Exams: Pupil Support Policy

Henry David Learning

Woodland Rise School

August 2026 – August 2027

Reviewed: August 2026

Review: August 2027

Proprietary Body Signed off

ZL & JH

Statement

Woodland Rise School is committed to ensuring that every learner receives appropriate academic, pastoral and practical support throughout their qualification programme. The school recognises that many learners have Education, Health and Care Plans (EHCPs) and additional needs, including Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Social, Emotional and Mental Health (SEMH) needs and Cognition and Learning difficulties. Our aim is to ensure that learners are able to access learning, assessment and progression opportunities in an inclusive and supportive environment.

This policy should be read in conjunction with:
Fair Assessment Policy
Reasonable Adjustments and Special Consideration Policy
Complaints and Appeals Policy
Malpractice and Maladministration Policy
SEND Policy
Equality, Diversity and Inclusion Policy

Aim
The aim of this policy is to ensure that learners receive appropriate advice, guidance and support throughout their programme of study so that they can participate fully in learning, assessment and progression opportunities.

Woodland Rise School will:
Provide appropriate information, advice and guidance before and during programmes of study.
Monitor learner progress and wellbeing throughout their qualification.
Work in partnership with parents/carers and external professionals where appropriate.
Provide regular feedback on learner progress.
Support learners to develop confidence, independence and self-advocacy skills.
Provide information and guidance on progression routes, further education, employment and preparation for adulthood.
Ensure learners know how to access additional support should their needs change.

Assessment Support
Assessment-specific support, including reasonable adjustments, access arrangements and special consideration, will be provided in accordance with the school's Reasonable Adjustments and Special Consideration Policy and the requirements of the relevant awarding organisation.

Learner Voice
Learners will be encouraged to discuss the support they receive through learning passports, review meetings, EHCP reviews, pupil voice activities and regular discussions with staff. Feedback will be used to improve support arrangements where appropriate.

Responsibilities

Role	Responsibility
Heads of Centre	Overall responsibility for ensuring appropriate learner support is available.
SENDCo	Coordinates additional support and liaises with external professionals where required.
Teachers and Assessors	Monitor progress, provide feedback and identify learners requiring additional support.
Exams Officer	Ensures assessment support is implemented in line with awarding organisation requirements.
Learners	Engage with support offered and communicate changes to their needs.

Monitoring and Review
This policy will be reviewed annually by the Heads of Centre and Internal Quality Assurer, or sooner if awarding organisation requirements, legislation or school procedures change. The date of the next review is August 2027.