



Woodend Farm school

Kindness comes in many forms

Curriculum Policy

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Kindness



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RECORD OF POLICY AMENDMENT / HISTORY

Version / Issue	Updated by	Date	Reviewed/ Approved By Governors	Reason for Change
V1.0 – initial draft	Gemma Quantrill	22/08/2022	26/01/2023	New policy
V 1.1	Nicola Overland	14/07/2023		Changes to curriculum plans for next academic year.
V 1.2	Nicola Overland	31/10/2023	08/11/2023	Annual updates
V 1.3	Nicola Overland	12/01/2024	24/01/2024	Additional updates to reflect changes to curriculum
V1.4	Nicola Overland	31/10/2024		Annual updates
V1.5	Nicola Overland	10/2/2025		Updates for Juniper pathway and reading
V1.6	Emma Dolby	15/07/2025		Change to a thematic curriculum
V1.7	Umut Baskal	08/10/2025		Amendments for Secondary provision



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1. 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 enable 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.

2. Our Mission

We 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 nurture by professional that are invested in them and develop 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 & hope to fulfil their own destinies. Our success therefore will be measured by the impact with have on the children we work with.

3. Our Values

At Woodend Farm School our core values which underpin all the work we do with our pupils are:

Kindness, Belonging, Believing and Achieving.

- Kindness - "In a world where you can be anything, be kind"
- Belonging - "Those who have a strong sense of love and belonging have the courage to be imperfect."
- Believing - "Everything is possible if you believe"
- Achieving – "All great achievements require time"

4. Our Ethos

Our schools approach is strongly influenced by the Thrive Approach. We are offering our children 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.

We aim to:

- Provide a welcoming and caring environment which gives our children a sense of **Belonging**, allowing them to feel safe, secure and meets their basic needs, where everyone is included.
- Offer learning, which is creative and engaging, following the curiosity and wonders of the child, which is guided by the knowledge and expertise of our passionate staff, making sure all children have the opportunity to **Achieve**.



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- Make memories with our pupils and provide opportunities to experience things they may never have experienced before.
- Create warm, trusting relationships and partnerships built on mutual respect and **Kindness**. We strongly believe success is built upon **Belief**.
- Provide a school setting where emotional health, well-being and happiness is a priority for pupils, staff, parents and the wider community.
- Help children develop skills for life. These include resilience, independence, self-expression, self-confidence and self-belief, all of which will result in our pupils transitioning from survivors to strivers to thrivers.

5. Definition of Learning

Learning is the process by which an individual makes sense of new experiences. Learning takes place when the individual constructs their own knowledge and understanding of a subject, skill or value. Learning often takes place through personal interaction; therefore, we believe that it is important to promote activities that allow the learner to work with others to solve problems, to explore concepts and to develop language as a means of learning and a tool for thinking. When discussing learning at Woodend Farm School we must take into account the further challenges created by our pupils' fractured educational history, learning needs (e.g. ASD), medical issues (e.g. ADHD) and social, emotional and mental health needs.

6. The Learning Environment

Our learning environment has been designed to enable children to flourish and feel safe and secure. To enable effective learning to take place we will ensure that:

- Pupils have developed trusting relationships with staff.
- We meet pupils' specific needs, providing them, therapeutically, with what they need;
- The environment is calm, secure, stable and stimulating.
- Pupils' self-esteem is high.
- Pupils understand the purpose of the learning and see relevance to their own experience.
- Pupils understand the ways in which learning takes place.
- The learning builds on prior knowledge and understanding.
- Steps to success are explicit, and models are provided.
- The learning is active and collaborative.
- Pupil questioning, reflection, and discussion are encouraged.
- Independent learning and thinking are facilitated and encouraged.
- There are opportunities for creativity and utilising different learning styles.
- Pupils can self-assess, know what they need to do to improve and are able to set appropriate targets.
- Pupils have opportunities to transfer skills, knowledge and understanding to other contexts.
- Pupils understand the wider context that learning takes place in.

