



**Forest Way School
Curriculum Summary
2026-27**



Thrive at Forest Way



Where young people are at
the heart of everything!



Vision

At Forest Way School our vision is simple. Every learner will **‘Thrive at Forest Way.’**

We strive to promote and value the needs of every young person, through diverse, multi-sensory approaches to teaching and learning. Teaching environments are imaginative and prioritise communication, engagement, social skills and life skills. These are interwoven in all aspects of the curriculum. Equity in the school community is demonstrated through collaborative planning and delivery of appropriate learning challenges which aim to broaden and develop each young person’s understanding of and autonomy over their place in the world.

Aims & Values

Forest Way School is dedicated to providing a stimulating, rewarding and innovative curriculum. Each young person’s learning needs are placed at the forefront of pedagogic practice. We prepare our young people to lead fulfilling lives and make positive contributions to society.

We take pride in the strength of our school community, **‘where young people are at the heart of everything’**, asserting that everyone is responsible for each learner’s development. As such, the **core values** safeguard the significance of every child as an individual and the belief that each learner has the potential to thrive. The 8 core values reinforce how Forest Way School provides the highest quality of education for our young people.





Pathway Characteristics

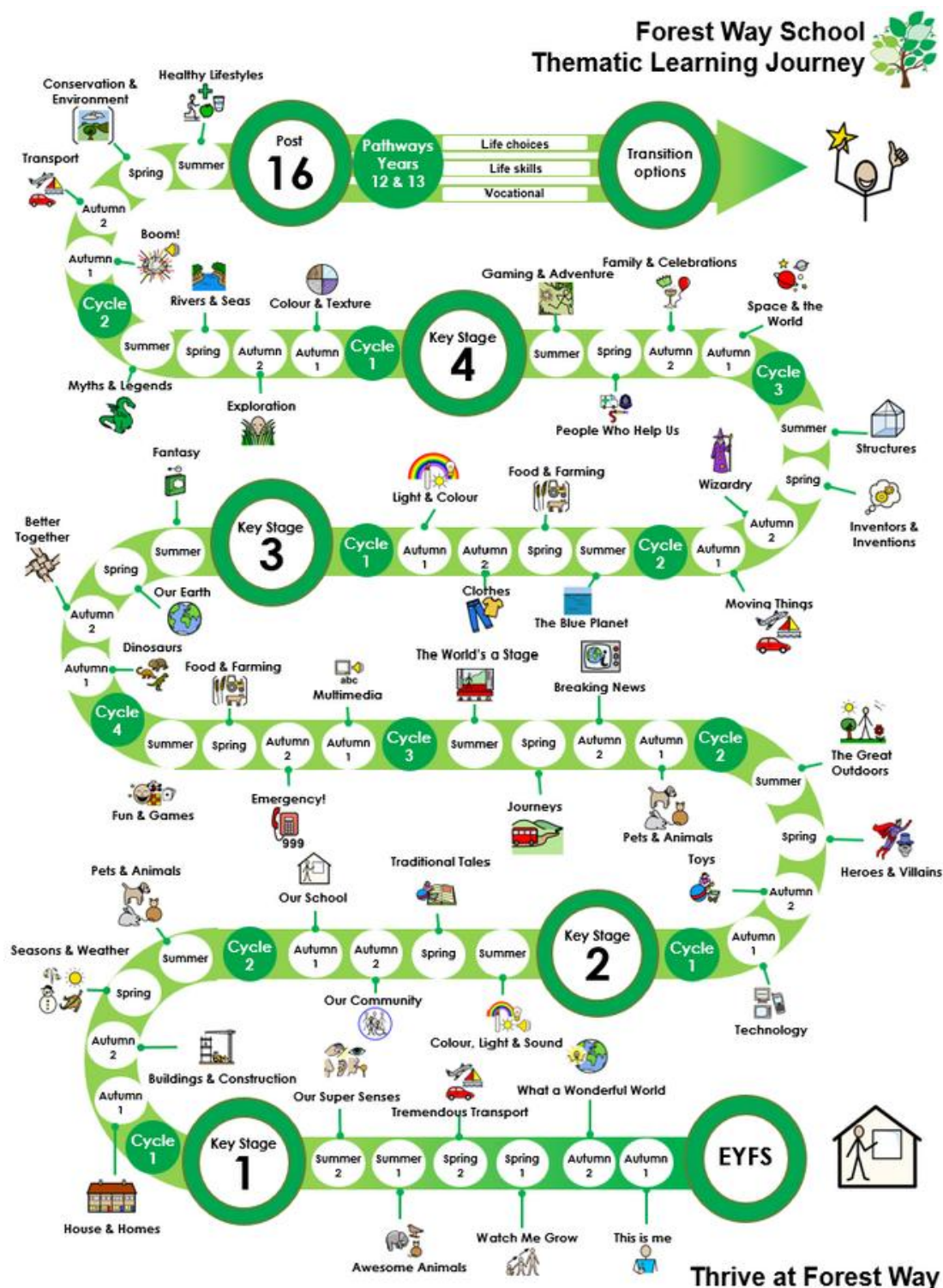
	Life Choices	Life Skills	Vocational
Curriculum	Non Subject Specific Learning (NSSL) Specialised multi-sensory approaches Therapeutic interventions Enrichment opportunities Broad and balanced	Adapted National Curriculum Broad and balanced Core subjects Creative approaches, personalised to interests Enrichment opportunities	Adapted National Curriculum Broad and balanced Core subjects and qualifications Challenging Work experience Enrichments opportunities
Learning Characteristics	Collaborative learning Core focus on early communication and interaction Maintaining positive SEMH Developing consistent responses in learning contexts Developing joint attention skills Community access	Learning for real life Core focus on functional communication skills Developing self-regulation skills Problem solving Scaffolding challenge Supported living skills Community inclusion Healthy choices	Preparation for assessments and qualifications. Application of skills across a range of community environments Communication skills for employment Creativity and critical thinking Leadership skills Independent living skills Community participation Healthy lifestyle
Assessment	Engagement Model Learner Passport IEPs Tapestry	Learner Passport IEPs Tapestry Small steps baselines PKSS	Learner Passport IEPs Small steps baselines Skills builder Formal qualifications: -SATS -Functional Skills
Outcomes	Communication skills that enable them to lead fulfilling lives and engage meaningfully in the world Making choices Happy and safe	Enjoyment of learning. Fulfilling potential to have meaningful relationships Access to community spaces Using functional communication and interaction skills Managing own safety. Being happy and well.	Enjoyment of learning and autonomy. Future independence e.g. employment, finances, independent living Responsible citizen Proactively manage health, wellbeing and safety



Thematic Learning Journey

The curriculum at Forest Way School is underpinned by a progressive, thematic learning journey. All young people take advantage of exciting topics on a rolling program. As appropriate, these are linked to core and wider curriculum subjects. Topics are age appropriate and may be revisited in a more sophisticated manner in later key stages to build on prior learning

We passionately emphasise using creativity and imagination to engage or learners and cater for all learning styles. We share and celebrate our learners achievements as they secure progression through skills and knowledge in a broad range of disciplines.





