

# SCHOOL IMPROVEMENT PLAN

## Breckenbrough Woodland Centre

### 2025 – 2026



## Key Objectives

The main focus of the BWC SIP will be to set up and establish provision at The Woodland Centre that can support internal Breckenbrough learners as well as external non-Breckenbrough learners. The commonality for all is disengagement in education for a variety of reasons. This first SIP will set strong foundations, address internal and external learner/stakeholder needs and build capacity for long-term success.



## SIP Overview

- Establish strong foundations: Vision, Leadership and Culture
- Develop a safe and inclusive learning environment
- Design a relevant and engaging curriculum
- Embed safeguarding/wellbeing and behaviour support systems
- Build stakeholder engagement and partnerships
- Produce a recruitment/financial business plan for external funding and review at regular points
- Work collaboratively with ALT on Teaching & Learning, QoL and EHCP/SEND support
- Monitor, review, evaluate and assess outcomes including T&L, quality assurance targets-recruitment, retention, attendance & achievements

Establish strong foundations: Vision, Leadership and Culture inc; policies and procedures										
Actions	Leaders	Success criteria	Resources	Cost	Timeline		Monitoring	Reporting To	Achieved / Comment	Impact
					Start	End				
Define and communicate UPS, vision and ethos of The Woodland Centre – initially to SLT and then once agreed to whole school	TL	Shared understanding and see visible commitment	n/a	n/a	July 25	Sept 25	TL	DHT/SLT	Vision and USP wrote by BWC Co-ordinator, agreed by SLT and share with whole school at Inset Day 2.9.25.	Whole school understanding and support for Woodland Centre to achieve vision initially and moving forward. Vision and USP narrative to be used in marketing materials.
Write and implement new as well as amended processes and procedures specific for The Woodland Centre and its learners	TL	All policies and procedures agreed and in place	n/a	n/a	Aug 25	Dec 25	TL	DHT/SLT	BWC Co-ordinator wrote and have had agreed by SLT following policies and procedures: Alternative Provision Policy Admissions Policy & Flow Chart Diagram, Referral Forms and Pen Profiles.  SLA – still to finalise costings.	Clear policies and processes in place for internal understanding and in compliance with AP guidance recommendations.
Recruit skilled staff to deliver/support at The Woodland Centre	TL	Staff structure completed	HR/Recruitment websites	Teacher Post £31916 – 51048 + SEN All £2787 + oncosts	Sept 25	Dec 25	TL	DHT	BWC Teacher post agreed – interviews 15.12.25. If successful appointment will start April 25. <b>Appointment made, due to start 13<sup>th</sup> April 26</b>  Still need to recruit/sources Construction Skills Specialist Tutor/Teacher – envisage part-time, hourly paid post.	Once teacher post in place delivery of curriculum at BWC can commence fully – interim delivery may be possible if referrals are accepted through the support of Woodland Centre Co-ordinator and Office Manager.

Develop a safe and inclusive learning environment										
Actions	Leaders	Success criteria	Resources	Cost	Timeline		Monitoring	Reporting To	Achieved / Comment	Impact
					Start	End				
Complete outstanding structural and maintenance works required for The Woodland Centre. This includes but is not inclusive to; groundwork, drainage, water supply, internet	TL/LC	Safe and fully operational building and site	Contractors to resolve and complete works	TBC	July 25	Dec 25	TL	DHT/HT	<p>Good progress has been made completing some essential building and grounds works to enable BWC to be used by staff/students.</p> <p>However, some essential work on external grounds is needed before the vast majority of the outdoors space can be used for any education.</p> <p>These are all being followed up and monitored at fortnightly BWC Mtgs.</p> <p><b>Significant progress made on the rear grounds which are now fully accessible– further work to be completed on front grounds</b></p>	<p>Breckenbrough students have been able to access provision at BWC on individual and group basis.</p> <p>Some limited availability for outdoor curriculum.</p>
Purchase of resources and furnishings that provide a safe, welcoming, flexible and nurturing environment and linked to agreed curriculum offer	TL/LC	Furnishings and resources including H&S essentials in place.	Desks, chairs, seating, teaching materials/ resources, support materials/ resources	£8000	July 25	Dec 25	TL	DHT/Bursar	<p>Furnishings and essential resources in place including desks, chairs, seating, initial teaching resources.</p> <p>Further items to purchase once curriculum is running and in development.</p> <p>Some items including furnishings and resources to be developed and guided by</p>	<p>Activities and use of BWC by Breckenbrough students including enrichment, cooking, games, crafts, photography.</p>