7. Inclusion

Our school recognises its responsibility to provide a broad and balanced curriculum for all its pupils and in so doing acknowledges that teachers will need to modify different areas of the curriculum to meet individual pupil needs. Woodend Farm School also recognises that specific strategies and learning aids will also be required to make work accessible to all learners.



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8. Curriculum

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

At Woodend Farm School, we are committed to delivering a curriculum that is broad, balanced, meaningful, and motivating. Our curriculum is carefully designed to reflect the diverse strengths, needs, interests, and aspirations of our pupils. It aims to develop not only academic knowledge but also confidence, curiosity, and a deeper understanding of the world.

We have implemented a whole-school thematic curriculum inspired by the Welsh Curriculum, which provides a cohesive and inclusive framework for learning. Each half term, all pupils across the Juniper, Laurel, and Rowan pathways engage with a shared theme. These themes are introduced through engaging stimuli or key questions and are adapted to suit each pupil's learning style, developmental stage, and progression step.

This thematic approach fosters a strong sense of community and shared purpose across the school. It encourages creativity, exploration, and cross-curricular connections, enabling pupils to make meaningful links between subjects and apply their learning in real-world contexts. The model also supports low-demand, high-engagement learning, which is particularly effective for pupils with demand avoidance, communication needs, or SEMH profiles.

To ensure accessibility and personalisation, staff use long-term and mid-term thematic overviews alongside tools such as Teach Mate AI to generate, adapt, and differentiate lesson content, resources, and assessments. This ensures that all pupils can engage with the curriculum at an appropriate level while working towards their EHCP and One Plan targets.

To meet the diverse needs of our learners, Woodend Farm School offers three distinct curriculum pathways: Juniper, Laurel, and Rowan. Each pathway is underpinned by a shared commitment to personalised learning, emotional development, and inclusive practice, while offering differentiated approaches to curriculum delivery, communication, and assessment.

Juniper Pathway

The Juniper Pathway is designed for pupils with high levels of anxiety and demand avoidance. It provides a flexible, sensory-rich, and low-demand learning environment that prioritises emotional safety and autonomy. Learning is structured across three progressive levels—Entering, Engaging, and Approaching—within informal, semi-formal, and formal stages. The curriculum is highly personalised and interest-led, with a strong emphasis on building self-awareness, confidence, and resilience. Assessment is primarily observational and documented through tools such as Evidence for Learning, with increasing structure and academic focus as pupils progress.

Laurel Pathway

The Laurel Pathway supports pupils with speech, language, and communication needs, offering a communication-rich curriculum that integrates evidence-based strategies such as Makaton, PECS, SCERTS, and AAC systems. The pathway is structured into informal, semi-formal, and formal stages, each embedding consistent communication strategies, visual supports, and emotional regulation techniques. Pupils' communication targets are woven throughout the curriculum, ensuring that learning is both accessible and meaningful. Assessment includes teacher observations, communication profiles, and Thrive assessments, supporting a holistic view of each pupil's development.



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Rowan Pathway

The Rowan Pathway is tailored for pupils with SEMH and autism-related needs, providing a sensory-informed and emotionally supportive curriculum. It transitions from play-based learning in the informal stage to more structured academic learning in the formal stage, with each phase incorporating movement and sensory breaks to support regulation and engagement. Motivators are used to sustain focus and participation, particularly in more structured sessions. The Rowan Pathway promotes emotional security, self-worth, and academic readiness, with assessment strategies that include teacher assessments, book learning, Thrive evaluations, and progress tracking against EHCP and One Plan targets.

