Woodlane High School

achieving success in a nurturing environment

School Improvement Plan

2026-2027

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School Improvement Plan 2026-2027

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Introduction

How is our School Improvement Plan Created?

At Woodlane High School, school improvement is viewed as a continuous process rather than a response to underperformance. Leaders, governors and staff are ambitious for every pupil and are committed to providing an exceptional education that enables pupils to thrive academically, socially and emotionally. The school's evaluation and improvement processes are guided by the principle that excellence is achieved through continual reflection, refinement and innovation.

This School Improvement Plan is informed by the school's Self-Evaluation Form, stakeholder feedback, performance data, quality assurance activities, external reviews and national developments. It identifies the specific actions required to sustain strengths, address emerging priorities and further improve progress and outcomes for pupils.

A key feature of Woodlane's approach to improvement is the early identification of small areas for development before they become significant concerns. Leaders monitor all aspects of the school's work rigorously and use evidence to identify emerging trends, areas of interest and minor weaknesses. By addressing these swiftly and proportionately, the school ensures that strengths are maintained, standards remain high and improvement is sustained over time.

The majority of actions contained within this plan are therefore developmental rather than corrective. They reflect Woodlane's commitment to maintaining exceptional practice and moving the few remaining areas of strong practice towards exceptional, refining existing provision and ensuring there are no significant areas of improvement that leaders have not already prioritised.

This School Improvement Plan should be read alongside the Self-Evaluation Form and the 5 Year Plan. Together, these documents provide a clear framework for maintaining high standards, supporting staff development, improving progress and outcomes for pupils and contributing positively to the wider education community.

Self-Grading/Key

Ofsted Area	Grading
Safeguarding	**Met**
Curriculum and Teaching	**Exceptional**
Achievement	**Exceptional**
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. Maintain consistently *'exceptional'* teaching and learning across the school, as defined by Woodlane's *'Features of Exceptional Teaching and Learning'*. 2. Ensure TA/Apprentice support is consistently *'exceptional'*, as defined by Woodlane's *'Features of Exceptional Support'*. 3. Achieve Woodlane's *'exceptional'* attendance standard by raising whole-school attendance to 92% or above, whilst reducing persistent absence and improving the attendance of identified pupils and groups. 4. Maintain an *'exceptional'* proportion of pupils meeting and exceeding their expected progress and outcomes, with any emerging gaps identified and addressed promptly, with a particular focus on Humanities (outcomes), History (progress), MLD (progress) and SLCN (outcomes). 5. Further strengthen the PSCHE, careers and preparation for adulthood curriculum by increasing opportunities for pupils to engage with external visitors, employers, community organisations and educational visits, further enhancing cultural capital, employability and readiness for adult life.

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 and 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 PSCHE. 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 extemporary.

Areas for Improvement
• Ensure the school site remains secure. • Ensure staff continue to have the knowledge and skills to robustly respond to safeguarding concerns. • Strengthen the school's approach to mobile phone use by reviewing and refining policy, procedures and staff practice to further safeguard pupils and promote online safety.

What?	Who? (Lead)	When? (Date)	Mid-Year Review	End of Year Review
Improve the safety and security of the school site through the installation of additional CCTV coverage in identified areas.	RM/DB/SLT/ Matrix	**Autumn Term**		
Improve the safety and security of the school site, by exploring potential uses for the site manager's house.	SLT	**Spring Term**		
Ensure funding is received from LBHF to support necessary upgrades/ replacements of site safety and security.	CM/BS/LBHF	**Autumn – Summer Term**		
The school continues to provide Prevent training for staff via INSET/twilight sessions.	RM/All Staff	**INSET - January 2026**		
The school provides training for staff via INSET around the recording of safeguarding concerns.	CM/All Staff	**INSET – September 2026**		
The school continues to provide high levels of Safeguarding training to all staff via	CM/RM/New Starters	**INSET – September**		

INSET/twilight sessions, and through induction.		**2026 & as required.**		
The school updates the safeguarding policy in line with Keeping Children Safe in Education updates.	**CM**	**September**		
The school updates the safer recruitment policy in line with Keeping Children Safe in Education updates.	**CM**	**September**		
Review the school's current mobile phone policy, identifying areas requiring clarification, strengthening or updating in response to emerging safeguarding, online safety and behavioural risks.	**RM/All Staff**	**Autumn Term**		
Implement the revised mobile phone policy with clear expectations, procedures and sanctions. To start from the Spring Term.	**RM/All Staff**	**Autumn Term**		
Deliver training to staff and communication to pupils and parents to ensure the revised policy is applied consistently and evaluate its impact through behaviour, safeguarding and pupil voice data.	**RM/All Staff**	**Autumn Term**		
				Cost: £3000 (+ seeking funds from the LA)

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

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.
• Leaders and staff share their expertise beyond the school through professional networks, partnerships, training and collaboration, contributing to system-wide improvement and the development of high-quality SEND provision e.g. High quality SEND learning is provided for PGCE Students/Universities/Apprentices/Parenting support/Other SEND schools etc.

