



Inclusion Policy

The Forum School

Reviewed by:	Tonia Lewis
Date of review:	January 2026
Headteacher review:	Jane Holloway
Date of next review:	January 2027

Policy Statement & Vision

The Forum School (part of [Cambian Group](#)) is a specialist residential school for children and young people with autism and complex needs, aiming to provide a safe, nurturing, and engaging environment that fosters independence and maximizes potential. The school integrates education, care, and therapy to support personal, tailored development. We believe that inclusion is the responsibility of every adult and that all pupils can thrive academically, socially and emotionally when barriers to learning are understood and removed.

We promote a culture of safety, belonging, dignity and high expectations, ensuring that all pupils access the full curriculum and participate fully in school life.

Aims

Our aims are to:

- **Provide a broad, balanced and ambitious curriculum** accessible to all pupils.
- **Identify needs early** and respond with timely, evidence-based support.
- **Promote emotional regulation, resilience and positive relationships** through trauma-informed practice.
- **Ensure pupils with SEND and EHCPs make strong progress** towards academic, social and personal outcomes.
- **Work in partnership with families, carers and external agencies**, including social care, health and therapeutic services.
- **Champion equality, diversity and anti-discriminatory practice** across the school.
- **Ensure statutory compliance** with the SEND Code of Practice, Equality Act 2010 and Independent School Standards.

Roles and Responsibilities

Headteacher:

Overall accountability for inclusion and SEND provision.

SENCO:

Day-to-day coordination of SEND provision, EHCP implementation, staff guidance and progress monitoring.

Governors/Proprietor Body:

Strategic oversight, policy approval and monitoring impact and resourcing.

Identification of Need

We follow a **graduated approach (assess-plan-do-review)** to identify and respond to needs.

Identification includes:

- Baseline assessments on entry
- Teacher observations and daily formative assessment

- Behaviour and wellbeing screening tools
- Speech, language and communication assessments
- Information from previous settings, social care and health
- Pupil and family voice
- Specialist assessments (EP, SALT, OT, CAMHS)

Categories of need commonly identified:

- **SEMH** (emotional regulation, attachment, trauma, anxiety, self-esteem)
- **ASC** (communication, sensory processing, social understanding)
- **Cognition & Learning** (mild learning difficulties)
- **Communication & Interaction**
- **Contextual safeguarding needs**

Teaching, Learning & Curriculum Adaptations

We are committed to adaptive teaching, not lowered expectations. Teachers plan for diverse needs and adjust teaching responsively.

Adaptations include:

- Scaffolding, modelling and chunking
- Pre-teaching and overlearning
- Visual supports, schedules and social stories
- Sensory regulation strategies and movement breaks
- Reduced cognitive load
- Alternative methods of recording
- Personalised literacy and numeracy interventions
- Use of assistive technology
- Structured routines and predictable environments
- Specialist therapeutic input embedded into lessons

Support staff are deployed to:

- Reinforce learning
- Support emotional regulation
- Facilitate communication
- Promote independence
- Deliver targeted interventions

Curriculum Access

All pupils access the full curriculum unless a personalised pathway is required due to EHCP outcomes or therapeutic recommendations.

Behaviour, Relationships & Communication

We use a **relational, trauma-informed approach** to behaviour. We recognise that behaviour is a form of communication and that pupils with SEMH, ASC and trauma histories require predictable, safe and emotionally attuned adults.

Our approach includes:

- Emotion coaching
- Restorative conversations
- De-escalation strategies
- Sensory-based regulation
- Personalised behaviour support plans
- Reasonable adjustments for SEND
- Consistent routines and expectations
- Positive reinforcement and strengths-based language

Communication

We ensure communication is accessible through:

- Visual supports
- Simplified language
- Social communication strategies
- AAC where required
- Staff trained in ASC-friendly communication

Working with Families & External Agencies

We value strong partnerships with families and carers.

We commit to:

- Regular communication and review meetings
- Co-production of plans and EHCP reviews
- Supporting families to understand SEND processes
- Working with social care, health, therapy services and safeguarding partners
- Providing accessible information in line with ISS Part 6

EHCPs, SEND Provision & Outcomes

We ensure that EHCP outcomes are central to planning, teaching and review.

We ensure:

- EHCP outcomes are translated into classroom strategies
- Provision maps reflect statutory requirements
- Therapies (SALT, OT, counselling, trauma therapy) are integrated
- Progress towards outcomes is reviewed termly
- Annual reviews are timely, collaborative and evidence-based
- Pupils' voice is central to decision-making

Monitoring Outcomes

We track:

- Academic progress
- Emotional regulation
- Social communication
- Independence skills
- Attendance and engagement
- Safeguarding and wellbeing indicators

Staff Training & Professional Development

We invest in ongoing professional development to ensure staff are skilled and confident.