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									<p>students which will be ongoing for them to feel they are part of creating their learning space.</p> <p><b>Opportunities for funding have presented themselves to purchase construction/engineering resources and develop a curriculum in these subject specialisms. Applications have been submitted – awaiting outcomes.</b></p>	
Create spaces that allow for active learning, 1:1 work, self-reflection	TL	Active learning, 1:1 space and self-reflection/restorative space created	Desks, chairs, seating, teaching materials/resources, support materials/resources	Including in costs above	Sept 25	Dec 25	TL	DHT	<p>BWC is now set up to provide a multitude of spaces for active learning, 1:1 work, self-reflection and group activities. This has been created using patrician doors and furnishings and resources.</p> <p>Outdoor spaces available but limited until groundworks are completed. – <b>As above</b></p>	<p>Breckenbrough students have been able to access and use spaces at BWC for group activities, 1:1 work and active learning.</p> <p>These spaces are now also available for use by non-breckenbrough students once referrals are received and accepted.</p>
Establish practices that support and follow the Quaker values and ethos of Breckenbrough as well as adopting trauma informed and PACE practices – training to new and existing staff (where necessary) who will be working at The Woodland Centre	TL	All staff confident and skilled in practices, positive engagement in learning	n/a	n/a	Sept 25	July 26	TL	DHT	<p>New staff induction in place, attendance for school inset days accessible for new staff and trauma informed/PACE training ready and available for delivery to new staff by BWC Co-ordinator.</p>	<p>Staff at BWC will understand and adopt the Quaker values and ethos as well and understanding and implementing trauma informed and PACE practices where</p>

Develop a safe and inclusive learning environment										
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										necessary for students and situations.  Impact – retention, engagement, achievement, progression. Positive staff moral and good practice used.

Design a relevant and engaging curriculum										
Actions	Leaders	Success criteria	Resources	Cost	Timeline		Monitoring	Reporting To	Achieved / Comment	Impact
					Start	End				
Design a core curriculum based on USP, maths and English as a minimum for academic subjects and personal development	TL	USP established and evident in curriculum offer alongside a well timetabled but flexible planned provision	n/a	n/a	Sept 25	Dec 25	TL	DHT	Curriculum Intent and core curriculum along with vocational USP and specific programmes designed by BWC Co-ordinator. These include programmes such as Carbon Awareness, Maths & English, Construction Skills, Nutrition and Nature.  Further development to curriculum will follow through successful partnerships with external organisations (Persimmon Homes, Open Door Art) and once students	New programmes give provision focus for delivery of USP along with resource and activities.

