



**RIVERSIDE/WOODSIDE**  
**INCLUSION & PARTNERSHIP PROJECTS**

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*Updated November, 2017*

### 1. Student learning - annual standing arrangements (groups)

Project	Actions / Activities	Success Criteria	Timescale	Lead Staff	Resources	Impact
<b>1 (a) Presentations about Riverside and tours of the schools for Woodside students.</b>	Riverside's headteacher offers regular guided tours of the school for Woodside students across all year groups, which include visits into every class setting and meeting all Riverside students. <i>(These are usually during students' tutorial sessions to avoid them missing curriculum delivery time).</i>	Significantly enhanced understanding of Riverside students' profiles and needs for Woodside students.	On request. <i>Standing arrangement.</i>	Riverside headteacher, Woodside SENCO.	Headteacher time, Woodside students' lesson time.	Feedback from Woodside staff is uniformly positive on an ongoing basis, (as evidenced in subsequent student letters written to the headteacher).
<b>1 (b) Woodside year 10 B-Tech Social Care Module Studies.</b>	Riverside headteacher to deliver targeted seminars and study tours of the school for two groups, followed by Q&A session with headteacher, and return visits in the spring term to address themes developed in the teaching sessions.	Woodside students' enhanced understanding of health and care needs of young people with disabilities.	Most recent: 7 October, 2016. <i>Annual arrangement.</i>	Riverside headteacher. Woodside B-Tech teachers.	Headteacher time, Woodside students' lesson time.	Very successful in 2016/17. Woodside students concerned themselves have academic difficulties and showed great empathy. <i>(One student commented that wanted to develop a career in special education).</i>

<p><b>1 (c) Annual invitation to Woodside’s community to attend Riverside’s Christmas Fayre.</b></p>	<p>Woodside student and staff visitors tour the school, listening to carol-singing and visiting mini-drama productions and enterprise stalls.</p>	<p>Woodside celebration of Riverside students’ achievements.</p>	<p>Most recent: 19 December 2016. <i>Annual arrangement.</i></p>	<p>Riverside/ Woodside SMT.</p>	<p>SMT time.</p>	<p>Visitors from Woodside report valued experiences over time, engaging fully with Riverside’s community, (which included parents on the day).</p>
<p><b>1 (d) Annual invitation to all Riverside’s community to Woodside’s Enterprise Stalls Day.</b> (Riverside’s school band traditionally performs at this event).</p>	<p>Riverside classes tour the Woodside students’ stalls in the Sports Hall. (They also listen to the Riverside school band).</p>	<p>Riverside celebration of Woodside students’ achievements.</p>	<p>Most recent: Summer term, 2017. <i>Annual arrangement.</i></p>	<p>Woodside/ Riverside SMT</p>	<p>SMT time.</p>	<p>Riverside students and staff report positive experiences annually. They particularly enjoy the opportunity to purchase products made by Woodside students.</p>
<p><b>1 (e) Annual invitation to all Riverside’s community to Woodside’s summer term drama production final dress rehearsal.</b></p>	<p>All Riverside’s students and staff create an enthusiastic audience of 180 to watch the final dress rehearsal for the afternoon.</p>	<p>Riverside celebration of Woodside students’ achievements.</p>	<p>Most recent: Summer term, 2017. <i>Annual arrangement.</i></p>	<p>Riverside/ Woodside SMT.</p>	<p>SMT time.</p>	<p>Always an exciting affair. It is interesting that only two or three of Riverside’s student community annually cannot quite cope with the full performance, and this of course is a credit to Woodside’s performers.</p>
<p><b>1 (f) Riverside Sports Day (At the New River Stadium)</b></p>	<p>Woodside students are invited to Riverside’s Sports Day to act as helpers.</p>	<p>Raised levels of engagement between students from the two schools, and Woodside’s enhanced understanding of the needs of Riverside’s students.</p>	<p>Most recent: 20 June, 2017. <i>Annual arrangement.</i></p>	<p>Riverside PE Lead. Woodside SMT.</p>	<p>Staff time and planning.</p>	<p>Every year Woodside students report very positive views of their experience acting as helpers on Sports Day.</p>

