



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 legislation and statutory guidance:

- **Special Educational Needs and Disability Code of Practice: 0 to 25 years**
- **Equality Act 2010**
- **Children and Families Act 2014**
- **Statutory Framework for the Early Years Foundation Stage (Current Version)**
- **Keeping Children Safe in Education (KCSIE) (Current Version)**

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, Accessibility Plan, Curriculum policies, and particularly our Anti-Bullying, Admissions, Assessment, Behaviour, Child Protection and Safeguarding, Discipline, Disclosure, Equal Opportunities, Health & Safety, INSET, and Staff Development policies to be core components of our continuing approach to improving our inclusion strategies.

**Roles and Responsibilities**

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

In line with the recommendations in the SEND Code of Practice, the **SENCOs** oversee the day-to-day operation of this policy and manage the school's SEND provision mapping.



**Principal** Mrs M. McCahery Cert Ed **Headmaster** Joe Knight BA Hons, PCGE, NPQH

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## Our Aims

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:

- Girls and boys, men and women.
- Minority ethnic, cultural, and faith groups.
- Learners who need support to learn English as an Additional Language (EAL).
- Learners with Special Educational Needs and Disabilities (SEND).
- Those who exhibit Higher Learning Potential (HLP).

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 are valued in our school. We strive to eliminate prejudice and discrimination, and to maintain an environment where children can flourish and feel safe. Inclusion is most successful when the diversity of all school members is recognized and celebrated. The school recognizes 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.

## What is SEND?

In accordance with the SEND Code of Practice, a child has a special educational need or disability if they require differentiated educational provision that is "additional to" or "different from" the standard differentiated curriculum. This includes learners who:

- Have a significantly greater difficulty in learning than the majority of others of the same age, **or**
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or early years settings.

**Note on Higher Learning Potential:** While children with Higher Learning Potential (HLP) require distinct extension, enrichment, and tailored academic challenge, HLP is handled under our advanced curriculum pathways and is separate from the statutory definition of SEND (unless a dual-educational need or "twice-exceptionality" is identified).



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### Categories of Special Educational Need and Disability

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

1. **Communication and Interaction:** Including Autistic Spectrum Condition (ASC), Speech, Language and Communication Needs (SLCN).
2. **Cognition and Learning:** Including mild, moderate, and Specific Learning Difficulties (SpLD) such as Dyslexia, Dyscalculia, and Dyspraxia.
3. **Social, Emotional and Mental Health (SEMH) Difficulties:** For example, Attention Deficit Hyperactivity Condition (ADHD).
4. **Sensory and/or Physical Needs:** Visual impairments, hearing impairments, processing difficulties, epilepsy, and Developmental Coordination Condition (DCD).

### Higher Learning Potential

Children are recognized as having Higher Learning Potential (HLP) and will be identified and stretched in class by relevant teachers. These needs may be academic or may manifest in sport, music, drama, art, or computing. Focused extension and enrichment modules occur directly alongside or within the timetabled curriculum and are reviewed termly.

### SEND Provision

Where children are not making expected progress, the school provides for these additional needs through a graduated, blended approach. The class teacher liaises with the Headmaster and the SENCO to agree which pupils require additional support, and these learners are placed on the school's **SEND Register** under one of two categories:

1. **SEND Support:** Offered when a child's needs require interventions that are "additional to" or "different from" the high-quality, differentiated curriculum offer.
2. **Education, Health and Care Plan (EHCP):** Reserved for pupils who require a multi-disciplinary statutory framework. The school complies fully with the host Local Authority (including Lambeth and neighboring boroughs) regarding annual review timelines and statutory processes. Pupils with an EHCP access all standard SEND interventions alongside their specific statutory provisions and formal Annual Reviews.

### Whole-Class Teaching and Learning (Quality First Teaching)

- **Universal Responsibility:** All teachers are teachers of special educational needs and disabilities.
- **Adaptive Delivery:** Teachers differentiate and adapt learning as part of Quality First Teaching. Lessons, resources, expectations, and tasks are dynamically pitched to ensure access and challenge for all.



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- **EAL vs. SEND Safeguards:** Staff maintain a clear understanding of the operational difference between EAL and SEND. The school monitors data tracking rigorously to ensure EAL learners are neither over-represented in SEND cohorts nor under-represented in Higher Learning Potential groups.
- **Reasonable Adjustments:** Assistive technology (e.g., laptops, speech-to-text software) is integrated as a child's normal way of working where appropriate.
- **Data Tracking:** Half-termly academic and developmental data reviews allow staff to monitor pupil progress and adapt interventions quickly.

### Targeted and Specialist Interventions

- **Staff Support:** Identified children are supported by Teaching Assistants (TAs) or the SENCO as appropriate to the timetable and individual profile.
- **Graduated Approach:** Small group and individual interventions are planned using the statutory **Assess-Plan-Do-Review** cycle.
- **Provision Mapping:** The SENCO maintains a comprehensive provisions map to track the cost, duration, and measurable impact of all additional interventions.

