



**Woodend Farm school**  
Kindness comes in many forms



# Woodend Farm Secondary School

  
**Ofsted**  
Good  
Provider

01376 790202

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## *Executive Headteacher's Welcome*

Welcome to Woodend Farm Secondary School, a community where pupils in Years 7–11 (ages 11–16) are seen, supported and inspired to succeed.

At Woodend Farm, our values of Kindness, Belonging, Believing and Achieving are at the heart of everything we do. They shape our decisions, guide our relationships and create a culture where pupils feel safe to learn, grow and thrive. We are a specialist setting for pupils with a broad range of SEND needs, including Autism Spectrum Condition (ASC), ADHD, Speech, Language and Communication needs, and those with a Persistent Drive for Autonomy (PDA) profile. We also support pupils with Moderate to Severe Learning Difficulties (MLD/SLD) and those with more complex needs. Each learner is placed on the pathway that best matches their cognitive profile, sensory needs and readiness, ensuring the right support, structure and challenge from the start.

Learning at Woodend Farm Secondary School is personalised and pathway led. In Key Stage 3, pupils follow one of our four needs based pathways – Rowan, Juniper, Laurel or Holly – each designed to provide the appropriate level of therapeutic support, academic expectation and experiential learning. These pathways ensure that every pupil receives a curriculum shaped around how they learn best.

In Year 9, all pupils follow a carefully designed Transition Pathway. This year plays a crucial role in understanding each pupil's strengths, interests, independence, communication needs and aspirations. This information helps us determine the most suitable progression route for Key Stage 4. From Year 10 onward, pupils move into one of our three KS4 pathways:

- Discovery Pathway – experiential, thematic and highly supported learning
- Skills for Life Pathway – functional learning that builds independence, life skills and employability
- Academic Pathway – subject led learning offering qualifications such as GCSEs, Functional Skills and AQA Unit Awards

Across all pathways, our approach is relational, therapeutic and paced to individual need. We balance stretch with support, building confidence through negotiated tasks, co regulation and low arousal learning environments. Progress is planned, visible and celebrated, whether that's a qualification achieved, a personal milestone reached or a new skill mastered.

Our practice is Thrive informed, with Speech & Language Therapy and Occupational Therapy woven into daily routines where needed. Staff are attuned, consistent and deeply committed to unlocking each pupil's potential. We work closely with families, maintaining clear, compassionate communication and a shared focus on what matters most for each child. Alongside academic learning, pupils develop confidence, self belief and positive relationships through our practical Careers & Futures programme. Our aim is for pupils to experience successful, supported transitions, leaving us equipped for their next steps and proud of the journey they have taken.

Choosing a school is an important decision. We warmly invite you to visit, meet our team and see our approach in action.

# Our Vision & Mission

Woodend Farm Secondary School is a specialist provision for pupils aged 11 to 16 (Years 7–11), designed for young people with a wide range of complex needs including Autism Spectrum Condition (ASC), Persistent Drive for Autonomy (PDA), Social, Emotional and Mental Health (SEMH) needs, Attention Deficit Hyperactivity Disorder (ADHD), Speech, Language & Communication Needs (SLCN) and Moderate to Severe Learning Difficulties (MLD/SLD).

As a natural continuation of the highly successful primary phase, our secondary school has been established in response to overwhelming demand from families and the local community, who have long struggled to find suitable secondary placements for pupils.

Our school's approach is strongly influenced by the Thrive Approach. We are offering our pupils an environment that promotes a life-long love of learning, whilst helping to meet unmet developmental needs that will enable them to flourish and grow as unique individuals.

Our learning approach is creative, engaging and driven by each pupil's curiosity. Guided by the knowledge and expertise of our passionate staff, we ensure that every child has the opportunity to achieve their full potential. We aim to help pupils develop skills for life.

Our school is built on the foundation of positive relationships, personalised support and high aspirations. We are committed to delivering a quality-first education that empowers every pupil to thrive, regardless of their background, starting point, or individual challenges. At Woodend Farm Secondary School, every pupil is seen, heard and valued.



Kindness



Belonging



Believing



Achieving

# Curriculum

Our secondary curriculum builds on the nurturing, personalised foundations established in our primary provision.

In **Key Stage 3**, pupils continue to follow the **Welsh Curriculum**, supporting curiosity, confidence and a love of learning through experiential and interest-led opportunities. This stage focuses on strengthening emotional regulation, independence and positive relationships, while developing knowledge and skills across a range of learning and experiences.

In **Key Stage 4**, pupils move into **personalised learning pathways** tailored to their strengths, interests and future aspirations. These pathways provide opportunities for pupils to achieve meaningful accreditation while developing the skills needed for adulthood.

Pupils may work towards a range of qualifications including **GCSEs, Functional Skills and AQA Unit Award Scheme awards**, ensuring every learner leaves Woodend Farm School with a portfolio that reflects their progress and potential.

Alongside academic development, our curriculum places strong emphasis on **preparation for adulthood**, helping pupils build independence, resilience and the life skills needed for their next stage of education, employment or community life.

