



## The Forum School

*Specialist School for  
Autism and Complex Needs*

- **Mixed Gender • 7 - 19 years**
- **Up to 52 Weeks Residential**

### School Ethos

We all want to provide a wonderful and life-changing experience of care and education here at The Forum School. Through maximising every opportunity for our young people to find their voice – be that verbal (own voice or through a device), using signs or symbols or through writing – we will help the young people here to exercise meaningful control and choice in their lives. Everyone at The Forum School, with full cooperation from the Cambian head office team, are invested in establishing a remarkable and dynamic future for all who live, learn and work here.

Communication, co-regulation and self-regulation are key elements of our ethos. Helping our young people to develop effective communication skills and strategies to overcome barriers of frustration, marginalisation and isolation can lead to:

- Active shared lives where people are supported to engage in an enjoyable and active lived experience
- Known likes and preferences and young people who can express their choices and preferences
- Fun-filled independent lives so young people can have a place within their community engaging in activities, and with varying levels of support, engage in employment – either voluntary or paid, with support or independently.

We recognise that understanding individual need through careful assessment in our therapeutic environment guides how we seek to achieve the outcomes of each young person's EHCP. Our response to meet their individual need. Our multidisciplinary team has a brilliant range and depth with in-house SaLT, OT, Music Therapy, Physio, Psychologist, Psychiatrist, Equine Therapy and Clinical Lead Nurse. This team coordinates with education and care to ensure each area of our provision supports the young people here in the best possible ways.

We are proud of our offer to the young people who live and learn at The Forum School. We have a strong and truly capable staff team of carers, educationalists and therapies within a wonderful natural environment extending to 28 acres. Our peaceful location within the beautiful Dorset countryside offers space to roam and explore. It is a truly exceptional place to live, learn and work.

Shillingstone,  
Blandford Forum,  
Dorset,  
DT11 0QS

01258 860295



# Views, Wishes and Feelings

We support our students in developing a 'voice' thus enabling them to express their own ideas, feelings and concerns. This begins by ensuring that they are able to communicate their needs and wishes. Once this is in place either through objects of reference, photographs, symbols, etc. opportunities are provided fortnightly through the student house meetings and half termly through the whole school student meeting. Each student has a key worker who ensures that there is a member of staff with whom they have a trusting relationship who will advocate on their behalf.

Independent Person – monthly visits are in place and the IP tours the school talking to staff and students about their experience of school.

Each student has time with their key worker to meet regularly and there is a student-friendly version of the complaints procedure designed to make it as accessible as possible to all. Student opinions are additionally sought via student questionnaires, activities using talking mats and incident debriefs.

## Community links

It is important to ensure our students are supported to live in the community and not just in our school environment, so every opportunity is taken to teach in real-life situations.

The Forum School have strong links and contact with the local community. The students are encouraged to be part of the local community. Visits to local towns and villages are planned regularly. We also have independent visitors who come along and spend time with the students.

Social skills development for students involves visiting local shops, cafés and sports centres as well as using public transport and other amenities.

### Student Profile

May have one or more of the following:

- Mixed gender, ages 7-19
- Primary diagnosis of Autism
- Co-existing conditions
- Complex needs
- Challenging behaviour
- Learning difficulties
- History of placement breakdowns
- Has an Education, Health & Care Plan

### Our dedicated team include:

- Specialist teachers
- Trained teaching assistants
- Speech and language therapist
- Occupational therapists
- Clinical psychologist
- Psychiatrist
- Key workers
- Assistant psychologist
- Physiotherapist
- Nurse
- Music therapist
- Equine therapy



# The Forum School Curriculum



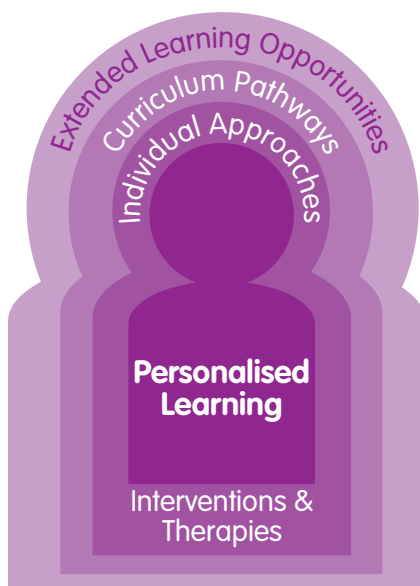
At The Forum School we recognise the importance of a curriculum that promotes education, development and care whilst providing exciting and motivating learning opportunities for all our learners.

