



WILLOW DENE SCHOOL DEVELOPMENT PLAN 2025-26



To secure a future for our Year 14 leavers as life-long learners and valued and valuable citizens, including tailored post-school destinations guided by their strengths, interests and experience



This is our first cohort of Year 14 leavers and securing the right future destinations for them so that they can live a fulfilled adult life is a priority.



0% NEET with young people having had a smooth transition to the right placement for their individual needs, ensuring that post school destinations have the right information to ensure a successful future.

SUMMER 2026

What? (action)	Why? (is the change needed)	Success (what will it look / sound like?)	Evaluation (sources of impact feedback)
Transition learning centre (TLC) application. After expressing an interest we are competing to win the build to secure the TLC for 19-25 year olds.	The Royal Borough of Greenwich do not currently provide an education setting for young people with complex learning needs. We know our young people extremely well and know what success looks like alongside how to implement success for all learners.	Completing and securing the bid for the TLC would ensure our young people and other young people with complex needs have a suitable, ambitious provision to attend when they leave sixth form.	TLC application submission. Feedback from submission board.
Launch 19 logistics for September, since securing this pilot project we will ensure thorough planning of all aspects is in place alongside clear and consistent communication with parents.	We are delighted to have secured this pilot project, some of our current year 14 young people have secured placements on this project. Ensuring young people on this programme have an ambitious, fulfilling programme linked to developing their EHCP outcomes which is bespoke to their needs will ensure the start of this pilot is successful in September 2026.	Both short and long term action plans shared and agreed. Staff training, understanding and vision embedded, alongside the logistics of hosting and supporting the project.	Meeting discussions and feedback Young people and staffing proposal for 2026-2027.

Self-advocacy has been an on-going focus as we've learned through our young people, particularly, year 14's the importance and development of ensuring our peoples voices are heard in wider contexts is essential.	There is a gap locally for our most complex young people have the opportunity to have their voices, contribution and opinions heard within their community and further afield.	Our young people will link with the current self-advocacy group as well as a young entrepreneur. We will develop our own sixth form self-advocacy group with an initial focus on areas of interest within the borough.	Meeting minutes. Liaison with current self-advocacy setting.
Road map distribution – this has been a working document whereby parents are supported to ensure they have knowledge of the various opportunities for the children beyond education.	Our young people deserve the very best opportunities not only within their learning but to enable them to lead fulfilling whole lives including leisure opportunities.	A hard document alongside discussions and open events for our parents will encourage young people to attend and try different opportunities within their interests.	Attendance to leisure provisions and feedback from them. Liaison with trial sessions both in and out of school. Feedback from young people.
Preparing and supporting our year 13 parents in identifying post 19 destinations.	We have learned a huge amount during our first cohort of year 14's. The demand for post 19 destinations for our young people is incredibly oversubscribed and therefore visiting, preparing and liaising with potential provisions in advance of the year 13 cohorts annual reviews will support the year ahead.	We will have ideas for each of the young people's preference for post 19 destination whereby we would have contacted, visited and liaised to ensure parents are clear on the curriculum and provision offer for their CYP.	Updated destinations tracker. Annual review's booked in for September 2026, and content written in advance of the next school year.
Arrange and support transition visits for our year 14 learners alongside thorough, personalised documentation.	Our young people are about to embrace one of the biggest changes of their lives. The smooth transition to their new setting is essential to support their success in September. We will continue to maintain a working relationship with the post 19 provisions.	Young people would have visited their upcoming post 19 destination on more than one occasion with staff who know them well. Thorough and bespoke documentation to support this transition alongside preparation for the Autumn term to visit and review young people's settling in period.	Transition documentation. Review of transition visits and open conversations with parents as well as on-going communication between us and post 19 providers.
Arrange and celebrate our year 14 leavers with a ceremony, residential trip and event.	Our young people deserve to celebrate all they have achieved in their years at Willow Dene, alongside having the opportunity	A successful residential trip and celebration event.	Young people, staff and parent feedback. Engagement within the events.

	to embrace age appropriate celebrations to mark the transition in their lives.	A different approach on the leavers celebration to create a template for future years.	
Arrange and ensure year 11 CYP access sixth form on a regular basis to support their transition ready for September.	We are fortunate that our current year 11 cohort are remaining with us in year 14, the upcoming change in their class groups, learning structure and adult support requires a careful and considered transition to support them ready for September.	Liaison with year 11 teachers and plans for transition opportunities which are consistent and allow the year 11's to access on and off site learning will help us to prepare both class groups and business groups for 2026-2027.	Feedback from young people, staff and parents. Transition meetings between lead staff.

What? (action)	Why? (is the change needed)	Success (what will it look / sound like?)	Evaluation (sources of impact feedback)
Self-advocacy group through the proposed EOTAS offer.	We want our young people to be at the forefront of their bespoke offer and ensure that their needs, interests and opportunities are met through the package.	Discussions with RBG colleagues and current borough led advocacy group, plan and pilot programme will inform us of what's needed and what we can implement in preparation for adulthood.	Meeting minutes. Review of submitted case studies.
Self-advocacy group for sixth form.	Through our research, attendance and discussion there are few to no options of self-advocacy for our young people who are non-verbal.	Links with current self-advocacy group run by RBG alongside a Willow Dene initiative to ensure our young people are heard.	Meeting minutes. Pilot scheme.
Develop RBG colleagues understanding of the needs and complexities of our young people to support their transition to post 19 provisions.	Some RBG colleagues have visited Willow Dene for the first time after years of working alongside us. We feel developing their knowledge of our young people will help to inform consultation discussions and further discussions with parents.	In future discussions our RBG colleagues will have a greater understanding of our young people's needs, presentation and understanding of how we ensure our curriculum is suitable, fulfilling and ambitious.	Discussions following visit from RBG colleagues through EOTAS meetings, panel and consultation process.
Completion and review of work experience for Year 14 young people with local providers and external companies.	Our young people have experienced internal work through our business ventures, however, to extend their skills, resilience and communication we will be completing external work placements.	We will be able to explore external opportunities on a consistent basis and link to our curriculum. Feedback from providers and evaluation of their service will support plans moving forward.	Portfolio evidence for each young person. Feedback from providers/Ductu.
Continue to develop the road map document to share with parents to outline leisure opportunities.	Parents are not aware of the provisions and opportunities available for their young people since turning 18.	Extensive live document with information and links included and shared with parents via a coffee morning.	Feedback of document.
Further explore the supported internship offer particularly; Shooters Hill College 1 year programme	The current supported internship programme would not meet the needs of our learners, and we	Established links with Shooters Hill.	Meeting minutes & visits.

