

THE WOODSIDE GROUP

PROSPECTUS

WELCOME

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THE WOODSIDE WAY



A NOTE FROM THE FOUNDER

At Woodside Group our mission is to enable young people with an autism spectrum condition to independently contribute to society; embrace life long learning and achieve without a ceiling.

We guarantee that for ALL our students, we will provide ..

- A creative, inspiring and individualised curriculum, which encourages risk-taking, promotes independence and provides memorable experiences that truly enrich their lives.
- A teaching, learning and assessment framework that is profoundly personalised and reflects, measures and celebrates their strengths, achievements and progress over time.
- An outdoor learning focus, designed to enthuse, engage and motivate our students, whilst allowing them to make a real connection with the world around them.
- A dedicated and highly skilled staff team, who are fully empowered and equipped to ensure that our students have every possible opportunity to be all that they can be.

By embracing our school Values of going 'Above and beyond', 'Understanding Autism', 'Take Ownership', using their 'Initiative', showing 'Stickability' and 'Making memories' our students add value to the school community and the wider community around them, in active pursuit of our vision of making AUTISM everyone's first language.

We expect our whole school family to be committed to this pledge, as well as to the safeguarding and welfare of our children, and to ensure that students can reach their full potential, both academically and socially, by receiving the highest possible quality of teaching and learning within a positive, respectful and therapeutic environment.

Within the following pages you will come to fully understand how we do things the 'Woodside Way' and allow students to find the fun in their educational journey.

Jonny Lakin

WOODSIDE GROUP A HISTORY

Initially Woodside Lodge Outdoor Learning Centre was established in 2011. The first base, Woodside Lodge, was founded as a secondary education base, opening with just 1 student and 2 staff members. In September 2014, Woodside Lodge Outdoor Learning Centre opened a primary base at Stonehurst Lodge in Mountsorrel, Leicestershire. This brought with it the opportunity to educate students from the age of 4 to 19 years of age, with an integrated curriculum across both sites.

Between 2014 and 2017, Woodside Lodge Outdoor Learning Centre proceeded to open a further two bases: a mixed secondary education base; a girls only secondary education base. Locating our bases in remote and rural surroundings remains an integral part of our mission. This philosophy gives integrity to the Outdoor Learning curriculum we offer and the Outdoor Learning Centre ethos we aim to embody, which is at the heart of how we teach at all bases in the Woodside Group.

Jonny's philosophy is built on what he refers to as 'Beautiful Moments'. These are small, but special moments created between students and staff members such as: the overcoming of a fear; a simple non-verbal gesture that says a thousand words, or an instruction that has been taken literally by the wonderful autistic mind. Sharing these moments with students and parents is a privilege, which all staff hold in the highest regard.

Making a positive difference to the lives of these amazing young people was the driving force behind the schools success and what led to the emergence of the Woodside Group.



DEVELOPING THE WOODSIDE GROUP



VALE FARM, LOUGHBOROUGH



BRICKYARD BARN, BISHOP TACHBROOK



STONEHURST LODGE, MOUNTSORREL



VALE FARM, LOUGHBOROUGH

Due to the growth of Woodside Lodge Outdoor Learning Centre, Woodside Group was established in 2017. Through the platform of the Woodside Group entity, the organisation expanded its educational offering into different counties throughout the UK, bringing opportunities and the 'Woodside Way' of learning to a larger number of students and prospective employees.

Woodside Group now serves 12 counties across England and has approximately 60 students with a staff team of over 80 members, all that have and extensive experience of working with students with Autism.

At the heart of our recruitment strategy is the attraction of staff members with diverse skill sets, it is this which creates the unique tapestry of abilities that allows us to offer a broad and exciting individualised curriculum for our students. All staff are Autism Practitioners supported by experience in the field or qualifications such as Level 1 or 2 Certification. Our staff meetings and reflective ethos ensure we are always staying up to date with best practice and providing pioneering solutions to the challenges we face.

As the Woodside Group expands, it will ensure a consistency of the 'Woodside Way' and deliver the highest quality of education to our students.



SAFEGUARDING OUR COMMITMENT

Woodside Group is committed to safeguarding and promoting the welfare of children and young people and requires all staff to act in the best interests of our students at all times.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all learners. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection, and justice.

The procedures and policies we adhere to apply to all staff, volunteers, and contractors and are consistent with statutory guidance and those of the locally agreed multi-agency safeguarding arrangements put in place by the Safeguarding Children Partnerships across the differing counties Woodside Group operate in.

BROAD & BALANCED CURRICULUM

At Woodside Group's schools, we offer an individualised curriculum to suit the needs of all of our students. Initially, we assess the anxieties and stresses of each student, which form their own personal barriers to learning and put plans in place, in the form of Personal Progress Plans and individualised timetables, to allow them to overcome their barriers and access a broad and rich curriculum, designed to enable them to make steps towards their future goals.