As such, our curriculum incorporates a broad, rich and meaningful approach with highly personalised holistic teaching and learning.

At The Forum School we aim to provide a broad and balanced curriculum which is tailored to suit the individual learning needs of each of our children.

Personalisation is key to how we enable our children and young people to learn and develop to the very best of their potential.

## Meaningful, Functional and Purposeful



Academic Curriculum

Life Skills Curriculum

Engagement Curriculum

Therapeutic Curriculum



## The Person-centred Curriculum

The Forum School offers a curriculum and a programme of enrichment to ensure each learner has a personalised, rich, varied and interesting school experience.

Our curriculum incorporates a broad, rich and meaningful approach with highly personalised holistic teaching and learning.

We want our learners at The Forum School to receive a curriculum enabling the following key objectives:

### Communication & Interaction

- Have a voice
- Develop skills to meet needs & communicate appropriately
- Express self & ask for help
- Be able to make choices & informed decisions
- Be able to understand others in lots of different situations
- Develop social skills
- Be able to work independently & with others
- Be able to problem solve in a range of situations

- Effective communicators
- Empowered & challenged to realise their individual potential
- As independent as possible
- Healthy in body & mind
- Happy, engaged & included members of their community
- Confident & committed to lifelong learning

### Health & Wellbeing

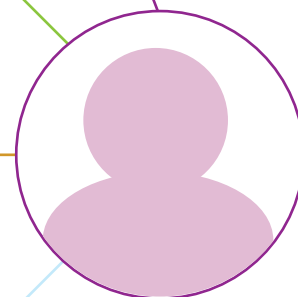
- Develop physical skills & confidence in movement
- Develop all of my senses & use them effectively
- Learn how to be healthy & safe
- Learn how to play & enjoy leisure & relaxation
- Be able to cope with change
- Be happy & well balanced
- Be able to understand actions & emotions & self-regulate
- Be able to develop & sustain friendships

### Independence & Community

- Effective communicators
- Empowered & challenged to realise their individual potential
- As independent as possible
- Healthy in body & mind
- Happy, engaged & included members of their community
- Confident & committed to lifelong learning

### Academic Learning & Achievement

- Realise each individual's learning potential
- Acquire functional, meaningful key skills to learn
- Experience a wide, rich range of learning opportunities in and out of school
- Access personalised learning which promotes enjoyment based on individual interests
- Celebrate learning & achieve accreditation





## Curriculum Implementation

All learners at The Forum School require a flexible curriculum that takes into account their specific skills and needs, including therapy needs. The school ensures that there are effective learning opportunities for the inclusion of all learners across all age phases and areas of school. Our curriculum pathways have been developed to prioritise the individual needs of our learners and to ensure that those needs identified in their Education, Health and Care Plan are central to each learner's personalised curriculum.

Our curriculum pathways allow us to create personalised journeys to meet the needs for each individual. Our developmental skills based and creative curricular aim to encourage all of our learners to participate

in opportunities that enhance their learning and independence – on whichever pathway is best for them.

Through a multi disciplinary and integrated approach learners learning styles and needs are identified. Each learner is unique and therefore can take an individualised learning pathway. Teaching and learning opportunities for our learners span the whole day, including lunch and break times, time spent on personal care and therapy routines, and indeed time at their home.

The amount of time allocated to the various subject areas will vary over time and across the different pathways.

In planning for breadth and balance across the different pathways in school we take account of:

- the statutory requirements
- the changing needs of learners
- the views of parents and carers
- the views of a range of professionals
- the levels of support required

The school provides a range of activities differentiated according to the age and needs of the pupils.





## TFS Curriculum Pathways

The grouping of learners according to their ability and need promotes effective learning as the classes are structured to best cater for the learning styles of learners.