<b>1. (g) PE links</b>	The schools have developed close links between their PE departments. For example year Woodside's year 10 GCSE PE students attending Riverside's 'New-Age Kurling' event to learn more about the sport and support the students.	Raised levels of engagement between students from the two schools, and Woodside's enhanced understanding of the needs of Riverside's students.	2-3 such sporting events are set up throughout the year.	Riverside and Woodside PE links.	Staff time and planning.	Positive responses from Woodside students. <i>(Following last term's New Age Kurling event the Woodside students wished to explore the idea of them leading the next session in the autumn term).</i>
<b>1 (h) Class links between the two schools.</b>	On teachers' own initiatives from both schools, modules of joint teaching can be set up in either school in any subject area in principle. <i>(To date at least two modular science projects have been set up in this way when a Riverside KS4 class joined a Woodside year 8 Science group).</i>	Ambitious inclusive practice leading to greater skills and understanding both between the staff groups concerned and the students.	As agreed termly.	Riverside classteachers and Woodside subject leads.	Staff time and planning.	Reports filed with positive feedback from all parties.
<b>1 (i) School Council links.</b>	Riverside's Team 1 School Council <i>(ie for the higher-functioning student cohort)</i> , plans to invite Woodside School Council reps to join the next Special Schools' School Councils Consortium, which will be at Riverside.	Woodside students engage effectively with Special Schools' School Councils Consortium work to maximise inclusion.	Planned for spring term, 2018.	Riverside Team 1 Leader/ Woodside School Council staff lead.	Teacher planning time.	<i>(To be set up in autumn term, 2017).</i>

<p><b>1 (j) Mutual student group visits to assemblies in each other's schools.</b></p>	<p>Each school can offer mutual visits to each other's assemblies, to broaden students' horizons and promote good inclusive practice.</p>	<p>Riverside students visit Woodside year group assemblies; Woodside students visit Riverside's Wednesday First Assemblies.</p>	<p><i>Permanent Offer.</i></p>	<p>Riverside and Woodside SMT.</p>	<p>Staff time and planning.</p>	<p>We have various examples of this, and responses have always been positive, sometimes with written feedback from students in both schools.</p>
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## 2. Student learning - annual standing arrangements (individuals)

Project	Actions / Activities	Success Criteria	Timescale	Lead Staff	Resources	Impact
<b>2 (a) Integrated KS4 maths lessons for Riverside students at Woodside.</b>	3x Riverside year 10 students attending twice-weekly maths lessons in Woodside year 10 lessons, <i>(backed up by tutor consolidation lessons at Riverside).</i>	GCSE exam passes in maths for 4x students.	2016/17	Riverside maths lead/ Woodside maths HoD.	Riverside SNA, (and tutor support).	Very successful. 4x GCSEs passed.
<b>2 (b) Assessment places at Riverside for Woodside students.</b>	Riverside can offer assessments of students at Woodside in any year group who are struggling with their learning with a view to advising Woodside on learning strategies and/or testing the suitability of a transfer of placement to Riverside via the SEN panel.	Six students have spent time at Riverside on assessment places in the last three years, of which four have transferred to Riverside's roll.	Most recent: Summer term, 2017.	Riverside SMT and Woodside SENCO.	Assessment and planning time.	A year 10 girl who struggled at Woodside came to Riverside for taster lessons during the summer, 2017. She was admitted to Riverside full-time in September, 2017, to complete her year 11. She has low self-esteem, but in her first term she was elected Head Girl.
<b>2 (c) Assessment places at Woodside for Riverside students.</b>	Woodside can offer assessments of students at Riverside who are judged to be succeeding in their learning to the extent that a mainstream placement might be more suitable.	To date one student, <i>(newly-arrived in the UK with little English)</i> , has transferred full-time from Riverside to Woodside.	Permanent Offer.	Riverside SMT and Woodside SENCO.	Assessment and planning time.	To be completed as applicable.

