



**Forest Way School
Curriculum Summary
2023-24**



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.

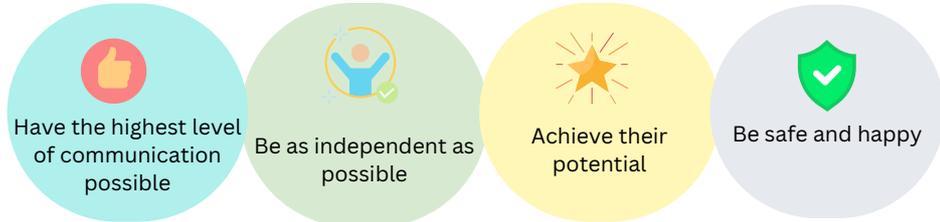




Curriculum Model

The curriculum model is a snapshot overview of the whole school curriculum intent and implementation at Forest Way School. It demonstrates how the curriculum is systematically structured and connected to overall learner aims and outcomes to ensure that learning is broad, balanced and coherent.

Whole School Learner Aims
Learning Pathways/Learner Passport/EHCP
Thematic Learning Journey & Curriculum Coverage Map
Bespoke Schemes of Work & Wider Curriculum LTP Maps
Half-termly planning & lesson plans
Impact on Learner Outcomes



Have the highest level of communication possible

Be as independent as possible

Achieve their potential

Be safe and happy



Life Choices

Life Skills

Vocational

	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
Formal Curriculum	EYF5 curriculum is taught through child initiated play, individual and small group tasks linked to Early Learning Goals. Students' learning is enriched by links to a rolling thematic programme. Prime: <ul style="list-style-type: none"> PSED Communication and Language Physical Development Specific: <ul style="list-style-type: none"> Literacy Maths Understanding the world Expressive Arts and Design At Key Stage 1, children transition from the Early Years Framework onto a Key Stage 2 formal to prepare them for discrete taught sessions of core and foundation subjects.	Key Stage 2 curriculum is taught through discrete programmes of study and cross-curricular links to a rolling thematic plan. English x 4 Maths x 3 Science x 1 Music & ICT x 1 History & Geography x 1 Religious Education & PSHE x 1 Food Technology & Forest School x 1 Physical Education & Swimming x 1 Foreign Languages x 1 term	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 x 3 Maths x 3 Science x 1 Music & ICT Humanities x 1 Art & Design Technology x 1 Physical Education and Forest School x 1 Physical Education and swimming x 1	KS4 curriculum is taught through discrete programmes of study with links to a rolling thematic plan and a focus on functional skills. English x 3 Maths x 3 Science x 1 Food Technology x 1 Art/DAT x 1 RE/Citizenship x 1 Geography/History x 1 PSHE/Sports Leader Awards x 1 ICT x 1 Forest Schools (On rotation) Physical education and swimming x 1 Mini enterprise x 1
The National Curriculum	EYF5 and Key Stage 1 (Badgers) Pupils are taught in a mixed class of EYF5. Year one and Year two. EYF5 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. Pupils complete individual and small group tasks linked to Early Learning Goals. Pupils 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 pupils follow the National curriculum which is adapted for		Key Stage 2 (Bears) Pupils are taught in a mixed age class of Year groups 3,4,5 and 6. The pupils follow an adapted version of the National Curriculum which is tailored to meet individual needs.	