Our curriculum pathways are driven by the identification of individuals' personal targets, and as the needs of our learners evolve, we continually assess the most appropriate pathway for them. Learners can move between pathways to achieve a personalised model to meet their individual needs. This offers a degree of flexibility for learners to progress into more appropriate pathways as they develop their learning skills. Learners have personalised targets, which are shared with parents/carers to extend learning opportunities outside of school. Our aim is to engage our learners in enjoyable learning activities that are of functional value to them now and in their futures.

We see the essential focus areas as:

- personalising learning opportunities
- developing our learners' ability to communicate and interact with others
- improving learners' physical abilities and sensory development
- enhancing personal, social, health and emotional skills
- developing cognitive skills
- developing independence

Our pathways are designed to have an innovative style to learning to stimulate our learners to acquire a continuum of learning opportunities. Our creative themed-based approach is planned to ensure it provides breadth and flexibility; it is relevant, inclusive, supporting a balance of learning experiences and opportunities to meet individual needs. Our curriculum pathways have been devised to support the skills and confidence individuals need to be ready for learning, developing independence alongside therapy interventions. We acknowledge that some learners' needs may cover more than one pathway, and that those additional requirements for every learner should be taken into consideration. Through whole class sessions, small and 1:1 groups, enrichment experiences and medical, sensory and behavioural interventions we aim to use time flexibly and creatively to maximise learning opportunities.



Learners at The Forum School follow their own pathways, based on the following Curriculum Pathways:

**Pathway to Active Lives** for learners previously working at levels P1i to P4

**Pathway to Community Living** for learners previously working at levels P4 to P8

**Pathway to Employment** for learners previously ranging from level P4 to P8 and beyond

A very small number of learners at The Forum School may progress to be working at a higher level and we address their needs with a bespoke curriculum offer.

Pathway to Active Lives (SP)	Pathway to Community Living (LP)	Pathway to Employment (CP)
Learners on this pathway will access a broad and balanced curriculum with Multi-Disciplinary and Therapeutic input. This may be seen as an individualised learning programme enabling access to opportunities for progress.	Learners on this pathway will develop their skills to lead independent and fulfilling lives within their community. They will begin to build on learning from 'Active Lives' and develop the opportunities to take an active role as part of their community.	Learners on this pathway will aspire to securing their independence, personal and living skills and preparation for the world of work and employment. They will build on prior learning from 'Active Lives' and 'Community Living'
<ul style="list-style-type: none"> <li>• Key skills in English and Mathematics</li> <li>• Making choices</li> <li>• Developing independence and personal skills</li> <li>• Lead full and active lives</li> <li>• Experiencing the wider world</li> <li>• Enterprise opportunities</li> <li>• Internal work experience</li> <li>• Access to careers advice, awareness and opportunity</li> </ul>	<p>Experiences in 'Pathway to Active Lives' will be secure and embedded.</p> <ul style="list-style-type: none"> <li>• Skills for independent living</li> <li>• Developing skills to enable access to the community (enabling)</li> <li>• Developing skills for independence within the community (securing)</li> <li>• Skills for making a positive addition to the wider community (contributing)</li> <li>• Internal or External work experience</li> <li>• Careers advice and support leading to aspirational choices.</li> </ul>	<p>Experiences in 'Pathway to Active Lives' and 'Pathway to Community Living' will be secure and embedded.</p> <ul style="list-style-type: none"> <li>• Functional, personal and life skills for independent living</li> <li>• Travel training</li> <li>• Work related skills</li> <li>• Preparation for employment</li> <li>• Access to work opportunities</li> <li>• Internal or external work placements</li> <li>• Careers advice and planning for the future</li> </ul>
<p>ASDAN Transition Challenge – sensory</p> <p>ASDAN Towards Independence (sensory modules)</p>	<p>ASDAN Transition Challenge – introduction and progression</p> <p>ASDAN Workright ASDAN Towards Independence</p> <p>AQA Unit Award Scheme – pre-entry level &amp; level 1</p>	<p>ASDAN Workright or Employability</p> <p>ASDAN Towards Independence – World of Work modules</p> <p>AQA Unit Award Scheme – pre-entry level &amp; level 1 &amp; level 2</p>
<b>Specialist Residential Care</b>	<p>Specialist Residential Care / Supported Living</p> <p>Residential Specialist College</p>	<p>Residential Specialist College or FE provider</p> <p>Supported Living / access to local FE College</p> <p>Supported Employment / paid Employment</p>

## Before Cambian The Forum School

When Phil\* joined The Forum School in 2021, he came from a difficult family background that included trauma and instability. He arrived with long hair, refused basic hygiene such as washing, brushing, and resisted haircuts entirely.

