



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

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# Woodend Farm School

Prospectus 2022/2023

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



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# Welcome

The Woodend Farm School is an independent Special School for children and young people aged 6 to 11 and can cater for up to 16 pupils on roll.

All our pupils will be provided with a balanced education which is appropriately paced and differentiated to meet their individual education needs. At Woodend Farm School the pupil's identified needs are often complex and significant in the areas of social, emotional, mental health with other co-occurring conditions. Many pupils have a diagnosis of autism spectrum condition and identified speech and language needs.

## Admissions

For a child to be admitted to Woodend Farm School, the school must be named, by a local authority, in the child's education health and care plan (EHCP). Parents wishing their children to benefit from our provision should ask their local authority to name our school in their child's EHCP.



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# Our Mission

## Values

1

### Kindness

"In a world where you can be anything, be kind"

2

### Belonging

"Those who have a strong sense of love and belonging have the courage to be imperfect"

3

### Believing

"Everything is possible if you believe"

4

### Achieving

"All great achievements require time"

## Our Vision

Our curriculum is designed and delivered with a sensory approach that embeds essential skills and knowledge, whilst widening pupils window of social and emotional tolerance. We broaden horizons by exposing pupils to new learning and experience that enables them to have a view and a voice. We want our pupils to be aspirations, be the best they can be, be supportive of other and be proud for who they are! Our vision for our pupils is that they grow from survivors to strivers, to Thrivers, enabling them to become full participant in our community, society and British Culture.

We as a Senior Leadership Team believe every child deserves a quality first education, regardless of background or need. We believe that school should be an environment where a child feels safe, secure and is provided with nurture by professionals that are invested in them. We believe in developing positive and trusting relationships.

Success at Woodend Farm means unleashing the potential of every child we teach. We strive to help children flourish by supporting their growth and development each day through an enriched curriculum that is bespoke to meet their individual developmental needs.

Our values are grounded in a determination to be the change we want to see in the world, through passion, commitment and integrity. We want to plant seeds of kindness and compassion in a generation that will help them develop resilience and hope to fulfil their own destinies. Our success therefore will be measured by the impact we have on the children we work with.



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# Curriculum

The Woodend Farm School curriculum fulfils every individual's potential.

We seek to provide a broad, balanced, relevant, meaningful and motivating curriculum to develop the specific strengths, needs, interests and aspirations of our pupils. We have designed and implemented our whole school curriculum to meet the wide range of learners we have in our school. The curriculum is used to develop student confidence, interest in and understanding of the world.

Our curriculum structure is designed around 4 pathways and pupils will not be grouped solely based on chronological age. They will be placed in groups dependent on their cognitive, sensory, social, emotional and communication needs. The four pathways and rationale and aims for each are outlined below:

## Seedling

Pupils engage with a holistic and sensory approach to learning. In this pathway the curriculum has a clear developmental perspective focused on the four areas of the EHCP. In a Beech classroom you will see consistent routines which allow learners to develop responses and express themselves in a stimulating and nurturing environment.

## Budding

Pupils engage with exploratory based learning that encompasses real life experiences. In this pathway the curriculum is focused on the four areas of the EHCP and discrete learning opportunities to promote engagement. In a Ash classroom you will see pupils learning through adult-led practical tasks alongside child-led learning opportunities.

## Flowering

Pupils engage in semi-formal learning. In this pathway the curriculum is focused on the development and application of fundamental skills and knowledge. In a Willow class you will see pupils learning through subject and topic based learning tasks with opportunities to further develop skills through practical and sensory activities.

## Ripening

Pupils engage with a full national curriculum. We aspire to equip pupils with the skills to successfully transition back in to mainstream or identified education settings. Oak pupils have the potential to be working at age-appropriate levels and therefore require subject-based learning. In the Oak provision you will mainly see pupils learning through subject specific learning tasks with opportunities to develop skills through practical and enrichment activities.