Maths

- Number
- Geometry
- Time
- Money
- Measure
- Fractions

English

- Reading
- Writing
- Communication & Language

Science

- Biology
- Physics
- Chemistry

Enrichment Opportunities



Pathway Characteristics

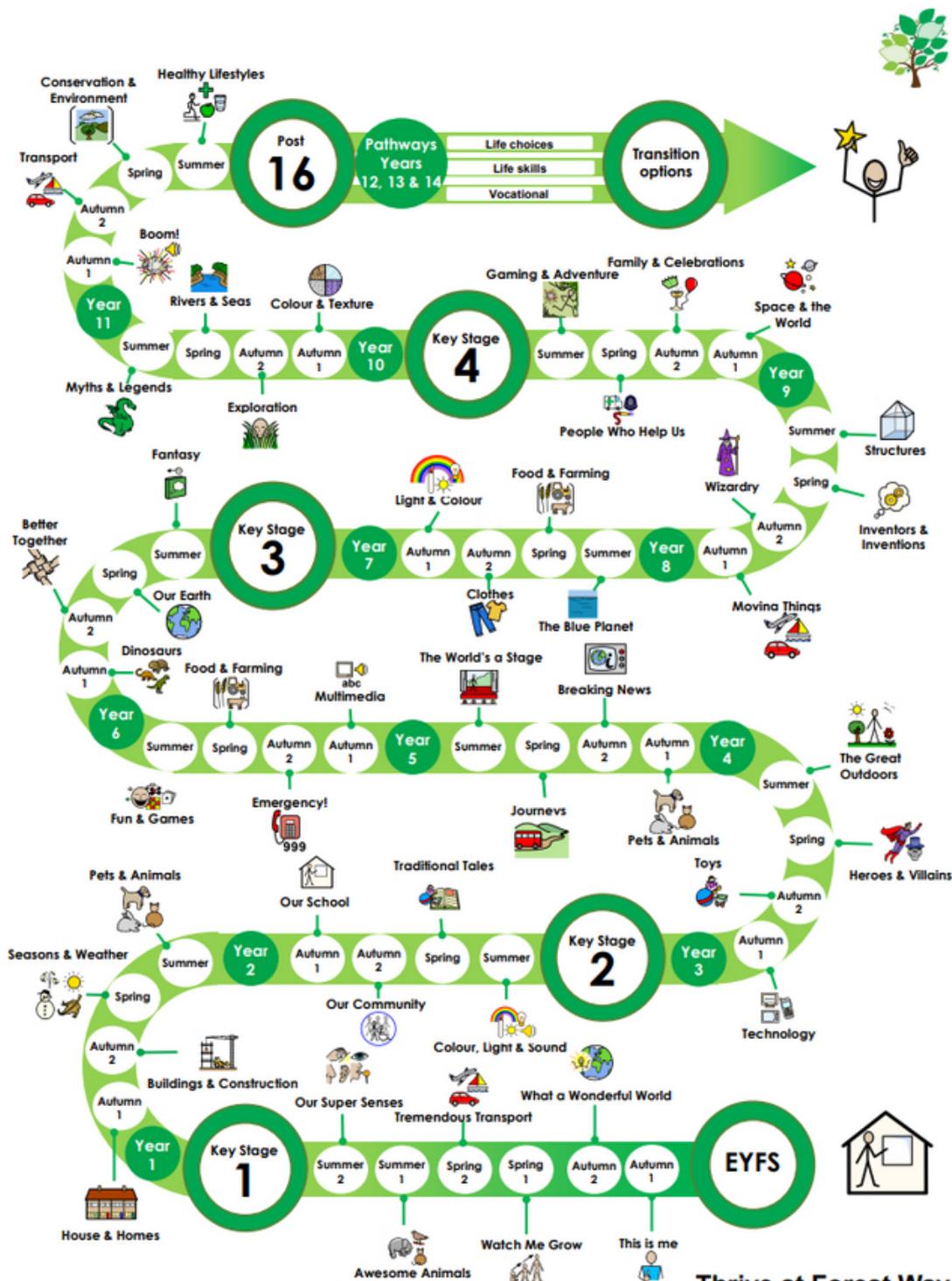
	Life Choices	Life Skills	Vocational
Curriculum	<ul style="list-style-type: none">Non Subject Specific Learning (NSSL)Specialised multi-sensory approachesTherapeutic interventionsEnrichment opportunitiesBroad and balanced	<ul style="list-style-type: none">Adapted National CurriculumBroad and balanced Core subjectsCreative approaches, personalised to interestsEnrichment opportunities	<ul style="list-style-type: none">Adapted National CurriculumBroad and balanced Core subjects and qualificationsChallengingWork experienceEnrichments opportunities
Learning Characteristics	<ul style="list-style-type: none">Collaborative learningCore focus on early communication and interactionMaintaining positive SEMHDeveloping consistent responses in learning contextsDeveloping joint attention skillsCommunity access	<ul style="list-style-type: none">Learning for real lifeCore focus on functional communication skillsDeveloping self-regulation skillsProblem solvingScaffolding challengeSupported living skillsCommunity inclusionHealthy choices	<ul style="list-style-type: none">Preparation for assessments and qualifications.Application of skills across a range of community environmentsCommunication skills for employmentCreativity and critical thinkingLeadership skillsIndependent living skillsCommunity participationHealthy lifestyle
Assessment	<ul style="list-style-type: none">Engagement ModelLearner Passport IEPsTapestry	<ul style="list-style-type: none">Learner Passport IEPsTapestrySmall steps baselinesPKSS	<ul style="list-style-type: none">Learner Passport IEPsSmall steps baselinesSkills builderFormal qualifications:<ul style="list-style-type: none">-SATS-Functional Skills
Outcomes	<ul style="list-style-type: none">Communication skills that enable them to lead fulfilling lives and engage meaningfully in the worldMaking choicesHappy and safe	<ul style="list-style-type: none">Enjoyment of learning. Fulfilling potential to have meaningful relationshipsAccess to community spacesUsing functional communication and interaction skillsManaging own safety.Being happy and well.	<ul style="list-style-type: none">Enjoyment of learning and autonomy.Future independence e.g employment, finances, independent livingResponsible citizenProactively 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	<p>EYFS curriculum is taught through child initiated play, individual and small group tasks linked to Early Learning Goals. Students' learning is enriched by links to a rolling thematic programme termly.</p> <p>Prime:</p> <ul style="list-style-type: none"> • PSED • Communication and Language • Physical Development <p>and</p> <ul style="list-style-type: none"> • Specific Literacy • Maths • Understanding the world • Expressive arts and Design <p>At Key Stage 1, children transition onto a Key Stage 2 format to prepare them for discrete taught sessions of core and foundation subjects.</p>	<p>Key Stage 2 curriculum is taught through discrete programmes of study and cross-curricular links to a rolling thematic plan.