<p><b>2 (d) Riverside students' work experience at Woodside.</b></p>	<p>Annually Woodside offer one or two work experience places in their canteen. Riverside students attend every Thursday through their year 11.</p>	<p>Riverside students achieve a school year of weekly work experience, building up a bank of transferable skills which include personal organisation, social skills, communication skills and knowledge of food hygiene.</p>	<p>Most recent: 2016/17</p>	<p>Martyn Johnson, Granville Barrand + Riverside Team 1 Leader &amp; Woodside Head Cook.</p>	<p>Supervision and monitoring, both schools.</p>	<p>The Riverside student who chose this placement had a very successful year. His learning was closely monitored and his progress reported through the school's progress data recording systems.</p>
<p><b>2 (e) Woodside students' work experience at Riverside.</b></p>	<p>Occasionally Woodside students who are struggling at Riverside and are at risk of failure, undertake long- or short-term placements as assiatnats in Team 3 complex-needs classes at Riverside.</p>	<p>Riverside students develop skills of empathy, personal organisation, responsibility for others.</p>	<p>Most recent: 2015/16</p>	<p>Pauline McCausland, Woodside SENCO</p>	<p>Supervision and monitoring, both schools.</p>	<p>The last Woodside student to undertake such a placement, transferred to Riverside full-time, having developed greater maturity and higher self-esteem.</p>
<p><b>2 (f) Riverside lunchtime engagement with Woodside students.</b></p>	<p>For Riverside students who choose to, there is the opportunity to join Woodside students for lunchtime social play in the Quadrangle. For the few to whom this applies, they carry a Riverside permission card.</p>	<p>A small cohort of Riverside students regularly take up this opportunity.</p>	<p>Permanent offer.</p>	<p>Riverside Team Leaders.</p>	<p>Permission cards.</p>	<p>To be completed as applicable, (none made this choice in 2016/17).</p>

### 3. Student partnership projects – time-focussed (groups)

Project	Actions / Activities	Success Criteria	Timescale	Lead Staff	Resources	Impact
<p><b>3 (a) Oxfam GB ‘Schools for Future Youth’ project.</b>            This project develops methods and support for improved youth participation in European school education. Woodside and Riverside are ‘Trail Schools’ for Years 2 and 3 of the project. <i>(The project has just entered Year 3).</i></p>	<p>Woodside and Riverside KS3 students have been working together under the Oxfam lead. The Project Lead and teachers concerned identified curriculum areas and classes where they have been using ‘Youth Participation through Global Citizenship (YPGC)’ materials. They attended attended a Multiplier Event in UK to share experience along with other trial schools.</p>	<p>Teachers and Oxfam Project Leads deliver Year 3 YPGC in key curriculum areas curriculum area, continuing to share learning with colleagues and reporting on Riverside and Woodside students’ baseline and enhanced knowledge of European education.</p>	2016/17	Riverside and Woodside SMT + Niccci Hawkins and John McLaverty from Oxfam.	Staff time and planning.	<p>Last term all students involved from both schools reported high levels of enthusiasm for the project and their work in it so far. <i>(One Riverside student with autism prepared a presentation and delivered it to an attentive Woodside student audience. It was reported that this student has always found communication difficult, and prior to this event had only ever spoken to individual people in a whisper).</i></p>



<p><b>3 (b) Black History Month.</b></p>	<p>Ten Team 1 years 7/8 Riverside students to join Woodside year 7s for a commissioned performance at Woodside celebrating black history and tackling racism.</p>	<p>Riverside students enjoy performance, and can indicate what they have learned.</p>	<p>7 November 2016. <i>Annual arrangement.</i></p>	<p>Ben Annett/ Team 1 Leader.</p>	<p>Negotiation time + release of SNA to accompany</p>	<p>Students concentrated well on the performance and commented very enthusiastically and knowledgeably about what they learned.</p>
<p><b>3 (c) Anti-Bullying Week 14-18 November, 2016.</b> <i>(Organised nationally by The Anti-Bullying Alliance – the theme this year is ‘Power for Good’, encouraging children and young people to take individual and collective action to stop bullying.</i></p>	<p>Plans are being completed for a number of joint activities between the schools involving students from both schools addressing the issues, through role-play, presentations and posters etc.</p>	<p>Awareness is raised across both schools, and students can show that they have developed some strategies for reporting/challenging bullying.</p>	<p>Shared focus Day for Woodside and Riverside - 18 November, 2016.</p>	<p>Woodside headteacher/ Riverside Deputy.</p>	<p>Meeting and planning time.</p>	<p>The ‘Power for Good’ project brought together students from both schools, raising awareness about anti-bullying, leading to repeat visits to Riverside from Woodside students wishing to find out more about how SEND students are kept safe.</p>
<p><b>3 (d) ‘Team Spirit’ after-school and holiday clubs at Riverside.</b></p>	<p>Woodside year 10 students are invited to attend Riverside’s after-school and holiday clubs to act as helpers and supervisors and develop complex needs supervision and buddying skills.</p>	<p>Year 10 students have taken up this offer and very successfully carried out this role, learning care skills with complex students.</p>	<p><i>(Annually, but it was not possible to set this up in 2015/16, so we will be offering this again in 2016/17).</i></p>	<p>Riverside SMT and Team Spirit Manager/ Woodside Head of Year 10.</p>	<p>Planning and induction time.</p>	<p>This has been a very successful project in previous years with Woodside students proud of their support work, and reporting back to their teachers.</p>

