

Aspris



Aspris Woodview  
School

# Raising the potential of young people

Our prospectus







# Hello and welcome

My name is Nicola Craig and I am proud to be the Headteacher of Aspris Woodview School in Orpington.

Aspris Woodview School has been described by its community of parents, children and staff as a place that 'changes lives' - and it truly does. All of the young people at Aspris Woodview School have faced adversity in their previous settings and show huge resilience every day. There is not a day that goes by where something inspiring does not happen.

I have been a Headteacher for 14 years and was fortunate enough to have been able to open Aspris Woodview School having joined Aspris in September 23 with the task to do just that. In the last two years it has gone from strength to strength, receiving many positive reports including the latest Ofsted inspection.

I am passionate about supporting young people to thrive and develop their potential whatever that might look like, and provide them with the opportunities to achieve their dreams.

**Nicola Craig**  
Headteacher



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# Our values

Our values guide our actions, shape our school community, and inspire our pupils to grow into thoughtful, confident, and compassionate individuals. We believe that education is more than academic achievement – it's about nurturing character, encouraging curiosity, and fostering a sense of belonging.

Our core values – aspirational, resilient, courageous, dedicated, fun & uplifting – are woven into daily life at Aspris Woodview School. Whether in the classroom, on the playground, or out in the wider world, these principles help our pupils make positive choices, build strong relationships, and face challenges with courage and integrity.

Together, we create a safe and inclusive environment where every child is valued, every voice is heard, and every success is celebrated.

Read more about our values below:



## Aspirational

**We see potential where others may not.** We are experts at nurturing confidence, boosting ambition, and helping every young person and every colleague raise their potential.



## Courageous

**We always try to do the right thing, which may not be the easiest path.** Together, we face every challenge with courage and support young people to do the same.



## Dedicated

**We make a difference.** Every day is an opportunity to inspire young people and our colleagues to dream bigger, grow stronger, and unlock their true potential.



## Resilient

**The journey can sometimes be hard, but with each challenge comes opportunity.** Our resilience helps young people, and our colleagues build the confidence they need to thrive.



## Fun & uplifting

**We value being fun to uplift and inspire confidence.** Through having fun together, we build young people and our colleague's confidence and see them shine above all expectation.



# School overview

Located in the London Borough of Bromley on the Kent border, Aspris Woodview School is rated ‘Good’ overall by Ofsted, with ‘Outstanding’ features in ‘Behaviour and attitudes’. We provide specialist education services to support young people aged 7 to 19 years with a primary diagnosis of autism.

## Personalised education



Our extensively experienced staff team works with passion and dedication to empower young people to become successful learners, responsible citizens, and confident individuals.

We continuously review our skilfully tailored education and therapeutic support to ensure we meet each individual’s developing needs and guide pupils to develop the educational, social, and life skills for a happy and fulfilling future.

We place a strong emphasis on social and emotional learning, which, together with holistic therapy integrated into daily teaching, helps pupils grow as people and build confidence and resilience.

We follow the national curriculum and provide GCSEs and A-levels, along with other specialized AQA qualifications. These are designed to effectively prepare our young people for adulthood and support positive transitions into employment, apprenticeships, or further education.



# Our mission

Our mission is to ‘prepare our learners for life, overcoming barriers, so that they can confidently live the life they choose’. This is achieved by implementation of bespoke packages for pupils using tailored approaches from a range of interventions specifically designed for supporting and teaching people with autism.

## At Aspris Woodview School we...

- Have high ambitions for all pupils to fulfil their potential
- Demonstrate a clear ethos of respecting each young person
- Build on pupils’ strengths and capitalise on their interests
- Draw on our extensive knowledge and experience to be pioneering and innovative
- Are regarded as a key regional resource
- Provide a curriculum that enables pupils to overcome barriers to learning and develop social skills
- Offer each pupil a personalised learning programme
- Enable our pupils to become independent adults, integrated into their local community
- Ensure all planning is outcome-focused, person-centred, and co-produced with the pupil and their parent/carer
- Provide pupils with a safe and supportive learning environment
- Provide training and education for internal and external stakeholders
- Establish experiential teaching, training, and learning opportunities

“Pupils are provided with opportunities and experiences that prepare them for adulthood. They take care of Darwin the school’s tortoise which helps to enhance their sense of responsibility.”