</p> <p>English x 4</p> <p>Maths x 3</p> <p>Science x 1</p> <p>Music & Computing x 1</p> <p>History & Geography x 1</p> <p>Religious Education & RHE x 1</p> <p>Food Technology & Forest School x 1</p> <p>Physical Education & Swimming x 2</p> <p>Foreign Languages x 1 term</p>	<p>Key Stage 3 curriculum is taught through discrete programmes of study with links To a rolling thematic plan and a focus on life skills</p> <p>English x3</p> <p>Maths x3</p> <p>Science x1</p> <p>Careers/Computing x1</p> <p>Humanities x1</p> <p>Art/Design Technology/ Music x1</p> <p>PSHE x1</p> <p>Physical Education & Swimming x2</p> <p>Food technology and Forest School x1</p> <p>RSE/Life Skills x1</p>	<p>KS4 curriculum is taught through discrete programmes of study with links to a rolling thematic plan and a focus on functional skills.</p> <ul style="list-style-type: none"> • English x 3 • Maths x3 • Science x1 • Food Technology/Life Skills x1 • Art/Mini Enterprise x1 • Humanities x1 • PSHE x1 • RSE/careers x1 • Computing x1 • Forest Schools (On rotation) • Physical education and swimming x2 • Sports Leader Awards • Duke of Edinburgh
Post-16	<p>Students in Post 16 are able to access three different pathways depending on the level they are working at, which will ensure they are accessing a challenging but achievable curriculum. These pathways are flexible and students can cross over if they need to. The pathways are: Life Choices, Life Skills & Vocational.</p> <p>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.</p>			
	<p>Pathway 1: Emerging skills (Life Choices) Oaks 8 and 9 (not PMLD)</p> <p>Functional Maths x 1 -embedded in community skills and life skills for Oaks 8</p> <p>Functional English x 1</p> <p>Communication Skills x1</p> <p>Community Skills weekly</p> <p>Music and Drama</p> <p>Arts and Culture</p> <p>Gardening/ Forest Schools</p> <p>PE x 2</p> <p>World Around Us (Oaks 9)</p> <p>Life Skills (Oaks 8)</p> <p>Cook and Eat/ Life Skills (Oaks 9)</p> <p>Food Technology (Oaks 8)</p> <p>RE Workshops</p> <p>Skills Builder</p> <p>Options: Hair and Beauty, Community Action, College Taster days, Internal and external work experience if appropriate</p>	<p>Pathway 2: Consolidating skills (Life Skills) Oaks 10</p> <p>Functional Maths x 1</p> <p>Functional English x 1</p> <p>STEM (optional) x2</p> <p>Café x2</p> <p>Communication Skills x1</p> <p>RSE/ PSHE/ Citizenship</p> <p>RE Workshops/ Community Visits</p> <p>ICT</p> <p>PE x1</p> <p>Community Skills</p> <p>Enterprise</p> <p>Skills Builder -Weekly</p> <p>Life Skills</p> <p>Options:</p> <p>Gardening, World Around Us, Arts and Culture</p> <p>Community Action, Forest Schools, Gardening, Gym, Taster College Courses, Internal/ External Work Experience</p>	<p>Pathway 3: Mastery of skills (Vocational) Oaks 11</p> <p>Functional Maths x 1</p> <p>Functional English x 1</p> <p>STEM (optional) x2</p> <p>PSHE/RSE/ Citizenship</p> <p>RE Workshops/ Visits to Community</p> <p>ICT (embedded)</p> <p>Leisure Centre/ Local Gym x2</p> <p>Community skills x2</p> <p>Sports leader x1</p> <p>Careers – weekly</p> <p>Employability Skills</p> <p>Skills Builder – weekly</p> <p>Enterprise</p> <p>Options: Arts and Culture, External/ Internal Work Experience class based career work activities with DWP, taster college sessions</p>	



