



THE
**WHITE
HOUSE**
PREPARATORY SCHOOL

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

**INCLUSION and SPECIAL EDUCATIONAL NEEDS and DISABILITY
POLICY**

The White House School and Woodentops Day Nursery believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Children and Families Act 2014
- Statutory framework for the early years foundation stage (April 2017)

The school is committed to providing an appropriate and high quality education to children living in our local area. We believe that all children have an entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We pay particular attention to the provision for and the achievement of



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- girls and boys, men and women
- minority ethnic and faith groups
- learners who need support to learn English as an additional language (EAL)
- learners with 'Special Educational Needs and Disability' (SEND)
- learners who are disabled
- those who are 'gifted and talented'

We aim for this school environment to be one in which all children can thrive with appropriate regard to their rights and preferences as individuals. All children should be valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where children can flourish and feel safe. Inclusion is most likely to be successful if the diversity of all school members is recognised and valued. The school recognises that individuals are unique in their interests, abilities, motivation and learning needs. All members of the school are entitled to be treated with respect and have their views taken into account.

Part of the school's strategic planning is to develop and improve the cultures, policies and practices to include all learners. We aim to engender a sense of community, but also to respond to children in ways that take account of their varied life experiences and needs. As a school we consider our School Development Plan, Access Plan, Curriculum policies and particularly our Anti-Bullying, Admissions, Assessment, Behaviour, Child Protection, Discipline, Disclosure, Equal Opportunities, Health & Safety, INSET and Staff Development policies to be seen as part of our continuing approach to improving our inclusion strategies.

Children, including those identified as having 'special educational needs' have an entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.



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Children's needs should be identified and met as early as possible.

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- individual class support / individual withdrawal
- bilingual support/access to materials in translation
- further differentiation of resources

Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a whole-school provision map.

Our commitment to educational inclusion is evinced by the following practical strategies in the areas of:

- i) **Physical access**
- ii) **Resources**
- iii) **Communication**
- iv) **Attitudes and collective responsibility.**

i) Physical access.

The school provides a welcoming environment for all members and visitors, and staff are actively encouraged to address issues of inaccessibility by changing the environment to enable access. Appropriate doorways, ramps (to the Foundation Years department) and parking are available for wheelchair access and the outdoor play area is also easily accessible. There are allocated quiet areas and there are accessible toilet and washing



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facilities, with space for changing a child's clothes. At present there are no ramp facilities to the Day Nursery. Efforts to improve accessibility are limited by the listed nature of the building but regardless every effort will be made to maximise accessibility.

ii) Resources.

Learners: The range of library, reading books, games and toys have positive images of people with disabilities. Toys and equipment, work and displays around the school celebrate the diversities in society by the use of positive, inclusive images. Computers and programmes are accessible to all the children and adults. Toys and equipment are placed at appropriate levels for open access for all children.

The school invites self-employed, specialist teachers into the school to give children with special educational needs and Disability individual or paired lessons. These teachers are responsible to the school and work through the SENCOs but the financial arrangements are made privately between the teacher and parents.

iii) Communication

New parents/carers, children, staff are informed of the school's Inclusive policy, ethos and practice. Staff use various varieties of ways to communicate eg. Photographs, pictures, large print. They use positive language and challenge offensive disabilities language. The SENCO offers advice to parents/carers about other organisations/schools that offer support. The home/school books provide a positive system of communication and staff offer parent/carers opportunities to inform them about their child. The parent/carers are involved in decisions to be made about how their child is being supported and the staff are pro-active in supporting a child's transition to a new school.

iv) Attitudes & collective responsibility

The Principal and Headmaster have a commitment to valuing the whole child and enabling the individual to develop his/her skills. They also have an understanding of



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the Social Model of Disability and keep up to date with legislation and good practice. Outside agencies are used for support and advice and all policies are based upon inclusive principles. All children are welcomed and valued and the whole staff team is committed to inclusion and supported to discuss their concerns, triumphs and good practice on a regular basis. The Principal and Headmaster ensure that curriculum plans provide a full entitlement for all pupils. The role of LSA/TAs is valued and they are supported and appropriate training is available.

Roles and Responsibilities

The Headmaster with the Deputy Head, is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn. They work with the SENCOs to ensure all needs are identified and appropriately supported with the engagement of parents.