9. Curriculum Areas

The curriculum is delivered through key themes identified in a three-year curriculum map to ensure the full breadth of study through a thematic approach linked to the needs and targets of the pupils. The curriculum has a developmental focus allowing pupils to engage in meaningful activities which are both challenging and relevant to the pupils' identified needs. Curriculum planning is based on the Welsh National Curriculum to ensure it is broad and balanced. Programmes to meet physical, personal and other therapy needs are an integral part of our planning. Alongside our curriculum, pupils will have access to a wide range of interventions including:

- Thrive approach – draws together the recent advances in neuroscience, attachment theory and child development and provides optimal social and emotional development.
- Thrive-trained mentors.
- 1:1 Cognitive Behavioural Approach.
- Counselling.
- Family interventions to align consistent approach between education and home.
- Speech and Language intervention – colourful semantics.
- Occupational therapist.
- Autism Reframing therapist (ART).
- Numeracy and literacy intervention.
- In house mentoring programme.
- Emotional regulation interventions – SERTS and Zones of regulation.
- Mindfulness.
- Speech and Language therapy
- Soft play.
- Sensory room.
- Gross and fine motor interventions
- Social skills programmes

10. Thrive

All pupils across Woodend Farm School will follow Thrive plan as part of their curriculum.

The Thrive provision for our pupils is designed to support the emotional development and unmet developmental needs of our pupils. It will focus on gaining social and emotional skills through meaningful experiences whilst giving the pupils the opportunity to meet their unmet developmental needs.



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Learners can progress through the development strands with a consistent approach based around them having their needs met. Pupils will move forward to a place where they will be able to re-engage with their learning. Pupils will have an outlet for dysregulation and be taught the skills and strategies to manage this with support or independently.

Thrive sessions will be taught on a one-to-one basis by qualified Thrive practitioners as well as through group sessions based on right-time development.

11. Reading at Woodend Farm School

At Woodend Farm School, we aim to foster a lifelong love of reading by providing all pupils with regular opportunities to engage with a wide range of texts, genres, and authors. We value reading as a vital life skill and a gateway to understanding the world. Our goal is for pupils to read for pleasure, develop functional literacy, and access learning in a way that is meaningful and motivating

Our reading curriculum is fully integrated into our whole-school thematic approach, inspired by the Welsh Curriculum. It is designed to be inclusive, adaptable, and responsive to the diverse needs of our learners. Reading is embedded across all themes and pathways, ensuring that every pupil, regardless of their starting point, can engage with texts in a way that supports their development and progression.

Phonics is one of the core strategies used across school to support the student's reading development. All staff understand and strongly promote the learning of phonics throughout school, and this is delivered daily across school. Phonics is taught using a systematic and synthetic programme following the Letters and Sounds sequence of learning. At Woodend Farm School we adapt this scheme of learning to incorporate multi-sensory activities suited to our pupils' needs. Teachers may need to differentiate the pace, learning techniques and supporting resources, such as symbols, based on the needs of their pupils. A lot of revision and repetition is built-in, as well as the application of phonic skills in all reading and writing. Pupils at the very early stages of their phonics development will engage with phase one phonics, alongside communication development, and will learn a range of listening and awareness sensory based activities that support their phonological awareness. As pupils develop their phonological awareness, they will access the scheme in line with their abilities and development needs. The programme will have a core focus and staff will follow the teaching and learning requirements within this, but an appreciation of our student's needs may require the scheme to be highly adaptable while keeping the teaching sequence and key learning at the core.

Pupils also apply and practise their reading in the community and in all areas of the curriculum. Our pupils gain skills that enable them to access our local communities functionally. Our approach to teaching and learning in our school community enables all pupils to have the best possible skills set they can achieve to be ready for their next steps in life.

Regular and ongoing assessment takes place throughout the year and this information is used to plan for future lessons; ensuring pupils are challenged and supported appropriately.



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12. Assessment, Recording and Reporting

Pupils Passport

Pupil passports provide staff and professionals with all the key information needed to work with a particular pupil. It will include essential information from the referring school and their EHCP, teaching and behaviour strategies, pupil's likes and dislikes and key de-escalation strategies. Some pupils have a risk management plan (RMP).

Baseline Assessment

At admission, steps are taken to collate the range of baseline information received which covers academic, social, emotional, and physical development through Thrive (collated with home and school before entry), school's current levels, and attendance.