preparation for employment, including comparison to Mencap offer.	would like to discuss and initiate a bespoke offer for our young people including Willow Dene becoming an employer.	Develop our knowledge, understanding and processes surrounding offering internships.	
Throughout the whole of sixth form develop the independence focus through curriculum and responsive adult.	Independence is at the heart of our curriculum and as our cohort grows and varies it is imperative that we maximise every opportunity for independence and engagement to help sustain interest for our young people.	Consistent expected standards being met across sixth form and informal drop in feedback is shared amongst sixth form leaders and wider leaders to agree on focus points.	Drop in feedback forms. Leads meeting minutes. PDM meetings with whole team.
Explore potential involvement of the proposed TLC/Bexley Road project.	There are currently no provisions within Greenwich borough which could meet the needs of our most complex young people, the demand is high and location is imperative.	A huge opportunity for Willow Dene to continue to shape and support the lives of our young people, from those who know them best adulthood outcomes can be taught and secured.	Meeting/webinar minutes.

AUTUMN 2025

What? (action)	Why? (is the change needed)	Success (what will it look / sound like?)	Evaluation (sources of impact feedback)
Amend annual review documentation to ensure preparation for adulthood and destination pathway is the focus.	To ensure that information is distilled so that key information is clearly communicated.	RBG team have a greater understanding of how lifelong learning applies to our young people.	Format has been amended and all year 14 annual reviews are complete.
Ensure annual reviews are completed in Autumn 1 with connections made with local authority colleagues who can keep us informed for each individual.	To ensure timely transfer of information to RBG team who understand and can help.	RBG team have information about young people as early as possible and understand how they can help.	All annual reviews have been completed and shared with RBG; this was an extensive piece of work as every young person required a re-write of their EHCP which was also completed.
Work with the University of Oxford to develop character strengths as a way of quantifying progress and future potential.	Currently only academic progress is valued by external agencies.	Young people's unique and varied character strengths are presented as areas of benefit and valued as areas where progress can be made.	Initial meetings have been completed and there is a plan and timescale in place for the Spring term.
Liaise with Compass HR, legal team and DWP about becoming an employer for school leavers.	There is no clear pathway to employment for young people without capacity for independence. The school has capacity and could benefit from our young people's skill set.	An additional pathway to employment is created through the school's resource.	This is on-going.
Liaise with supported internship team to adapt some of the current pathways to make them more accessible and to consider providing our own. Including contact with the NAS for ideas about external support.	Current pathways are not inclusive and pitched at young people with a greater degree of independence.	Supported internships are more inclusive and appropriate to our young people.	A maximum of two young people will be completing a supported internship and discussions are on-going.
Produce a road map for parents which links to individual future map identifying YP's pathway to work, education and leisure.	Because parents will need to live without the structure that school provides for their young person and we want this to be successful.	Parents will have a comprehensive road map of how their young person will navigate life beyond Willow Dene in all aspects of their life.	Road map document is a working document.

Ensure every Y14 has an external work experience placement in the school year.	To broaden their experience and visibility in wider society and for them to generalise some of the skills that they have learned.	Young people are well matched to their work experience placements and there is positive feedback from employers/providers.	Established link with providers and companies including Dutcu to implement in the Spring term.
Meet with SEN transport to discuss independent travel training, opportunities for supported internship and observations to support travel beyond school.	To set foundations for collaborative working between SEN transport and the sixth form team.	SEN transport has a greater understanding of our young people, collaborative working is of a high standard and all elements of transport for individual young people have been considered.	Completed and independent travel training references have been completed.
Develop a Y14 self-advocacy group and series of parent workshop building collective confidence about life beyond school.	Young people's voices are heard within the school community but less so within their own lives and futures. Parents are very anxious about life beyond Willow Dene.	Young people are advocating for themselves about their own futures. Parents feel listened to and able to talk about their worries and fears.	This action will continue through the EOTAS package in the Spring term.
Benchmark against other like special schools so that parameters for measuring destination data have context.	So that we have a comparative for destinations data with a similar school, therefore, giving context to our data.	Discussion with other special schools ensures that destination data has a narrative including common areas.	Meeting minutes with meetings with Mary Rose and information requested from RBG to confirm clarification of NEET requirements.
Liaise with RBG to ensure the team around the young person have knowledge of changes to their EHCP's and to ensure parents are well equipped to maintain support when their young person leaves Willow Dene.	There is a lack of clarity on the continuation of an individual's EHCP depending on their destination at post 19 and parents feel anxious about the process surrounding this.	Clarity and documentation to share with parents and support to discuss this through coffee mornings/virtual events.	RBG have visited and another visit is planned for the Spring term. Open discussions, follow up meetings from annual reviews have been taking place to broaden RBG understanding of our young people.