Ofsted



# Curriculum summary

Our curriculum is highly ambitious, specialist and designed to ensure that every pupil's needs are fully met. We deliver the national curriculum in a way that is accessible to our young people with autism. Interventions are interleaved into lessons so that pupils don't need to be removed during teaching time.

## Ambitious and varied

Our specialist curriculum has been designed and is sequenced to ensure all pupils have access to a knowledge and skills-based curriculum, one which meets their individual needs and goes beyond, yet includes, the national curriculum.

Rated 'Good' overall with 'Outstanding' features in 'Behaviour and attitudes'. Teachers take into consideration the starting points of pupils and their expected future destinations, including (where appropriate) future employment. Learners are placed on a curriculum pathway, each curriculum pathway links to thoughtfully developed schemes of work, so that learners have access to lessons which provide progressive learning opportunities enabling them to acquire new skills and knowledge, whilst consolidating and embedding prior learning.

Within our curriculum we have clearly defined goals; to learn skills for life and to build within our pupils sufficient Cultural Capital to allow them to function with age/stage/ability appropriate independence within society and to build firm foundations for their future lives.



## Pupils at Aspris Woodview School will...

- Have access to a broad curriculum specifically tailored to meet individual needs
- Receive teaching using the 'I Do, We Do, You Do' model, which ensures pupils are supported to gradually gain confidence and take responsibility for learning new skills
- Believe in the importance of what they can achieve, rather than focusing on what they can't
- Recognise and develop their personal strengths, interests, and skills
- Gain empowerment to make informed life choices through a structured approach to person-centred planning
- Develop self-awareness and the ability to self-regulate personal barriers to learning
- Build and maintain positive relationships

# Teaching approach

Our vision is to prepare our learners for life and support them to overcome barriers so that they can confidently live the life they choose.

## Working with pupils to achieve their aspirations

All of our teaching staff receive specialist training to support young people with autism. We help prepare young people to make a successful transition into adulthood with the resilience and the necessary skills to live as independently as possible and participate in their local community.

We seek to increase achievement and independence to give our pupils the best possible opportunities to gain employment or access further education and enable them to go on to live the life they choose.

To support this, forest school and preparation for adulthood lessons are taught every week, as well as AQA certificates in a wide range of areas.



“Pupils say they are happy, they have made friends, they feel safe and well supported. One parent commented, typical of many, ‘Woodview has changed my son’s life.’”

Ofsted



## What we offer

- A broadly mainstream curriculum with highly individualised learning programmes in small classrooms
- Occupational therapy, speech and language therapy and dyslexia specialist support are delivered on a universal basis, within the classroom
- The development of functional skills and national accredited qualifications are available
- The facilities are modern and well equipped, including an occupational therapy suite, sensory rooms, and all classrooms are facilitated with separate breakout rooms
- In secondary, specialist teachers move classrooms so that pupils stay in their form room for lessons
- A large playground and extensive private woodlands for outdoor education
- A dedicated and experienced in-house therapy team
- Preparation for further/higher education and employment opportunities
- A wide range of planned activities in the local community
- Support strategies for selfmanagement of anxieties and independence
- Regular communication with parents, carers and local authorities

# Places and spaces

Classes are much smaller than mainstream schools and have no more than eight pupils, a teacher and learning support assistant. This means that our young people have substantial time with staff members, who are able to provide the more intensive support that helps them quickly achieve and progress.

## Spaces designed by our teachers

Our classroom environments have been designed by our teaching team with specialist input from our multidisciplinary team to meet our pupils' special needs.

At Aspris Woodview School, we nurture our pupils, not just academically, but physically and emotionally.

**To further support our young people with SEN, we offer:**

- A calm, low arousal environment
- Short burst learning which includes regular movement and brain breaks
- Consistency amongst teaching spaces across primary and secondary
- Individual working spaces which pupils can personalise
- A uniform that is designed to be comfortable and considers sensory needs
- Counselling, ELSA, Forest School therapy and Drawing and Talking





## Therapy offering

At Woodview School, we believe every child deserves the right support to thrive – because physical and emotional wellbeing is just as important as academic achievement. That’s why we provide a comprehensive range of in-house therapies, including Occupational Therapy, Speech and Language Therapy, counselling, ELSA support, Forest School Therapy, and Drawing and Talking therapy.