## Curriculum Aims:

- Provide a broad, balanced and ambitious curriculum accessible to every learner.
- Promote belonging, confidence, autonomy and independence.
- Support emotional regulation and personal development.
- Prepare pupils for adulthood, further education and life beyond school.
- Foster curiosity, creativity and engagement through personalised and experiential learning.



# A Values-Based Curriculum at Woodend Farm School

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 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.

Through this values-based approach, pupils develop the **independence, resilience** and **self-belief** needed for adulthood. By experiencing kindness, belonging and responsibility within the school community, they build the **confidence, empathy** and **life skills** required for their next steps in education, employment and wider society.



# Pathways

At Woodend Farm School, pupils follow personalised pathways that reflect their development, strengths and readiness for learning. These pathways support pupils to build confidence, independence and the skills needed for life beyond school.

In Key Stage 3, pupils remain within the same pathways as our primary provision, ensuring continuity and a consistent relational approach to learning. Pupils continue to follow the Welsh Curriculum, with learning adapted to their individual needs and interests.

## **Juniper Pathway**

High levels of nurture and support, focusing on emotional regulation, engagement and early learning skills.

## **Laurel Pathway**

Developing confidence and independence through a broad, experiential curriculum.

## **Rowan Pathway**

Increasing independence and academic challenge, supporting preparation for future qualifications.

## **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.





# Pathways

In Key Stage 4, pupils move into bespoke pathways based on their progress, strengths and future aspirations. These pathways provide opportunities for meaningful accreditation and preparation for adulthood.

## **Discovery Pathway**

Highly personalised learning supported through the AQA Unit Award Scheme, recognising progress through manageable steps.

## **Skills for Life Pathway**

Practical learning focused on independence, literacy and numeracy, leading to Functional Skills qualifications.

## **Academic Pathway**

For pupils ready to access formal study, with opportunities to work towards selected GCSE qualifications.



# 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 rooms, 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



At Woodend Farm Secondary School, assessment is continuous, purposeful and designed to help every pupil make meaningful progress. We use a combination of baseline assessments, ongoing class-based evaluation, reading and maths diagnostics and regular Thrive assessments to understand both academic and emotional development. Teachers record learning through written work, digital portfolios and our Evidence for Learning platform, ensuring progress is closely tracked and next steps are clearly identified.

Termly progress meetings help us review data, spot gaps and plan timely interventions—whether through targeted reading programmes, personalised maths support, adapted teaching, or wellbeing-focused Thrive sessions—so that every pupil receives the right support at the right time.

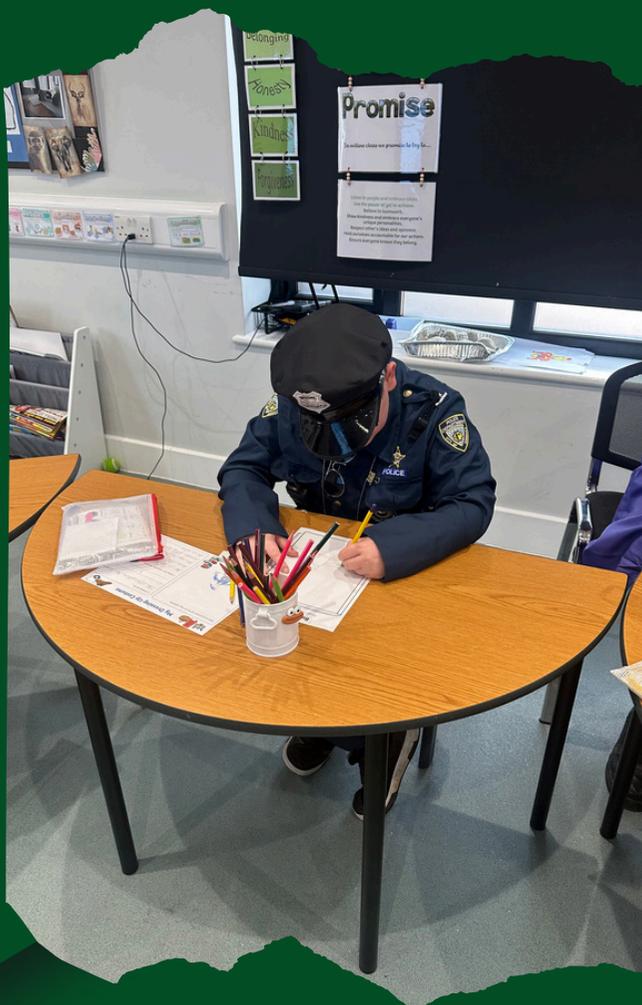


# Careers

At Woodend Farm Secondary School, we believe every young person deserves a future filled with possibility, purpose and pride. Our Careers and Futures programme is thoughtfully designed to support pupils with a wide range of learning profiles and strengths.

We understand that traditional careers education doesn't always reflect the needs, interests, or lived experiences of all learners. That's why our approach is personalised, relational and grounded in what motivates each individual. Through tailored guidance, hands-on exploration and meaningful connections with the wider community, we empower pupils to discover their own path, one that feels safe, achievable and genuinely exciting.

Our aim is simple: to help every young person recognise their unique talents, build confidence in their abilities and imagine futures where they can thrive on their own terms.



# 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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