Implementation

The curriculum structure builds systematically on prior learning from previous Key Stages. Each Key Stage details what subjects will be taught in the curriculum coverage map below.

	EYFS/Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
Formal Curriculum	EYFS curriculum is taught through <u>child initiated</u> play, individual and small group tasks linked to Early Learning Goals. Learners' education is enriched by links to a rolling thematic programme termly: Prime - PSED - Communication and Language - Physical Development Specific - English - Mathematics - Understanding the world - Expressive Arts and Design In Key Stage 1, learners transition from the Early Years framework onto a Key Stage 1 format to prepare them for discrete taught sessions of core and foundation subjects: - English (x2) - Mathematics (x2) - Communication (x1) - Physical Education/ Swimming (x1) - Science (x1) - Computing/ Music (x1) - Art/ Design Technology (x1) - Personal, Social, Health and Economic (x1) - Curiosity curriculum - afternoons are taught through a 'Curiosity Curriculum' encompassing History, Geography and Religious Education.	The Key Stage 2 curriculum is taught through discrete programmes of study and cross-curricular links to a rolling termly thematic plan: - English (x3) - Mathematics (x3) - Science (x1) - Music/ Computing (x1) - History/ Geography (x1) - Personal, Social, Health and Economic (x1) - Food Technology/ Forest School (x1) - Physical Education (x2) - Swimming/ Religious Education (x1) - Art/ Design Technology (x1)	The Key Stage 3 curriculum is taught through discrete programmes of study with links to a rolling thematic plan and a focus on life skills: - English (x3) - Mathematics (x3) - Science (x1) - Computing/ Futures (x1) - History/ Geography/ Religious Education (x1) - Art/ Design Technology/ Music (x1) - Food Technology/ Life Skills (x1) - Personal, Social, Health and Economic (x1) - Physical Education/ Swimming (x2) - Forest Schools (on rotation) - Preparation for Adulthood (daily) Additional qualifications: - Arts Award	The Key Stage 4 curriculum is taught through discrete programmes of study with links to a rolling thematic plan and a focus on functional skills: - English (x3) - Mathematics (x3) - Science (x1) - Food Technology/ Life Skills (x1) - Art/ Design Technology/ Music (x1) - History/ Geography/ Religious Education (x1) - Personal, Social, Health and Economic (x1) - Computing/ Futures (x1) - Physical Education/ Swimming (x2) - Forest Schools (on rotation) - Preparation for Adulthood (daily) Additional qualifications: - Level 1 Forestry in the Community - Sports Leader Awards - Functional Skills Entry Levels 1 and 2. - Duke of Edinburgh Award - Arts Award

The Den	EYFS and Key Stage 1 (Badgers) Learners are taught in a mixed class of EYFS, Years 1 and 2. The EYFS curriculum is taught through a play-based curriculum following a thematic learning programme which is adapted to meet the interests and needs of the students. <u>Learners</u> complete individual and small group tasks linked to Early Learning Goals. Learners In Key Stage 1 follow the same rolling thematic programme but will access more formal teaching and complete individual and small group work tasks. The learners follow the National Curriculum which is adapted for individual needs: - English (x3) - Mathematics (x3) - Physical Education/ Swimming (x2) - Music/ Food Technology (x1) - Art/ Design Technology (x1) - Personal, Social, Health and Economics (x1) - Life Skills/ Forest School (x1) - Religious Education/ Computing (x1) - Geography/ History (x1) - Science (x1) Learners also access therapies and interventions weekly. Learners have access to a quiet working room and sensory room which is used to develop interaction and communication skills.	Key Stage 2 (Bears) Learners are taught in a mixed age class of Years 3,4,5 and 6. The learners follow an adapted version of The National Curriculum which is tailored to meet individual needs: - English (x3) - Mathematics (x3) - Science (x1) - Computing/ Religious Education (x1) - Music/ Food Technology (x1) - Physical Education/ Swimming (x2) - Personal, Social, Health, Economics (x1) - Life Skills/ Forest School (x1) - Art/ Design Technology (x1) - History/ Geography (x1)
Post-16	Learners in Post 16 access three different pathways matched to their learning needs to ensure they are accessing a challenging but achievable curriculum. These pathways are flexible and students can cross over if they need to. The pathways <u>are</u>: Life Choices, Life Skills, and Vocational. These pathways encompass a variety of life skills-based work, accredited courses and access to the National Careers Strategy which is assessed through the Gatsby Benchmark. Learners at all developmental stages are preparing for adulthood.	



Implementation

Pathway 1: Emerging skills (Life Choices)

- Sensory English (x1)
- Cognition and learning (x4)
- Personal, Social, Health and Economics (x2)
- Communication skills (x1)
- Community skills (x1)
- Physical Education (x2)
- Enrichment (x3)
- Religious Education workshops (throughout the year)

Pathway 2: Consolidating skills (Life Skills)

- Functional mathematics (x2)
- Functional English (x2)
- Communication (x1)
- Science, Technology, Engineering and Mathematics (cook an eat) (x2)
- Personal, Social, Health and Economics (x1)
- Physical Education (x2)
- Community Skills (x2)
- Futures (x1)
- Life Skills (x1)
- Religious Education workshops and community visits (throughout the year)

Pathway 3: Mastery of skills (Vocational)

- Functional mathematics (x2)
- Functional English (x2)
- Functional speaking and listening (x1)
- Science, Technology, Engineering and Mathematics (Cook & Eat) (x2)
- Personal, Social, Health and Economics (x1)
- Leisure centre/ local gym visits (x2)
- Community skills (x2)
- Futures/ enterprise (x2.5)
- Life Skills (x1) (embedded throughout the curriculum)
- Religious Education workshops and community visits (throughout the year)

Our NSSL curriculum aimed at learners working on the Life Choices pathway and focuses on holistic development, building essential skills and providing enriching experiences tailored to individual needs. Learning is underpinned by communication, interaction, switch use, motor skills (fine and gross), and sensory exploration, which are integrated across all activities.

Core Areas:

- **Communication and Interaction:** Developing receptive and expressive communication skills through various means, including intensive interaction where appropriate.
- **Sensory Exploration:** Engaging with the world through sensory experiences, fostering awareness and understanding.
- **Physical Development:** Enhancing gross and fine motor skills through Physical Education, swimming, dance massage, and individual physiotherapy/ postural management.
- **Cognition and Learning:** Building early science and mathematical skills, alongside developing digital literacy through computing and switch work. Developing awareness and exploration; control and early problem solving; sequence and pattern, and object permanence.
- **Social, Emotional and Mental Health:** Fostering self-awareness, social skills, and emotional well-being through Personal, Social, Health and Economics education, aromatherapy massage and relaxation.