Baseline is essential as it enables us to monitor their progress during their time at Woodend Farm School. Further Baseline assessments will be carried out at the start of each academic year and in relation to different topics of learning.

Ongoing and Formative Assessments and summative assessments

In addition to baseline assessments on admission pupils will undertake assessments ongoing and formative assessments termly to track pupil's progress across a topic / area of learning. Formal summative assessments will also take place at the end of KS2 for pupils who are able to sit these tests.

Reporting procedures

At Woodend Farm School, we follow the assess, plan, do, review cycle. We set our pupils half termly targets and review these, in collaboration with parents, at the following half term. This allows us to continuously monitor progress. One plans are sent home after the meeting and pupils will also receive a written report each year in the summer term.

13. Teaching

Pedagogy

The need for continuous professional development of teachers is fundamental, for not just their own job satisfaction, but the pupils' growth potential also. There is an imperative need to equip our pupils with core skills around problem-solving, and communication. Therefore, our teachers need to feel confident in teaching these strategies with access to the right information and tools; further highlighting the benefits of teacher training and development. Staff at Woodend Farm will have their own CPD portfolio and have access to a range of training opportunities to track the training they have attended and set targets in their own professional development. The training provided to staff will be in line with the school's own development plan and the provision and needs of the pupils.

Planning



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Teachers at Woodend Farm School plan and deliver learning through a thematic approach, structured around a three-year curriculum map. Each theme is aligned with the *What Matters* statements and assessment outcomes from the Welsh Curriculum. Medium-term plans, developed by the senior leadership team, ensure developmental appropriateness across pathways. Class teachers then create individual lesson plans, supported by Teach Mate AI, to tailor learning to the specific needs, abilities, and interests of their pupils. At Woodend Farm School, teachers plan and deliver learning through a thematic approach, structured around a three-year curriculum map. Each theme is aligned with the *What Matters* statements and assessment outcomes from the Welsh Curriculum, ensuring relevance and coherence across all learning experiences. Pupils are assessed against their individual progression steps, which reflect their developmental stage and learning pathway.

Adaptations are made to reflect both the pupil's curriculum pathway (Juniper, Laurel, or Rowan) and their special educational needs. Pupils are assessed as working below, towards, within, or above their progression step, using our internally developed skills continuum. This ensures that assessment is meaningful, personalised, and informs next steps in learning.

Recording

Evidence of learning will be recorded in a variety of ways including in books, through videos, photos, pupil's voice and pieces of work. This evidence of learning can then be used for monitoring and assessment purposes. We use Evidence for Learning across the school to enable us to evidence, assess, review and plan for meeting the unique needs of our pupil.

Adaptation

Schemes of work and medium-term plans will show adaptation at three distinct levels of task: being, doing and thinking. Being level will be those requiring additional support to access the learning, doing will be those able to complete the main activities of the lesson without additional support and thinking will be those ready to work at a mastery level of the learning task. Teachers and Learning Facilitators will then also adapt learning on an individual basis according to the needs of the pupils in their class and align this with the pupil's educational health care plan.

Monitoring and Evaluation

At Woodend Farm School we will monitor teaching and learning to make sure that all of our pupils make the best possible progress from their starting points.

School leaders will monitor and evaluate the impact of teaching on pupils' learning through a variety of monitoring tasks including:

- Learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Planning scrutinies
- Work scrutinies and



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- Pupil voice feedback sessions.

Woodend Farm school - Secondary Phase

Introduction to Phase 2 - Woodend Farm Secondary School

Woodend Farm Secondary School represents a seamless continuation of the nurturing, inclusive, and trauma-response approach established in our primary phase. This includes incorporating the Welsh curriculum and following on from Key stage 2 seamlessly and progressively.

As part of the same educational community, both phases share a unified ethos rooted in kindness, belonging, believing, and achieving. These shared values underpin every aspect of our curriculum and pedagogy, ensuring consistency in the care, support, and educational experience provided to our pupils.