Areas for Improvement
• Maintain *'exceptional'* teaching and learning, as defined by Woodlane's, *'Features of Exceptional Teaching and Learning'*. • Ensure TA/Apprentice support is consistently *'exceptional'*, as defined by Woodlane's *'Features of Exceptional Support'*. • Further strengthen the PSCHE curriculum through increased engagement with external visitors, employers, community organisations, educational visits and specialist services. Ensure Relationships and Safety remain prominent features within the PSCHE curriculum, including use of real-life scenarios, specialist resources and external expertise to deepen pupils' understanding and application of learning. • Review and further strengthen the History (and Performing Arts curriculum) to ensure it remains ambitious, engaging and well-sequenced following appointment of our new subject leader.

What?	Who? (Lead)	When? (Date)	Mid-Year Review	End of Year Review
Review all subject policies and refine as required, with a particular focus on the new thresholds for exceptional.	**TH**/Teachers	**September**		
Review teaching and learning evidence in History, PSCHE and KS4 Nurture, providing targeted support, coaching and professional development where practice is not yet consistently exceptional.	**SC**/ED/SB/KK/ MPW	**Autumn-Summer Term**		
Conduct a full review of the History curriculum following the appointment of the new subject leader, including curriculum intent, sequencing, assessment, resources and pupil outcomes.	**SC**/MPW	**Spring Term**		
Conduct a full review of the Performing Arts curriculum, including curriculum intent, sequencing, assessment, resources and pupil outcomes.	**SC/TH**/SB/SH/ GH	**Autumn Term**		
Develop the PSCHE curriculum through an increased programme of external visitors, employers, community organisations, specialist services and educational visits.	**SC**/SB	**Spring - Summer Term**		

Review the delivery of relationships (SRE) and safety/e-safety/welfare through the PSCHE curriculum. Recovery lessons to be structured around these key topics September – December.	**SC/SB**	**Spring - Summer Term**		
Provide training for teachers, TAs and apprentices on the effective use of visuals and communication supports to enhance teaching, learning and access for targeted pupils.	**ED/SALT Teachers/TAs**	**Spring Term**		
Ensure the '*Features of Exceptional Support'* are applied consistently and precisely by all TAs and Apprentices across all classes, provisions and learning contexts.	**SC/LF/HLTAs**	**Autumn – Summer Term**		
Further develop TA and Apprentice expertise through targeted coaching, modelling and professional dialogue, enabling staff to refine and deepen exceptional practice.	**SC/LF/HLTAs**	**Autumn – Summer Term**		
Create opportunities for TAs and Apprentices to share exemplary practice, reflect on their impact and contribute to the continual development of support across the school.	**SC/LF/HLTAs**	**Autumn – Summer Term**		
Audit and update musical instruments and associated resources to support high-quality curriculum delivery within Music.	**MK/Music Teacher/BB**	**Autumn Term**		
Explore the feasibility, impact and cost implications of re-introducing subject-specialist teaching assistants within selected curriculum areas.	**CM/TH/BS/ SC/LF**	**Spring Term**		
Schedule dedicated teaching assistant time for the creation of resources.	**SC/LF**	**Autumn – Summer Term**		

Review the Teaching and Learning Policy, with a particular focus on homework practices, to ensure expectations remain clear, consistent and effective in supporting pupil progress.	**RM/SC/** Teachers	**Autumn Term**		
Review the following PE demands: - the requirement for PE photographic evidence and explore alternative recording methods - the additional planning time for significant whole school events e.g. Sports Day	**RM/**JE	**Autumn Term**		
Provide targeted Toe by Toe reading interventions for pupils whose reading progress is not sufficiently accelerated through phonics teaching alone.	AC/JJ/TT	**Autumn – Summer Term**		
Organise termly Friday reading for pleasure activities (e.g. black history, outdoor reading).	ED	**Autumn – Summer Term**		
Organise annual book fair, using the commission generated to purchase new books for the school library.	ED	**Autumn – Summer Term**		
Rollover pupils for reading eggs (read at home opportunity) and provide information to new Year 7 pupils/parents	ED	**Autumn Term**		
Organise baseline reading eggs assessments and practice sessions for Year 7 pupils.	**SC/**ED/SH	**Autumn Term**		
Maintain Toni boxes (audiobooks) encourage usage and order additional Tonies an updated boxes if appropriate.	**SC/**ED/AH	**Autumn – Summer Term**		

Enhance and expand the school's dyslexia-friendly library offer.	**SC/ED/AH**	**Autumn Term**		
Plan and deliver termly Love to Read themed weeks and reading events to further promote reading for pleasure.	**SC/ED/AH/JJ**	**Autumn – Summer Term**		
Plan and deliver educational visits and workshops linked to reading, literature and key curriculum texts to promote reading for pleasure.	**SC/AH/JJ**	**Autumn – Summer Term**		
				Cost: £3000
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

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 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.
• Leaders and staff share their expertise beyond the school through professional networks, partnerships, training and collaboration, contributing to system-wide improvement and the development of high-quality SEND provision e.g. Supporting other SEND schools with their assessment procedures/ GCSE practices etc.