Implementation

Non-Subject Specific Learners	Students with PMLD and sensory needs access a variety of bespoke therapeutic and multi-sensory curriculum activities -pupils follow a non-subject specific curriculum:
	Cognition and Learning – Thinking Skills: Early Maths Skills/ Switches and Technology (Awareness and Exploration, Control and Early Problem Solving, Sequence and Pattern, Object Permanence)
	Communication and Interaction- Responding, Interacting, Communicating:
	<ul style="list-style-type: none"> • Intensive Interaction • Body Signs • Objects of reference • Breaking the silence • Early English skills – sensory stories / sensory book boxes • Turn Taking • Imitation • Interaction Boxes/ Treasure Boxes • Tac Pac
	Sensory and Physical (The Senses, Body Awareness, Postural Management and Physio Programmes, Gross and Fine Motor):
	<ul style="list-style-type: none"> • Aromatherapy • Physiotherapy Programmes (Individual) • Postural Management/ change of position • Personal Care • Swimming (minimum 1 per week or dependent on EHCP provision) • Gross and fine motor activities • Dance Massage • Outdoor Play Equipment (vestibular sense)
Social, Emotional and Mental Health: (Confidence, Self-belief, Interaction and Relationships, Our Community)	
- This underpins all sessions	
Enrichment: Foundation subjects which provide a context for learning and entitlement to a rich and varied curriculum:	
<ul style="list-style-type: none"> - Music - Art - The Humanities – Not Post 16 - Community Visits - Theatre and Music performances - Forest Schools/ Gardening etc ... - RE workshops 	

Semi-Formal Curriculum		
Lunch time clubs	After school clubs	Enrichment
<ul style="list-style-type: none"> • Sports • ICT • LEGO 	<ul style="list-style-type: none"> • <u>Play club</u> • Games • Athletics • Multi-sports • Cricket • Forest School • Family swimming 	<ul style="list-style-type: none"> • Twycross Zoo • Drayton Manor • Visitors • Forest School Network links



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 (UfW)	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 pupil 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. Pupil 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 pupils enter into Year 1 they continue to be tracked against the Early Years Foundation Stage Profile and assessed against Forest Way Baselines. Pupils continue to benefit from exploration of multi-sensory activities and stimulating continuous provision. By the end of the Autumn Term all pupils are assessed in the core areas.

At the beginning of the spring term, learners transition on to Forest Way's Learner Pathways and are assessed using the basket of indicators, following our adapted schemes of work.



In Years 1 and 2 the pupils are taught the core primary curriculum subjects English, Maths and Science. 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, pupils are also taught, Physical Education, Relationship and Health Education, Swimming and Forest School in class groups. Pupils in Years 1 and 2 are taught in mixed class groups following the thematic learning journey, for example, 'Seasons and the Weather'. 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. Learners working below this level will be assessed using the engagement profile.



Key Stage 2

In KS2, children are taught the core primary curriculum subjects; English, 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. 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 Food Technology, Physical Education, Relationship & Health Education/PSHE, Swimming and Forest School in ability groups based on their receptive language skills and learner pathway, to maximise their learning potential. This is balanced with the primary foundation subjects taught in mixed ability classes 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.