The transition from primary to secondary is carefully managed to be smoother than in many other settings. This is made possible through the open and proactive sharing of information, data, and planning across both phases. Staff collaborate closely to ensure that each pupil's educational, emotional, and developmental needs are fully understood and supported from day one. This includes the transfer of EHCP targets, One Plans, Thrive assessments, and individualised learning strategies.

In Key Stages 3 and 4, pupils continue to benefit from a curriculum that is flexible, personalised, and emotionally attuned. While the secondary phase follows the national curriculum framework, including access to GCSEs and Functional Skills, it also retains the option to draw upon the Welsh Curriculum. This ensures that pupils who have experienced significant gaps in their education can re-engage with learning at a point that reflects their current stage of development, not just their chronological age.

1. Our Vision

At Woodend Farm Secondary School, we are committed to delivering a quality-first education that is emotionally intelligent, flexible, and responsive to the unique profiles of our learners—including those with Persistent drive for Autonomy (PDA). We believe that education should be a low-demand, high-trust journey where pupils feel safe, respected, and in control of their learning experience.

Our mission is to create a nurturing environment where disguised learning, negotiated tasks, and autonomy-supportive strategies empower every young person to engage on their own terms. Through strong, attuned relationships and a deep understanding of individual needs, we unlock potential, nurture aspirations, and support pupils to become confident, compassionate, and resilient individuals—ready to shape their own futures with agency and pride.



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2. Our Mission

Our vision is to guide pupils from adolescence into adulthood through a curriculum that is sensory-aware, emotionally safe, and rooted in the principles of co-regulation, flexibility, and trust. We aim to widen each pupil's window of tolerance by reducing perceived demands and embedding learning in meaningful, interest-led contexts.

We believe that learning should not feel like pressure. Through disguised learning, project-based exploration, and low-arousal environments, we create opportunities for pupils to build skills, knowledge, and confidence without triggering anxiety or avoidance. Our vision is for every pupil to feel empowered to have a voice, make choices, and take ownership of their journey.

We want our pupils to leave us not just as learners, but as self-aware, emotionally literate individuals who are proud of who they are. From survivors to strivers to thrivers, our pupils will transition into adulthood as engaged, informed, and valued members of their communities—ready to live life on their own terms.

3. Our Values

At Woodend Farm School our core values which underpin all the work we do with our pupils are:

Kindness, Belonging, Believing and Achieving.

- Kindness - "In a world where you can be anything, be kind"
- Belonging - "Those who have a strong sense of love and belonging have the courage to be imperfect."
- Believing - "Everything is possible if you believe"
- Achieving – "All great achievements require time"

4. Therapeutic Curriculum

At Woodend Farm Secondary School, therapeutic support is seamlessly embedded into the curriculum to ensure that pupils' emotional, sensory, and developmental needs are met alongside their academic progress. Every secondary pupil has a personalised Thrive plan, which is co-developed with staff and families to address unmet developmental needs and support emotional growth. These plans guide the delivery of one-to-one and group Thrive sessions, helping pupils build resilience, self-awareness, and emotional literacy. Therapy is not an add-on but a core part of the learning experience—Speech and Language Therapy (SALT), Occupational Therapy (OT), Cognitive Behavioural Therapy (CBT), and Autism Reframing Therapy (ART) are integrated into classroom routines, thematic units, and individualised learning plans. For example, SALT targets are embedded into communication-rich activities, while OT strategies are used to adapt the physical environment and support sensory regulation. Emotional regulation tools such as Zones of Regulation and SCERTS are adapted for older pupils through age-appropriate visuals, language, and strategies that promote autonomy and self-management. Staff are trained to use these tools flexibly, allowing pupils to identify and communicate their emotional states, access regulation strategies, and build coping mechanisms that prepare them for adulthood. This therapeutic curriculum ensures that every pupil feels safe, understood, and empowered to thrive both emotionally and academically.