Everyday tasks like ending an activity or leaving a bus could trigger severe distress and unsafe behaviours. Phil avoided going off-site, was not safe in the community, and could not take part in health appointments. Socially, he kept to himself, spending long periods alone in his flat because being around peers was too overwhelming. Phil also had a very limited diet. He lived almost exclusively on Frosties with milk and toast.

He struggled to be around food while it was being prepared for him, and would become distressed if he had to wait. He could not manage to stay at the table once he finished eating, and mealtimes were difficult for everyone.

Over time, with patience, consistency, and the PACE approach, Phil began to build trust with staff. Gentle encouragement, careful planning, and sensory supports helped him cope with transitions.

Structured bus and trip routines, social stories, timers, and rewards turned what were once crisis moments into calm, successful experiences.

## What Phil's Life Looks Like Now

### Transitions & Routines

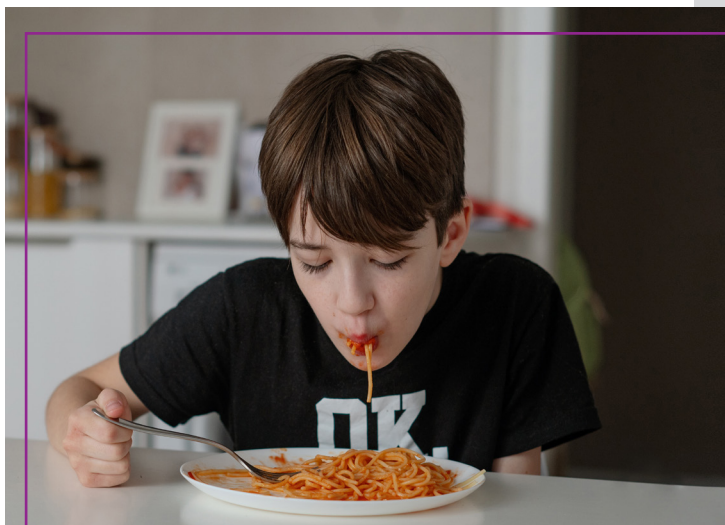
Works confidently with daily schedules, moving from one activity to the next without issues.

### Community Access

Regularly goes on trips from local parks, to Longleat Safari and enjoys longer outings with peers. Eats out in the community, including burgers at McDonald's, with no difficulties.

### Diet & Food Confidence

Expanded from Frosties and toast to a wide range of foods such as biscuits, chocolate mini rolls, spaghetti, and more. Prepares his own breakfast. Actively takes part in "Food Explorers" sessions and has made cookies and biscuits and served them to everyone at the Christmas party.





## Hygiene & Self Care

From refusing washes/showers to now having full body washes, washing his hair, and swimming without any issues. Settled and calm in the pool, no longer needing planned safety actions.

## Social Skills & Relationships

Lives happily with a housemate, participates in group activities, and interacts warmly with peers and adults. Builds strong bonds with staff, from only tolerating a minimal number of adults to working comfortably with many. Helps construct and set up things in the home, showing teamwork and pride.

## Recognition & Resilience

Phil has also been recognised with the Shining Star Award, a public celebration of his resilience and achievements.

His social worker summed it up best:

