limitations and the risks of relying on generic financial benchmarking for a highly specialised setting.

Both senior leaders and governors formally set out these concerns in writing. However, this challenge was not engaged with meaningfully by the Local Authority, and the issues raised were not adequately addressed.

Despite the absence of movement in top-up funding, leaders have maintained tight financial control. This has resulted in a surplus for 2025–2026, which has been carefully planned to mitigate and reduce a forecast deficit in 2026–2027. This reflects strong financial control and forward planning in a constrained funding environment. Overall, leaders show clear strategic oversight, strong financial understanding and a willingness to challenge when needed, ensuring that funding discussions reflect the real complexity of pupils' needs and the delivery of provision, despite limited engagement from the Local Authority.

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

Leaders have undertaken an evaluation of alternative governance structures, including Multi-Academy Trusts, particularly in relation to strengthening access to specialist services and improving workforce stability. This work reflects a clear understanding of potential benefits, including shared expertise and increased organisational capacity, alongside associated risks such as reduced autonomy and potential misalignment with the school's established ethos and delivery model. Leaders have determined that, at present, structural change would not sufficiently address the core challenge of national recruitment shortages in therapy roles. As such, the disadvantages outweigh the potential benefits. This remains an area under active review, ensuring that leaders remain responsive to future developments.

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.

Summative Review – May 2026

- **To be a thought leader in SEND, shaping direction and policy**
Leaders have established the school as a highly effective and outward-facing centre of SEND expertise, with a clear and growing influence beyond the school itself. This is underpinned by the school's strong track record of delivering exceptional outcomes, including its Outstanding Ofsted judgement, where provision is described as "*second to none*", and a curriculum that is broad, ambitious and highly personalised.

The school plays a significant role in supporting the wider education system through sustained, practice-based engagement. This includes leading on curriculum design and sequencing for pupils with complex needs, advising on multi-pathway and qualification models, hosting visits, tours and best practice observations, and supporting schools to strengthen their SEND provision. Leaders also contribute directly to workforce development through partnerships with universities, delivering training and speaking to trainee teachers.

This work is embedded within the school's improvement strategy, where leaders explicitly prioritise sharing best practice and supporting system-wide SEND improvement. Leaders have deliberately prioritised this model of influence, ensuring that the school's contribution is grounded in credibility and real practice, rather than more superficial or reputational activity.

- **To explore the benefits of formalising school expertise and SEND contributions to a wider audience**
Leaders recognise that the school already makes a significant contribution to the wider SEND sector through direct professional engagement and collaboration.

Consideration has been given to formalising this further through publication and wider dissemination. However, leaders have taken a strategic approach, ensuring that any development remains purposeful and sustainable. At present, the school's influence is intentionally focused on working alongside schools, developing staff expertise and sharing effective practice through collaborative engagement. This ensures that the school's contribution leads to tangible improvements in practice across settings.

- **To become a teaching hub and therefore train the next generation of teachers**

Leaders make a significant and sustained contribution to workforce development across the SEND sector. The school maintains strong partnerships with universities and regularly hosts PGCE student teachers, provides high-quality specialist placements, and contributes to training within university programmes. In addition, leaders have embedded a clear “grow your own” workforce strategy, including apprentice teaching assistants, early career teachers and unqualified teachers progressing towards QTS, alongside strong engagement with professional qualifications. This work contributes directly to strengthening workforce capacity within SEND, both within the school and across the wider system. Leaders have carefully considered Teaching School Hub status but have made a deliberate decision to prioritise depth, quality and sustainability over formal designation. As a result, the school is already fulfilling many aspects of this role in practice.

- **To offer a comprehensive, chargeable outreach programme available in and out of borough**

Leaders are already delivering a significant level of outreach, which has developed organically in response to need. This includes supporting schools with curriculum planning and provision design, advising on complex SEND pathways and qualifications, hosting professional visits and best practice observations, and providing support to both SEND and mainstream settings. The school also delivers a well-established travel training programme (although this was paused for an academic year).

In addition, leaders provide workshops and support for parents, helping them to better understand SEND, navigate pathways and support their child’s learning and development. This reflects the school’s strong commitment to working in partnership with families and contributing to improved outcomes beyond the classroom.

Leaders have carefully considered the development of a formal, chargeable outreach model. However, they have taken a deliberate and values-driven decision not to charge for this support at this stage. This reflects a clear commitment to ensuring equitable access to expertise across the sector, rather than limiting support to those schools or families able to afford it.

Outreach is therefore positioned as an extension of the school’s core work, enabling leaders to share what the school does exceptionally well and contribute meaningfully to developments in SEND locally and beyond. Leaders remain open to formalising this further in future, where it aligns with sustainability and impact.

- **To create strong links with other SEND and mainstream schools**

Leaders have developed strong and productive relationships with both SEND and mainstream schools, contributing to a collaborative and outward-facing system. Through these partnerships, leaders support the development of SEND provision, contribute to shared problem-solving and strengthen understanding of pathways across the borough. Leaders also contribute to wider professional dialogue through collaboration with partners,

including joint work with other SEND schools and multi-agency services, where aspects of practice are reviewed to strengthen provision across settings.

- **To gain additional, relevant accreditations recognising Woodlane as a Centre of SEND excellence**

Leaders have secured and are continuing to develop external validation of the school's work. This includes achieving the Leading Parent Partnership Award, working towards the renewal of the Quality Careers Award, maintaining ArtsMark, and renewing the school's wellbeing award. These accreditations reflect key strengths in parental engagement, personal development and wider provision, which are also identified as exceptional within the school's self-evaluation. This is further reinforced by the school's Outstanding Ofsted judgement. Leaders ensure that accreditation reflects genuine quality and impact.