Our commitment is to help every young person reach their full potential. These programmes not only enhance learning but also build confidence, social skills, and overall wellbeing.

Having therapy on-site means your child has immediate access to skilled professionals who understand their unique needs and the school environment. This close collaboration between therapists, teachers, and parents creates a united approach that supports progress. Whether it’s improving motor skills or developing communication abilities, our dedicated team works with pupils to set achievable goals and celebrate every success.

On-site services also remove the stress of external appointments, making life easier for families. Children benefit from familiar surroundings, which help them feel comfortable and engage more openly during sessions.

We are proud to have compassionate professionals who provide a safe space for pupils to express themselves, learn coping strategies, and build resilience. Whether it’s managing anxiety, navigating friendships, or simply needing someone to listen, our therapists are always here to support.

### Eloise Bruce – School Counsellor

“Having worked across a wide range of educational settings, I can confidently say that the team at Aspris Woodview School is exceptional. The staff are not only patient and compassionate, but truly attuned to the individual needs of every pupil. Woodview is deeply committed to using its resources wisely, ensuring that each young person receives the tailored support they need to succeed.

In my role as a therapist, I help pupils settle into new environments, make sense of their diagnosis, and understand how it may influence their day-to-day experiences. I also support them as they work through past challenges, while nurturing positive core values, emotional resilience, and a strong sense of self-worth.

We believe every child deserves to feel understood, supported, and empowered—and we strive to create a safe, nurturing space where they can genuinely flourish.”

### Joelle Lennard – Occupational Therapist

“At Aspris Woodview School, we strive to enable each child to reach their full potential and to participate in the school activities they want or need, fostering independence and improving quality of life. We are passionate about supporting young people to develop the skills and confidence they need to grow, achieve, and enjoy everyday life at school! It’s a sincere honour and privilege to work with the outstanding Woodview School team, as we turn the ‘can’t’ into ‘can’, and the ‘impossible’ into ‘possible!’”

# Working together

We are deeply committed to building strong, collaborative relationships not only with parents and carers, but also with the wider community. We actively engage with local businesses, charities, higher education institutions, and other organisations to create meaningful partnerships. These connections enrich our pupils learning experiences and foster a vibrant, supportive network that benefits everyone involved.

## Parents and carers will...

- Feel involved, informed and supported in relation to their child's progress and development
- Regard the school as a source of expertise and support
- Support the work of the school and participate in school community activities
- Take opportunities to develop partnerships with other parents and families

## Local schools and the community will...

- Regard us as specialists in the field of autism to develop their autism knowledge and practice
- Understand our pupils and work with us to extend their opportunities including work experience
- Seek our advice and contributions on matters relating to autism, for individual pupils, whole school development and/or community projects



# Positive quotes and stories

Discover a range of stories and quotes from Ofsted, pupils and from our families at Aspris Woodview School and how our dedicated and experienced team supported pupils to settle in, enjoy their learning and succeed.

## “Experiences beyond the classroom.”

“The school provides opportunities for pupils to have inspiring experiences beyond the classroom. Pupils visit places linked to their learning, such as a bird of prey sanctuary and a sea-life centre. They take part in life-skills sessions, such as mindfulness and learn how to ride a bike. Pupils perform in front of their peers, showcasing their musical and singing talents. Pupils celebrate cultural days, explore world music, try unfamiliar food and attend special events. All these activities help pupils to develop their interests.”

**Ofsted**

## “Exactly what he needs to thrive.”

“It is such a lovely nurturing environment. I have been impressed (and thankful) for the relaxed, no pressure approach with [my son] and taking things at his own pace whilst he reintegrates into the school environment. This is exactly what he needs and will enable him to settle in, reduce his anxiety and thrive.

Without me saying a word, we are on the same page with regards to the main aim at present to ensure [my son] is regulated, feels safe and is happy in his environment. Which I feel you have achieved.