Areas for Improvement

• Review qualifications and accreditation pathways to ensure they remain ambitious, appropriate and enable all pupils to achieve exceptional outcomes, for Humanities and PE.
• Explore opportunities to broaden vocational pathways where appropriate, ensuring the curriculum continues to meet the needs, interests and aspirations of all pupils.
• Undertake a comprehensive review of the school's Assessment, Marking, Monitoring and Moderation (AMMR) Policy to ensure systems effectively support pupil achievement, staff workload and school improvement.
• Ensure the *progress* of pupils is *'exceptional'*, and that small areas are tackled to avoid them becoming significant, specifically:
  ○ Increase the proportion of pupils exceeding expectations in History and more widely in the Humanities subjects, to at least 60% (Strong Standard).
  ○ Increase the progress of pupils with primary need of MLD, particularly in Science and Maths, to bring this group up to an *'exceptional'* level.
  ○ Ensure pupils in Music and PE make *'exceptional'* progress.
  ○ Increase the progress of pupils in PSCHE to an *'exceptional'* level, including ensuring consistent delivery of SRE/Relationships.
• Ensure all pupil *outcomes* are 'exceptional', and that small areas are tackled to avoid them becoming significant, specifically:
  ○ Increase the proportion of pupils exceeding expectations in Humanities to at least 60%+ (Strong Standard).
  ○ Increase the proportion of pupils whose primary need is Speech, Language and Communication Needs (SLCN) exceeding expectations to 70%+ (exceptional).
  ○ Increase the proportion of pupils within the Nurture Class who achieve exceeding expectations to 70%+ (exceptional).
  ○ Further reduce the gap between boys and girls in the proportion of pupils exceeding expectations across the school.
  ○ Further reduce the gap between pupils receiving Pupil Premium (PP) and those not receiving Pupil Premium in exceeding expectations.
  ○ Further develop and expand the range of vocational education and qualification pathways available to pupils.

What?	Who? (Lead)	When? (Date)	Mid-Year Review	End of Year Review
Review the current Humanities and PE qualification offer, including challenge, accessibility, progression opportunities and pupil outcomes.	**SC/TH/MPW/SW/JE**	**Spring Term**		
Benchmark qualification pathways against comparable SEND schools and current curriculum expectations.	**SC/TH**	**Spring Term**		

Implement any agreed refinements to the Humanities/PE qualification offer ready for 2026/2027.	SC/TH/MPW/SW/JE	**Spring Term**		
Continue to improve the school's Music provision, ensuring cross-curricular opportunities for music are included in lesson planning, including: • Exposing pupils to more genres of music in differing languages. • Updating the Year 7 Science topic of 'Sound' to allow pupils to explore more deeply things such as pitch, amplitude, frequency, and making pan pipes. • Music tuition to take place for Year 10 pupils who opt in to sessions in Summer Term.	HR/TH	**Autumn – Summer Term**		
Investigate and evaluate potential new vocational qualifications and pathways that may strengthen preparation for adulthood and outcomes.	SC/TH	**Autumn – Summer Term**		
Implement any agreed refinements to the vocational offer ready for 2026/2027.	SC/TH/Relevant Teachers	**Spring Term**		
Explore the feasibility and suitability of introducing the Duke of Edinburgh's Award to further broaden accreditation opportunities and recognise pupils' wider achievements and personal development.	SC/TH	**Spring Term**		

Undertake a full review of the AMMR Policy, drawing upon staff feedback, workload considerations and pupil outcomes.	**SC/TH**	**Spring Term**		
Implement and evaluate any agreed refinements to assessment, marking, monitoring or moderation procedures.	**SC/TH**	**Spring Term**		
Compare and evaluate Woodlane's practice against the first (and currently only) SEND school to achieve an 'Exceptional' judgement in all areas under the new Ofsted framework, identifying opportunities for further refinement and improvement.	**SC/TH**	**Spring Term**		
Explore, evaluate and purchase high-quality revision guides to support pupils preparing for GCSE and other accredited qualifications.	**SC/Teachers**	**Spring Term**		
Investigate the MLD cohort through a review of individual and shared needs via EHCP documents, pen portraits and lesson observations. Establish barriers to learning, and report back findings to staff to support with effective lesson planning.	**TH/ED**	**Autumn – Summer Term**		
Incorporate assessment of MLD as a specific focus for the school's progress reporting.	**TH**	**Autumn – Summer Term**		
Complete a case study on pupils within the MLD cohort, to ensure individual needs are being met by this varied group.	**TH/SC**	**Autumn – Summer Term**		

