



	Strongly agree	Agree	Disagree	Strongly disagree
My child enjoys school.	54.3%	43.2%	1.2%	1.2%
My child is taught well at Woodside.	66.7%	30.9%	2.5%	
My child makes good progress at Woodside	65.4%	32.1%	2.5%	
My child is safe and well cared for at Woodside.	63%	34.6%	1.2%	1.2%
Behaviour at Woodside is good.	54.3%	44.4%		1.2%
Woodside is well led and managed.	65.4%	29.6%	4.9%	
Woodside listens to the children's views	51.9%	42%	6.2%	
Woodside is welcoming to the community.	65.4%	33.3%	1.2%	
Class teachers can be contacted if needed.	72.8%	24.7%	2.5%	
The Headteacher, Deputy Head Teachers and Assistant Head Teachers are visible and approachable.	69.1%	27.2%	3.7%	
Woodside takes any cases of bullying very seriously.	45.7%	53.1%	1.2%	
Woodside helps my child to develop their independence skills.	63%	34.6%	1.2%	1.2%
Woodside helps my child to develop skills in communication, reading, writing and maths.	60.5%	35.8%	2.5%	1.2%
Woodside responds well to my concerns and listens to parent views and suggestions.	58%	35.8%	3.7%	2.5%
Communication between school and parents allows me to know how the school is developing my child's learning experience through the website, letters and Parentmail.	61.7%	34.6%	3.7%	
Woodside promotes worthwhile attitudes and values.	60.5%	37%	2.5%	
Staff treat my child fairly and caters for my child's needs.	63%	33.3%	3.7%	
There are opportunities to discuss my child's progress and valuable information on my child's curriculum is provided.	63%	33.3%	3.7%	
There are opportunities to take part in parent workshops/coffee mornings.	63%	35.8%	1.2%	

	Yes	No	Unsure
Do you think that Woodside welcomes and celebrates cultural diversity?	93.8%		6.2%
I would recommend Woodside to another parent.	98.8%	1.2%	N/A

**Strengths**

- Ability to engage and interact with SEN children
- All staff are approachable and available to listen. There is a genuine care for all the children, and everyone always seems happy.
- Caring and nurturing environment.
- Catering for each individual child's needs.
- Communication and friendly approachable staff.
- Communication with parents, working on independence with the children, making school a happy and safe environment where they can learn, teachers are brilliant and really care about the children.
- Dedication of staff to the children.
- Dynamic approach to helping students improve.
- Ensuring each child is looked after, making them happy and catering to their needs.
- Friendly and caring teachers and TA's.
- Good communication and a great understanding of the children's needs.
- High Standard of Behaviour and Discipline.
- I honestly think that Woodside are doing a great job with my son in all areas. We feel very lucky that he attends this school.
- I love woodside academy, and I have seen more improvement on my son.
- Inclusivity, reliable, welcoming, supportive, amazing teaching.
- Kindness towards my child and my child feeling happy.
- Lovely staff very welcoming my child has worked so well since starting in year 7 and have come a long way with the right help.
- My child has had a great start at Woodside I've seen a gradual progress in even this short time, it's been their positive encouragement and persistence with things. I hope it continues into the future, thank you.
- Our son has been at Woodside for nearly 2 years and he absolutely loves it. The staff are great, always contactable and update us each day on how the day has been. They have gone out of their way to help our son eat at school which has worked. They have been working on increasing his independence this year which has been great. We can't fault Woodside and are so happy our son has this school.
- Parent inclusion and communication.
- Putting the child's individual needs first.
- Respect, high Expectations & Resilience.
- Safe caring & well led school.
- Small classes and individual learning plans.
- Staff go above and beyond for their students and parents.
- Strong support to Pupils and parents.
- Structure and familiarity.
- The approach of teachers when they see pupils is always so welcoming.
- Treating every child as an individual and really listening to parents. Contact is great as well.
- Understanding, opportunities, development, encouragement.
- We are very glad to have you in our lives.
- Woodside is a wonderful school for my child.
- Woodside provides such a loving environment and provides the right amount of support to encourage children to flourish.