Design a relevant and engaging curriculum										
Actions	Leaders	Success criteria	Resources	Cost	Timeline		Monitoring	Reporting To	Achieved / Comment	Impact
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									start to access provision and BWC Teacher in post to contribute. <b>Ongoing</b>	
Embed enrichment and enterprise, social value and life skills	TL	Curriculum offer and timetable embedding enrichment, enterprise, social value and life skills	n/a	n/a	Sept 25	Dec 25	TL	DHT	Curriculum Intent and programmes as well as timetabling drafts have been designed by BWC Co-ordinator to include these areas. BWC Co-ordinator along with BWC Teacher and staff will work collaboratively to embed throughout the provision as well as working with school staff also. <b>Ongoing</b>	Students attending BWC will have access to an enriched provision that will not only offer and develop academic achievements but also the core personal development skills through enrichment, enterprise and social value life skills activities and opportunities.
Audit skillset of current staff as well as co-design with stakeholders a curriculum that is accessible, impactful and accredited where possible eg ASDAN/AQA	TL	Curriculum offer designed that can be accessed and appropriate on an individual learner needs basis as well as meeting stakeholder requirements	Registration and costs associated with awarding body exams and certificates	TBC	Sept 25	July 26	TL	DHT	Initial curriculum intent and programmes designed to include core subjects of Maths & English, USP and vocational studies. Accreditation already in place through AQA, ASDAN and Edexcel. <b>Exploring accreditation through Aim.</b>  Curriculum reviews as well as business planning with stakeholders will help inform any curriculum changes, adaptation as well as input from student voice.	Based on skills set and experience of BWC Co-ordinator initial curriculum includes core subjects and vocational strands that stakeholders look for in an Alternative Provision. The impact will be referrals to BWC that are accepted.

Design a relevant and engaging curriculum										
Actions	Leaders	Success criteria	Resources	Cost	Timeline		Monitoring	Reporting To	Achieved / Comment	Impact
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Once core curriculum is agreed, ensure required resources are in place to ensure quality of delivery	TL	Purchase of core resources/equipment	T&L resources/equipment	To date costs included in the £8000 cost above	Sept 25	July 26	TL	DHT	<p>Start-up resources in places such as stationary, kitchen and cooking equipment and supplies, art &amp; crafts materials, enterprise resources and some basic enrichment games/activities.</p> <p>Resources will be developed as the curriculum evolves with the appointment of the new BWC Teacher and the input from student/stakeholder voice.</p> <p>Further development is being explored through collaboration with external partners including Persimmon Homes – this will support a strong vocational Construction Skills provision. <b>Bids submitted for funding to purchase and develop curriculums – awaiting outcomes</b></p> <p>Other provides being explored are Open Door Art, TeesValley Combined Authority, Music.</p> <p>Partnership working will always be ongoing to ensure the curriculum and provision at BWC gives the students a</p>	Delivery of curriculum has and is possible for Breckenbrough and non-brekenbrough students through the purchase of current resources. This includes core subjects, vocational subjects and enrichment/enterprise and PSHE.

Design a relevant and engaging curriculum										
Actions	Leaders	Success criteria	Resources	Cost	Timeline		Monitoring	Reporting To	Achieved / Comment	Impact
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									high standard of experience and opportunities.	

Embed safeguarding/wellbeing and behaviour support systems										
Actions	Leaders	Success criteria	Resources	Cost	Timeline		Monitoring	Reporting To	Achieved / Comment	Impact
					Start	End				
Embed a strong safeguarding and support culture, staff fully trained including Woodland Centre Coordinator as DDSL	TL/SE	100% staff trained to minimum standards and at relevant levels. Procedures being followed accurately and timely	n/a	n/a	Sept 25	Dec 25	TL	DHT/DSL	<p>BWC Co-ordinator and Office Manager fully compliant with mandatory training through National College and in personal in-house training including First Aid and PI.</p> <p>New staff appointed at BWC through a robust induction will undergo and complete all mandatory training inhouse and through National College as well as through school inset days.</p> <p>All staff at BWC will undergo and complete timely any refresher training as well as annual mandatory update training.</p>	Current staff at BWC are fully compliant through training and embed and follow procedures accurately and timely. This ensure a strong safeguarding and support culture is in place in line with the schools' requirements but also that of Alternative Provision Guidance and other key mandatory guidance including KCSIE 2025.