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5. Curriculum intent

Our secondary curriculum is structured around three personalised pathways:

GCSE Pathway

This pathway is tailored for pupils who are academically and emotionally ready to access formal qualifications. It offers a broad range of subject options aligned with the national curriculum, including English, Maths, Science, and Humanities. Subject-specialist teaching is supported by scaffolded strategies such as differentiated instruction, visual aids, and structured routines to ensure accessibility. Emotional regulation is embedded throughout the curriculum via Thrive sessions, Zones of Regulation, and co-regulation strategies, creating a safe and supportive environment where pupils can manage stress and maintain focus.

Foundation Pathway

Designed for pupils working towards Functional Skills (Entry Level to Level 2), the Foundation Pathway emphasises disguised learning—where academic content is embedded within real-world, interest-led projects. This approach reduces perceived pressure and increases engagement, particularly for pupils with anxiety or demand avoidance profiles. Learning is assessed through observational methods, project outcomes, and progress against EHCP targets. Staff plan disguised learning experiences using thematic units and tools like Teach Mate AI, ensuring that each activity is purposeful, motivating, and developmentally appropriate.

Individualised Pathway

The Individualised Pathway is delivered through the AQA Unit Award Scheme, offering flexible, coursework-based learning for pupils who cannot access formal exams. Units are selected based on each pupil's interests, strengths, and emotional readiness, with input from pupils, families, and staff. Interests are mapped through pupil voice activities, baseline assessments, and ongoing dialogue, allowing for a truly bespoke curriculum. Progress is celebrated through regular reviews, certificates of achievement, and showcases of learning, fostering a sense of pride and accomplishment. Emotional safety and autonomy are prioritised, with learning designed to feel empowering and enjoyable.

6. Curriculum design and delivery

The curriculum is designed to be flexible, engaging, and deeply responsive to each pupil's developmental stage and interests. Through a thematic approach, learners explore shared ideas across subjects in a way that feels more like discovery than traditional instruction. PDA-informed strategies—such as negotiated learning, emotionally intelligent teaching, and low-demand communication—create a safe and empowering environment where pupils feel in control of their learning journey. Education is cleverly disguised as fun, with opportunities to follow multiple pathways at once, like diving into GCSE Science while also engaging in hands-on, project-based adventures. This dynamic blend ensures that learning is not only meaningful but also enjoyable and tailored to each child's unique style.



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7. Planning and Thematic Learning

At Woodend Farm Secondary School, thematic learning is central to curriculum planning, offering pupils a cohesive and engaging educational experience. Themes are selected collaboratively by the senior leadership team and teaching staff, drawing inspiration from the Welsh Curriculum's What Matters statements. These themes are then adapted to suit the developmental stages and interests of Key Stage 3 and 4 pupils, ensuring relevance and accessibility. For example, a theme like "Identity and Belonging" might be explored through English literature, PSHE discussions, and creative arts projects, while "Sustainability" could span Science experiments, Geography fieldwork, and enterprise activities. Cross-curricular projects are a key feature—pupils might design eco-friendly products in DT, calculate costs in Maths, and market them in ICT, all under a shared thematic umbrella. Planning is supported by Teach Mate AI, which enables staff to generate differentiated lesson content, adapt resources, and align activities with EHCP and One Plan targets. This tool ensures that learning remains personalised, inclusive, and responsive to pupil needs, while maintaining consistency across subjects and pathways.

8. Pedagogy and Environment

The secondary phase at Woodend Farm School is built upon a nurturing, trauma-responsive pedagogy that prioritises emotional safety, autonomy, and relational connection. The physical environment is designed to be calm, sensory-aware, and adaptable, with access to quiet zones, movement breaks, and therapeutic spaces such as sensory rooms and soft play areas. Classrooms are structured to reduce perceived demands and promote comfort, while the relational environment is grounded in trust, empathy, and attuned communication. Pupils are given meaningful opportunities to exercise voice, choice, and autonomy—from negotiating learning tasks to selecting project themes and regulating their own schedules. Staff embed these principles through PDA-informed strategies that honour pupils' need for control and emotional safety. To support this approach, all staff engage in ongoing CPD focused on Persistent Drive for Autonomy (PDA), trauma-responsive practice, and adolescent development, ensuring they are equipped to respond to complex needs with sensitivity and skill. Training includes Thrive certification, co-regulation techniques, and adolescent brain development, enabling staff to create environments where pupils feel seen, heard, and empowered to thrive.