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 pupils are being met. Pupils are taught core subjects in English, Maths and Science, which all have schemes of work adapted from the National Curriculum. They also take lessons in PE, Swimming, Food Technology, RSE/PSHE, Art and Careers. These form a holistic approach to maintaining physical and mental wellbeing. Forest Schools is taught on a rota with every class accessing it weekly, every other half term. 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.



One of the key focal points is to encourage independent thought and questioning skills in order to prepare them for adult life.

Leading on from the focus on child-centered learning within Key Stages 1 and 2, pupils' experiences now also include more enquiry-based, problem-centered, and decision-making activities.

Formative and Summative assessment takes place through a variety of modalities and is used to continuously inform and modify planning as appropriate to individual needs.



Key Stage 4

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

We empower pupils to become increasingly independent learners and prepare them for everyday life and lifelong learning. This includes fostering attitudes and dispositions to support personal development, active citizenship and employability. Some pupils 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 lessons, gardening, and the Level 1 and 2 Sports Leaders Award. Pupils also have the opportunity to partake a nationally accredited Arts Award and will still do lessons in Food Technology, Humanities, PE, RSE, Swimming and Forest Schools.

Post-16

In Post 16, learners follow the individualised curriculum pathways designed to meet their needs and future aspirations. The curriculum of each individual pathway focuses on building on prior learning, skills for life and preparing them for adulthood. This includes the DfE guidance 'Preparing for Adulthood'. The areas of focus are employment, independent living, community inclusion and health.

We also continue to develop their literacy and numeracy through functional skills opportunities at Entry levels 1, 2 and 3. PSHE and RSE remain a key part of the curriculum in preparing for adulthood. Students have the opportunity to attend a residential trip. 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 lessons, gardening, and the Level 1 and 2 Sports Leaders Award.



Pupils also have the opportunity to partake in a nationally accredited Arts Award and will still do lessons in Food Technology, Humanities, PE, RSE, Swimming and Forest Schools. The National Careers Strategy is used to assess progress through the Gatsby Benchmarks. We have strong emphasis on employability skills and work-related opportunities, finding out about the current labour market and meaningful engagement with employers and external work experience opportunities. We are involved in community action projects so that our students are able to make a contribution to the surrounding area. This gives the students an opportunity to develop resilience and an idea of community spirit. These projects have included Coalville C.A.N and Enrych. Students will focus on the skills required for independent travel and planning mini enterprise.



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 pupil, 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 pupil 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 pupils, small group work and within Key Stage 1 a continuous provision which links to a weekly theme and pupils learn through creative activities, stories and play. In addition all pupils benefit from swimming lessons and weekly Forest School sessions

to extend their learning and skills beyond the classroom.

Within the Den we aim to work on the pupils EHCP targets through their individualised plans 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. Some learners may have the opportunity to participate in link lessons at a local mainstream school to support their inclusion and preparedness for moving on from Forest Way at the age of 11. In Year 6 we support the pupils 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 GCSEs.



Enrichment Opportunities

Forest Way School is passionate about enhancing pupils' social, emotional, health and wellbeing development with additional extra-curricular provision to support the formal school curriculum. Our young people are offered extra-curricular clubs at lunch times and after school in addition to trips and visits from educational partners key community members. Lunch time enrichment clubs comprises LEGO club, soft play, multi-sports and ICT club. We believe these opportunities are key to preparing learners for adulthood and enable them to transfer the knowledge, skills and attitudes learnt in school to increase access community opportunities.

On Tuesdays and Thursdays, learners can access a variety of after school clubs on a termly basis. These are a fantastic opportunity to further develop learners communication and social interaction skills, confidence and self-esteem. Clubs are offered on a termly rotational basis and may be subject to change over time to match staff skill sets and learner interests. Examples of some after school clubs include:



- **Multisports**
- **High performers athletics**
- **Cricket**
- **Forest School**
- **Play Club**
- **Board games**
- **Performing Arts**
- **Art**
- **Parent & Child Swimming Club**

Trips into the local and wider community are also a key feature of the school year. Previous destinations across departments have included Drayton Manor, Twycross Zoo, Tamworth Snowdome, soft play, BMX tracks, indoor climbing, farms and many more. Older learners also participate in residential opportunities and The Duke of Edinburgh Award, undertaking camping and hiking expeditions.