All of the staff are so kind and have been so good with [my son] and quickly recognised what interests him. He is usually very wary of people he does not know but has warmed to all the staff he has interacted with.

I am honestly amazed at the progress [my son] has made in such a short amount of time. At his previous mainstream school he was overwhelmed and refused to enter the classroom or interact with his peers or even go outside at break time. He had not done any learning or school work for 6 months and he has never joined in class PE since he started school in reception. The fact that he has completed work, spent time in the classroom, done PE and has been joining in at Aspris Woodview School in such a short amount of time is just amazing. He used to wake up multiple times in the night due to anxiety but has been sleeping through since he started with you.

He is happy and full of positive comments about Aspris Woodview School and can't wait to tell us all about it. He has even been 'happy humming' in the car on the way home. It is quite a transformation and I have cried happy tears!

The fight and hard work to secure [my son's] placement at Aspris Woodview School has been worth it and I would highly recommend the school to others.”

**Parent of a pupil**



# Extra activities

We know that learning doesn't just happen in the classroom. That's why we offer a wide range of enrichment activities designed to help young people build confidence, explore new interests and discover what makes them feel good—mentally, physically and emotionally.

## Activities beyond the classroom

Our bespoke enrichment programme helps to enhance curriculum outcomes, promote social skills, develop creativity and innovation and enable pupils to discover new hobbies and interests, which can lead to lifelong passions and career aspirations.

Lunchtimes are utilised as an opportunity for learning, developing skills and socialising through a lunch club of their choice. Activities include rollerblading, cycling, playground games, yoga, massage and swimming.

Throughout the year, our young people also have the opportunity to engage in a range of enrichment activities which are aligned to termly themes, cultural events and the interests of the current group of children. These include African drumming, Zoo2U, circusology, planetarium, karate, table cricket, Chinese dance, foam parties, combat archery and more.



## Shining in our community

Connecting with our community is key to helping young people grow in confidence and purpose. That's why we actively build strong links with local businesses, charities and organisations. We create real-world opportunities that help individuals gain experience, give back, and feel proud of their contribution.

**Our off-site programme includes a wide range of opportunities, including:**

- Educational visits
- Trips to local parks, cafes and shops
- Visits to local landmarks and cultural buildings

**When our pupils reach higher years of education, our curriculum enables an enhanced level of community interaction.**

**This includes:**

- Participating in the Duke of Edinburgh Award
- Work experience at a range of local businesses
- Animal care at The Dogs Trust and other charities
- Visits to local further education colleges

These community links don't just build practical skills—they help young people feel involved in the world around them.

# Enrolment process

We know that choosing the right school is a big decision especially when your child experiences the world differently. We work closely with families, local authorities and social services to make sure our setting is the right fit for each young person.

## Admissions criteria

We are an independent day school providing specialist education to young people aged 7-19 and have up to 98 spaces. We consider each place carefully and to help us to do that, young people have to meet the following criteria:

- Have an Education, Health and Care Plan (EHCP)
- Referred by their local authority
- Have autism, social communication difficulties and associated learning difficulties



## Admissions process

Our school has an inter-disciplinary assessment team. Once a request for a place is received and the above criteria is met, here's what happens next:

### Step 1 Referral received

Our team will review the referral, Education, Health and Care Plan (EHCP) and supporting documents to decide whether our school is suitable for the young person.

### Step 2 Invitation

We will invite parents or carers to visit our school. This is a great opportunity to ask any questions and for us to learn more about the young person's needs.

### Step 3 Meeting the young person

We will arrange a visit to meet the young person in their current placement with our Headteacher or a senior leader from Aspris Woodview School.

### Step 4 Review

Our senior management team will review all the information gathered by our assessment team and make a final decision. If we feel we are able to provide the right environment for the young person, we will make a placement offer.

### Step 5 Placement accepted

Once a placement is accepted by the young person, their family and any involved professionals, we will make arrangements to transition them into our school and set up an initial meeting.

# Let's connect

If you want to find out more about anything you've read in our prospectus or, if you'd like to talk about how Aspris Woodview School can support you and your child, please contact us below.



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