This curriculum is flexible and responsive to the individual needs and learning styles of each learner, ensuring a stimulating and meaningful educational journey. Although learners on the NSSL curriculum are not working at subject specific level, staff use the lesson names when completing Tapestry observations so parents and the wider community can understand the context of the learning. Additionally this means subject leaders can find the related work during monitoring and evaluation.

Subject-Based Experiences:

- **Communication and Language/ Literacy:** Developing communication, early literacy and expressive skills.
- **Tac Pac:** A sensory communication resource using touch and music.
- **Sensory story packs:** An interactive way to convey the benefits of narrative through sensory experiences.
- **Mathematics:** Exploring early mathematical concepts and problem-solving.
- **Early Science Skills:** Investigating the world through observation and simple experiments.
- **Computing and Switch work:** Developing digital literacy and control.
- **Aromatherapy, Massage and Relaxation:** Promoting well-being and sensory awareness.
- **Physical Education/ Swimming/ Dance Massage:** Encouraging physical activity and developing motor skills. Exploring movement, touch, and expression.
- **Personal, Social, Health and Economics:** Learning about personal, social, health, and economic well-being.
- **Religious Education/ Celebration Workshops:** Exploring different beliefs, values, and cultures through various activities.
- **Humanities:** Learning about the world around us, including history and geography.
- **Music:** Engaging with sounds, rhythm, and musical expression.
- **Art / Design Technology:** Exploring creativity through different materials and techniques.
- **Forest Schools:** Learning and exploring in an outdoor environment.
- **Gardening:** Developing practical skills and an understanding of nature.
- **Trips and Community Skills:** Building independence and participation in the community through trips and practical experiences.
- **Futures (from KS3 onward):** Exploring possibilities for our future and developing relevant skills.

Post 16:

Building upon prior learning learners in Post 16 continue to work on the NSSL curriculum with a focus on life skills, independence, and enrichment. Additionally, they explore:

- **Music and Drama:** Developing creative expression and communication skills.
- **Art and Culture:** Exploring individual artistic expression and developing their cultural understanding.
- **World Around Us:** Broadening knowledge of the local and global community.

All learning and activities are underpinned by the development of communication and interaction, the effective use of switches, the refinement of fine and gross motor skills, and sensory exploration. It is imperative that opportunities to foster these skills be incorporated into all sessions.

The nature of how our Non-Subject Specific Learners experience this curriculum leads to cross-over in most areas. Topics and themes for each Key Stage are taken from appropriate curriculum maps to provide a theme and context for lessons.



Implementation

<u>Communication and Interaction</u>	<u>Cognition and Learning</u>	<u>Sensory and Physical</u>	<u>Social, Emotional and Mental Health</u>	<u>Enrichment</u>
English Tac Pac (Intensive Interaction – short sessions for those whom it is appropriate on individualised timetable)	Mathematics Early Science Skills Computing and Switch work (Use of technology in other sessions)	Aromatherapy Massage and Relaxation Physical Education/ Swimming Dance Massage Individual physiotherapy/ postural management for those learners who have a programme from physiotherapy.	Personal, Social, Health and Economics Life/ Community Skills from Key Stage 3 onwards. Trips	Religious Education/ Workshops Humanities Music Art / Design Technology Forest Schools Gardening Futures Post 16: Music and Drama Art and Culture World Around Us

Enrichment		
After school clubs	Trips and Visits	Therapies
• Athletics • Multi-sports • Forest School • Parent swim • Arts and crafts • Drama and dance	• Community skills • Volunteering in our community • Futures visits • Independent travel • Warwick Castle • Twycross Zoo • Visiting speakers	• LEGO therapy • ELSA • Music communication and interaction • Art Communication and interaction • Aromatherapy • Sensory circuits • Therapy dog • Forest School nurture • Speech and Language Therapy • Occupational Therapy



Curriculum Organisation

Within each Key Stage, the curriculum is organised to ensure access is equitable and age appropriate, building systematically in a clear and coherent manner through the topics and schemes of work.

The curriculum is broad and balanced and offers pupils an exciting learning experience to challenge and inspire them. Teachers work collaboratively within each department to plan an adapted curriculum, taking careful account of the bespoke scheme of work for the respective curriculum area as well as the National Curriculum and OCR Life and Living requirements. Work is meaningfully differentiated to support learners growing towards their personal Education and Health Care Plan (EHCP) outcomes and enriched with a total communication environment.

Learning follows a bespoke scheme of work for the core curriculum areas and emphasises mastery of skills and knowledge within:



Opportunities for learners to build on their cultural capital are expertly woven into their learning, allowing them to develop their spiritual, moral, social and cultural values and prepare for adulthood in an increasingly technology driven world. Learners take advantage of community links, enterprise activities and residential trips to firmly entrench their growing sense of self and belonging.

Each department prepares a wider curriculum map ahead of the new academic year drawing together the themes, topics, knowledge and skills which will be covered within the foundation subjects over the course of the year. An up to date copy can be accessed on the main school website:

www.forestwayschool.co.uk



Key Stage Curriculum Structure

Early Years and Foundation Stage (EYFS)

During the EYFS, students focus on developing their knowledge, skills and understanding through the three prime and four specific areas of learning and development:

Prime

Communication and Language (C&L)	Listening, Attention and Understanding	Personal, Social and Emotional Development (PSED)	Self-Regulation	Physical Development (PD)	Gross Motor Skills
	Speaking		Managing Self		Fine Motor Skills
			Building Relationships		

Specific

Literacy (L)	Comprehension	Mathematics (M)	Number	Understanding the World (Utw)	Past and Present	Expressive Arts and Design (EA&D)	Creating with Materials
	Word Reading		Numerical Patterns		People, Culture and Communities		Being Imaginative and Expressive
	Writing				The Natural World		

Each learner is considered a unique individual and has a 'Learning Journey' recorded in paper files and using the online portal Tapestry. Parents are partners in this journey and collaborate by including content from home ensuring a holistic picture of progress and achievement is constructed. This includes observations and photos, demonstrating a breadth of experiences and identifying examples of learning and achievement. An EYFS profile (involving the child, parent and class teacher) is completed at the end of the year in which they are five years old. Information from the profile is used to inform the KS1 teacher about each student's attainment and learning needs.