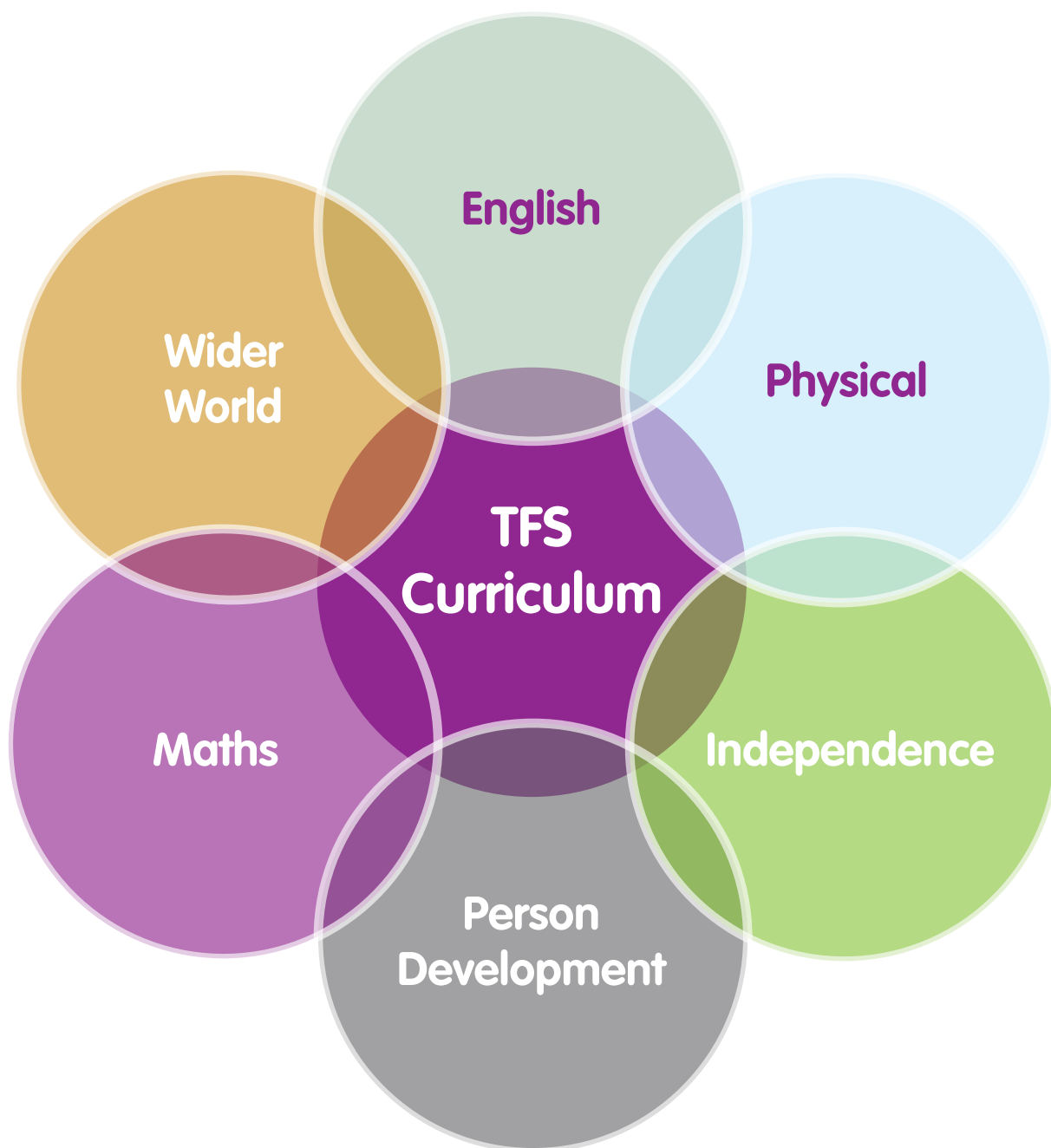
**"I honestly cannot believe how far he has come in the four years I have known him. Thank you to you all for your persistence and determination to keep going, when at times it felt near on impossible".**

The achievement's goes on and on & Phil's progress is remarkable. He has gone from a young boy overwhelmed by endings, isolation, and fear, to a confident, socially engaged, independent young person. He continues to surprise everyone with his willingness to try new things, his growing independence, and the joy he now finds in life.

It is with immense pride that we nominate Phil for the CareTech Best Achiever Award. His Shining Star Award, and his social worker recently described his transformation as "simply wonderful" and "a joy to witness."

Phil's achievements are not small steps, they represent life-changing progress for a young person whose early life left him with significant barriers. Each new skill, each successful trip, and each moment of connection reflects Phil's determination and courage. Where once he struggled with even the basics of daily life, he now thrives in the community, embraces new opportunities, and looks toward the future with resilience and joy.

For his unwavering perseverance, his ability to overcome adversity, and the inspiring example he sets for peers, staff, and his wider community, we strongly believe that Phil is the most deserving recipient of the CareTech Best Achiever Award.