Forest Way School 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. We also hold annual community events, including a Christmas Fair and enterprise f

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:

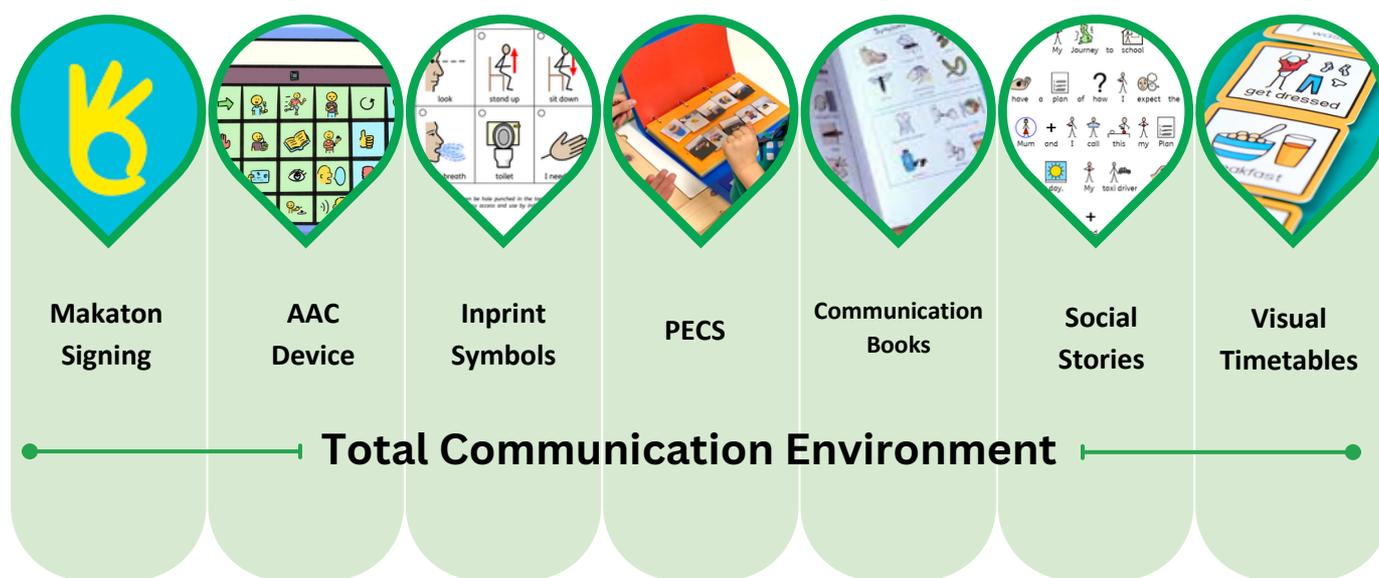
- **Music Therapy**
- **Music Communication & Interaction**
- **LEGO Therapy**
- **ELSA (Emotional Literacy Support)**
- **Aromatherapy**





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 drawing 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 benefits from specialist support services, including:

- **Communication Technician**
- **Makaton Tutor**
- **Speech and Language Therapists**
- **CAMHS**
- **Education Psychologist**
- **Physiotherapist**
- **School Nurse/DIANA Service**