Provide targeted teaching, intervention and challenge across core subjects to increase the proportion of pupils moving from meeting to exceeding expectations through: • Lunchtime catch-up and revision clubs. • Differentiated and personalised homework. • Provision of resources to support home learning. • Targeted 1:1 and small-group support delivered by Teaching Assistants.	**SC/Subject Leaders**	**Autumn – Summer Term**		
Subject leaders to monitor the engagement, progress and achievement of boys and girls throughout the academic year, adapting provision where necessary to secure positive outcomes for all pupils, regardless of gender, through: • Moderation • Mock Exams • Assessment	**SC/Subject Leaders**	**Autumn – Summer Term**		
Teachers to embed the Woodlane Experience criteria consistently within curriculum delivery, educational visits and enrichment activities, ensuring that learning is meaningful, contextualised and connected to real-life experiences.	**SC/Teachers**	**Autumn – Summer Term**		

High aspirations for Pupil Premium pupils will be consistently promoted through ambitious curriculum delivery, personalised support and effective parental engagement, through: • Parent workshops • Information evenings • Personalised/differentiated resources • Home learning resource packs • Lunchtime subject clubs/revision	**SC/TH/JE/Teachers/ TAs**	**Autumn – Summer Term**		
Teachers and teaching assistants to regularly receive training from the SALT team to strengthen support for pupils with SLCN in the classroom.	**SC/Teachers/SALT/TAs**	**Autumn – Summer Term**		
Highest Needs Specialist Teacher to undertake team-teaching with classroom teachers to model effective support strategies and enhance inclusive practice across the curriculum.	**SC/ED/Teachers**	**Autumn – Summer Term**		
Highest Needs Specialist Teacher to deliver targeted training for Teaching Assistants to enhance support for pupils with SLCN and improve access to learning across the curriculum.	**SC/JJ/SALT Teachers**	**Autumn – Summer Term**		
Assistant Headteacher and Highest Needs Teacher to deliver twilight training on effective recording methods and strategies to increase opportunities for speaking and listening within lessons.	**SC/ED/SALT Teachers**	**Autumn – Summer Term**		

Assistant Headteacher to visit centres delivering a range of pre-16 vocational programmes to explore best practice and inform curriculum development.	**SC**	**Autumn Term**		
Explore, evaluate and purchase high-quality resources to support the delivery of new qualifications/accreditations e.g. PE, Humanities.	**SC/MPW/SW/JE**	**Autumn Term**		
Organise and deliver relevant staff training to support the effective implementation and delivery of new qualifications and accreditations.	**SC/Teachers**	**Autumn – Summer Term**		
				Cost: £3000
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

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 are 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. • Exclusions are extremely low when compared to national averages. • Where improvements are required, leaders always prioritise these areas.

- Leaders and staff share their expertise beyond the school through professional networks, partnerships, training and collaboration, contributing to system-wide improvement and the development of high-quality SEND provision e.g. supporting social care with strategies to support LAC etc.

Areas for Improvement

- The school continues to demonstrate best practice in equality, diversity and inclusion, promoting a culture where all pupils, staff and stakeholders are valued, respected and able to thrive.
- Support parents/carers to promote and reinforce independence, resilience and preparation for adulthood skills within daily life.
- Extend opportunities for pupils to develop independence, confidence, belonging and community participation through enrichment, leadership and real-world learning experiences.
- Sustain and further develop the school's expertise in assistive technology, ensuring pupils, staff and families maximise its potential to support learning, communication and preparation for adulthood.
- Maintain and further enhance exemplary multi-agency partnership working, ensuring pupils and families benefit from coordinated, responsive and person-centred support.

What?	Who? (Lead)	When? (Date)	Mid-Year Review	End of Year Review
Commission an external review of the school's Equality, Diversity and Inclusion practice to validate and celebrate existing best practice, while identifying opportunities for further innovation and sector leadership.	CM	**Autumn Term**		
Implement and evaluate recommendations arising from the review to further enhance the school's inclusive culture and practice.	CM	**Spring Term**		
Schedule and deliver a programme of parent/carer workshops focused on developing independence, resilience and preparation for adulthood skills, including: • Occupational Therapy and physical independence skills	JE/SB/Teachers/ OT/SALT	**Autumn – Summer Term**		