Embed safeguarding/wellbeing and behaviour support systems										
Actions	Leaders	Success criteria	Resources	Cost	Timeline		Monitoring	Reporting To	Achieved / Comment	Impact
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									BWC Co-ordinator booked on to attend a 2-day DDSL course through NASS -4 <sup>th</sup> & 5 <sup>th</sup> Feb 26. - <b>Completed</b>	
Develop a positive engagement, high challenge-high support and success framework including individual support plans and restorative practice	TL	Framework in place	n/a	n/a	Sept 25	Dec 25	TL	DHT	<p>ILP Progress Report template designed which will be completed either half termly or termly depending upon student individual needs.</p> <p>BWC Co-ordinator developing framework to show clear alignment, guidance for staff at BWC and assurance to stakeholders of quality of provision and support for students attending BWC.</p>	<p>Individualised progress and support plans for students attending BWC in line with SLAs for stakeholders and feedback for students, parents/guardians and any other external parties involved with a student that requires or will benefit from such information.</p> <p>The framework will demonstrate an understanding of successful support plans and how BWC will embed practices and evidence positive outcomes.</p>

Embed safeguarding/wellbeing and behaviour support systems										
Actions	Leaders	Success criteria	Resources	Cost	Timeline		Monitoring	Reporting To	Achieved / Comment	Impact
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Framework in place to provide support for learner’s health, mental health and wellbeing. Individual support plans and multi-agency working	TL	Framework in place	n/a	n/a	Sept 25	Dec 25	TL	DHT	<p>ILP Progress Report template designed which will be completed either half termly or termly depending upon student individual needs.</p> <p>BWC Co-ordinator developing framework to show clear alignment, guidance for staff at BWC and assurance to stakeholders of quality of provision and support for students attending BWC.</p>	<p>Individualised progress and support plans for students attending BWC in line with SLAs for stakeholders and feedback for students, parents/guardians and any other external parties involved with a student that requires or will benefit from such information.</p> <p>The framework will demonstrate an understanding of successful support plans and how BWC will embed practices both within their own internal delivery but when working with external agencies.</p>

Build stakeholder engagement and partnerships										
Actions	Leaders	Success criteria	Resources	Cost	Timeline		Monitoring	Reporting To	Achieved / Comment	Impact
					Start	End				
Become knowledgeable of and establish links with key commissioning stakeholders including schools, local authorities and wider referral agencies	TL	An established up to date list of possible stakeholders Positive communication and raising of awareness of Woodland AP	n/a	n/a	Aug 25	July 26	TL	DHT	Dec 25 - Contact made with 29 potential stakeholders including secondary schools, local authorities, including inclusion teams, virtual schools and local authority alternative provision directory teams.  <b>Applications completed to be included in several different local authorities Alternative Provision Directories as an approved provider – QA &amp;H&amp;S visits completed/booked – once finalised BWC will be included and details shared wider with schools and other referring stakeholders.</b>	One initial referral in discussions, application for NYorks AP Directory, visits booked in for potential secondary schools in Jan 26.  Visits from secondary schools – one in particular has expressed interest for 2-3 places starting Sept 26.  Further visits booked and contact being made.
Establish strong working relationships within school to collaborate on internal AP including process for referring learners and use of Woodland.	TL	Established relationships and strong collaboration in place with processes for referrals and usage.	n/a	n/a	July 25	July 26	TL	DHT	Clear admissions policy and flow chart available for stakeholders as well as referral and pen profile forms. Clear and timely communication with stakeholders from initial contact through to referrals and beyond. BWC Co-ordinator has already existing established working relationships with some stakeholders and through professional experience and	Immediate enquires for referrals, visits and applications to apply for AP directory registration has been received across TeesValley and NYorkshire.