Training includes:

- Trauma-informed practice
- ASC strategies
- SEMH and mental health
- Safeguarding and contextual safeguarding (including CSE)
- Behaviour regulation and de-escalation
- Communication and interaction
- SEND Code of Practice
- Therapeutic approaches
- Induction for new staff

Monitoring, Evaluation & Governance

Leaders monitor inclusion through:

- Learning walks

- Work scrutiny
- Pupil progress data
- Behaviour and safeguarding data
- Pupil and parent voice
- Staff supervision and reflective practice
- Governor/proprietor oversight
- Findings inform school improvement planning and staff development

Accessibility & Compliance

We comply with:

- Equality Act 2010
- SEND Code of Practice (2015)
- Children and Families Act (2014)
- Safeguarding legislation
- Independent School Accessibility planning duties
- The Education (Independent School Standards) Regulations 2014

We ensure:

- Reasonable adjustments
- Accessible learning environments
- Sensory-friendly spaces
- Safe rooms and therapeutic spaces
- Risk assessments for individual needs

Complaints

Complaints relating to SEND are managed in line with the school's complaints procedure and statutory mediation routes.

Policy Review

This policy is reviewed annually or sooner if:

- Legislation changes
- School needs evolve
- Safeguarding or SEND guidance is updated

Date: 19/02/2026

Signed: 

Principal

Further Guidance

1. <https://www.gov.uk/guidance/equality-act-2010-guidance>
2. [Keeping children safe in education - GOV.UK](#)
3. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
4. https://assets.publishing.service.gov.uk/media/67605baec80a844a7aa4b7cb/Independent_School_Standards_Guidance.pdf
5. https://assets.publishing.service.gov.uk/media/5a7dc4b0e5274a5eb14e7114/Young_Persons_Guide_to_the_Children_and_Families_Act.pdf
6. [Positive environments where children can flourish \(2021\)](#)
7. [Creating a Culture: how school leaders can optimise behaviour \(DfE, 2017\)](#)

Revision History

This policy was written by Tonia Lewis, Education and Quality Improvement Lead. It has been reviewed by Laura Dickie (Head of Policy) and has been agreed by the Proprietor Representative.

A review of this policy will be undertaken annually.

Next Review – February 2027

Notes on the Following Appendices

The following appendices contain ways to help us to understand and support effective inclusion within Schools.

- Appendix A: SEND Evidence Summary (One Page)
- Appendix B: Termly Governor/Regional SEND Review Report Template
- Appendix C: KS1–KS5 SEND Outcomes Progression Map
- Appendix D: VISUAL POSTER VERSION (STAFF ROOM / CLASSROOM)
- Appendix E: PUPIL FRIENDLY INCLUSION CHARTER
- Appendix F: PARENT FRIENDLY INCLUSION LEAFLET

Appendix A: SEND Evidence Summary (One Page)

This summary outlines how the school evidences effective SEND and inclusion practice within school practice

Area Reviews	What We Do	Evidence Available
Leadership & Culture	Strong inclusion ethos; trauma-informed and relational approach led by senior leaders.	SEND policy; staff induction; governor SEND reports; CPD records.
Identification & EHCP Implementation	Early identification; EHCP outcomes embedded into daily practice and reviewed termly.	Provision maps; EHCP reviews; pupil profiles; LA correspondence.
Teaching & Learning Adaptations	Universal, targeted and specialist adaptations matched to SEMH/ASC/trauma needs.	Lesson observations; learning walks; planning samples; pupil voice.
Measuring Impact	Progress tracked academically, socially and emotionally; wellbeing monitored.	Assessment data; behaviour logs; case studies; outcome tracking.
Staff Expertise	Regular SEND, safeguarding and trauma-informed CPD.	Training logs; supervision notes; competency checks.
Safeguarding & Vulnerable Pupils	Robust safeguarding systems including CSE awareness and multi-agency working.	Safeguarding files; risk assessments; DSL reports.
Pupil & Parent Voice	Pupils and families involved in planning and reviewing provision.	Meeting notes; surveys; pupil interviews.
Governance & Oversight	Governors monitor SEND impact and resourcing.	Minutes; SEND link governor visits; action plans.

Appendix B: Termly Regional SEND Review Report Template

This template supports Governors/Regional Leads in fulfilling their strategic oversight of SEND and inclusion.