Woodside would be even better if... *with responses in italics and streamlined into themes*

- 1-2-1 speech and language therapy – whether or not a child accesses 1-2-1 therapy is determined by specifications (or quantified hours) on their EHC plan. This is not determined by the school but by the therapeutic professionals working with individual children and the local authority SEN department who have the statutory responsibility for all EHC plans. For more information, do refer to our website where we explain how therapeutic input in a special school setting is offered.
- Communication systems for children as there's none for my child at the moment. This is a matter for the Speech and Language therapy team and so please make enquiries at the office or via the contact book.
We adopt a total communication approach at Woodside and Communication is one of our core learning areas. Personalised communication systems are allocated to individual children based on assessment. All staff are highly skilled in using and responding to a wide range of functional communication systems which are always available in all classes across the school. We work extremely closely with all therapists.
- Employ more therapies to work more on children- Woodside is commissioned 4.5 days a week of Speech & Language Therapy (SaLT), and 2 days a week of Occupational Therapy. This is very little for a school of this size given that all of our children and young people have communication, interaction and sensory needs. The Headteacher has repeatedly raised this issue more widely since being in post. The lack of sufficiently commissioned therapies for children was also highlighted as needing improvement through the recent [Bexley Local Area SEND inspection](#).
It is the responsibility of the local authority and Integrated Commissioning Board (ICB) to commission and provide sufficient therapeutic input to meet needs as specified on the EHC plans.
To 'top-up' the sparse provision, an additional minimum of £140,000 (increasing year-on-year), is spent from the school budget on securing additional, highly specialist SaLT, a SaLT assistant and highly specialist OT.
- More detail regarding curriculum. Please refer to the school website under Learning and do make contact if you have further queries. Please also make the most of your progress review day and Annual review meetings to see our curriculum in action in your child's progress and achievements.
- Better understanding for parents on grades & qualifications which our children can achieve from the curriculum as the school doesn't take GCSEs would be useful. Information is available on the school website but we think that we can do better to convey important messages and clarification about this topic and will ensure that we do so as soon as possible.
- More provision of homework tasks. We have a flexible approach to homework given that many children and young people like to keep school work for school and home as just home. However, we are very keen for all children and young people to read and be read to, as much as possible. Some class cohorts do have more regular homework arrangements in place. Please discuss this in more detail with your class teacher in the first instance



- A little bit more communication, would be nice to get some visuals of kids doing things especially as he can't communicate them yet. Please do request your class teacher to provide you with more information. More general updates over what is going on in school is available via our TwitterX feed and the half-termly newsletter.
- Communication about staffing absence issues. This year a small number of staff have experienced either significant or developing health issues. You will appreciate that each case must be handled with great sensitivity and confidentiality. We have actively prioritised cover for affected classes to ensure that all learners have been able to continue their learning and complete their qualifications to the high standards we expect.
- Encouraging pupils to go on more trips out into their local community to promote independence and confidence. We have significantly increased our community and educational trips this academic year. These include trips to the local library, British Library, local shops and parks, Europa Gym, Snap and most recently our first Duke of Edinburgh expeditions. We are keen for these to continue long into the future.
- Listening more when things happen between children. We try our very best to really hear the voice of each child especially when things are not going as well as they might. If you think that we are missing something, then please let us know.
- Bullying issues. If you have a concern about bullying then please do not hesitate to make this known to your child's class teacher and/or the senior leaders.
- Maybe an assessment class pre ASD diagnosis. For our September intake each year, we have space for 8 Reception children and 10 Year 7 children. Every year we receive more referrals, (consultations), for a place at Woodside than there are children in the whole school. Unfortunately, we are unable to admit all diagnosed children who require a place with us. It is not feasible for Woodside to open an assessment class at this time. Such decisions are determined and made by the Local Authority in conjunction with the Department for Education.
- More extra-curricular activities and after school clubs for working parents. We have grown our wider curriculum in a variety of ways; increased the number of clubs on offer both at lunchtime and after school to include cooking, sensory science, choir, Art, Anime, DT, Fencing, Karate, Multisport; increased resources for unstructured times including Music, Lego, sensory. We are limited in offering more after school clubs as we do not have staffing capacity after school once the amazing team of support staff have left for the day by 3.30pm.
- More workshops for parents would be great. Although we run parent workshops throughout each year, they are not always well-attended. Fliers are sent to all parents by parent mail with a follow up nearer the time. So far this year, topics have included: What is Autism, picky eaters, communication, Using AAC- augmented alternative communication , transition coffee mornings (for older students moving on from Woodside).
- Maybe more whole school events to get everyone and parents to join in. We do try and we really look forward to the wonderful Woodside Christmas performances, Sports Days, 14-19 Showcase events where the whole school with parents can come together. The Friends of Woodside also run events throughout the year which are specifically aimed for families to come together and join in a social activity after school. They are always looking for more volunteers to join them. We do have to balance the number of events, fundraisers and



changes in each half term with the needs of the children, some of whom really do struggle with changes to routines and departing from the usual school day. So we try to spread these out across the whole school year