FOREST SCHOOL

Learning Support Policy

v1.1

Whole school including EYFS

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Owner (Name, Title):	**Deputy Head Academic (Senior)** **Head of Prep School**
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1 **Aims**

1.1 This is the policy on special educational needs and learning difficulties of Forest School (**School**).

1.2 The aims of this policy are as follows:

1.2.1 to promote good practice in the detection and management of special educational needs (**SEN**);

1.2.2 to explain the support the School can provide for children who have learning difficulties and the co-operation needed from parents;

1.2.3 to actively promote the well-being of pupils;

1.2.4 to create a whole school culture of openness, safety, equality and protection.

2 **Scope and application**

2.1 This policy applies to the whole School including the Early Years Foundation Stage (**EYFS**).

3 **Regulatory framework**

3.0 This policy has been prepared to meet the School's responsibilities under:

3.0.1 Education (Independent School Standards) Regulations 2014;

3.0.2 *EYFS statutory framework for group and school-based providers* (DfE, September 2025);

3.0.3 Education and Skills Act 2008;

3.0.4 Children Act 1989;

3.0.5 Childcare Act 2006;

3.0.6 Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**);

3.0.7 Equality Act 2010; and

3.0.8 Children and Families Act 2014.

3.1 This policy has regard to the following guidance and advice:

3.1.1 Special educational needs and disability code of practice: 0 to 25 years (DfE and Department of Health, April 2015) https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 (**Code of Practice**);

3.1.2 Keeping children safe in education (DfE, September 2025); and

3.1.3 Equality Act 2010: advice for schools (DfE, May 2014, updated June 2018).

3.2 The following School policies, procedures and resource materials are relevant to this policy:

3.2.1 Equal opportunities policy;

3.2.2 Disability policy;

3.2.3 Safeguarding and child protection policy and procedures;

3.2.4 Risk assessment policy, including for pupil welfare;

3.2.5 Anti-bullying policy;

3.2.6 Behaviour policy prep school;

3.2.7 Behaviour policy senior school;

3.2.8 English as an additional language policy;

3.2.9 Admissions policy;

3.2.10 Attendance and punctuality policy senior school;

3.2.11 Attendance policy prep school;

3.2.12 RSE policy prep school;

3.2.13 RSE policy senior school;

3.2.14 Word access arrangements policy;

3.2.15 Mental health policy;

3.2.16 Access arrangements policy;

3.2.17 Teaching and learning policy;

3.2.18 Curriculum policy;

3.2.19 Exams disability policy;

3.2.20 SENDA Accessibility plan.

4 Publication and availability

4.1 This policy is published on the School website.

4.2 This policy is available in hard copy on request.

4.3 A copy of the policy is available for inspection from Learning Support Department during the School day.

4.4 This policy can be made available in large print or other accessible format if required.

5 **Definitions**

5.1 Where the following words or phrases are used in this policy:

5.2 References to the **Proprietor** are references to the Governing Council.

5.3 References to **working days** mean Monday to Friday, when the School is open during term time. The dates of terms are published on the School's website.

5.4 References to the **Learning Support Register** means that all pupils on the Learning Support Register will receive a Pupil Passport outlining strategies for in-class support. In addition to this, pupils are then placed into SEND Waves of interventions:

- SEND Wave 1- Quality First Teaching using Pupil Passports in lessons.
- SEND Wave 2- Small group organisation and homework with study skills support.
- SEND Wave 3- Pupil Intervention Plan (Senior School) /Learning Support Plan (Prep School) with adapted curriculum, 1:1 session.

5.5 References to a **Provision Map** means a document which outlines all the provision that the School makes which is additional to and different from that which is offered through the School's Curriculum. This provides an overview of the programmes and interventions used with different groups of pupils and provides a basis for monitoring the levels of intervention.

5.6 References to a **Pupil Passport** is a document stored on ISAMS which lists strengths and needs and gives ideas and strategies to teaching staff for scaffolding and differentiation for a pupil in Wave 2 and 3. This is in the context of that which is offered through the School's curriculum.

5.7 References to a **Pupil Intervention Plan** (Senior School) or a **Learning Support Plan** (Prep School) means a document that details weekly planning for the interventions given to that pupil by Learning Support staff which is additional to and different from that which is offered through the School's curriculum.