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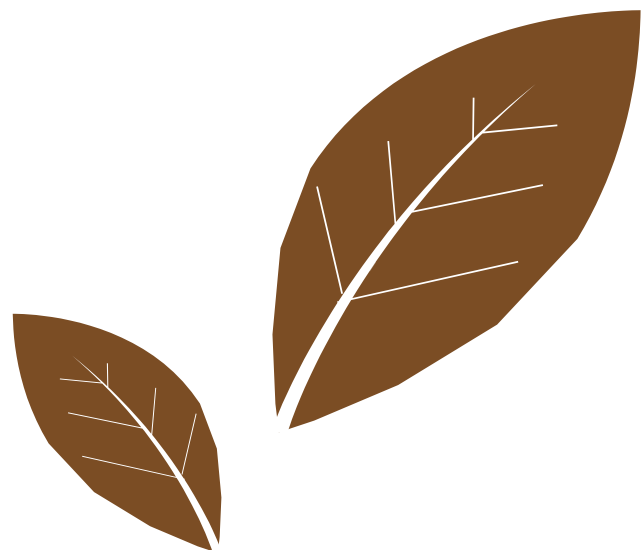


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# Baseline Assessment

Pupils can arrive at Woodend Farm School at different times throughout the school year and at any point during their school life. It is therefore important to be accurate about the assessment information we receive upon entry. Prior to entry, pupils will have been met by at least one member of the SLT. This will have been carried out, if possible, at their current school, education provision or at home. This will ensure that staff have a clarity of understanding about the needs of pupils and that important information is accurately recorded and shared effectively with the staff team.

During their first term, pupils will participate in a range of assessments in order to develop a holistic baseline. These assessments will, of course, be completed in a co-produced manner to ensure that parents and families, as well as the pupil, have knowledge of what is being recorded about them and what this means. The assessment information will be used to adapt curriculum learning to meet their needs. At Woodend Farm School we will set challenging targets from our accurate knowledge of starting points.



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# Assessment & Recording

All our learners will have an EHCP. However, our cohort of learners are all individuals and as such their strengths and needs vary widely. Whilst assessment is a powerful tool in understanding our learners better, it must be flexible to their individual strengths and needs. At Woodend Farm School we believe that assessment should be the opportunity for the learner to share the narrative of their progress, success, challenges and potential. Through the pupil centered reviews we will ensure that all people around each learner understand where they are, how they are doing and where they want to be. The purpose of assessment at Woodend Farm School is to inform planning and enable us to be aspirational for all our pupils. It keeps us on task and on track without placing a ceiling on expectations. Our approach to assessment is one which tracks and monitors learning daily and promotes regular and active discussion between professionals and parents/carers. This progress is an integral part of our curriculum and supports us in celebrating the sometimes small steps of progress.

Our assessment is based upon pupil's EHCP outcomes and our own baseline assessments. We believe that assessment must capture attainment in a variety of contexts. Skills gained by the learner need to be recognised and to be generalised both in school and at home because learning occurs within a 24hr context.

At Woodend Farm School we use the Evidence of Learning app. The app will be used by all professionals within the school to capture learning with a photo and/or video, framework and progressive commenting. Evidence can come in many forms, including:

- Photos showing a skill being used
- Videos recording evidence of learning
- A short write up of what has been learnt
- Photos of written work completed by learner
- Observations captured as part of EYFS expectations



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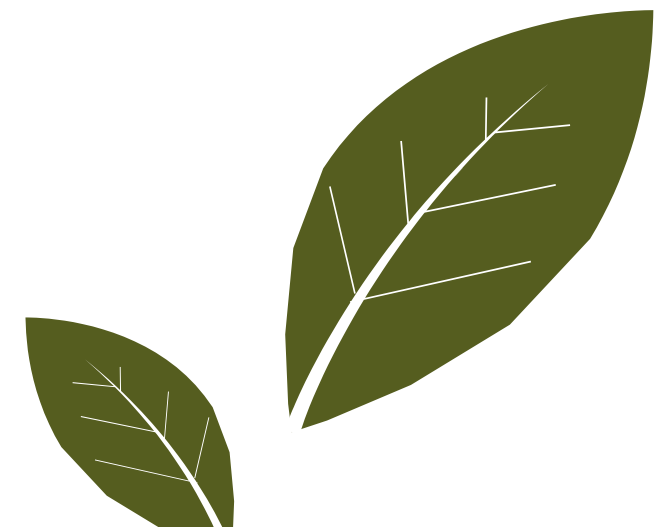
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# Intervention Strategies

## Colourful Semantics

Colourful semantics is a targeted approach to support children develop their comprehension and to aid the expression of children with speech and language communication needs. It's a method of teaching children to understand and construct their own sentences using specifically coded colours.

## Communication in Print

Communication in Print is a desktop publishing program for creating symbol-supported resources for printing. It is an excellent tool for anyone wanting to make accessible materials for their school, home, business or community. This allows us to communicate with a child who is non verbal or unable to sign.

## Social Stories

Social stories were devised as a tool to help individuals with ASD better understand the nuances of interpersonal communication so that they could "interact in an effective and appropriate manner".

