



Woodend Farm school
Kindness comes in many forms



Woodend Farm Primary School


Ofsted
Good
Provider

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Executive Headteacher's Welcome

Welcome to Woodend Farm Primary School. We are proud to offer a calm, nurturing environment for pupils in Year 1 to Year 6 with a range of Special Educational Needs and Disabilities (SEND), including Autism (ASC), ADHD, Speech and Language needs, Social, Emotional and Mental Health (SEMH) needs and profiles such as PDA.

Our values – Kindness, Belonging, Believing, and Achieving – underpin everything we do, ensuring every child feels safe, understood and supported.

Classrooms are structured, relationship-focused and tailored to each child. Staff take time to understand communication styles, interests and individual needs, helping pupils build trust, confidence and emotional regulation.

Learning is personalised through our Juniper, Laurel, Rowan and Holly pathways, allowing us to match the curriculum to each child's developmental stage. Our hands-on, thematic approach promotes engagement, curiosity and independence.

Emotional wellbeing is central to our practice. We use Thrive-informed approaches throughout the day and integrate Speech & Language Therapy and Occupational Therapy where helpful to support communication, sensory processing and everyday skills.

Progress is individual and we celebrate every achievement; from smoother transitions and new friendships to academic milestones and personal breakthroughs.

We work closely with families, recognising that parents and carers know their children best. Together, we create a consistent, supportive team around each child.

Choosing the right school is important, especially when your child has additional needs. We warmly invite you to visit Woodend Farm Primary School, meet our team and see our calm, relational approach in action. We would be delighted to welcome you.

Our Vision & Mission

Our vision is to guide pupils from survivors to strivers to thrivers.

We believe in nurturing the whole child emotionally, socially and academically, through a curriculum that is responsive, relational and rooted in values.

Our mission is to create a safe and empowering environment where pupils with PDA and other neurodivergent profiles can flourish through co-regulation, curiosity and compassion.



Kindness



Belonging



Believing



Achieving

Our Admissions Process

Admissions to Woodend Farm Secondary School are through an Education, Health and Care Plan (EHCP), with the local authority naming the school as the appropriate provision. We do not take direct referrals; all placements must follow the statutory consultation process.

When we receive an EHCP consultation, we review the pupil's needs, strengths, communication profile, sensory requirements and any associated risks to ensure we can provide a safe, suitable and sustainable placement within our specialist setting.

We work closely with the local authority, the family and the current school or professionals to gather any additional information needed to make a well informed decision.

If a placement is agreed, we create a carefully planned transition, which may include visits, introductions, transition resources and a phased start to ensure the child feels secure and supported.

Our aim is to make every pupil's transition into Woodend Farm smooth, predictable and positive, ensuring they feel understood and ready to thrive from day one.



Values-Based Education

At Woodend Farm School, our values of Kindness, Belonging, Believing and Achieving sit at the heart of school life. They are taught explicitly through our two-year rolling curriculum and reinforced daily through our relationships, routines and celebrations.

Staff model these values in every interaction, helping pupils see what they look like in action. Children are recognised and praised for demonstrating them, building positive habits and a strong internal compass.

Across lessons, assemblies, and pastoral support, our values provide a consistent language and framework that helps pupils develop resilience, empathy, self-awareness and a sense of purpose. They shape not only how we teach, but how we support each child to grow personally, socially and emotionally.



Curriculum

At Woodend Farm School, our curriculum is designed to unlock each pupil's potential through a thematic, sensory-informed and emotionally supportive approach. Inspired by the Welsh Curriculum, our whole-school thematic model provides a cohesive and inclusive framework for learning. Each half term, pupils explore a shared theme introduced through key questions or stimuli, adapted to their developmental stage and learning style.

We offer four distinct pathways:

- **Juniper Pathway:** For pupils with high anxiety and demand avoidance. This pathway provides a low-demand, flexible environment with interest-led learning across informal to formal stages.
- **Laurel Pathway:** For pupils with speech, language and communication needs. It integrates Makaton, PECS, SCERTS and AAC systems, with communication targets embedded throughout.
- **Rowan Pathway:** For pupils with SEMH and autism-related needs. It transitions from play-based to structured learning, incorporating sensory breaks and motivators to support regulation and engagement.
- **Holly Pathway:** For pupils with significant learning delay who flourish in a structured, sensory-based learning environment, with over-learning and communication at the core of the pathway

Curriculum planning is developmental and responsive, with adaptations made at three levels Being, Doing and Thinking to ensure accessibility and challenge. Alongside academic learning, pupils access therapeutic programmes including Thrive, speech and language therapy, occupational therapy and emotional regulation support.



