



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



# Woodend Farm School

Prospectus 2025/2026

[www.woodendfarmschool.co.uk](http://www.woodendfarmschool.co.uk)



*Kindness*



*Belonging*



*Believing*



*Achieving*

# Welcome

Welcome to Woodend Farm School – a nurturing, inclusive, and specialist setting for children aged 6-11 with complex social, emotional, and communication needs, including autism and PDA profiles. Our school is a place where every child is seen, heard, and supported to thrive. We offer a bespoke curriculum tailored to individual developmental needs, underpinned by our values of Kindness, Belonging, Believing, and Achieving. Our approach is rooted in the Thrive model and values-based education, ensuring every child feels safe, special, and empowered.

## Admissions

We are a specialist provision for pupils with complex SEMH needs, autism, and PDA profiles. Admission is via EHCP, with the school named by the local authority. We work closely with families and professionals to ensure a smooth and supportive transition.



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# 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.

# Values-Based Education

Our values — **Kindness, Belonging, Believing, Achieving** — are taught explicitly through a two-year rolling curriculum and lived daily through interactions, recognition, and reflection. Staff model these values consistently, and pupils are celebrated for embodying them. Values are embedded across subjects, assemblies, and pastoral care, helping pupils develop resilience, empathy, and a strong sense of self.



# 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 three 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.

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.



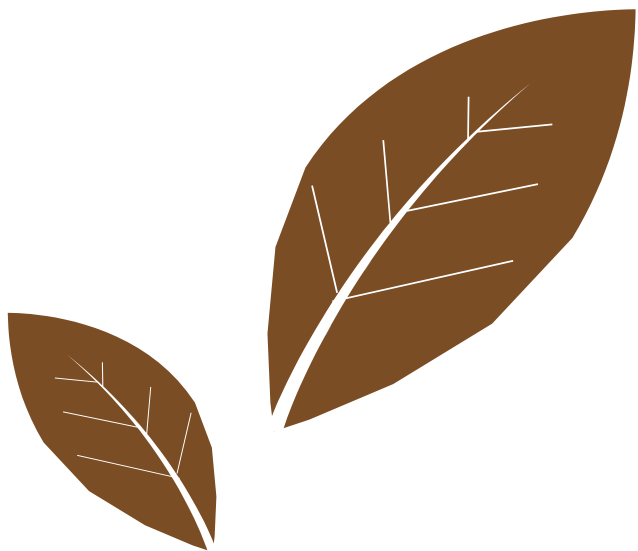
# Assessment

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.



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# 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



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# Intervention Space

At Woodend Farm School, we provide a range of carefully designed spaces to support pupils' emotional regulation, sensory integration, and social development. These environments are essential in helping children feel safe, calm, and ready to learn.

## ☀️ Sensory Room

Our multi-sensory room supports the development of key skills such as cause and effect, colour recognition, and hand-eye coordination. It includes swings, balance boards, and interactive equipment that stimulate the proprioceptive and vestibular systems. Pupils can use accessible switches to control elements of the room, promoting autonomy, confidence, and emotional wellbeing.

## 🌀 Sensory Movement Room

This space combines a variety of sensory stimuli to help pupils engage their senses and regulate their bodies. It is especially beneficial for pupils who need movement-based input to support focus, calmness, and readiness for learning.

## 💛 Thrive Room

The Thrive Room is a nurturing space where pupils develop social and emotional skills through meaningful interactions with trusted adults. Here, children experience acceptance, empathy, and playfulness in a calm, comfortable, and safe environment. It is a key space for reparative Thrive sessions and co-regulation.

## 🌱 Outdoor and Individual Regulation Spaces

In addition to our indoor environments, pupils can access outdoor spaces such as the **farm**, **forecourt**, and **garden** for individual regulation. These areas offer opportunities for movement, connection with nature, and quiet reflection – all of which support emotional wellbeing and sensory balance.



# 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.



## Email

admin@woodendfarm.school



## Phone

01376 790202



## Location

Woodend Farm School, Woodend Farm, Hatfield Road, Witham CM8 1EH



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