## Curriculum Impact

The curriculum is monitored and evaluated to ensure that it is working, through a rigorous quality assurance process.

Because learning is a change to long-term memory it is not always possible to see impact in the short term. We do however look at the practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long-run.

We use comparative judgement in two ways: in the tasks we set and in comparing students work over time. We use lesson observations to see if the pedagogical style matches our expectations. Progress towards the core concepts and milestones is tracked via our assessment system. Each pupil's progress is discussed at pupil progress meetings and include triangulation of available data and assessments, work scrutiny and observation/pupil voice. The School uses a 'Learning Journey' to capture the full picture of pupil progress.

# The Forum Outcomes 2025

## AQA PASSES

### EDUCATION

Remembrance Day X 6

World Book Day X 1

World Kindness Day X 1

Festivals and Celebrations X 1

### MUSIC

Introduction to Music and Movement X 4

Introduction to Music With Support X 1

Exploring Sound and Rhythm X 3

Listening to Music X 3

Sensory Sessions: Music Therapy X 3

### NATURE AND GARDENING

Creating a Nature Collage X 11

Exploring Nature: Insects X 1

A Bug Adventure With Support X 1

Exploring Nature: Woodland Flora X 2

Frogspawn: Tadpoles to Frog X 6

Gardening Tools: Preparing a Plot of Land with Support X 1

Introduction to Rain, Weather and the Sun X 5

Planting Seeds and Plants X 4

Planting Seeds with Support X 1

Taking Part in a Mini Beast Hunt X 4

Taking Part in a Woodland Walk X 9

Bird Watching (Unit 2) X 1

Horse Field Management X 1

How Seasons, Weather and Temperature Change Around Us X 1

Sensory Sessions: Autumn X 2

Small Animal Care (Unit 1) X 1

Clearing and Tiding an Area of Land X 1

### TECHNOLOGY

Creating a Movie Using Lego: Stop Motion Movie (Unit 1) X 1

Using an Electronic Aid X 1

Creating a Movie Using Lego: Stop Motion Movie (Unit 2) X 1

Using an Electronic Communication Aid X 1

### ART & DESIGN

Art: Chinese New Year X 14

Design & Technology: 3D Modelling X 1

Outdoor Artist X 4

Art & Design: Making a Mask X 5

Halloween Arts and Crafts X 4

Positive Engagement in an Art Project X 4

Art & Design: Drawing and Painting X 3

Modelling With Air Hardening Clay X 13

Poster Design (Unit 1) X 1

Art for Therapy: Music and Mindful Art X 5

Modelling With Salt Dough (Unit 3) X 14

Sensory and Expressive Art (Unit 2) X 5



# The Forum Outcomes 2025

## AQA PASSES (CONT.)

### ART & DESIGN

Initial Exploration of Sensory Art X 3

Making a Xmas Decoration X 1

Making Leaf Prints X 4

Making a Xmas Decoration With Support X 6

Making a Granulated Wax Candle X 1

### LIFE SKILLS

Basic Money Skills: Recognising Coins X 2

Basic Reading and Comprehension Skills X 1

Eating in a Socially Acceptable Manner X 6

Basic Painting and Decorating Skills X 1

Choice Making in Shopping X 1

Fine Motor Skills Development X 3

Basic Money Skills: Recognising Coins With Assistance X 2

Domestic Tasks: Using a Vacuum Cleaner X 1

Entering and Leaving a Minibus Independently X 4

Introduction: Understanding a Balanced Diet X 5

Improving Social Skills X 2

Making Choices for Leisure Activities X 3

