

Exams: Pupil Support Policy

Henry David Learning

Woodfield School



August 2025 – August 2026

Statement

Woodfield School, Henry David Learning is committed to inclusive learning and widening participation for all pupils. The school also takes its responsibilities under the Equality Act 2010 very seriously.

Pupils will be supported to develop an insight into their personal barriers and to develop strategies and skills that will encourage them to become as independent as possible in their future lives.

Woodfield School aims to be proactive in identifying and supporting pupils requiring additional support, calling on strong partnerships with external bodies as necessary.

Additional Support will be available to all pupils with a disclosed medical condition, disability, sensory or physical impairment, learning difference or language support need with the help of reasonable adjustments by the school and in line with awarding body regulations.

Aim

The aim of this policy is to ensure that all pupils receive the necessary advice, guidance and support to optimise their achievement on courses that are completely appropriate to their needs.

To achieve this, Woodfield School will:

- Ensure that all pupils receive advice or information specific to their courses
- Endeavour to deliver courses, teaching and learning which are as accessible as possible, and in line with our Equality Information and Objectives Policy
- Be proactive in identifying, understanding and addressing pupil support needs.

Action

All pupils' additional support needs will be documented and shared with relevant staff before starting a course

All pupils will be invited to share their learning/SEN needs and make suggestions on what methods of support would be best for them through their learning passport.

Learning support will be provided on an appropriate basis which may include 1:1 support, group support, classroom support, specialist assessment, drop-in sessions, IT support and specialist equipment

The SENCo and Leadership Team will liaise regularly with tutors to discuss individual pupil progress and the provision of support, accessing external additional support services as necessary.

All pupils will receive regular and constructive feedback from tutors on their progress.

All pupils will receive comprehensive advice on progression routes.

All pupils will have the opportunity to evaluate the advice and support they have received.

Review:

This policy will be reviewed on an annual basis by the IQA and principal. This policy will also be revised as and when necessary, in response to pupil or staff feedback or good practice guidance issued by an awarding organisation or other regulatory body.