"Special educational needs" and "learning difficulty"

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream

schools or mainstream post 16 institutions (please also see the School's disability policy);

A child must not be regarded as having a learning difficulty solely because the language or form of language in which he or she is or will be taught is different from a language or form of language which is or has been spoken at home. However, children for whom English is an additional language will be provided with appropriate support. Please see the School's English as an additional language policy.

A child who finds a particular subject difficult does not necessarily have a "learning difficulty" in the legal sense of that expression; there will often be disparities in the speed with which children learn, in their skill at solving problems and in aptitude generally.

The expression "learning difficulty" covers a wide variety of conditions and may include those known as dyslexia, dyscalculia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty, autism and learning problems which result from social, emotional or mental health difficulties. The expression may also include those who have problems with a physical disability which directly affects their learning such as a visual or hearing impairment.

Learning difficulties may affect children who have a high IQ and academic ability as well as those of lower IQ and ability. Sometimes a child's learning difficulty becomes apparent for the first time at the age of 11+ or older, when the educational pressures tend to increase. However, we are committed to early identification of needs.

6 Responsibility statement and allocation of tasks

6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.

6.2 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Warden	As required, and at least annually
Day to day responsibility for carrying out individual pupil risk assessments under the policy	Head of Learning Support in conjunction with the Health and Safety Compliance Officer	As required
Monitoring the implementation of the policy, relevant risk assessments and	Deputy Head Academic; Head of Prep School Head of Learning Support	As required, and at least annually

Task	Allocated to	When / frequency of review
any action taken in response and evaluating effectiveness		
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	Deputy Head Academic; Head of Prep School Head of Learning Support	As required, and at least annually
Formal annual review	Warden, Deputy Head Academic, Head of Prep School	Annually

6.3 The School's Head of Learning Support has responsibility for:

6.3.1 ensuring liaison with parents and other professionals in respect of a child's special educational needs;

6.3.2 advising and supporting other staff in the School;

6.3.3 ensuring that appropriate Pupil Passports (Whole School), Personal Intervention Plans (SS) / Learning Support Plans (PS) are in place and effectively implemented;

6.3.4 ensuring that relevant background information about individual children with special education needs is collected, recorded and updated;

6.3.5 undertaking any other appropriate duties in accordance with the Code of Practice.

7 **Procedures**

7.1 The School's approach to the detection and management of learning difficulties will be guided by the Code of Practice.

7.2 As part of the Graduated Response Model which comprises:

7.2.1 Identifying pupils who need a personalised approach to their learning;

7.2.2 Assessing the pupil's specific needs;

7.2.3 Planning the support required;

7.2.4 Providing the support; and

7.2.5 Reviewing effectiveness of the support

and to ensure collaborative working, the School works closely with parents of children who have or may have special educational needs and learning difficulties to assess and review a pupil's needs and support. Parents are kept informed concerning assessment, planning, provision and review of their child's education.

7.3 **Identification of pupils with a learning difficulty**

7.3.1 Pupil progress and engagement is monitored by the Head of Learning Support, Director of Academic Progress, Head of House, Head of Section, Deputy Head of Section Academic and Deputy Head Academic. In the Prep School this is also monitored by the Senior Deputy Head, Deputy Head Teaching and Learning, Head of Year and the class teachers. Evidence is key to identifying a pupil's specific need and ensuring that appropriate support is provided. In order to assess the pupil effectively, the Head of Learning Support will establish a clear analysis of the pupil's needs which will include where appropriate:

(a) Individual development in comparison to their peers through use of the School's Pupil Progress Data, INCAS, Midyis or Alis;

(b) The teacher's assessment and knowledge of the pupil, information on pupil progress, attainment and behaviour across the curriculum;

(c) Fine-tuned assessments such as standardised tests, profiling tools eg. behaviour /speech and language, communication, criterial referenced checklist, observation schedules developed by the Head of Learning Support;

(d) The views and experience of parents. Class/subject teacher discussion with parents either made in person or on the telephone will be logged and dated and include next actions; and/or

(e) Where appropriate the pupil's own views.

7.3.2 If the outcome of a baseline test, teacher assessment (including any of those listed above) or any other circumstance(s) give(s) us reason to think that a pupil may have a learning difficulty, we will report and consult with the pupil's parents as necessary and make recommendations about further assessment and support.

7.3.3 If however, a member of staff has a Learning Support concern regarding an individual pupil they can complete the 'Cause for Concern' form which is on the Intranet under 'Learning Support'.

7.4 **Formal assessment**

7.4.1 If there are indications that a pupil may have a learning difficulty, we will ask the pupil's parents to agree to the pupil being formally assessed by an educational psychologist or appropriate professional, where appropriate.