Early Years and Foundation Stage (EYFS) continued

In the EYFS and Key Stage 1, child-led exploration is encouraged through a highly stimulating, challenging and enabling environment. This is delivered through multi-sensory activities linked to the term's theme to ensure children develop their social, play, communication and language skills in line with the individual aspects of the Early Learning Goals. This promotes their burgeoning understanding of their place in the world and gives them opportunities to develop mastery over their environment. Practitioners support this implementation by responding to learner interests and guiding these.

The impact of the effectiveness of the curriculum on learning and development is monitored through an initial cohort baseline analysis in September against the Forest Way School EYFS Assessment document, adapted from the Department for Education's 'Development Matters' guidance document. Learner progress is then re-assessed in the spring term and subsequently in the summer term. The summer term results are submitted to Leicestershire Local Authority and then to the Department for Education.

Key Stage 1

As the learners enter into Year 1 they follow our adapted schemes of work and are assessed against Forest Way Small Steps Assessment. We continue to use Tapestry to document progress and share learning with parent/carers. Learners continue to benefit from exploration of multi-sensory activities and stimulating continuous provision. A Curiosity Curriculum is followed for the wider curriculum subjects which places children's natural curiosity at the heart of learning. We encourage learners to ask questions, explore ideas, investigate problems and make connections across different subjects.



In Years 1 and 2 the learners are taught the core primary curriculum subjects English, maths, and science, in addition to the wider curriculum topics of geography, history, art, design technology, PSHE, Physical Education and R.E. Planning follows the bespoke schemes of work adapted from the National Curriculum and are personalised to meet the needs of each learner. In addition to these subjects, learners are also taught swimming and Forest Schools on a rotation basis throughout year. Learners in Years 1 and 2 are taught in mixed class groups following the thematic learning journey, with a topic focus for each term e.g. 'Houses and Homes'. This ensures cross-curricular links can be made and enables deeper learning to take place. At the end of Key Stage 1, learners will be assessed against the Pre-Key Stage Standards in maths and English.



Key Stage 2

In KS2, children are taught the core primary curriculum subjects; English (including phonics and focused-reading), Maths and Science. These are planned using the respective Forest Way schemes of work and personalised to meet the needs of the pupils.

These lessons are taught through carefully planned, highly engaging pedagogy, with an emphasis on transitioning from the EYFS/KS1 continuous provision approach to learning to more formally structured lessons where relevant. These include enhanced provision activities giving young people the opportunity to develop independence in their academic work whilst continuing to pursue personal interests with enhanced provision which aims to consolidate learning.



In addition to these subjects, pupils are also taught Art and DT, Music, History, Geography, Computing, Food Technology, Physical Education, PSHE (Personal, Social, Health, Economics), Swimming and Forest School. All lessons are taught in mixed ability class-based groups to enable learners to develop their communication and interaction skills with a wider peer group. Where applicable lessons are linked to the termly theme, for example, 'Toys'. This ensures cross-curricular links can be made and enables deeper learning to take place.

Learners who are on the Life Choices Pathway and are not yet ready to access teaching and learning in formal subjects will follow a Non-Subject Specific Curriculum. Lessons will focus on development within the 4 areas of need: Communication & Interaction, Cognition & Learning, SEMH and Sensory & Physical. Lessons use traditional subjects as a 'hook' for engagement.

Key Stage 3

In Key Stage 3, we adopt a secondary model where lessons are taught in streamed classes to ensure the academic needs of all learners are being met. Learners are taught core subjects in English, Maths and Science, which all have schemes of work adapted from the National Curriculum. To further develop reading and mathematical skills we use a precision teaching approach. They also take lessons in PE, Swimming, Computing, Food Technology, PSHE, Creatives Art and Futures. These form a holistic approach to maintaining physical and mental wellbeing. Forest Schools is taught on a rota with every class accessing it three times a year. There is also an opportunity to attend a residential trip.

Learners are given more responsibility for their own learning as a formal focus starts on independent life skills within their classes. This is reflected in their IEP targets and expectations of the staff throughout all lessons.

Leading on from the focus on child-centered learning within Key Stages 1 and 2, learners' experiences now also include more enquiry-based, problem-centered, and decision-making activities. One of the key focal points is to encourage independent thought and questioning skills in order to prepare them for adult life.





Key Stage 4

Key Stage 4 adopts a pathway approach to learning. It is based on individual learner needs, their interests and aspirations.

We empower learners to become increasingly independent and prepare them for everyday life and lifelong learning. This includes fostering attitudes and dispositions to support personal development, active citizenship and employability. Some learners will have the opportunity to complete Entry Level Functional Skills in Maths and English, whilst others will work on developing these core skills out in the community or within the school environment around them.

They are also taught through Mini Enterprise projects, Life Skills and Futures lessons. These are developed and enhanced through community access and participation in activities outside of the classroom. Some learners will also have the opportunity to partake in the Duke of Edinburgh Award, Level 1 Forestry in the Community, Sports Leaders Awards and a nationally accredited Arts Award. All learners will still participate in lessons in Science, Food Technology, Creative Arts, Humanities, Computing, PE, PSHE, Swimming and Forest Schools.

Post-16

In Post 16, learners follow the curriculum pathways designed to meet their needs and future aspirations. Each individual pathway focuses on skills for life, building on prior learning and preparation for adulthood. DFE guidance around 'Preparing for Adulthood' highlights employment, independent living, community inclusion and health as key focus areas for SEND learners and this guidance underpins the Post 16 curriculum offer.

We continue to develop learners' literacy and numeracy through functional skills opportunities and offer qualifications in English and Maths at Entry levels 1,2 and 3 where applicable. Communication skills are taught explicitly for each pathway. These skills are transferred and consolidated in community-based lessons as well as through enterprise, life skills and STEM lessons.

PSHE remains a key part of the curriculum and links explicitly to preparing for adulthood.

Level 1 and 2 Sports Leaders Awards are offered, as well as opportunities to take part in school-based work experience and to work with younger learners through the play leaders' initiative. Some students are offered residential opportunities



Learners have the opportunity to take part in a nationally accredited Arts Award and take part in lessons in Food Technology through Cook & Eat as well as weekly PE, and/or Swimming and scheduled Forest Schools sessions. Forest Way uses the National Careers Strategy to assess progress through the Gatsby Benchmarks. For the life skills and vocational pathway, there is a strong emphasis on employability skills and work-related opportunities such as meaningful engagement with employers as well as offering external work experience opportunities where possible. Post 18 learners have the opportunity to undertake an internship through Project Search at the Amazon Distribution Centre in Coalville.

There is involvement in community projects so that our students can make a contribution to the local community. These projects have included Coalville C.A.N and Enrych.