In line with the recommendations in the SEN Code of Practice 2015, the SENCOs will oversee the day- to-day operation of this policy.

The Class Teacher liaises with the Headmaster and the SENCO to agree which pupils require additional support because of a special educational need and need to go on the school's SEND list. They also ensure there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies.

There will be an annual review of Statements/Education Health and Care Plans as prescribed in the SEND Code of Practice (January 2015).



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Additional SEND Support

- Pupils will be offered additional SEND support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2015.
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Our approach to IDPs (Individual Development Plans), which we recognise are no longer prescribed in the SEND Code of Practice 2015, is as follows:
 - Our IDPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. IDPs follow a cycle of ‘assess-plan-do-review’ and they are seen as working document which can be constantly refined, amended and reviewed.
 - Our IDPs will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
- Pupils with a statement of educational needs (pre January 2015) or an Education Health and Care Plan (post January 2015) will have access to all arrangements for pupils on the SEN list and, in addition to this, will have an Annual Review of their statement/plan.



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- Our review procedures fully comply with the Special Educational Needs Code of Practice within the Lambeth policy and guidance - particularly with regard to the timescales set out within the process.

What is SEND?

A child has special needs requiring differentiated educational provision if he or she has a learning difficulty, disability or is gifted.

In weekly staff meeting teachers are given the opportunity to bring up any concerns and observations regarding a child's learning and development

Learning Difficulty

A child has a learning difficulty if:

- a) he or she has a significantly greater degree of difficulty in learning than the majority of children of his or her age.
- or
- b) he or she has an impairment which prevents or hinders the use of educational facilities generally provided for children his or her age or has serious health issues that may prevent continuous education.

We plan, manage and review SEND provision across the four following broad areas of need:

- Communication and interaction: including Autistic Spectrum Condition, Speech and Language difficulties;



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- Cognition and Learning: mild and moderate learning difficulties, specific learning difficulties such as Dyslexia;
- Social, Emotional and Mental Health difficulties: for example, Attention Deficit Hyperactivity Condition (ADHD);
- Sensory and/or Physical needs: visual impairments, hearing impairments, processing difficulties, epilepsy, Developmental Coordination Condition (DCD).

Gifted or More Able Children

Gifted children are recognised as having Special Educational Needs and will be identified and extended in class by relevant teachers. These needs may be academic or may occur in sport, music, drama, art, computing.

SEND Academic Provision

Strategies:

- a) Inclusion – the curriculum must be made open and accessible to all children and as much as possible in every day classes.
- b) Differentiation – this is one manner by which access is enable also extension so lessons, resources, expectations and tasks are pitched at the appropriate level according to need.
- c) Enrichment/extension – on a weekly basis children showing a particular strength in literacy or/and numeracy are provided with a focused lesson as a small group led by a teacher. This happens alongside a timetable literacy or numeracy lesson. This is reviewed every half term.



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- d) Intervention – children who have been identified as having a particular need are supported by TAs or/and SENCo as appropriate to the timetable and need. This is reviewed every half term.
- e) Individual or small group lessons led by the SENCo as appropriate to need. These vary from short term or perhaps extend over a longer period, relate to academic and pastoral as appropriate to need.

Partnership with Parents/Carers and involvement of pupils.

The school aims to work in partnership with parents and carers by giving them opportunities to play an active and valued role in their child's education and keeping parents and carers informed and giving support during assessment and any related decision-making process.

In accordance with the SEND Code of Practice 2015 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (e.g. autism, visual impairment etc.).

Where possible we include pupils in decision making and exercising choice either through verbal or non-verbal communication.

Children are encouraged to know what their targets are and why they have them.



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Managing Perceived SEN Issues

Handover

1. End of Year handover must include review of external data. i.e. Tracking for Pre Rec into Rec, EYFP and CEMs Baseline for Rec into Year 1 and thereafter INCAS.
2. Don't jump to conclusions e.g. perennially Reception children show as relative low on "numeracy" but staggeringly high on the other 3 maths areas. This does not mean there is an issue especially as numeracy is the toughest element of teaching for Reception teachers.
3. Be critical of what you see and hear from your colleague, be prepared to make your own observations and perceptions in that first term.
4. Never communicate with a parent re any perceived educational/learning need without engagement of the SENCos and it is the SENCos who will lead any such conversation.