Intervention Space

At Woodend Farm School, we have a range of thoughtfully designed spaces that support pupils' emotional regulation, sensory needs and social development. These environments help children feel calm, safe and ready to learn.

Sensory Room

Our sensory room provides a calming, immersive environment that helps pupils regulate their emotions and feel safe. With lights, a light tunnel, projector visuals and fibreoptic strands, it creates rich multisensory experiences that support focus, curiosity and communication. This dedicated space also promotes wellbeing by offering pupils a quiet, nurturing setting where they can relax, reset and return to learning feeling more regulated.

Sensory Movement Room

This space provides movement-based and sensory-rich activities that help pupils regulate their bodies, improve focus and prepare for learning. It is especially helpful for children who benefit from active sensory input.

Intervention Cabin

A warm, nurturing space where pupils receive targeted academic support and social-emotional interventions. Here, children work with trusted adults through personalised teaching, Thrive-informed sessions and gentle regulation activities. The cabin promotes emotional safety, co-regulation and readiness to learn, enabling pupils to build confidence, resilience and positive relationships.

Outdoor & Individual Regulation Spaces

Beyond the classroom, pupils can access outdoor areas such as the farm, garden and forecourt for movement, fresh air and quiet reflection. These natural, calming spaces support sensory balance, emotional wellbeing and opportunities for individual regulation.



Intervention Strategies

Thrive-Informed Practice

- 1:1 reparative sessions with licensed Thrive practitioners
- Whole-school relational strategies using PACE and VRFs
- Thrive Room for co-regulation and emotional learning

Speech and Language Therapy

- Targeted support for expressive and receptive communication
- Use of Colourful Semantics, PECS, Makaton and Communication in Print
- Collaborative goal setting with families and therapists

Occupational Therapy

- Sensory integration strategies to support regulation and engagement
- Use of sensory room, movement spaces and proprioceptive tools
- Support for fine and gross motor development, daily living skills and sensory processing

Communication & Social Understanding

- Social stories and SERTS to support understanding and authentic progress
- Objects of reference to support transitions and routines

Sensory Communication

- Tacpac to align touch and music for sensory engagement
- Multi-sensory environments to support choice, confidence and mental health



Assessment



Assessment at Woodend Farm School is holistic, relational and deeply personalised. It is designed to capture not just academic progress, but also emotional, social and developmental growth. We recognise that our pupils' learning journeys are unique and our assessment systems reflect this.

We use a blend of formative and summative assessments throughout the year, including teacher observations, pupil voice and structured tasks where appropriate. Progress is documented using the Evidence of Learning app, which allows staff to capture learning through photos, videos and commentary linked to EHCP outcomes and progression steps.

All pupils are profiled using Thrive-Online, which identifies emotional development needs and informs individual or group Thrive plans. Pupils are assessed as working below, towards, within, or above their progression step, with adaptations made at three levels Being, Doing, and Thinking to ensure learning is accessible and meaningful.

Assessment is used not just to measure progress, but to understand the whole child and plan next steps that are both ambitious and achievable



Parent Feedback

“Woodend Farm School tailors each routine to each individual child, allowing them to help their pupils throughout the duration of school. The staff are kind and always willing to help”

“He's a different child than he was a year ago, so much calmer and more regulated, and able to cope with the demands of daily life. His confidence has grown massively and his self esteem is much higher”

“He is very happy and settled at school, this is reflected in his regulation and ability to do adult led activities at home”

“Woodend Farm School have exceeded our expectations, going above and beyond. The school have enabled our son to feel safe, happy and valued. They are enabling him to succeed”

"Woodend Farm School provides, open and honest communication. As well as, caring and well trained staff. Woodend Farm School also provides, amazing opportunities that are open to the pupils that help them engage with activities both throughout the community and inside the school."

“He is more positive and making lovely friends, his social skills have improved so much”

“He's only been here since January, this was the school we wanted our son to go to. It was our dream for him to go to Woodend and he's doing amazing. From not being in or a part of a classroom for 3 years to being in the classroom every day, being on a severely reduced timetable to being in full time within 3 weeks of starting . Forming bonds with new adults and children!! All the little things I never thought our son would achieve or be capable of that now he is it's truly incredible to watch and now we cannot wait for the future”.



Contact us for further information



We welcome enquiries from families, professionals, and local authorities. Please get in touch to learn more about our unique approach and how we can support your child to thrive.



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