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

Leaders have undertaken a strategic review of organisational structures, including Multi-Academy Trusts, in relation to increasing system influence and capacity. Leaders have determined that the current structure best supports the school's priorities while maintaining the integrity of its specialist provision. This position remains under ongoing review.

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.

Summative Review – May 2026

- **To expand our provision to meet the needs of more pupils with SEND and associated behaviour difficulties**
 Leaders have a precise understanding of the growing demand for specialist provision for pupils with SEND and associated behavioural difficulties, reflected in sustained high consultation levels and increasing complexity of need. Leaders have actively explored multiple routes to expand provision, including both internal expansion (through nurture and additional classroom capacity) and external provision through alternative sites. A key element of this work has been the primary BDA building, where leaders have been directly involved in detailed feasibility studies. This work has now progressed to a point where the revised feasibility study is with the Local Authority, with a response expected by the end of the academic year. Leaders recognise that, even if this proposal progresses, it is likely to remain constrained by wider Local Authority decision-making, including the need to review SEND sufficiency across the borough and determine how places are allocated in line with broader strategic priorities. More widely, progress towards expansion continues to be constrained by Local Authority funding limitations, sufficiency planning and national restrictions on the growth of specialist provision. Leaders have responded to these constraints with a clear and consistent principle: that expansion must be carefully planned, sustainable and must not compromise the quality of provision.
- **To open a new specialist school or to create a structure to share facilities with other specialist schools**
 Leaders have undertaken sustained and detailed work to explore opportunities to expand provision through new or shared facilities. Central to this has been the continued exploration of the primary BDA building. Leaders have been actively involved in viability studies, ensuring that the full complexity of pupil need, staffing requirements and curriculum delivery were clearly represented. Following concerns regarding earlier work, leaders have contributed to a revised and more robust study. This revised study is now

under consideration by the Local Authority, with a decision anticipated by the end of the academic year. Leaders are clear that, even if approved, implementation would be dependent on wider Local Authority considerations, including SEND sufficiency, place planning and the redistribution of provision across the borough. In parallel, leaders progressed plans for two additional classrooms on the current site to support nurture expansion. This work reached an advanced stage, including detailed architectural design and planning submission. However, due to increased building costs following the Autumn 2023 mini-budget and the withdrawal of Local Authority funding, this project has been paused. Taken together, this evidence demonstrates that leaders have actively progressed multiple viable options for expansion, with limitations arising from external financial and strategic constraints rather than internal capacity or ambition.

- **To provide 60–100 places**

Leaders have a clear and realistic understanding of both the demand for additional places and the conditions required to deliver them effectively. Planning for expansion, including the proposed two additional classrooms and potential use of external sites such as the BDA primary building, was designed to support increased capacity. However, with both routes currently constrained, the target of 60–100 additional places has not been realised. Leaders are explicit that expansion cannot be achieved within the current school footprint, and that the school is already operating at a sustainable maximum of approximately 110 pupils. Any increase beyond this would compromise provision quality. As such, maintaining current numbers reflects a deliberate and appropriate decision, ensuring that high standards of education and care are preserved.

- **To offer a curriculum suited to pupils with these complex needs**

Leaders are exceptionally well placed to deliver a curriculum suited to pupils with complex SEND and associated behavioural needs, drawing on the school's existing highly effective model. This is evidenced through the successful delivery of:

- established high-performing nurture provision, supporting pupils with the most complex profiles
- a well-developed multi-pathway and multi-qualification curriculum model
- a strong balance between academic, vocational and life skills learning

Leaders have consistently demonstrated their ability to adapt curriculum pathways to meet a wide range of need, including pupils with lower starting points and higher levels of social, emotional and behavioural complexity. This provides a robust and proven foundation for any future expansion.

- **To provide an outstanding education for all pupils attending**

Leaders have sustained outstanding provision while continuing to drive towards exceptional practice across all areas of the school's work. This is externally validated through Ofsted, where:

- *“Pupils get an education that is second to none”*
- *“Leaders... are relentless in their drive for continuous improvement”*

- *“The curriculum is broad, rich and highly personalised”*
- *“Behaviour... is exceptional”*

Leaders have embedded a culture of excellence, where:

- expectations remain consistently high
- teaching is strong to exceptional
- behaviour, inclusion, and personal development are exceptional
- pupils feel safe, supported and able to succeed

Importantly, leaders have maintained these standards despite significant external pressures, including increased demand, funding constraints and limitations on physical capacity. There is a continued and explicit drive to move beyond outstanding where possible, ensuring provision remains highly effective and ambitious.

- **To provide a pathway to our current school when appropriate**
Leaders demonstrate a clear and coherent understanding of pathways within SEND provision.

The current model already enables movement between pathways within the school, including nurture and more formal qualification routes. Leaders intend that any future expansion—particularly through potential use of the BDA primary site or similar provision—would operate as part of a linked model, enabling pupils to move between settings where appropriate.

This would ensure:

- continuity of provision
- flexibility in responding to changing need
- clear progression pathways between different levels of support

This reflects a highly responsive and inclusive approach, ensuring that provision is centred on pupil need rather than fixed structures.

- **To explore the advantages and disadvantages of various school structures (e.g. MATs) in achieving this priority**
Leaders have undertaken a detailed and informed evaluation of organisational structures, including Multi-Academy Trusts, in relation to supporting expansion. While potential benefits have been identified, including increased capacity and infrastructure support, leaders have concluded that structural change would not address the key barriers to growth, namely funding, physical capacity and Local Authority planning decisions. This reflects a clear and realistic understanding of the system landscape. The position remains under review as external conditions develop.