Watch list - never to be communicated or discussed with parents, an internal doc for action/monitoring only

1. Teacher concerned about child - teacher implements some general/specific targets NOT an IDP. They may invite SENCo to complete an observation of the child and will be provide with recommendations to support the child. **Not to be discussed with parents.**
2. All pupils new to the school initially placed on Watch List for immediate monitoring. Most will drop off reasonably quickly.
3. End of Term - Watch list reviewed. Has any progress been made?
4. Ongoing concern - Teacher asks for an observation to be done by Mary or Stacy.



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5. SENCOs to put some more strategies in place which will be put onto an internal IDP. **Not to be discussed with Parents.**
6. Nb Parent meetings and Reports likely to reflect areas where a child “struggles”, “finds challenging” or “on which they need to work further”. NEVER ever any reference to “Ability” or Educational or Learning Need. So many children have short term issues which are navigated by good teacher lead learning to support them. This language, manner and tone should continue during first term of an IDP with absolutely no reference to the IDP as the IDP may drive the intervention which helps the child through what might only be a short term need.

IDP

1. Teachers write the IDP with SENCO support especially as Teacher will be responsible for actioning all interventions and strategies in the IDP.
2. End of Term – IDP reviewed by Class Teacher and SENCOs. If there has been no progress and there are issues to address only then with contact be initiated with parents. **This will be led by the SENCOs NOT the Class Teacher.**
3. SENCO contacts parents to explain the issues and the nature of an IDP and invites their involvement.
4. Ongoing – some pupils will have ongoing IDPs, sometimes for their life through the school. Therefore Termly meetings are held with the parents led by the SENCOs. Teacher input but attendance not expected. Targets are set in the meeting.
5. SENCOs briefs Teacher with collaborative conversation about implementing targets/actions.





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External Assessment e.g. Ed Psych, Dyslexia, Autism

1. Entirely led by SENCOs and never to be raised by Teacher, even if parents asks – always ref to a SENCO and never provide any comment or detail.
2. IDP no progress – SENCOs discuss with parent and may explore the proposition of an external assessment. All briefings and actions then evolve from this. Assessments need parent consent, they organise with SENCO support, parents pay for these assessments themselves.

Timeline

1. The fastest this is likely to happen is over 3 terms, often longer.
2. The timeline starts with the Class Teacher but it is the SENCOs who determines the pace and outcomes.

Tutors

1. We never encourage private tutoring – even for 11+ prep.
2. Parents may engage a tutor and ask for our input on what the tutor should do with their child. Never provide any information without first raising with Tony or/and a SENCO. We need to sign off any comms.
3. Any dialogue to a tutor is as dialogue with a parent, therefore must be entirely proper and professional as we must expect the tutor will communicate everything we input with the parent.

Parent Comms/Management

Please see all refs above however also:

- No one should ever refer to the teaching ability of other teachers to parents unless it is positive praise. Watch out for implications and inferences which can be made unintentionally and through clumsy choice of words.



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- Always avoid references to historical aspects e.g. what happened last year and especially any year before that.

Safeguarding for Pupils with SEND

The White House School and Woodentops Day Nursery recognises evidence shows pupils with SEND can be more vulnerable to safeguarding issues so we will ensure staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- SEND pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils. The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The Senior Leadership team will ensure the school's Child Protection and Safeguarding Policy reflects that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures



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outlined in the school's Behaviour, Rewards and Sanctions Policy.

Policy will be reviewed annually			
Policy reviewed:	Sept 2016	By:	Headmaster +SENCO
Policy reviewed:	Sept 2017	By:	Headmaster +SENCO
Policy reviewed:	Sept 2018	By:	Headmaster + SENCO
Policy reviewed:	Sept 2019	By:	Headmaster + SENCO
Policy reviewed:	Sept 2020	By:	Headmaster + SENCO
Policy reviewed:	Sept 2021	By:	Headmaster + SENCO
Policy reviewed:	Sept 2022	By:	Headmaster + SENCO
Policy reviewed:	Sept 2023	By:	Headmaster + SENCO
To be reviewed:	Sept 2024	By:	Headmaster + SENCO



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