Organisational Life Skills (Unit 1) X 1

Necessary Life Skill (Unit 5): Cleaning a Kitchen X 4

Online Safety: Being Safe and Responsible X 1

Cycling (Unit 1) X 1

Life Skills: Understanding Cleanliness X 4

Meeting New Friends and Peers X 1

Cycling (Unit 2) X 1

Life Skills: Using the Emergency Services X 1

Using Teamwork to Play Tabletop Games X 2

Safety and Hygiene Awareness in the Kitchen X 1

Picking a Drink and Snack at break Time with Assistance X 6

Reading and Writing CVC Words X 2

Money and Budgeting (Unit 1) X 2

Money Skills: Recognising Coins (Unit 1) X 5

Positive Communication and Behaviour X 3

Money Skills: Recognising Coins X 1

Choosing a Self Regulation Activity X 4

Maintaining Relationships: Communication X 3

Engaging with Animals with Support X 2

Hand Washing for Food Preparation X 7

Horse Stable Preparation with Support X 3

Sensory Health & Well-being X 4

Social Skills: Playing Games X 1

Speaking and Listening Skills X 1

Taking Turns in a Group X 1

Interacting With Adults in the Swimming Pool X 1

Learning About Different Types of Family X 1

Learning How Mood Affects Behaviour X 1

Listening and Responding to a Story X 2

Water Safety: Strapped Canoes X 1

Utilising Regulation Strategies X 1

Early Writing Skills X 5

English Sensory Story X 2

# The Forum Outcomes 2025

## AQA PASSES (CONT.)

### LIFE SKILLS

Composing and Writing a Short Sentence X 2	Counting and Recognising Number X 2	Recognising Coins X 2
Rebound Therapy Sessions X 3	Tactile Experiences X 1	Telling the Time (Unit 1) X 3
Setting Up and Running a Mini Enterprise X 1	Vocational Studies: Helping to Clean and Tidy in a School X 4	
Counting and Recognising Numbers (Unit 1) X 1	Introduction to the Zones of Regulation With Support X 2	
Sensory Stories: Participation With Assistance X 4	Promoting Involvement: Planning an Activity X 1	
Sensory Introduction to Numbers X 1	Supporting a Local Charity With Support X 5	Taking Part in Basic Transitions X 3
Telling O'clock Time with Assistance X 3	Travel Safety With Support X 3	Understanding Time X 4
Effective Learning: Playing and Exploring (Unit 3) X 5	Travelling in Different Ways With Support X 1	
Understanding Money With Support X 2	Using a School Library With Support X 2	Plumbing Installations: Replacing a Tap X 1
Participating in Team Games X 3	Creating Stories Using Table Top Games X 2	Introduction to Scratch X 1
Personnel Presentation: Healthy Eating (Unit 2) X 1	Parallel Play: Spending Time With Friends X 1	
Introduction to Basic Measures X 4	Reading and Understanding (Unit 1) X 1	Maths: Patterns With Support X 6
Maths: Ratio X 2	Maths: Addition and Subtraction X 3	Literacy: Anticipation of Familiar Stories X 7
Basic Addition and Subtraction Skills (Unit 1) X 3	Basic Addition and Subtraction Skills (Unit 2) X 3	
English, Speaking, Listening and Communication (Unit 1) X 3	Maths: Comparing Sets Greater and Less Than X 3	
Introduction To Repeating Patterns With Support X 3	Life Skills: Basic Cooking with Support X 6	

### OUTDOOR TRIPS

Going Shopping X 4	Watching a Performance at a Theatre X 4	Taking Part in a Museum Visit X 1
Visiting a Café With Support X 1	Visiting a Farm X 3	Visiting a Farm With Support X 3
Visiting a Garden Centre X 2	Visiting a Public Library X 1	Shopping Locally X 1