• English and functional literacy skills • Communication and social interaction skills				
Provide practical strategies and resources that parents/carers can use to reinforce independence and life skills within everyday routines at home.	JE/Teachers/ OT/SALT	**Autumn – Summer Term**		
Review and revise the Educational Visits Policy and procedures to further increase opportunities for pupils to access ambitious, meaningful and inclusive learning experiences within the local community and beyond.	RM	**Spring Term**		
Ensure every class undertakes at least two high-quality, curriculum-linked educational visit each term, with dedicated Wednesday twilight time allocated for staff to plan, organise and risk assess visits to maximise their educational impact.	RM/Teachers	**Autumn – Summer Term**		
Increase opportunities for pupils to participate in leadership, volunteering and community-based activities that develop confidence, independence and a sense of belonging.	SB/DW	**Autumn – Summer Term**		
Provide real-world learning experiences that enable pupils to apply communication, social, travel and life skills in authentic contexts.	Teachers	**Autumn – Summer Term**		
The Assistive Technology Lead to access specialist training, accreditation and professional networks to further develop expertise and drive innovation in assistive technology across the school.	SI	**Autumn – Summer Term**		

Deliver targeted training and professional development to ensure staff use assistive technology confidently, consistently and effectively across all areas of learning.	SI/Teachers	**Autumn – Summer Term**		
Increase opportunities for pupils to utilise assistive technology to develop communication, self-advocacy, independence and preparation for adulthood skills.	SI/TH	**Autumn – Summer Term**		
Plan and deliver a programme of national and international awareness events through the History and PSCHE curriculum, including Black History Month (October 2026), International Day of Persons with Disabilities (3 December 2026), Women's History Month (March 2027), Autism Acceptance Month (April 2027) and Pride Month (June 2027), celebrating diversity, challenging stereotypes and promoting equality, inclusion and belonging across the school community.	MPW/SB	**Autumn – Summer Term**		
Review the SEND categories used for each pupil to ensure these correspond to DfE guidance and reflect the school's hierarchy of need.	TH/BS	**Autumn Term**		
Consider the categorisation of pupils needs at Woodlane e.g. ensure MLD contains the correct pupils, in line with DfE coding guidelines and the SEND code of practice.	TH/BS	**Autumn Term**		
				Cost: £3000

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

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 in line with 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 whole-school attendance to at least 92%, ensuring pupils benefit from consistent access to learning and wider school opportunities.
• Reduce the proportion of pupils who are persistently absent (10% or more absence) through targeted intervention, personalised support and effective partnership working with families.
• Improve attendance for named pupils (x30) and key groups:
  ○ Increase attendance of pupils with Emotional Based School Avoidance (EBSA)
  ○ Increase attendance of pupils with Medical and Mental Health (where safe to do so)
  ○ Increase the attendance of WBRI, MOTH & OOTH
  ○ Increase attendance for Girls (compared to boys)
  ○ Increase the attendance of pupils in receipt of Pupil Premium (compared to their peers),
  ○ Reduce the number of pupils taking term time holidays
• Improve punctuality of named pupils (x11).
• Reduce the overall number of behaviour referrals and improve the behaviour of named pupils (6) and key groups:
  ○ Pupils in receipt of pupil premium
  ○ Pupils in the ethnicity groups WBRI & BARF
  ○ Pupils with a diagnosis of ASD
• Further reduce the overall number of behaviour referrals through consistent therapeutic, relational and proactive approaches, in the following categories:
  ○ The Playground
  ○ Verbal Abuse Teacher
  ○ Moderate Physical Contact behaviour

What?	Who? (Lead)	When? (Date)	Mid-Year Review	End of Year Review
Formalise weekly attendance review meetings, ensuring clear actions are agreed, assigned and reviewed.	**RM/CP**	**Autumn – Summer Term**		
Enable tutors to use live Arbor attendance and punctuality data with pupils to review attendance and punctuality regularly, identify patterns, celebrate success and	**RM/Teachers**	**Autumn – Summer Term**		

discuss improvements needed (on a whole class basis, not individually).				
Enhance the school's already detailed attendance analysis by incorporating day-of-week trends, enabling leaders to identify patterns at pupil, class and whole-school level and implement targeted interventions, including a specific focus on improving any days identified.	**RM/CP**	**Spring – Summer Term**		
Develop and implement the '1% Project', identifying the additional attendance days required across the school to achieve the 92% target and using this information to establish measurable attendance improvement goals for individual pupils and cohorts.	**RM/CP**	**Autumn Term**		
Further refine our engagement strategies for pupils whose attendance/punctuality is declining, including access to preferred activities, enrichment opportunities and curriculum experiences linked to their interests.	**RM/CP**	**Autumn – Summer Term**		
Further strengthen attendance communications with families by adopting a solution-focused approach that emphasises incremental improvement and collaborative problem-solving e.g. we want to help X get from 82% to 87%... Amend letters to adopt this approach.	**RM/CP**	**Autumn – Summer Term**		