#### **4. Governance and Leadership Links**

Project	Actions / Activities	Success Criteria	Timescale	Lead Staff	Resources	Impact
<b>4 (a) Ensure that Riverside has representation on Woodside's governing board to share strategic goals.</b>	Martin Doyle is an Associate Governor on the Woodside Governing Board and attends all board meetings.	Woodside are provided with up-to-date information regarding any aspect of Riverside's work which may impact on Woodside.	Not time-limited.	Chair of Governors. Co-Heads.	Clerk notification and distribution of Woodside GB minutes.	Ongoing efficiencies in good communication from Riverside to Woodside at a strategic level.
<b>4 (b) Ensure that Woodside has representation on Riverside's governing board to share strategic goals.</b>	Philip Graham is a co-opted governor on both Woodside and Riverside governing boards, and attends all board meetings at both schools, and committee meetings at Woodside.	Consistent sharing of relevant, mutual governance issues.	Until end of term of office.	Chairs of Governors. Heads.	Clerk notification and distribution of Riverside and Woodside GB minutes respectively.	Ongoing efficiencies in good communication between the schools at a strategic level.
<b>4 (c) Headteacher links to oversee shared projects, initiatives and concerns.</b>	Martin Doyle from Riverside, and Gerry Robinson and Elma McElligott from Woodside.	Regular meetings around enhancing inclusive good practice, and any shared site concerns. eg Recent negotiations regarding 1. Riverside students taking GCSEs at Woodside 2. Shared campaign to improve road safety at Perth Rd following an accident with a Riverside student)	Ongoing.	Riverside Headteacher. Woodside Co-heads.	Meeting time.	Continuing gains in shared good practice, and in safety and security.

#### 4. Continuing professional development

Project	Actions / Activities	Success Criteria	Timescale	Lead Staff	Resources	Impact
<b>5 (a) Riverside offers short- or longer-term CPD for Woodside TAs to develop their support skills in p-level and lower NC level teaching and learning.</b>	TAs receive an initial induction, followed by a class placement (s). They keep a CPD diary and sign off their training at the end of the placement.	Woodside TAs to develop their support skills in p-level and lower NC level teaching and learning.	Permanent offer.	Riverside SMT and Woodside SENCO.	Woodside TA cover.	<i>For review in the spring term, 2017.</i>
<b>5 (b) Riverside provides year-round weekly certificated Level 1 training in Makaton, and a place or places are reserved for Woodside staff.</b>	Woodside staff can access the Makaton course, enabling them to develop their skills and gain an accredited qualification.	Woodside students and staff report that they can communicate much more effectively with Riverside's, and also raise the profile of and understanding of the needs of people with disabilities.	Annual.	Riverside Makaton trainer.	Cost of course per staff member.	<i>One Woodside mentor attended the full 6-week course and uses her Makaton with students whenever she visits Riverside.</i>
<b>5 (c) Woodside offers National College sponsored middle-management and other courses to Riverside teachers to enhance management skills.</b>	Teachers complete accredited course-work and bespoke projects related to their Riverside roles in the school.	Riverside teachers successfully complete the 'Middle Leadership Development Programme'.	Annual.	Woodside SMT.	Support for Riverside teachers.	<i>No courses in 2016/17, but opportunities are kept under review.</i>