Reporting Term: _____ Academic Year: _____

Prepared by (SENCO/SLT): _____

Area	Key Questions	Evidence Reviewed	Impact / Actions

Leadership & Culture	Is inclusion embedded and prioritised by leaders?	SEND policy, CPD records, staff supervision	Impact summary / actions
Identification & Assessment	Are needs identified early and accurately?	Provision maps, EHCP reviews	Impact summary / actions
Curriculum & Teaching	How are lessons adapted and sequenced for SEND pupils?	Planning samples, observations	Impact summary / actions
EHCP Outcomes	Are pupils making progress towards agreed outcomes?	Outcome tracking data, case studies	Impact summary / actions
Behaviour, Regulation & Attendance	Do pupils feel safe, regulated and ready to learn?	Behaviour data, attendance logs	Impact summary / actions
Staff Expertise	Do staff have the skills needed and use them consistently?	Training logs, competency checks	Impact summary / actions
Safeguarding & Vulnerability	Are the most vulnerable pupils protected and supported?	Safeguarding audits, DSL reports	Impact summary / actions

Appendix C: KS1–KS5 SEND Outcomes Progression Map

This section demonstrates how EHCP outcomes are ambitious, age-appropriate and progressive from KS1 to KS5. Outcomes address communication, regulation, independence and preparation for adulthood.

Area	KS1–2	KS3	KS4	KS5 / Preparation for Adulthood
Communication	Uses symbols/words to express needs	Uses sentences and turn-taking	Explains ideas and self-advocates	Communicates needs independently in education/work
Regulation & SEMH	Identifies feelings with adult support	Uses strategies with prompts	Manages emotions with minimal support	Maintains regulation in community/work settings
Independence	Follows routines with guidance	Completes tasks with checklists	Plans and completes tasks independently	Manages time, travel and responsibilities
Cognition & Learning	Accesses learning with scaffolds	Applies skills across subjects	Achieves accredited outcomes	Uses skills for employment/training
Social & Relationships	Engages in supported play	Builds peer relationships	Maintains appropriate relationships	Navigates adult and professional relationships

Appendix D: VISUAL POSTER VERSION (STAFF ROOM / CLASSROOM)

(Designed to be printed as an A3 poster)

INCLUSION AT A GLANCE

Every pupil. Every lesson. Every day.

Know Your Pupils

- Read EHCPs & profiles
- Understand triggers & strengths
- Use pupil voice
- Notice changes early

Adaptive Teaching

- Scaffold & model
- Chunk instructions
- Use visuals & routines
- Reduce cognitive load
- Offer sensory breaks
- Keep expectations high

Relationships First

- Be calm, predictable, attuned
- Emotion coach
- Co-regulate before correcting
- Use restorative conversations
- Follow behaviour plans

Communication

- Clear, simple language
- Visuals & symbols
- Wait time
- Social stories
- AAC where needed

Emotional Regulation

- Safe spaces
- Sensory tools
- Grounding techniques
- Predictable transitions
- Build independence

Safeguarding

- Know the signs
- Report immediately
- No confidentiality promises
- Follow procedures exactly

Work With Families

- Be respectful & collaborative
 - Share positives
 - Keep communication clear
 - Support families through SEND
-

Professionalism

- Attend training
- Ask for help
- Use supervision
- Model regulation
- Follow policies consistently

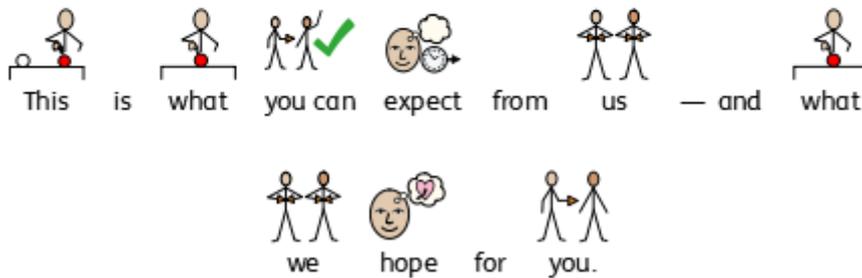
Appendix E: PUPIL FRIENDLY INCLUSION CHARTER

PUPIL-FRIENDLY INCLUSION CHARTER

(For display, planners, or student council)

OUR SCHOOL INCLUSION CHARTER

This is what you can expect from us — and what we hope from you.



We will:

- Make sure you feel **safe and welcome**
- Listen to your voice and your ideas
- Help you learn in a way that works for you
- Support you when **things feel difficult**
- **Treat you with respect, kindness and fairness**
- Help you understand your emotions
- Give you time, space and tools to regulate
- Celebrate your strengths and achievements
- Work with your family to support you
- Make sure adults understand your needs