### Individual Development Plans (IDPs)

Our IDPs serve as our primary planning, teaching, and reviewing tool for pupils on the SEND Register.

- **Collaborative Design:** IDPs are co-authored by the class teacher and the SENCO, incorporating direct input from parents/carers and the child.
- **Target Setting:** Targets are targeted, personalized, and measurable, addressing specific barriers to learning.
- **Child-Centered Approach:** Children are encouraged to understand, engage with, and take ownership of their personal targets.
- **Parental Consultation:** Parents are invited to meet with the SENCO and class teacher on a termly basis to formalize the review and adapt strategies sequentially.

### Commitment to Inclusion: Operational Strategies

Our commitment to educational inclusion is evidenced across five core operational domains:

#### i) Safeguarding and Child Protection



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The White House School and Woodentops Day Nursery recognize that pupils with SEND can be disproportionately vulnerable to safeguarding issues. In line with **Keeping Children Safe in Education (KCSIE)**, staff training emphasizes that children with SEND:

- Face a statistically higher risk of abuse, neglect, child-on-child abuse, sexual violence, and sexual harassment.
- Are highly vulnerable to online risks, grooming, radicalization, and digital bullying.
- May be targeted heavily by peer-isolation or prejudice-based bullying without showing obvious outward indicators.

**Overcoming Barriers to Recognition:** Staff are strictly trained to avoid the assumption that indicators of abuse or distress (such as altered behavior, mood swings, or self-harm) are simply reflections of a child's underlying SEND condition. When restrictive interventions or reasonable force are required due to acute behavioral safety risks, staff must follow the procedures outlined in the *Restrictive Interventions, Behaviour, Rewards, and Sanctions Policy*, recognizing the statistical over-representation of SEND requirements in these incidents.

## ii) Physical Access

The school provides a welcoming environment for all members and visitors. Appropriate doorways, ramps, an internal lift in our newer facility, and accessible parking spaces are provided for wheelchair access. The outdoor play areas, allocated quiet zones, and accessible toilet/changing facilities are maintained to maximize independence. While the architectural heritage of our listed buildings imposes structural limits, the school actively reviews its *Accessibility Plan* to systematically identify and overcome environmental barriers.

## iii) Resources and Specialist Practitioners

- **Representation:** Toys, learning apparatus, literature, and displays throughout the school celebrate neurodiversity and societal diversity through positive, inclusive imagery.
- **Independent Therapists and Specialists:** The school welcomes qualified, self-employed specialist teachers and therapists to deliver private or paired sessions on school grounds.

**Safer Recruitment Compliance:** All visiting private therapists work under the oversight of the SENCO and must fully satisfy the school's rigorous safer recruitment checks—including verified **Enhanced DBS clearance** and barred list checks—prior to working with children on-site. Financial arrangements for these sessions are maintained directly between the parents and the specialist.

## iv) Communication

- **Inclusive Environments:** Staff use diverse communication modalities, including visual timetables, photography, high-contrast text, and Makaton (supported by fully trained members of our Early Years team).



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- **Affirming Language:** Positive, inclusive language is utilized universally to challenge stereotypes and celebrate neurodiversity.
- **Transition Management:** The SENCO proactively coordinates information-sharing and structured transition programs when a pupil moves to a new setting, ensuring a seamless continuation of care and provision mapping.

#### v) Attitudes and Collective Responsibility

The Principal and Headmaster maintain a firm commitment to valuing the whole child. Regular staff forums are structured to share inclusive best practices, discuss interventions, and celebrate student triumphs. Teaching Assistants are thoroughly integrated into this professional cycle, accessing tailored CPD and specialized training opportunities annually.

#### Partnership with Parents/Carers and Pupils

We work in complete partnership with parents and carers, ensuring they play a valued role in every stage of their child's educational journey. In accordance with the SEND Code of Practice, we invite all relevant external professionals, local authority representatives, and independent facilitators to annual reviews, transition meetings, and multi-agency planning strategies. Wherever possible, we ensure pupils are actively included in decision-making and exercising choice regarding their provision, utilizing both verbal and non-verbal communication methods to capture their voice.

#### Policy Review and Control Matrix

This policy is subject to formal annual review by the Headmaster, school leadership team, and the SENCO to ensure continuous alignment with local authority frameworks and national statutory legislation.

| 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 |
| Policy reviewed:                 | Sept 2024 | By: | Headmaster + SENCO |
| Policy reviewed:                 | Sept 2025 | By: | Headmaster + SENCO |
| Policy reviewed:                 | Sept 2026 | By: | Headmaster + SENCO |
| To be reviewed:                  | Sept 2027 | By: | Headmaster + SENCO |



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