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



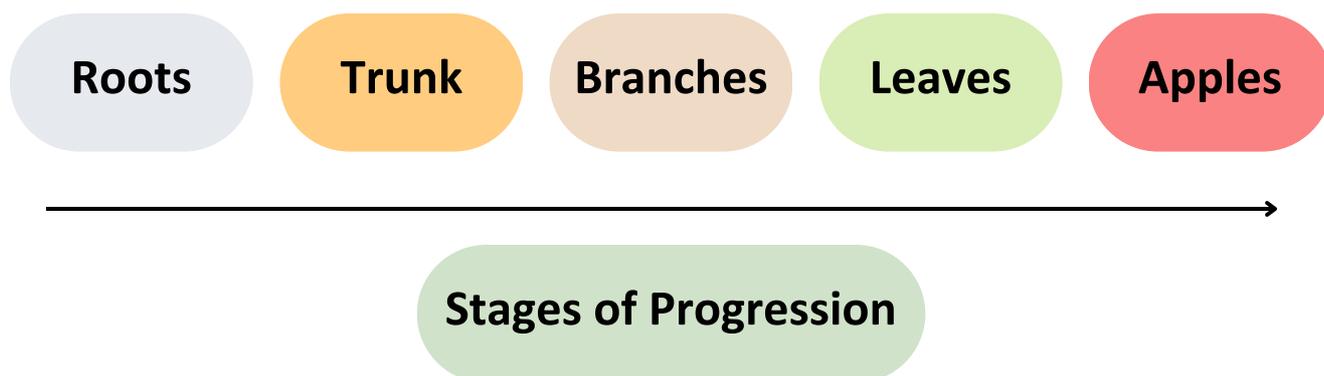
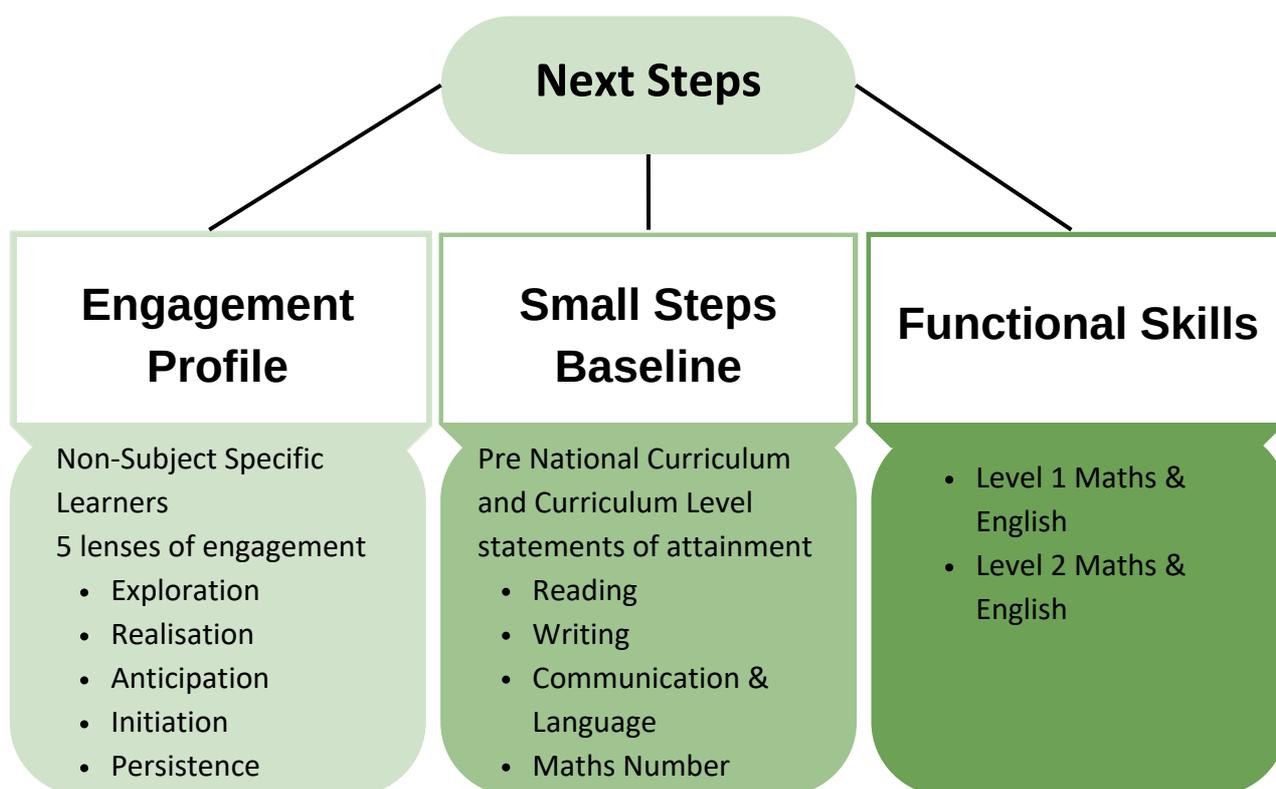
Be safe and happy

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.



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.





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 and SEMH.

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	
? I Communicate	
? How to Communicate with Me	

Numeracy/Maths Next Steps	
123 Number	
Time	
Geometry	
Money	



Achievement & Ambition Week

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 learners' confidence.