     
Treat you with respect, kindness and fairness

    
Help you understand your emotions

   
Give you time, space and tools to regulate

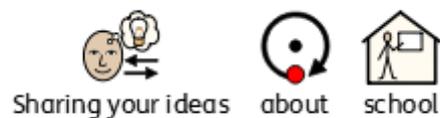
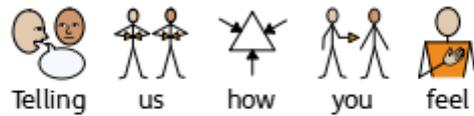
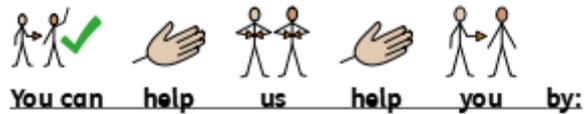
   
Celebrate your strengths and achievements

     
Work with your family to support you

     
Make sure adults understand your needs

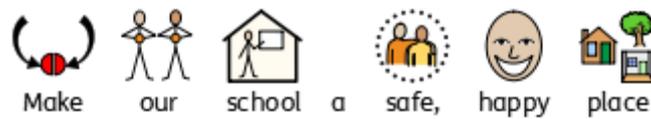
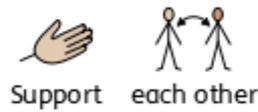
You can help by:

- Telling us how you feel
- Asking for help when you need it
- Trying your best, even when it's hard
- Being kind to others
- Using your strategies to stay calm
- Sharing your ideas about school



Together we will:

- Build a school where everyone belongs
- Learn, grow and succeed
- Support each other
- Make our school a safe, happy place



Appendix F: PARENT FRIENDLY INCLUSION LEAFLET

PARENT-FRIENDLY INCLUSION LEAFLET

(For website, welcome packs, meetings)

INCLUSION AT OUR SCHOOL

How we support your child to thrive

Our Commitment

We are an inclusive KS1–KS5 school specialising in **SEMH, ASC, mild learning difficulties, trauma and contextual safeguarding needs**.

Every child is valued, understood and supported to achieve their best.

How We Identify Needs

We use:

- Baseline assessments
- Teacher observations
- Specialist assessments (EP, SALT, OT)
- Pupil and family voice
- Information from previous settings

We follow the **graduated approach (assess–plan–do–review)**.

How We Support Learning

We adapt teaching so every child can access the curriculum. This includes:

- Visuals, routines and structured lessons
 - Scaffolding and modelling
 - Sensory breaks and regulation tools
 - Personalised interventions
 - Support staff who understand your child's needs
-

Supporting Emotional Wellbeing

We use **trauma-informed, relational practice**.

This means we:

- Build strong, trusting relationships
 - Help children understand and manage emotions
 - Use restorative approaches
 - Provide safe spaces and sensory support
-

EHCPs & SEND Support

If your child has an EHCP, we:

- Embed outcomes into daily teaching
- Review progress termly
- Work closely with you and professionals

- Provide therapies where required

Working With Families

We believe in partnership.

You can expect:

- Regular communication
- Honest, respectful conversations
- Support to understand SEND processes
- Opportunities to contribute to plans and reviews

Safeguarding & Safety

Your child's safety is our priority.

Staff are trained in:

- Safeguarding and contextual risk
- CSE awareness
- Trauma-informed practice
- Mental health and wellbeing

If You Need Support

We are here to help.

Please contact:

- **SENDCo:** Saba Gilani
- **Safeguarding Team:** Jane Holloway, Tracey Wilson, Chloe Beevers, Melissa McCarthy

Jane Holloway	Head of Education	DSL	07876 771853
Tracey Wilson	Principal	DDSL	07732 600688
Chloe Beevers	Behavioural Support Assistant	DDSL	251
Melissa McCarthy	Regional Lead	DDSL	07917 048872
If you are unable to contact the above, please contact:			
Kerry Byron	Registered Manager – Woodland View	DDSL	07525 29525 07955 105076
Mark Rogers	Registered Manager – Paddocks View	DDSL	07525 32629
Hannah Everard	Registered Manager – Riverstone View	DDSL	07525 29524
PLEASE NOTE: if there is not <i>any</i> of the senior management team above present			

eg **OUT OF HOURS**, then please contact the **SENIOR ON CALL**

If you are not satisfied or cannot contact any of the above, please contact a more senior manager or director of the company as outlined below:

Graham Norris	Operations Director of Education	07580 864354
----------------------	----------------------------------	--------------

Jeremy Wiles	Group Executive Director – Children’s Services	0208 735 6150
---------------------	------------------------------------------------	---------------

LADO Martha Sharp, Laura Taulk and Lynne Bowman.
LADO@dorsetcouncil.gov.uk Dorset LADO Tel 01305 221122

Local Child Safeguarding Board Tel Office hours 01305 221196 Out of Hours 01202 65727

Local Adult Safeguarding Board Tel Office hours 01305 221196 Out of Hours 01202 657279

If none of the above is immediately available ask for them to be contacted - make it clear that it is a child at risk safeguarding issue and therefore **URGENT**.