Establish a dedicated Morning Response Team (08:00-09:15), to proactively identify and remove barriers to attendance and lateness at the point of need.	**RM/CP**	**Autumn – Summer Term**		
Implement the 'First 10 Minutes' Project, ensuring every persistently absent pupil has a personalised start-of-day plan designed around their interests, relationships, regulation needs and motivations for attending school.	**RM/CP**	**Autumn Term**		
Develop a 'Come to School Anyway' Protocol with families, helping parents distinguish between being genuinely too ill to attend and feeling unwell but capable of attending with appropriate support, alongside individual attendance plans where required.	**RM/CP**	**Autumn Term**		
Categorise persistent absence by primary cause (e.g. anxiety-based absence, illness, refusal, transport, family circumstances) to ensure interventions are precisely tailored and their impact can be evaluated.	**RM/CP**	**Spring Term**		
Continue to apply statutory attendance expectations consistently, including the use of fixed penalty notices for unauthorised term-time holidays where appropriate, while maintaining supportive and constructive partnerships with families.	**RM/CP**	**Autumn – Summer Term**		
Provide targeted interventions and personalised support for pupils with the highest levels of behaviour referrals to	**RM**	**Autumn – Summer Term**		

improve self-regulation, engagement and outcomes, including: • Positive Behaviour Plans. • ELSA sessions. • Individual behaviour support strategies. • Targeted pastoral and therapeutic interventions.				
Continue to apply a zero-tolerance approach to verbal abuse towards teacher and other pupils in the school.	**RM/All Staff**	**Autumn – Summer Term**		
Review and refresh playground provision to ensure it remains engaging, purposeful and responsive to pupil needs, with pupil voice informing any developments through a dedicated pupil conference.	**RM/AH**	**Autumn – Summer Term**		
Ensure the playground Code of Conduct is explicitly revisited with pupils at the start of every term, promoting consistency in expectations and supporting positive behaviour during social times.	**RM**	**Autumn – Summer Term**		
Further enhance the school's anti-bullying provision through the use of creative arts-based approaches, including live theatre, music, dance and interactive workshops delivered through the Anti-Bullying Roadshow.	**RM**	**Autumn – Summer Term**		
Further develop pupils' understanding of appropriate physical contact and personal boundaries through assemblies, Occupational Therapy input and the	**RM/OT**	**Autumn – Summer Term**		

targeted use of social stories for identified pupils.				
Ensure named pupils in receipt of Pupil Premium receive targeted behavioural support to improve self-regulation, engagement and behaviour outcomes, including Positive Behaviour Plans, Anger Management interventions, ELSA, mentoring, social skills support and personalised reward systems.	**RM**	**Autumn – Summer Term**		
				Cost: £5000
***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 PSCHE (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. PSCHE 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 advise, 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
• Further strengthen the PSCHE, careers and preparation for adulthood curriculum by increasing opportunities for pupils to engage with external visitors, employers, community organisations and educational visits, further enhancing cultural capital, employability and readiness for adult life. • The school's mental health provision remains strong through continued partnership working with external agencies and therapeutic interventions, including MIND, Drawing and Talking and Counselling etc. • Revisit and refresh the school's trauma-informed approach, ensuring staff remain highly skilled in supporting pupils through therapeutic, relational and restorative practice. • Refresh and enhance playground provision, ensuring pupils have access to engaging, inclusive and purposeful play opportunities, supported by effective staff oversight and high-quality interactions.

What?	Who? (Lead)	When? (Date)	Mid-Year Review	End of Year Review
Develop a structured programme of external speakers, employers, further education providers and community organisations to enrich the PSCHE, careers and preparation for adulthood curriculum.	SB/DW/(SC)	**Spring – Summer Term**		
Increase opportunities for pupils to engage in meaningful workplace encounters, enterprise activities and employability experiences across all key stages.	SB/DW/(SC)	**Spring – Summer Term**		
Strengthen partnerships with local businesses, charities, colleges and community groups to broaden pupils' aspirations and understanding of future pathways.	SB/DW/(SC)	**Spring – Summer Term**		
Review and map careers and preparation for adulthood experiences across the	SB/DW/(SC)	**Spring – Summer Term**		

school to ensure progressive development of employability, independent living, community inclusion and health-related outcomes.				
Increase opportunities for former pupils, parents and professionals to share their experiences, providing positive role models and raising aspirations for adult life.	SB/DW/(SC)	**Spring – Summer Term**		
In response to IDSR destination data, which indicates that 14% of former pupils do not remain in education for the expected two-year period, further strengthen post-16 transition arrangements through: • Enhanced transition planning for Year 11 pupils. • Detailed handover information for receiving providers. • Close liaison with colleges, training providers and families during transition. • Review of destination and retention data to identify emerging themes and areas for development. • Sharing effective transition practice through destination case studies.	SC/SB/DW	**Spring – Summer Term**		
Enhance the school website to reflect the school's careers and preparation for adulthood offer, including employer engagement, educational visits, work experience, destination pathways and pupil success stories.	TH/SC/SB	**Autumn Term**		