Build stakeholder engagement and partnerships										
Actions	Leaders	Success criteria	Resources	Cost	Timeline		Monitoring	Reporting To	Achieved / Comment	Impact
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									leadership will spearhead new positive working relationships as an ongoing part of their role and requirement for BWC.	
Establish opportunities and join a range of networks including local authority Alternative Provision Networks/Directories	TL	Connections with a range of networks and acknowledgment of provision on a number of different AP directories	n/a	n/a	Sept 25	July 26	TL	DHT	<p>Application in draft for NYorks AP directory. Awaiting details to be sent to apply for HPool AP directly. Dton directory online application to be completed.</p> <p>Communication and links with TeesValley Shout out Portal made along with TeesValley Combined Authority Careers and Enterprise.</p> <p><b>Applications completed to be included in several different local authorities Alternative Provision Directories as an approved provider – QA &amp;H&amp;S visits completed/booked – once finalised BWC will be included and details shared wider with schools and other referring stakeholders.</b></p> <p><b>BWC Co-ordinator attending Alternative Provision Conference 11.2.26</b></p>	<p>Once established on AP directories, details of BWC and provision will be accessible by a significant number of potential stakeholders across North Yorkshire and TeesValley.</p> <p>Networking and conference events will enable sharing of details along with good practice and increase number of partnerships and stakeholders.</p>

Build stakeholder engagement and partnerships										
Actions	Leaders	Success criteria	Resources	Cost	Timeline		Monitoring	Reporting To	Achieved / Comment	Impact
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Design and set up an Alternative Provision prospectus, Woodland Centre website and any other marketing materials/platforms	TL	Website developed and launched. Prospectus designed and produced. Soft launch on site planned and executed.		TBC	Sept 25	Dec 25	TL	SLT	<p>BWC Co-ordinator designed mock up for website pages, prospectus and agreed letterhead template. Working with BowHouse who is due on site at BWC 11.12.25 to move production forward.</p> <p>For marketing photography and external company Karen Turner has provided a quote. Internal staff member is being consider also for this which may provide more flexibility.</p> <p><b>Digital prospectus has been partially produced. Photography has been completed internally and shared for final version to be signed off and uploaded. Website pages are continuing to be developed.</b></p>	Once established all stakeholders will have direct access to information regarding BWC including prospectus of provision, policies and procedures, referral and admissions and moving forward evidence of achievements, activities, testimonials. This all strengthens reputation and new referral requests.

Produce a recruitment/financial business plan for external funding and review at regular points										
Actions	Leaders	Success criteria	Resources	Cost	Timeline		Monitoring	Reporting To	Achieved / Comment	Impact
					Start	End				
Agree and compile a recruitment business plan and model for external AP learners	TL	Business model created and shared with agreed reviewing points	n/a	n/a	Sept 25	July 26	TL	DHT	Still to produce – delays due to setting up of building and provision as well as staffing.  <b>Draft model in development with a view to have in place ready for the new academic.</b>	Once in place will show a clear rational as well as a timely updated document for recruitment of students.
Agree and compile a financial business plan and model for external AP learners	TL	Business model created and shared with agreed reviewing points	n/a	n/a	Sept 25	July 26	TL	DHT	Still to produce – delays due to setting up of building and provision as well as staffing.  <b>Draft plan in development with a view to have in place ready for the new academic.</b>	Once in place will show a clear rational as well as a timely updated document for external income generation.
Explore opportunities for additional funding to support Woodland provision including writing bids/tenders as well as responding to bespoke individual/group provision	TL	Register with relevant networks/services that share/offer opportunities Embed in procedure a timely response to bespoke provision to maximise income	n/a	n/a	Sept 25	July 26	TL	DHT	Now contact has been made with potential stakeholders' opportunities for bespoke individual and group provision will be discussed.  Opportunities for additional funding have been explored through funding applications to Alpkit for a recycled raised garden grow bed and potentially funding through Persimmon Holmes to purchase construction skills equipment.  <b>Bids submitted for funding to purchase and develop curriculums – awaiting outcomes</b>	Responses to new referrals will generate recruitment of students and income to BWC.  Funding through applications for equipment will support the achievement of the curriculum offer at BWC.

