



THE
**WHITE
HOUSE**
PREPARATORY SCHOOL

**The White House Preparatory School
and
Woodentops Nursery**

ACCESS POLICY and ACCESS PLAN

The Principal, Headteacher and staff of The White House Prep School and Woodentops Kindergarten and Day Nursery are committed to providing access to a broad and balanced curriculum for all pupils. This policy has been written in accordance with the 'Special Educational Needs & Disabilities Act' 2001 and the DDA 2002. We welcome children with disabilities and special education needs, and adhere to the Government's SEN Code of Practice and Regulations 2014. <https://www.gov.uk/government/consultations/special-educational-needs-sen-code-of-practice-and-regulations> .

We believe that, wherever possible, children should be educated in a 'main stream' environment so that:

- the social model of disability is followed so that impairment does not lead to exclusion
- children with significant special needs feel themselves included and wanted by society in general;
- children with significant special needs can gain access to the same education as their 'main stream' peers;
- the school community can reflect the diversity of society in general, and allow pupils, as they grow and develop, to gain an understanding of the needs of others and the role they play in supporting those needs.

Using prior experience which has included children with significant medical issues, hearing and visual impairments, degrees of autism also global delays, we have a range of strategies to meet academic, emotional, behavioural, medical and physical needs on which to build in the future. The school believes it can meet with success:

1. Physical Disabilities

The school has experience in meeting partial hearing and vision. It has not been required to respond to children with permanent mobility disabilities. Given the complexity of the building and the limitations of its listed status, these would require individual assessment before a child were admitted. Where a child is permanently wheelchair bound, the school believes it can make provision for **one** such pupil provided that certain conditions are met, but would be unable to support more than one without significant disruption to the effective conduct of the school. The school recognises that in meeting the needs of a child with a physical disability it may need to





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make adaptations to the environment. These would be identified at the initial evaluation stage and again periodically once the child is a pupil at the school.

2. Learning Difficulties

The school has developed experience in a number of areas. However, children may well present more extreme difficulties which would require further staff training or engaging the support of external agencies including the application for 'statement' funding to support this process.

3. Behaviour and Emotional Difficulties

The school has experience in managing pupils with challenging behaviour. It is aware that such difficulties derive from a variety of causations, including medical conditions. Knowledge of possible causation is important in providing effective support for the pupil. The school has liaised with a number of external agencies and is aware of a number of strategies that may be used. However, it believes that, for the benefit of all pupils, LSA support is available through the greater part of each day. The ratio of time made available would need to be agreed at the initial evaluation and kept under close review.

4. Medical Conditions

The school has experienced pupils with a range of conditions including Extreme Allergies, Asthma, Eczema, Cerebral Palsy, Autism, Asperger's Syndrome, and Diabetes. Staff are trained both to work with such pupils, including knowing how to monitor the effects of their conditions, and where required, how to administer medication.

Preparing to Accommodate Special Needs pupils

The school considers it important to be able to respond positively to a request for a placement at the school for a child with significant special needs. It believes this can only be done if staff are sufficiently well informed to understand the possible range of needs that may require to be met. It would expect that once a child was in school more relevant and detailed training for personnel would be sought. It also acknowledges that those charged with the school's management need to keep under review adaptations of a general nature to the physical environment and the provision of resources. Again, once a child was in school specific adaptations of the physical environment might need to be implemented and individually tailored resources obtained. The key requirements, therefore, are:

1. ongoing staff training so the teachers as a whole can cover a range social, emotional, educational, behavioural and physical needs (through an annual review and written plan);
2. ongoing review of the physical environment (through an annual review and written plan);
3. when refurbishment takes place, account is taken of enhancing facilities to meet a wider range of special needs.





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The Principal, Headteacher & Staff have reviewed the resources available to the school. They believe that children covering a wide spectrum of needs can be educated appropriately. In order that all children may access the curriculum fully they have identified a procedure that needs to be followed before a child with significant special needs may be admitted as a pupil.

1. When a parent seeks a place for a child with a significant special need, a full assessment of the child's needs will be undertaken by the Special Needs Co-ordinator. This will include:
 - a. A clear diagnosis of the child's needs as then understood;
 - b. A detailed statement of how the special need will impinge on the child once on roll (ability to access the curriculum, mobility around the school possible impact on other children, etc.);
 - c. Identification of the level of support that will be needed to support the child;
 - d. Identification of those aspects of a mainstream pupil's experiences that the child will not be able to access, partially or fully;
 - e. Identification of the level of funding available to support the child.
2. The school will then evaluate what resources it has currently available, what further resources will be required, and whether, within what time scale, and at what cost, those resources can be provided. Throughout the information gathering and evaluation stage the school will seek to liaise with the LEA.
3. The evaluation will be recorded in writing. It will include the points numbered i-v above, an identification of further requirements (personnel access to specialist agencies, staff training requirements, adaptations required, specialist equipment requirements) with statements of time scales for acquisition.
4. Once this process is complete, the school will meet with those with parental responsibility to outline the content of the evaluation. A summary (or the full report) will be given in writing to the parents. When the child is to be admitted, timescales and induction procedures will be identified.

Policy will be reviewed annually			
Policy reviewed:	Sept 16	By:	Headteacher
Policy reviewed:	Sept 17	By:	Headteacher
Policy reviewed:	Sept 18	By:	Headteacher
Policy reviewed:	Sept 19	By:	Headteacher
Policy reviewed:	Sept 20	By:	Headteacher
Policy reviewed:	Sept 21	By:	Headteacher
To be reviewed:	Sept 24	By:	Headteacher





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Principal Mrs M. McCahery Cert Ed Headmaster Tony Lewis, BD, MA, PGCE
Day Nursery | Kindergarten | Preparatory | 24 Thornton Road, London, SW12 0LF
020 8674 9514 office@whitehouseschool.com
www.whitehouseschool.com