Redesign and relaunch the PSHCE Key Skills Event to ensure it provides a coherent, engaging and progressive programme that develops pupils' personal, social, health, citizenship and employability skills, while aligning with the school's PSHCE curriculum and Gatsby Benchmarks.	SB/**(SC)**	**Summer Term**		
Maintain and further develop partnerships with external agencies and therapeutic providers to ensure pupils and families have timely access to high-quality mental health and wellbeing support.	**RM/CP/MIND**	**Autumn – Summer Term**		
Continue to deliver a range of therapeutic interventions, including Drawing and Talking, counselling and targeted wellbeing support, ensuring provision remains responsive to pupils' individual needs. Further develop in-school capacity by training two additional Teaching Assistants to deliver therapeutic interventions and support pupils' emotional wellbeing.	**RM/CP/TAs**	**Autumn – Summer Term**		
Develop targeted wellbeing interventions, including a Low Mood and Anxiety Group, to support pupils experiencing emotional and mental health challenges, with the support of MIND.	**RM/CP/MIND**	**Spring Term**		
Deliver specialist workshops for parents/carers, increasing understanding of mental health, resilience and strategies to support children and young people at home, including:	**RM**	**Autumn Term**		

• the impact of social media on young people's mental health				
Renew our well-being award.	RM	**Autumn – Summer Term**		
Renew our Arts Mark award.	SC/RF	**Autumn – Summer Term**		
Achieve Trauma Informed UK Accreditation, using the framework to review, validate and further enhance whole-school practice.	RM	**Spring – Summer Term**		
Deliver refresher training for all staff on trauma attachment and emotional regulation.	RM	**Autumn – Summer Term**		
Expand access to therapeutic experiences, including camping and outdoor learning opportunities, to promote resilience, confidence, wellbeing and positive relationships.	RM/TH	**Autumn – Summer Term**		
Provide coaching and professional development opportunities to ensure trauma-informed practice remains consistent across all teams.	RM	**Autumn – Summer Term**		
Explore opportunities to introduce music therapy as an additional therapeutic intervention to support emotional regulation, communication and wellbeing.	RM/MIND	**Autumn Term**		
Conduct a full review of playground provision, incorporating pupil voice, staff	AH	**Autumn Term**		

feedback, observations and behaviour data to identify strengths, gaps and development priorities.				
Renew defined playground zones and activities to ensure provision meets the diverse needs, interests and developmental stages of pupils.	AH	**Autumn Term**		
Maintain strategic staff deployment and oversight during playtimes to promote positive interactions, engagement, inclusion and pupil safety.	AH/**SC**/LF/TAs	**Autumn – Summer Term**		
Provide staff training on facilitating high-quality play, positive social interactions and purposeful engagement during unstructured times.	AH/**RM**	**Autumn Term**		
Refresh programme (including resources) of structured lunchtime and playtime activities to increase participation, develop social skills and reduce barriers to engagement.	AH	**Autumn – Summer Term**		
Develop pupil leadership opportunities, such as Playground Ambassadors or Play Leaders, to promote inclusion, responsibility and positive peer relationships.	AH/**RM**	**Autumn – Summer Term**		
Develop additional wellbeing activities beyond end-of-term social events, such as appreciation initiatives, coffee mornings or exercise sessions etc.	CP/**RM**	**Spring – Summer Term**		
				Cost: £5000

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 and staff 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
• Ensure leadership and governance maintain a clear strategic focus on the delivery of the school's five-year vision, with robust oversight of progress, impact and emerging priorities. • Maintain robust and defensible admissions and consultation processes, while improving efficiency and ensuring associated leadership workload remains manageable and proportionate. • Strengthen the school's long-term financial sustainability through rigorous leadership and governance oversight of the agreed financial strategy, ensuring resources, staffing and provision remain closely aligned to pupil need. • Ensure the school's leadership structure, roles and remuneration remain effective, equitable and financially sustainable, with capacity aligned to the school's evolving strategic and operational priorities. • Prepare strategically for the potential development of the nurture provision, ensuring that any expansion is carefully planned, financially sustainable and maintains the quality, safety and integrity of Woodlane's existing provision. • Harness technology, digital systems and AI to improve leadership efficiency, reduce unnecessary workload and streamline school administration, while ensuring use remains safe, ethical and purposeful.