## SERTS

SERTS prioritises child-centered communication in everyday activities. The SERTS model helps children with autism to achieve "Authentic Progress" which is defined as the ability to learn and spontaneously apply functional and relevant skills in a variety of settings and with a variety of partners.



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# Intervention Strategies

## Objectives of Reference

Objects of Reference are objects used to represent a person, activity or event. When used, children will learn over time that the object represents an event, activity or a person. These objects are used to help a child to understand what is happening in their environment.

## TACPAC

Tacpac is a sensory communication resource using touch and music to align the senses and develop communication skills.

## Makaton

Makaton is a language programme that uses signs, together with speech and symbols, to enable people to communicate. It supports the development of essential communication skills such as attention, listening, comprehension, memory and expressive speech and language.

## PECS

The Picture Exchange Communication System, PECS, allows people with little or no communication abilities to communicate using pictures.



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# Thrive

Using the Thrive Approach during childhood helps to support the optimal social and emotional development of all children. It also enables you to work in a targeted way with pupils who may have experienced interruptions in their development at an earlier stage. Thrive enables us to meet those unmet developmental needs as a foundation to learning.

## The benefits of Thrive in childhood:

- Offers simple changes to the way you work that will make a lasting difference to children
- Provides practical strategies and activities to support optimal social and emotional development
- Profiles emotional and social skills and creates personalised action plans for individuals who struggle to access learning
- Helps vulnerable or distressed children to feel safe, special and able to engage with learning
- Provides simple and effective ways to help reduce anxiety and increase productive learning and achievement

The Thrive Approach gives us the opportunity to respond appropriately, sensitively and passionately to the variety of needs amongst our children.

Thrive, for us, is a way of life. It's the kind, excited, genuine greeting first thing in the morning, it's the empathetic listening ear with validating language to support, it's the excitement and thrill of creating the ultimate Lego statues.



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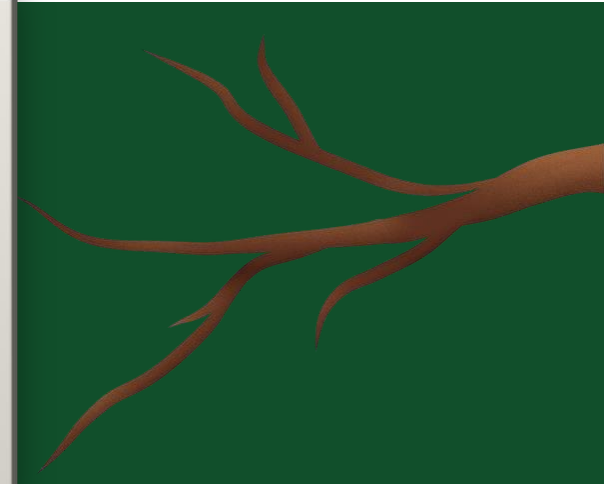
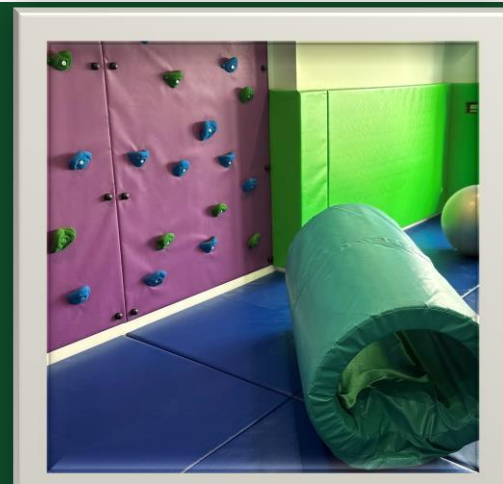


# Intervention Space

**Sensory Room** - Multi-sensory rooms can help develop skills such as switching and cause and effect to colour or hand eye coordination. This room provides access to a variety of swings and balance boards to support the modulation of sensory feedback through a child's proprioceptive and vestibular systems. Using an appropriate, accessible switch in an interactive sensory room provides the autonomy of development of choice, boosting their confidence and therefore their mental health and these benefits can translate over into the rest of their lives.

**Sensory Movement Room** - A sensory movement room is a specially designed room which combines a range of stimuli to help pupils develop and engage their senses.

**Thrive Room** - The thrive room is a space where children learn new social and emotional skills through their experience with adults. In the thrive space, children receive acceptance and empathy from adults who engage with them with genuine playfulness and curiosity. Those positive relationships can be enhanced by an attractive, comfortable and safe environment. The space enables children to feel safe and special.



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# Contact us for further information



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## Location

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