# The Forum Outcomes 2025

## AQA PASSES (CONT.)

### OUTDOOR TRIPS

Introduction to Outdoor Pursuits With Help (Unit 1) X 1

Travel Competency: Using a School Minibus X 3

Preparing For a Trip to a Local Supermarket X 1

Experiencing Visiting a Local Shop With Support X 2

Litter Picking With Prompting and Full Support (Unit 1) X 1

### SPORT & PHYSICAL EXERCISE

An Introduction to Baseball X 1

Introduction to Movement With Support X 3

Introduction to Using a Swimming Pool X 1

Association Football: Basic Skills X 2

Introduction to Swimming X 1

Introduction to Dance With Support X 6

Ball Games and Basic Team Skills With Verbal Support X 3

Introduction to Using a Swimming Pool With Physical Prompts X 3

Swimming Activities (Unit 1) X 2

Swimming Skills (Unit 1) X 4

Sports and Well-being X 3

Basic Swimming Skills X 2

Preparing to Ride a Horse X 1

Following a Simple Cardio Workout X 1

Participating in Tactile Movement in PE With Support X 4

Using a Public Swimming Pool With Assistance X 1

Taking Part in Indoor Sports X 3

Using an Exercise Bike X 1

Introduction to Pony Riding X 3

Horse Riding X 5

Horse Riding Skills X 1

PE: Introduction to Basic Yoga X 1

Exercising in a Gym With Support (Unit 1) X 1

Using a Trampoline in a Sports Hall X 1

### COOKING & BAKING

Basic Baking With Assistance: Sponge Cake X 1

Basic Cooking Skills With Support X 1

Introduction to Cooking X 1

Life Skills: Cooking X 1

Baking Cupcakes X 4

Cooking a Chinese Dish: Chicken Chow Mein X 3

Cooking a Chinese Dish: Sweet and Sour Noodles X 3

Food Preparation General Practical Skills X 2

Healthy Eating: Making a Fruit Smoothie X 3

Making Flapjacks With Support X 4

Making Ice Cream X 1

Making Pancakes X 1

Making Rocky Road X 2

Making an Omelette Using Frying Pan X 4

Accepting Transition to Make Chocolate Crispie Cakes X 1

Making a Pizza X 1

Making a Xmas Yule Log X 2

Preparing Sausage Rolls X 1





# Our Environment

## A Home away from home

The Forum School can accommodate students in our on-site homes, each with its own dedicated care team. Every effort is made to create a happy, family atmosphere in the house. Each student has his or her own room and all rooms have vanity units or en-suite bathrooms - unless students are unable to cope with this facility, rugs and soft furnishings make each room more comfortable and individualised.

Parents are encouraged to personalise rooms with toys, books, photographs from home, etc. There is a safe outside play area available to each house, with swings and play equipment.

As we live in a rural setting, the houses are named with reference to the countryside – Okeford, Treetops, Den, Drey, Willows, Laurels, Waters End, The Cottage and Hambledon. Every child has a Key Worker who is responsible for the care, welfare, safety and learning programmes of their key- student. The key worker is the main parental contact, but all staff in the house base work with the student and therefore have a good knowledge of their requirements. The houses support the students to live in the community and develop independent living skills.

Students have adequate storage space for personal belongings and the right to privacy in their own bedrooms. All students have access to make private telephone calls.

## Family contact

Supporting students and their families, our aim at The Forum School is to work in partnership with parents and siblings to create an environment where families feel supported.

We acknowledge when a student starts a new school that families may be anxious.

All parents and carers have access to all members of staff that are involved with their student. This includes our therapy team, to ask questions and for advice to help them to support their student. Residential staff also provide a weekly report to parents and carers.

Families are encouraged and welcome to visit the school regularly and parents or carers have open access to all parts of the school including their student's bedroom, classroom and school records.

Family contact via telephone or WhatsApp can be facilitated as often as needed



## Transition pathway

We focus on developing education, life and vocational skills that support a successful transition into adulthood.

For more information on The Forum School, our staff and an in-depth look at our curriculum, services, outcomes and approach, visit [www.cambiangroup.com](http://www.cambiangroup.com)  
Enrolment:

In order to determine whether The Forum School may be the right placement, the Principal and senior staff carefully examine the Statement of Special Education Needs, Education and Health Care Plan and other relevant background information of the prospective student.

Before admission, families are invited to visit the school so that everyone is familiar with the building and routines and has a chance to meet the staff. This gives parents and carers the opportunity to see the school and how it will meet the needs of their son or daughter.

To initiate the assessment process, Local Authorities make formal requests for placement. Parents and carers should involve their Local Authorities at an early stage to ensure that visits by Local Authority Educational Psychologists or other professionals can be arranged to ascertain the appropriateness of the school for each prospective student.

## The Proprietor

The proprietor of the school is Farouq Sheikh, Chair of the CareTech Board. The representative of the Proprietor of the school, whose address for correspondence during both term times and holidays, is:

Andrew Sutherland,  
Operations Director - Education,  
Parkview,  
82 Oxford Road  
Uxbridge,  
UB8 1UX

The representative of the proprietor may be contacted at  
[Andrew.Sutherland@caretech-uk.com](mailto:Andrew.Sutherland@caretech-uk.com)