Work collaboratively with ALT on Teaching & Learning, QoL and SEND support										
Actions	Leaders	Success criteria	Resources	Cost	Timeline		Monitoring	Reporting To	Achieved / Comment	Impact
					Start	End				
Attend weekly ALT meetings	TL	Continuous up to date information sharing and sharing of good practice	n/a	n/a	July 25	July 26	TL	DHT	Weekly ALT meetings attending by BWC Co-ordinator.  In additional BWC Co-ordinator attends a fortnightly Woodlan Centre meeting with SLT to discuss wider matters such as maintenance, staffing, building work etc.	BWC Co-ordinator shares updates on BWC, students and activities as well as feeding into school matters, supporting colleagues and sharing good practice.  Fortnightly meetings keep communication up to date and allow for timely decisions to be made matters forward.
Share and collaborate with AHT Senco and Headteacher all information regarding non-breckenbrough learners including copies of EHCPs, OcHealth reports etc	TL	Comprehensive individual support plans for learners are produced and implemented	n/a	n/a	Sept 25	July 26	TL	DHT	Alternative Provision Policy and Admissions Policy in place which will ensure process are followed to share and collaborate with AHT Senco and Headteacher if and when referrals are received for non-breckenbrough students to attend BWC that have an EHCP and or other relevant support documents/reports.  This will be on-going.	Clear collaboration with relevant parties to ensure students placed at BWC are suitable for the site and provision and BWC can support and meet needs from the referral.  This will also impact retention, engagement and progression as well as reputation and future referrals.

Work collaboratively with ALT on Teaching & Learning, QoL and SEND support										
Actions	Leaders	Success criteria	Resources	Cost	Timeline		Monitoring	Reporting To	Achieved / Comment	Impact
					Start	End				
Share and collaborate with AHT T&L curriculum model and design including T&L strategies, assessment methods, staff training etc	TL	Well planned, and monitored curriculum with strong T&L across all areas	n/a	n/a	Sept 25	July 26	TL	DHT	AHT T&L part of the shortlisting and interview panel for BWC Teacher.  Once curriculum confirmed details will be shared and BWC Co-ordinator and Teacher will work collaboratively with AHT T&L moving forward on all matters.	Strong T&L quality assurance. Impactful CPD for teacher and support from colleagues across school as well as sharing good practice with school staff on AP strategies. Impact will also include retention, engagement, achievement, progress.
Collaborate with QoL Coordinator to establish where the framework and key working can/will be embedded at Woodlands Centre for students	TL	Comprehensive individual support plans for learners are produced and implemented	n/a	n/a	Sept 25	July 26	TL	DHT	ILP report templates in place. Knowledge of QoL framework and collaboration with QoL Co-ordinator will ensure plans, targets and links to, if relevant, EHCP targets are clear. This will be an ongoing collaboration.	High quality reports which will evidence impacts as well as highlight quality for stakeholders.

Monitor, review, evaluate and assess outcomes										
Actions	Leaders	Success criteria	Resources	Cost	Timeline		Monitoring	Reporting To	Achieved / Comment	Impact
					Start	End				
Agree a set of measurable quality targets for recruitment, retention, attendance, achievement and stakeholder feedback	TL	A clear set of measurable targets for each area			Sept 25	Dec 25	TL	DHT	Draft targets being considered	

Monitor, review, evaluate and assess outcomes										
Actions	Leaders	Success criteria	Resources	Cost	Timeline		Monitoring	Reporting To	Achieved / Comment	Impact
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Establish a monitoring and review model to track achievements against targets to enable improvement actions to be put in place where they are falling below expected	TL	Model in place and followed			Sept 25	July 26	TL	DHT	Tracking model being developed – will be in place once students have been established and curriculum and individual plans are agreed.	
In line with T&L strategy embed a model for monitoring of T&L through walkthroughs, work scrutiny and training and development	TL	Model in place and followed			Sept 25	July 26	TL	DHT	This will be in line with existing school T&L QA model and processes.	