What?	Who? (Lead)	When? (Date)	Mid-Year Review	End of Year Review
Realign full governor meetings to the new Headteacher Report and the school's strategic priorities.	**CM/ Governors**	**Autumn Term**		
Review key policies against updated SEND, behaviour, safeguarding, mobile phone and e-safety guidance.	**CM/RM**	**Autumn – Summer Term**		
Define and agree the school's core non-negotiables for provision (as per financial plan).	**CM**	**Spring Term**		
Reduce EHCP meeting cancellations by rewriting communications to clarify expectations and cancellation timescales.	**CM/JJ**	**Autumn Term**		

Explore ways to streamline consultation and admissions processes, reducing leadership time while maintaining robust, evidence-based decision-making.	**CM/LBHF**	**Spring Term**		
Establish clearer expectations with Local Authorities regarding their responsibility for leading tribunal cases, with the school providing supporting evidence where appropriate.	**CM/LBHF**	**Autumn Term**		
Review the school's senior and lead practitioner leadership arrangements to ensure a clear, effective and sustainable structure that supports accountability, strategic development and future school priorities: • Lead Practitioner/Leadership structure and responsibilities • Leadership pay structure • Lines of accountability • Distribution of leadership responsibilities • Leadership capacity and resilience • Succession planning • Financial sustainability • Alignment with future school priorities	**CM/LBHF**	**Spring Term**		
Enhance recruitment materials to ensure they are engaging, accessible and fully aligned with the Woodlane house style.	**CM/SC**	**Spring Term**		
Permanently recruit to the Nurture KS4 position.	**CM**	**Autumn Term**		

Permanently recruit to the administration position.	**CM/BS**	**Autumn Term**		
Move fully to Arbor payment and consent.	**TH/BB**	**Spring Term**		
Scrutinise significant areas of expenditure to ensure best value, impact and affordability, including contracts, commissioned services, curriculum resources and specialist provision.	**CM/BS/TH**	**Autumn - Summer Term**		
Maintain longer-term financial forecasting and scenario planning, considering changes in pupil numbers, funding, staffing requirements and other known financial pressures, (specifically considering the potential development of the nurture provision).	**CM/BS**	**Spring Term**		
Ensure financial decisions protect the quality of education, specialist provision and pupil outcomes, while delivering the efficiencies required to secure the school's longer-term financial sustainability.	**CM/BS**	**Autumn Term**		
Secure increased Local Authority top-up funding to ensure the school is appropriately resourced to meet the increasingly complex needs of pupils and deliver the provision identified within their EHCPs (specifically considering the potential development of the nurture provision).	**CM/LBHF**	**Autumn – Summer Term**		
Secure Local Authority funding for specialist therapies and therapeutic interventions required by individual pupils, ready for 2027/28.	**CM/TH/BS**	**Spring – Summer Term**		

Continue to work strategically with the Local Authority to explore and plan for the potential expansion of the school's nurture provision, including: • identified pupil need, emerging trends and anticipated future demand; • staffing structure, specialist expertise and leadership capacity; • accommodation, learning environment and additional resource requirements; • financial modelling, funding arrangements and long-term sustainability; • the implications of any expansion for the wider school, including staffing, space, resources and existing provision; • clear timescales and decision-making points agreed with the Local Authority to determine the feasibility and next steps for expansion.	**CM/LBHF**	**Autumn – Summer Term**		
Ensure the school is fully prepared to implement any agreed expansion of the nurture provision, including: • clear expectations for curriculum, provision and pupil pathways; • appropriate staffing, training and deployment; • robust safeguarding, risk assessment and operational procedures; • systems for monitoring pupil outcomes and the quality of provision; • regular review of the impact of expansion on Woodlane's existing	**CM/ Appointed staff**	**Autumn – Summer Term**		

provision, ensuring its quality, safety and integrity are maintained.				
Explore and embed appropriate uses of AI to support leadership and staff workload, including drafting, summarising, analysis, planning and resource development e.g. Claude or similar.	**TH/SI**	**Spring Term**		
Provide staff with further guidance and training on the safe, ethical and responsible use of AI, including data protection, confidentiality, accuracy and professional accountability.	**TH**	**Spring Term**		
Use AI appropriately to enhance the accessibility and usability of information on the school website, ensuring content is clear, inclusive and accessible to a wider range of pupils, parents, carers and stakeholders.	**TH**	**Autumn – Summer Term**		
Ensure the school's contribution to the wider education and SEND sector remains strong, with leaders sharing expertise, supporting external quality assurance and contributing to system-wide improvement: • Become an active member of the Serious Case Review Group, contributing specialist knowledge and expertise to safeguarding review and learning. • Become an active member of the Quality and Assurance Group, supporting robust scrutiny, evaluation and improvement across the wider system.	**SLT**	**Autumn – Summer Term**		

• Begin work with NAHT SEND, providing advice, guidance and professional support to other school leaders and sharing effective SEND practice. • Seek further opportunities to share the school's expertise and effective practice beyond the school, contributing to wider sector development and improvement.				
				Cost: £10,000 (AI)
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)***				