When the students are ready, we introduce a bespoke curriculum tailored to meet the needs of the individual student, identifying a pathway into adult life. We address educational qualifications, vocational opportunities, essential lifeskills and other key areas in transitioning to the next phase.

As a series of Outdoor Learning Centres, we prioritise taking education beyond the four walls of the typical classroom environment. This is not only to reduce the barriers to education which the students may exhibit, but also because, as alluded to in the Ofsted Learning Outside the Classroom Manifesto ((LOtC (2008))), LOtC can lead to improved outcomes for students, including better achievement, standards, motivation, personal development and behaviour. This survey also found examples of the positive effects of learning outside the classroom on young people who were hard to motivate. All of these reasons are why we prioritise the human and social aspects of communication within our curriculum.

By using the wider environment, we seek to engage students who do not thrive in traditional classroom environments, whilst also allowing the students to create a real and powerful connection with the world around them.



Russ Carrington
Director of Education



KINETIC PAINTING

WOODSIDE GROUP'S PHASES OF EDUCATION

In order to allow the students to achieve success in the four phases of education Woodside's Group's approach is always to make sure that...

- Every student's EHCP is dissected to ensure we understand every single need and provision that is needed for success. By providing an environment suitable for the individual, we reduce barriers to learning.
- Teaching is based on a person-centred, and individual approach – putting the child at the heart of all decisions. To achieve this, we must hear the voice of the student and the parents to ensure our specialist practitioners are all moving together in partnership.
- Behaviour is seen as a form of communication and therefore we consider educating students in emotional literacy and ways of communicating their needs paramount to building strong relationships and scaffolding learning on this trust.
- Daily learning activities are prepared by specialist staff, tailoring learning to the needs, interests, and motivators of the individual.



- **Assessment:** A thorough assessment of the young person, with regards to: their academic knowledge across the full 10 strands of our curriculum; their individual manifestations of autism, through use of our Autism Progression Tool, and in conjunction with their EHCP; their individual preferences and motivators for learning; their previous experiences of education; and many other aspects of their individual academic and overall developmental journey, in order to create, alongside the learner, the most suitable strategic plan for future success.
- **Immersion:** Involvement in our 10 strand curriculum, giving each learner the opportunity to experience a variety of areas of study, in order to develop their skills and knowledge and identify potential pathways for their future progression.
- **Specialisation:** Having experienced our full curricular offering, this phase is an opportunity to specialise in areas of great interest to the learner with the timetable weighted towards a focus on particular areas of interest, with the retention of the other strands, as appropriate to the learner. This specialisation may be based on assertions (gained through access to impartial careers advice and guidance, access to work experience opportunities and volunteering opportunities) as to what the learner would like to do in their future beyond Woodside Group's school, with a focus on retaining progress in all other areas of the curriculum in order to keep all options open to the learner, should their preferences change further into their developmental journey.
- **Integration:** Having progressed through our previous phases of education, the student now has a timetable weighted towards their integration into a mainstream provision, a further education institution, an alternative setting, or the world of work. This is done through increased amounts of time focused on implementing the skills amassed during their time with us in order to fulfil the mission for all learners to independently contribute to society, embrace life-long learning and achieve without a ceiling. Other areas of our curriculum are monitored to ensure that there is no deterioration in the skills or knowledge previously gained, with the embedment of key learnings through application in designed and real-life scenarios for students to fully understand the applicable value of their studies to this point.

SUCCESS STORIES

The most important testimonials and the most powerful, are those that validate why we do, what we do throughout all of our schools within the Woodside Group. Those come from our former students, who have progressed onto success.

Thank you for being a constant in Cade's life.

You have brought him through so much and taught him how it is to be a man. I cannot thank you enough for the time and effort you have put into Cade. Woodside you are my friend and also my family. Both me and Cade will never forget your love warmth and compassion.

*Love Always,
Helen & Cade xx*



The thing is with Woodside, they are able to understand his daily challenges and daily battles...They just understand it, they just get it, and it's worth its weight in gold.

Nath
- Charlie's Dad



The change is phenomenal. Anybody who knows me or knows Laura can't believe it's the same girl. They've really built her confidence up.

Vicky
- Laura's Mum



WOODSIDE GROUP THE FUTURE

The future looks bright for the Woodside Group and the students who we work alongside, with plans for expansion across England and the UK over the upcoming academic years.

The group will focus on developing new relationships with Local Education Authorities and maintaining existing partnerships within the East Midlands, so that it is always able to meet the educational needs of those children and young adults in need of an ASC specific individualised education programme.

For more information please contact us.

WHERE AUTISM IS OUR FIRST LANGUAGE

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