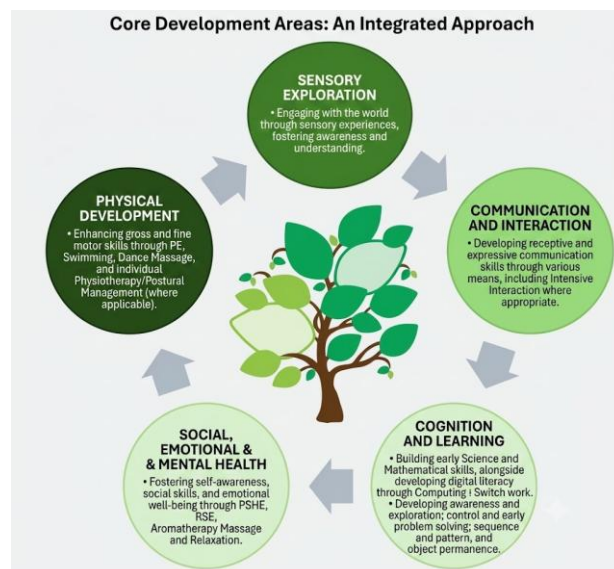
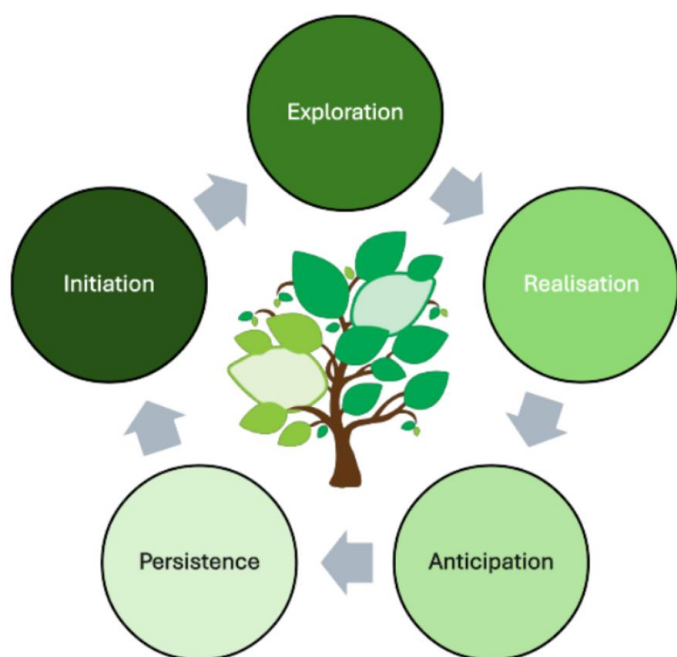


Curriculum Organisation – Non Subject Specific Learners (NSSL)

Our NSSL curriculum focuses on holistic development, building essential skills and providing enriching experiences tailored to individual needs.

Learning is underpinned by communication, interaction, switch use, motor skills (fine and gross), and sensory exploration, which are integrated across all areas.

Learners will also develop prerequisite cognitive skills including visual skills and auditory discrimination (where appropriate) and early planning and organising, regulation and attention.



Learners who are currently developing their engagement with the curriculum follow the engagement model, which focuses on the five lenses of engagement. These are persistence, initiation, realisation, exploration and anticipation.

This curriculum is flexible and responsive to the individual needs and learning styles of each student, ensuring a stimulating and meaningful educational journey.

NSSL specific classes have been set up. These classes focus on teaching and interaction based on the Engagement Model. Learners in these classes can access an environment more suited to their developmental needs.

Digital systems track progress data for NSSL learners, with Tapestry providing weekly activity snapshots. By using engagement baselines, termly observations and small-step assessments of pre-cursive skills, teachers can precisely measure individual learning and growth over time. Each learner passport details their next steps within the engagement model alongside four key IEP targets for the academic year.

At the end of key stage 3 and 4 learners will have opportunity to participate in gaining an arts award. There will be opportunities throughout the year to participate in mini enterprise, swimming certificates and forest schools badges.



The Den

The Den offers a programme of study that closely follows the aims and objectives of the KS1 and KS2 National Curriculum, but will be highly individualised and tailored to meet the needs of each learner, who attend from Year 1 to Year 6. High staff to learner ratios enable staff to develop strong working relationships and this allows them to get to know each learner and their interests to personalise their learning to meet their needs. Teaching and learning is delivered through a variety of means including working one to one with learners, small group work and within Key Stage 1 a continuous provision which links to a weekly theme; learners learn through creative activities, stories and play. In addition all learners benefit from swimming and Forest School sessions to extend their learning and skills beyond the classroom.

Within the Den we aim to work on the learners EHCP targets through their Pupil Passports whilst also focusing on their academic success, developing their functional life skills and optimizing their communication and interaction skills.

We will always champion each pupil's abilities and focus on success and achievements. Formal assessments take place to monitor and evaluate learning and may include the Forest Way EYFS baseline assessment, EYFS Tracking Document against Development Matters and Early Learning Goals and SATs where appropriate. Where appropriate, some learners will also be assessed against the Forest Way Small Steps Assessment in order to clearly show progress. In Year 6 we support the learners and their families with this transition and finding a secondary placement that is right for them and can meet their need to sit a wide range of formal qualifications, such as GCSE's.



Forest School Provision

Forest Way has a well established history of providing exciting and adventurous Forest School provision. It is embedded within the school curriculum and forms a vital part of our holistic, child-centred approach, providing pupils with rich, sensory, and experiential learning opportunities that support personal, social and emotional development. We are fortunate to have a wealth of qualified practitioners who bring a fantastic amount of experience to the sessions they run.

We follow the Forest School Wild Warrior framework, aligned to the 6 principles of the Forest School ethos which places the needs, interests and strengths of each child at the center of their journey. This approach is particularly suited to our SEND learners, enabling them to build confidence, resilience, and self-esteem through meaningful engagement with the natural world.

All pupils, from Early Years Foundation Stage (EYFS) through to post-16, have regular, year-round access to our onsite woodland areas. In these sessions, learners explore the outdoors through a blend of structured and free-choice activities, including tool use, fire safety, shelter-building, nature exploration, and team-based challenges. These experiences are carefully planned to align with the pupils' developmental levels and individual education plans (IEPs), ensuring personalised support and progression.

We provide 2 distinct offers for learners to access Forest School:

1. Internal Forest School principles provision

Forest School sessions are embedded into the curriculum timetable for all ages, from 3-19, providing a child-centred approach to learning and supporting emotional regulation, sensory integration, and social communication in our woodlands.

Our Forest School pathway, which offers a long-term, bespoke curriculum model for pupils with SEND who have additional needs requiring a trauma-informed approach. The provision provides a nurturing, structured space to enable them to thrive in a Forest School setting.