<p><b>5 (d) Riverside offers support to Woodside regarding advice, guidance, observations and teaching of students with a diagnosis of autism.</b></p>	<p>Riverside's Autism Lead provides on-call support for Woodside in the field of autism.</p>	<p>Woodside have an assurance that quick and effective support can be given regarding their students with autism.</p>	<p>Ongoing.</p>	<p>Riverside Autism Lead/ Woodside SMT &amp; SENCO.</p>	<p>Autism Lead time.</p>	<p>During 2016/17 Riverside's Autism Lead carried out a number of observations and assessments of Woodside ASD students with advice and guidance to Woodside staff. He also gave a lecture on autism at Woodside (25 May – day 4 of National Autism Awareness Week). A large group of Woodside teachers attended, including the Co-Headteachers.</p>
<p><b>5 (e) Riverside invites Woodside staff to speaker events and presentations, (often talks about autism).</b></p>						

### 5. Campus shared spaces/facilities/services

Project	Actions / Activities	Success Criteria	Timescale	Lead Staff	Resources	Impact
<b>6 (a) Ash Block</b>	Riverside KS4 students eat lunch in 2 sittings in Woodside's Ash Dining Room with half an hour allocated before and after the sessions for preparation and clearing up.	Smooth running of mealtimes.	Permanent.	Riverside Deputy/ Woodside Business Manager.	Meals, meal trolleys.	This arrangement has always worked well and continues to do so.
<b>6 (b) Catering contract</b>	Riverside purchases meals from Woodside. Meals are wheeled over to both Riverside Annex and Ash Block.	Consistent satisfaction with quality of meals.	Ongoing.	Riverside Deputy/ Woodside Business Manager.	Meetings and observations of sittings.	In the autumn term this contract underwent a major review due to a new contractor being in place. By February 2017 Riverside staff report raise levels of satisfaction with the service across the piece.
<b>6 (c) Sports Hall</b>	Riverside students use Woodside's Sports Hall for football at lunchtime twice a week.	Students enjoy regular use of this bigger space for football.	Ongoing.	Riverside lunch staff/ Woodside Head of PE.	Riverside staff.	Riverside staff report that their use of the Sports Hall greatly enhances students' capacity to develop skills in a larger setting.

<b>6 (d) Shared staffroom</b>	Both schools share a main staffroom in the Woodside building, accessed by Riverside staff via the 'bridge' at the front of the school. Riverside Staff Briefings are held at 8:45-9:00 am in the staffroom Tuesdays and Thursdays. Woodside's are 8:30- 8:50 am in the staffroom.	Staff from both schools value the shared use of the staffrooms, either for networking or for a quiet space. Staff Briefings in both schools are an efficient mechanism for the delivery of news items and team-building/staff morale.	Permanent.	Riverside headteacher/ Woodside co-headteachers	Staff from both schools.	This arrangement has always worked well and continues to do so.
<b>6 (e ) Design &amp; Technology</b>	Woodside offer technical product enhancement of Riverside students' work through utilising specialist machine tools not available at Riverside, (eg vacuum former).	The quality of Riverside students' D&T products are enhanced.	Ongoing.	Riverside D&T teachers/ Woodside Technician.	Woodside machine tools /technician time.	The quality of Riverside students' D&T products has been significantly enhanced this year, particularly through the use of plastics on the vacuum former.
<b>6 (f) Perimeter security</b>	Riverside and Woodside work in partnership regarding security at the front of the school.	Security is robust.	Permanent.	Riverside Head/ Woodside Co-Heads	Communication time.	New arrangements are in place, with Riverside parents due to arrive and leave daily through the new Riverside entrance, (still awaiting final works). This means that there will no longer be a need for Woodside senior staff to challenge Riverside parents' ID.

<b>6 (g) Energy costs</b>	Proportionately shared costs of water, electricity and gas across the campus according to each schools' floor square metre-age.	Efficiency of commissioning of services leads to increased value for money.	Permanent.	Riverside Headteacher /Woodside Business Manager	Meeting time.	Regular meetings are held between the schools to monitor value for money. In April 2017 both schools agreed to the installation of solar panels across the campus which will bring down future costs.
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