9. Career Support and Preparation for Adulthood

Career support and preparation for adulthood are embedded throughout all learning pathways, as well as being woven within the PSHE curriculum. Pupils benefit from personalised career guidance and transition planning, along with opportunities for work-related learning and enterprise projects. They also develop essential functional skills that support both independence and employability, while receiving tailored support to explore a range of post-16 options, including college, apprenticeships, and supported employment (See Careers policy).

10. Assessment and accreditation

- Baseline occurs at the beginning of every term to measure progress.
- Pupils are assessed against EHCP and One Plan targets.
- Evidence for Learning is used to document progress.
- Accreditation includes GCSEs, Functional Skills, and AQA Unit Awards.
- Assessment is flexible, observational, and demand-sensitive.



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Assessment at Woodend Farm Secondary School is designed to be flexible, personalised, and emotionally attuned, ensuring that every pupil's progress is meaningfully tracked and celebrated. Across all pathways—GCSE, Foundation, and Individualised—EHCP targets are monitored through the Assess, Plan, Do, Review cycle, with progress documented using Evidence for Learning. Staff align thematic learning and lesson outcomes with EHCP and One Plan goals, ensuring that academic and therapeutic progress is tracked holistically. Formative assessments include teacher observations, pupil voice, project evaluations, and Thrive assessments, while summative assessments vary by pathway: formal exams for GCSE pupils, Functional Skills assessments for Foundation learners, and completed AQA Unit Awards for those on the Individualised Pathway. Accreditation is carefully matched to each pupil's interests and emotional readiness—for example, a pupil passionate about animals may complete AQA units in animal care, while another with high anxiety may work toward Functional Skills through low-pressure, real-world tasks. This responsive framework ensures that assessment is not only a measure of progress but also a tool for empowerment, motivation, and emotional growth.

11. Inclusion and Personalisation

At our secondary school, inclusion and personalisation are at the heart of every pupil's learning. The curriculum is thoughtfully adapted to meet individual needs, ensuring that every student can access and engage with their learning meaningfully. Emotional safety, autonomy, and wellbeing are prioritised through relational practice and trauma-responsive approaches that underpin all teaching. Staff use innovative tools such as Teach Mate AI to differentiate content and resources, enabling personalised academic progress and fostering a supportive, inclusive environment where every pupil can thrive. We recognise the importance of flexibility and choice in reducing anxiety and promoting engagement, and our staff are trained to respond to pupils' needs with empathy and creativity. Learning is designed to be responsive, allowing pupils to take ownership of their progress in ways that feel safe and empowering. Through consistent, trusting relationships and a deep understanding of PDA, we create a learning culture where pupils feel valued, respected, and ready to succeed.

12. Monitoring evaluation

- Regular learning walks, planning scrutinies, and pupil voice sessions.
- CPD for staff includes PDA, trauma-responsive practice, Thrive and curriculum planning.
- Curriculum impact is reviewed termly by leadership and or governors.

Senior Leadership Team (SLT) at Woodend Farm Secondary School maintains a rigorous and ongoing scrutiny of teaching and learning to ensure high standards and continuous improvement. A structured CPD calendar is provided to all staff, equipping them with the knowledge and skills required to meet the complex needs of our learners, including training in PDA-informed practice, trauma-responsive approaches, Thrive, and curriculum planning.

To ensure transparency and external validation, the school engages with improvement partners, who are OFSTED trained, each term. These professionals provide objective feedback on what the school is doing well and identify areas for development, supporting our commitment to excellence.



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Curriculum impact is reviewed termly by SLT and governors, ensuring that our provision remains responsive, inclusive, and aligned with pupil progress and wellbeing.

End of Document



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