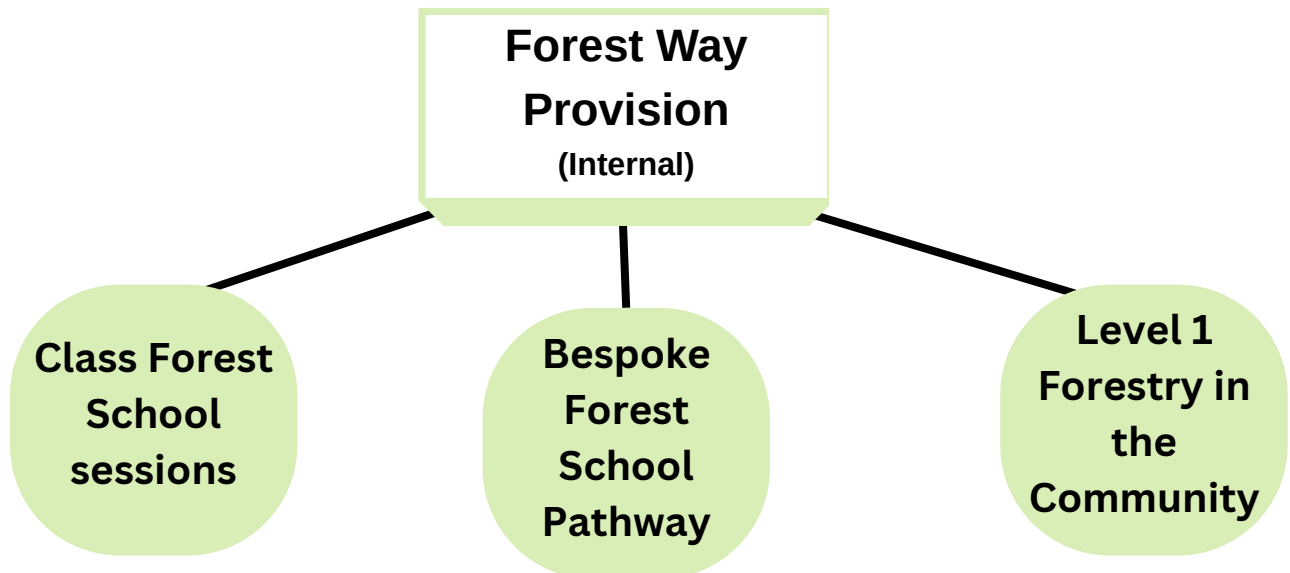
2. External, short-term alternative education provision

The alternative education provision extends our expertise on a part-time basis, to external partners, allowing learners from other settings to benefit from our Forest School environment and specialist staff for additional support and benefit from a child-centred, nurture approach in the outdoors. These are learners who may have SEND, SEMH needs, experienced ACEs and are struggling in a traditional education environment.

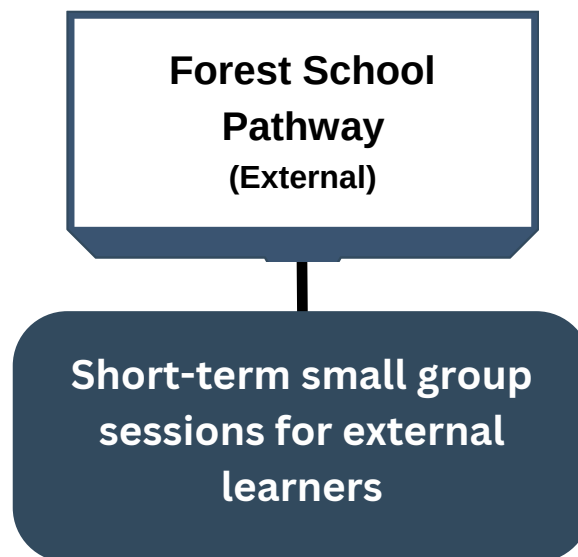




Offer 1:



Offer 2:



In addition, we are proud to offer the new Level 1 Forestry in the Community Award for selected post-14 learners. This accredited qualification introduces pupils to sustainable woodland management, basic conservation skills and community engagement, providing a meaningful step along the vocational pathway. Forest Way School works closely with the National Forest and has Forest School Champion Status, alongside our Green Tree School Platinum Award.



Enrichment Opportunities

Forest Way School is passionate about enhancing learners' social, emotional, health & wellbeing development. We ensure all learners have access to wider opportunities and enrichment events, which are relevant to them.

Learners are offered a wide range of after school clubs on Tuesdays and Thursdays, ranging from parent/career swims, dance and forest schools. These clubs allow learners to further develop their communication and social interaction skills. Clubs are offered on a termly rotational basis and may be subject to change over time to match staff skill sets and learner interests.

Key stages also work on a rotation basis to offer external trips throughout the academic year, linked to classroom learning. In the summer term all classes are offered an end of year enrichment opportunity, to celebrate success and progress made within the academic year.

Curriculum specific wider opportunities are offered throughout the academic year depending on key stages. Secondary aged learners often have access to guest speakers and workshops and primary aged learners often participate in yearly events such as harvest festival stay and plays and in-school Christmas pantomimes. Forest Way also warmly welcomes visitors from the community including partner schools for inclusion links, personnel from the emergency services, faith leaders, career and outdoor specialists. These are often linked to current themes and topics to bring learning to life and raise future aspirations.

Forest Way also are members of Northwest Leicestershire Schools Sport Partnership and Inspire2 network. These memberships provide regular access to sport participation and sport competition events for KS2-KS5 throughout the whole academic year. Including football tournaments, regional athletics and boccia.

Examples of enrichments and wider opportunities:

- EYFS/KS1 trip to Twycross zoo.
- National Memorial Arboretum.
- Rock climbing, crazy golf and orienteering.
- Community access to shops and cafes.
- Drayton Manor and Twinlakes.
- Sensory swim story interactions.
- Bamboozle.
- Wheels for all and bike-ability.