7.4.2 The parents may consult an appropriate professional either privately or through the NHS. The School holds a list of suitable recommendations. The cost of a private assessment must be borne by the parents.

7.4.3 The School will endeavour to follow any recommendations from that assessment, subject to agreement as to any additional fees payable.

7.5 **Learning support**

7.5.1 As part of the graduated approach, the School may suggest a varied support:

- **Wave 0:** Undiagnosed Need/Medical/ Early Identification
- **Wave 1**: on the Learning Support Register with High Quality Teaching (HQT))
- **Wave 2**: Group interventions and as above

(a) **Wave 3**: May require 1:1 and as above (this would normally be one lesson per week by a member of the Learning Support Team or a High Level Teaching Assistant (HLTA) or a Teaching Assistant (TA) in the Prep School.

Pupils receiving learning support will be placed on the Learning Support Register. This will not be reviewed in isolation but in the context of the whole school community.

Learning support provided by the School's staff is not subject to any additional charge where it is considered to be a reasonable adjustment to meet a pupil's needs. Support provided by outside specialist professionals, such as speech and language therapists or occupational therapists will usually be the subject of a separate agreement, including arrangements for payment, between the professional and the parents.

7.5.2 The pupil's progress and needs will be monitored (thought the School Academic Monitoring System and Assessment Procedures in both the Senior School and in the Prep School, through intervention data, half termly class assessments, Pupil Development Workshops and INCAS - annual data). If necessary, if needs persist and where it is required for the purposes of applying for exam access arrangements (see 7.7 below), the School will recommend a formal assessment.

7.6 **External teaching**

7.6.1 Parents may opt for additional specialist teaching outside the School, provided that the Warden is satisfied with your child's safety and travel arrangements and also that the additional specialist teaching is at times which fit in with the remainder of the curriculum, timetable and community life of the School.

7.7 **Examinations**

7.7.1 Pupils who have been diagnosed as having a learning difficulty may be eligible for extra time and/or other "access arrangements" to complete internal examinations and public examinations.

7.7.2 The School follows the requirements of the Joint Council for Qualification (JCQ) and Cambridge regarding access arrangements for public examinations. These are detailed in the publication *'Access Arrangements, Reasonable Adjustments and Special Considerations'*. Please also see the Examinations Disability Policy.

7.7.3 Parents are asked to liaise with their child's Tutor, Head of House and the Head of Learning Support in good time with respect to this.

7.8 **Information sharing and parent involvement**

7.8.1 Parents of prospective pupils are asked to provide copies of any reports or recommendations which have been made in relation to special educational needs at their child's previous school or elsewhere within the last 12 months. Confidential information of this kind will only be shared within the School on a "need to know" basis. The School will also gather information from the feeder school via a Confidential Information Form (CIF) which asks the current school to outline any support measures or provision in place for the prospective pupil.

7.8.2 The School will do all that is reasonable to report and consult with parents about their child's learning difficulties and to ensure that teachers are given any necessary information about a child's learning difficulties and that teaching practices are appropriate.

7.8.3 Parents should notify the School immediately if their child's progress or behaviour causes concern so that the School can devise and agree a strategy with the parents.

7.8.4 Parents bear the overall responsibility for taking decisions about the management of their child's learning difficulties. A parent who would prefer to have a formal assessment instead of learning support should make arrangements accordingly with the School or outside, as appropriate. In these circumstances parents must ensure that the School and the Head of Learning Support is given copies of all advice and reports received.

7.9 **Provision and Planning**

7.9.1 The Head of Learning Support will ensure that appropriate Pupil Passports (Whole School), Learning Support Termly Targets(Prep School), Pupil Intervention Plans (Senior School)/Learning Support Plans (Prep School) and a Provision Map (Whole School) are in place where required.

7.9.2 The Pupil Passport, Pupil Intervention Plan(SS)/Learning Support Plan (Prep School) and termly targets and evaluations will be prepared in consultation with the parents and, if appropriate, the pupil and will include:

(a) the adjustments, interventions and support required to meet the outcomes identified for the pupil;

(b) the expected impact on the pupil's progress, development or behaviour, as appropriate; and

(c) clear dates for review.

7.9.3 In carrying out the review, Head of Learning Support will consider:

(a) the effectiveness of the support and interventions and their impact on the pupil's progress;

(b) the views of relevant teaching staff, the parents and, if appropriate, the pupil; and

(c) any changes that are required to the support and outcomes set out for the pupil.