Learners may be referred to enrichment therapies if they are suitable and would benefit from additional support, or these may form standardised provision outlined in their EHCP. Interventions vary in length from short term to ongoing support and are delivered by fully trained and qualified staff. These include:

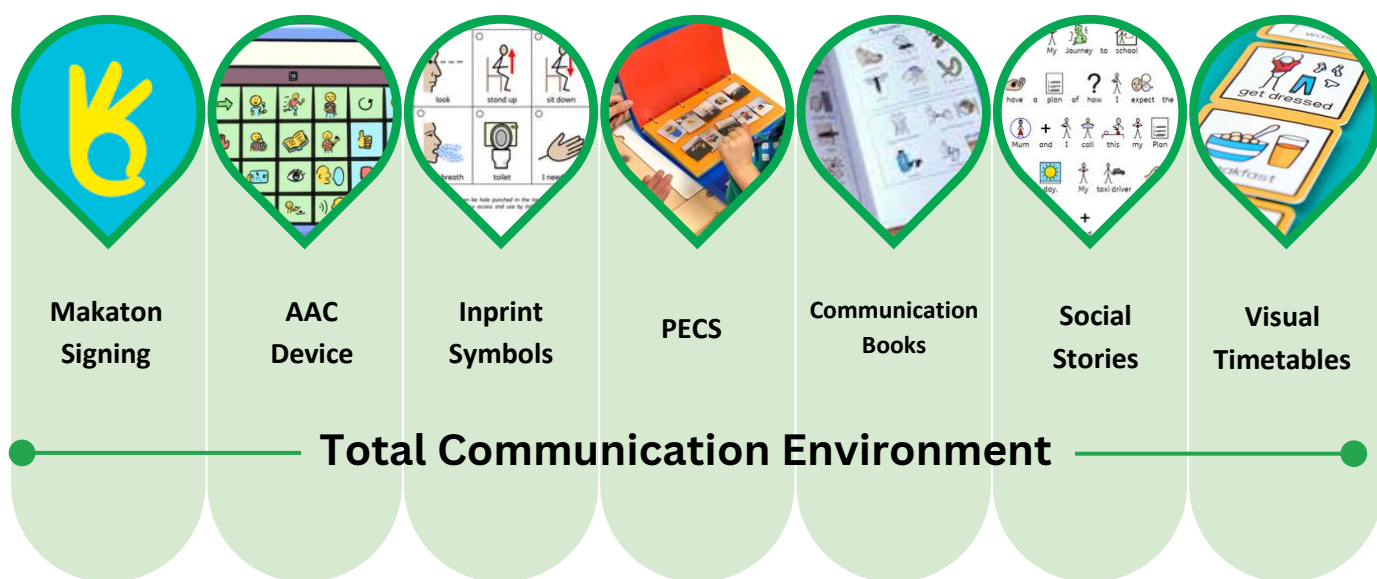
- **Music Therapy**
- **Music Communication & Interaction**
- **Art Communication & Interaction**
- **LEGO Therapy**
- **Sound therapy**
- **ELSA (Emotional Literacy Support)**
- **Aromatherapy**
- **Reading to therapy dog**
- **Pet therapy**
- **Physical Activity Intervention**
- **Forest School Pathway**





Communication

Our total communication environment ensures that specialist support is embedded in all aspects of the school day. We understand how crucial it is to empower our young people to master a variety of means to communicate. This enables them to engage in meaningful interactions and exert choice and autonomy over their world. This is crucial to ensure each learner can be as independent as possible; from making choices about what food they would like to eat to applying for a job interview.



The total communication environment includes draws on a wide range of modalities to enrich the learning environment and ensure access is equitable for everyone.

Positive modelling using communication aids enables all learners to access and understand expectations and routines, such as transitioning around the school. These experiences allow our learners to develop self-direction and use of initiative in a positive and nurturing environment. This extends broadly to life skills, such as making healthy choices and interacting with friends. In later Key Stages, this is expanded by transferring the knowledge and skills developed formerly to a wider community environment. Exposure to a broad range of experiences helps learners to develop resilience in the face of unexpected challenges in a wide variety of situations.

The whole school community at Forest Way benefit from specialist support services, including:

- **Communication Leader**
- **Makaton Tutor**
- **Speech and Language Therapists**
- **CAMHS**
- **Education Psychologist**
- **Physiotherapist**
- **School Nurse/DIANA Service**
- **Music Communication and Interaction Sessions**



Holistic Impact

Formative



- Verbal feedback
- Self-assessment
- Tapestry/annotation
- Home/School Diary
- Learner Passport

Summative



- Small steps assessment
- Next steps
- PKSS
- Education progress report
- OCR/Functional Skills qualifications
- Annual Review/EHCP
- SEF/SIP

Moderation



- Work scrutiny
- Learning walks
- Progress Meetings/reflections
- Curriculum action plans/evaluations
- School to school

EHCP



- Learner Passports
- Achievement & Ambition Week
- Verbal feedback
- Self-assessment
- Tapestry/annotation
- Learner voice



Be as independent as possible



Achieve their potential



Have the highest level of communication possible



Be safe and happy

Formative and Summative Assessment

A 'basket of indicators' is used to record and assess the holistic impact of curriculum delivery. This is used to make accurate judgements about pupil progress and achievement and provides insight for next steps and targeted interventions, used. These play a key role on a daily basis. This holistic data set also enables learners to take responsibility for their own learning, using the school Feedback and Marking Policy, which implements a range of modalities to meet learner needs including regular verbal feedback and symbolised self-assessment.



Holistic Impact

Moderation

Learner progress is assessed using the bespoke small steps baselines. These provide a forum for structured professional reflection around progress and achievement in Maths, English, Communication, Science and PSD.

Moderation of all curriculum areas are carried out by curriculum leads for the whole school to ensure the high standards for our ambitious curriculum at Forest Way are maintained. These are conducted through peer review, learning walks and work scrutiny in a collaborative, open to learn and evidence informed approach. Moderation is also carried out between local special schools and with external school improvement partners. Statutory moderation of Learning Journeys is carried out annually by the Local Authority for the EYFS.

Education, Health and Care Plan & Learner Passports

EHCPs and Learner Passports are married together to create the foundation of personalised learning. These reflect the learning pathway a pupil is following and include SMART IEP targets and structured implementation plans. Targets are drawn from Section B 'Areas of Need' and Section E 'Outcomes' outlined in each young person's Education, Health and Care Plan in agreement with all stake holders.

Targets are tracked weekly and progress towards these summarised each term during the Achievement & Ambition Week. These form part of the holistic picture of the impact on pupil progress and achievement. Pupil voice is a fundamental part of the EHCP and is captured through a variety of means to reflect each individual learner's wants, needs, interests and aspirations.

Parents receive copies of the Learner Passport to support consistency between school and home and reinforce learning in both settings. It is used as a key tool to develop a strong partnership between learners, teachers and parents.

The learner passports include next steps for learning in Maths and English to provide clear information on what the learner is working towards next in their academic journey. Learners on the 'Life Choices' pathway who are Non Subject Specific (NSS) and working on early developmental skills have qualitative statements explaining how they are learning in each of the 5 lenses of engagement.

The Learner Passport is consciously designed to be learner friendly and incorporates symbolised text written in the learner's voice to empower our young people to take ownership of their learning.