8 **Education health and care plans (EHC plan)**

8.1 Parents and the School have the right under section 36(1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a view to drawing up an EHC plan. The School will always consult with parents before exercising this right. If the local authority refuses to make an assessment, the parents (but not the School) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).

8.2 Where a prospective pupil receives an EHC plan, the School will consult the parents and, where appropriate, the local authority to ensure that the provision specified in the EHC plan can be delivered by the School. The School will co-operate with the local authority to ensure that relevant reviews of EHC plans are carried out as required.

8.3 Any additional services that are needed to meet the requirements of the EHC plan will be charged to the local authority if the authority is responsible for the fees and our school is named in Section I of the EHC plan. In all other circumstances the school will

agree the charging arrangements with the parent(s) with regard to the provisions of the Equality Act 2010, where applicable.

9 Additional welfare needs

9.1 The School recognises that pupils with special educational needs or learning difficulties may be at risk of being bullied. The School's anti-bullying policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

9.2 The School will tackle inappropriate attitudes and practices through staff leading by example, through the personal, social, health and economic (**PSHE**), relationships education / relationships and sex education programmes, through the supportive School culture and through the School's policies.

9.3 When teaching pupils about safeguarding, the School recognises that a one size fits all approach may not be appropriate for all pupils and will consider whether it should adopt a more contextualised approach for some pupils with special educational needs or disabilities.

9.4 If parents are concerned about their child's welfare they can approach the pupil's form teacher or any senior member of staff to discuss their concerns in private at any time.

9.5 Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need, disability or certain medical or physical health condition that can create additional safeguarding challenges both online and offline for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular that these may include:

9.5.1 assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration;

9.5.2 pupils with a special education need, disability or certain health conditions may be more prone to peer group isolation and can be disproportionately impacted by bullying (including prejudice-based and discriminatory bullying) without outwardly showing any signs;

9.5.3 some pupils may be unable to understand the difference between fact and fiction in online content and can repeat the content / behaviour in school without understanding the consequences; and

9.5.4 there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

9.6 The School should consider providing extra pastoral support and attention for these pupils, along with ensuring any appropriate support for communication is in place.

9.7 Any report of abuse involving children with SEND will require close liaison with the designated safeguarding lead (or Deputy) and the Head of Learning Support.

9.8 Any safeguarding concerns will be dealt with in accordance with the procedures set out in the School's safeguarding and child protection policy and procedures.

9.9 **Disability**

9.10 The School recognises that some pupils with special educational needs or learning difficulties may also have a disability. Pupils and parents are referred to the School's disability policy.

9.11 The School will make all reasonable adjustments in order to afford opportunity to disabled pupils. However, if despite such adjustments, the School is unable to provide adequately for the pupil's needs, the School may decline to offer a place to a pupil or request that parents withdraw their child from the School (see 10 below).

10 **Alternative arrangements**

10.1 We reserve the right, following consultation with you, to ask or require you to withdraw your child from the School if:

10.1.1 your child is in need of a formal assessment, additional specialist teaching, learning support or medication to which you do not consent; and / or

10.1.2 you have deliberately withheld from the School information which prevents it from effectively addressing your child's learning difficulties;

10.1.3 your child's learning difficulties require a level of support or medication which, in the professional judgment of the Warden, the School is unable to provide, manage or arrange;

10.1.4 your child has special educational needs that make it unlikely he / she will be able to benefit sufficiently from the mainstream education and facilities which we provide.

10.2 In any of these circumstances we will do what is reasonable to help you to find an alternative placement which will provide your child with the necessary level of teaching and support.

10.3 Withdrawal of a pupil in these circumstances will not incur a charge to fees in lieu of notice. The deposit paid in respect of your child will be credited to your account.

11 **Training**

11.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

11.2 The level and frequency of training depends on role of the individual member of staff.

11.3 The School maintains written records of all staff training.

12 Risk assessment

12.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

12.2 The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused. Please see clause 6.2 for details of the individuals with responsibility for carrying out, monitoring, implementing and reviewing the effectiveness of risk assessments under this policy.

13 Record keeping

13.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

13.2 The information created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published on its website privacy notices which explain how the School will use personal data.

14 Version control

Date of adoption of this policy	March 2024
Date of last review of this policy	8 October 2025
Date for next review of this policy	September 2026
Policy owner (SMT)	Deputy Head Academic (Senior) Head of Prep School