About Me	
My Family	
Learning Pathway	
Diagnosis/Medication	
My Friends	
My likes	
My dislikes	

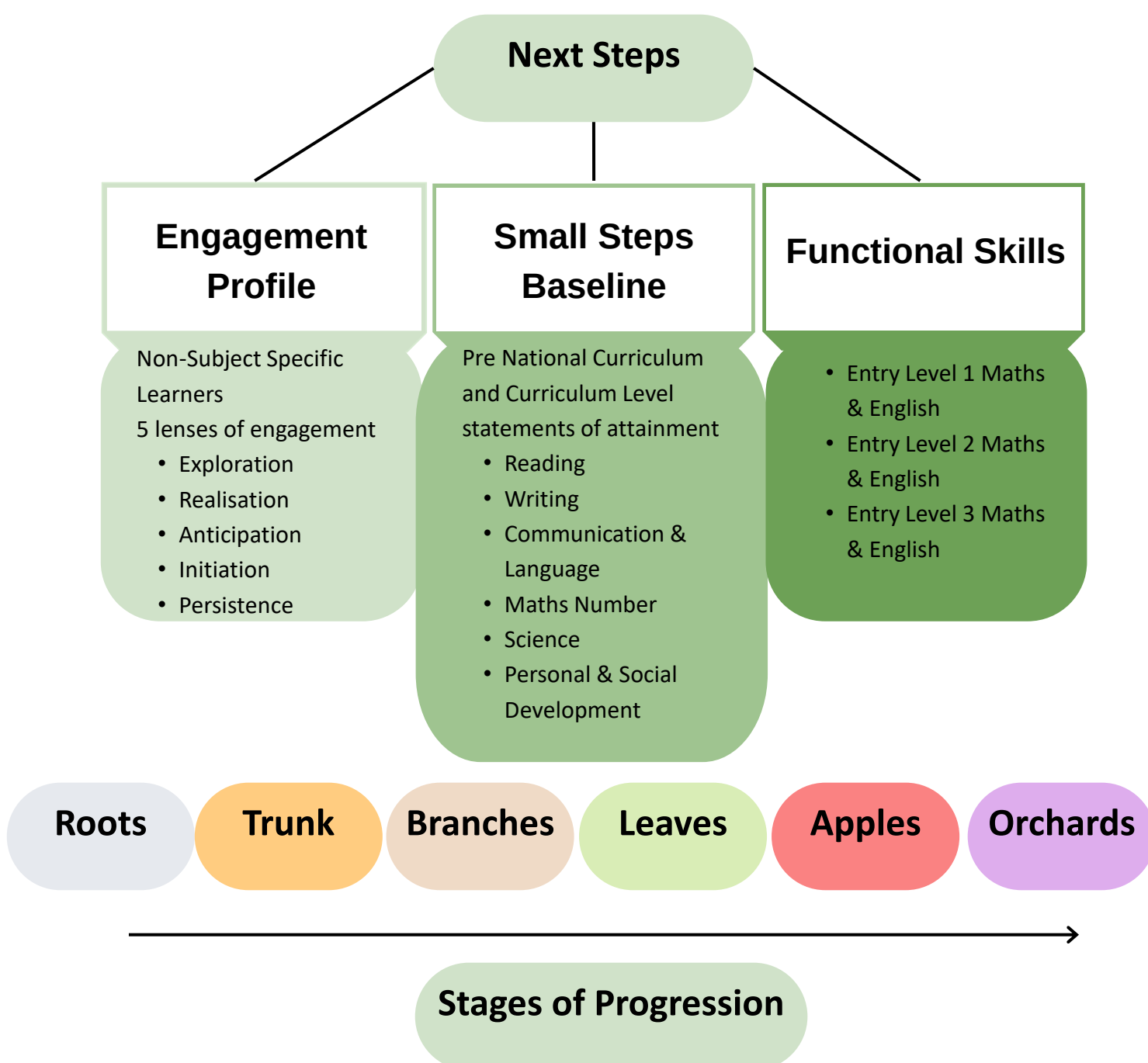
Communication & Interaction	
How I Communicate	
How to Communicate with Me	

Numeracy/Maths Next Steps	
123 Number	
Time	
Geometry	
Money	



Assessment

The small steps baselines form part of the 'basket of indicators'. These are incremental statements identifying the level of attainment a learner is working at and demonstrating what they can work towards next. Each of the small steps baselines have been carefully adapted from the National Curriculum across all developmental stages to meet the diverse needs of our learners. Small steps in each area are mapped against the respective Schemes of Work to ensure that progress measured is meaningful and consistent throughout the academic journey of each child. These are split into progress strands from Roots at the earliest developmental stages to Apples at the most advanced. If learners progress beyond this stage they are likely to be working on Functional Skills qualifications within Post-16. Non Subject Specific learners will also use the Engagement Model framework to track progress within the 5 lenses of engagement.





Achievement & Ambition

We are determined to foster a sense of pride and ambition for all our young people and the Achievement & Ambition Week is a special time to do this. Occurring once each term, the week is an opportunity to take stock of learner achievement and set goals for the future. The Learner Passport is the cornerstone of these celebratory reflections. Each department follows a consistent structure designed to systematically draw together and raise the profile of the achievements of every learner. Time is taken to reflect in a meaningful way. Progress towards IEP targets is summarised and next steps reflected upon.



The positive impact of learning experiences at Forest Way School are celebrated school wide. Learners are invited to share their achievements daily during lessons and whole school assemblies. This is a fantastic way to boost learner's confidence.

Awards & Qualifications

Learners on some pathways in Key Stage 4 will have the opportunity to access the Open Awards Entry Level Award in IT User Skills. This provides the learners with a qualification that shows future educators or employers that they are able to use IT systems in a formal manner for a range of purposes. The units the learners cover, include communication, finding, entering and presenting information, health and safety and keeping safe online.



Working Positively with Learners

At Forest Way School, our approach to behaviour is rooted in positive, relational practice that prioritizes emotional safety, trust, and connection. We recognise that meaningful learning is only possible when pupils feel respected, valued, and understood. Through strategies like Communication without Demand, Emotion Coaching, and co-regulation, staff are supported to build calm, consistent relationships that help pupils manage their emotions and engage more fully in learning. Our policy emphasises proactive support, reducing reliance on reactive or punitive responses, and instead creates a culture where behaviour is understood as a form of communication. Adults are expected to model emotional regulation, use supportive language, and establish predictable routines that give pupils a sense of safety and control.

To support this, we use Engagement Support Plans (ESPs) for pupils requiring more targeted strategies. These personalised documents outline each pupil's needs using tools like the "Six Things" and help staff respond confidently and consistently. ESPs include step-by-step graduated responses, regulation strategies, and co-created pupil voice elements, enabling children to feel seen, heard, and involved in their own progress. Over time, this approach fosters resilience, increases time on task, and reduces behavioural incidents. By embedding these practices into our whole-school culture, we strengthen adult-pupil relationships, empower staff, and create a more inclusive, emotionally intelligent learning environment for all.

Our latest Working Positively with Pupil Policy (formerly Behaviour & Discipline) is on our website: www.forestway.leics.sch.uk

