



**THE
WHITE
HOUSE
SCHOOL**

Special Educational Needs (SEN) Information Report

Author of policy and position of responsibility: Elle Vinall, Headteacher	Date policy finalised: September 2024
Approved by: Dave Farley, COO	Date of approval: September 2024
Due to be reviewed: September 2025	Date of review:

Dear Parents, Carers and Guardians,

The aim of this information report is to explain how we implement our SEND and Inclusion Policy. In summary, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND and Inclusion Policy.

You can find it on our website here <https://www.thewhitehouseschool.org/policies>

You can also ask a member of staff to provide you with a hard copy of the policy.

The SEND and Inclusion Policy, as well as this SEN Information Report, is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Note: If there are any terms we have used in this information report that you are unsure of, you can look them up in the Glossary at the end of the report.

Contents:	Page Number:
1. Context	3
2. Mission statement	3
3. School information	5
4. What types of SEN does The White House School provide for?	5
5. The White House School's Admission Criteria and Procedure	5
6. The White House School's Curriculum Approach	6
7. How will the school measure my child's progress?	8
8. How will I be involved in decisions made about my child's education?	14
9. How will my child be involved in decisions made about their education?	15
10. How will the school adapt its teaching for my child?	15
11. How will the school evaluate whether the support in place is helping my child?	17
12. How will the school resources be secured for my child?	17
13. Staff expertise	17
14. How will the school support my child's mental health and emotional and social development?	18
15. What support will be available for my child as they transition between classes or settings? .	18
16. What support is in place for looked-after and previously looked-after children with SEN?	18
17. What should I do if I have a complaint about my child's SEN support?	18
18. What support is available for me and my family?	19
19. Glossary	19

1. Context

The White House School is an Independent Specialist school. We are part of an ethical and progressive organisation that believes it can achieve real change for pupils and their families.

The White House School is situated within BCP local authority and offers a specialist learning provision which emphasises the development of core academic understanding, encourages creativity, celebrates outdoor learning and promotes the growth of essential life skills. We aim to establish a safe, creative and vibrant environment where children feel challenged and supported in their learning, achieving high levels of wellbeing and academic success. We aim to nurture and develop mutual respect, tolerance, teamwork, perseverance, kindness and good manners.

We adhere to the values of ARC:

- Ambition
- Resilience
- Community

The White House School operates within the SPELL framework. SPELL is The National Autistic Society's framework for understanding and responding to the needs of children and adults on the autism spectrum. It focuses on five principles that have been identified as vital elements of best practice in autism and emphasises ways to change the environment and our approaches to meet the specific needs of each person.

SPELL stands for Structure, Positive approaches and expectations, Empathy, Low arousal and Links:

Structure	Structure makes the world a more predictable, accessible and safer place. We can support people on the autism spectrum in creating structured environments using visual information.
Positive (approaches and expectations)	We must seek to establish and reinforce self-confidence and self-esteem by building on natural strengths, interest and abilities.
Empathy	We must try to see the world from the standpoint of the autistic child or adult, knowing what it is that motivates or interests them but importantly what may also frighten, preoccupy or otherwise distress them.
Low arousal	Approaches and the environment need to be calm and ordered in such a way so as to reduce anxiety and aid concentration.
Links	Autistic people, their parents or advocates should be seen as partners. Open links and communication will reduce the risk of misunderstanding, confusion or the adoption of fragmented, piecemeal approaches.

2. Mission Statement

Our dedicated academic focus is balanced with consistent and specialist pastoral and therapeutic support, to nurture pupil's self-esteem and social and emotional personal development, whilst promoting a lifelong curiosity for learning. We are committed to each pupil's holistic education and for them to reach their true academic potential, in preparation for their senior school setting. We aim to provide inspirational and individualised learning experiences, placing pupils at the centre of their learning.

Our mission is to encourage all pupils to adopt their own personal mindfulness practice, so that they learn to prioritise their mental health and wellbeing. We believe this is as important as the curriculum they follow in the classroom. The benefits of mindfulness for children with a Special Educational Need are vast. When coupled with mindful approaches, our individualised wrap-around learning and pastoral and therapeutic support ensures all pupils have a positive learning environment and the tools they need to be self-aware and self-regulated to make excellent academic progress, at their own personal level.

Our vision for our children, who all have Special Educational Needs, is to design and deliver our curriculum and extra-curricular activities around their needs. Inclusion is at the heart of our school community and curriculum framework. We aim to empower our pupils to recognise and harness their strengths, gifts and talents.

We aim to establish a safe, creative and vibrant environment where children feel challenged and supported in their learning; achieving high levels of wellbeing and academic success. We aim to nurture and develop mutual respect, tolerance, teamwork, perseverance, kindness and good manners. Our dedicated and talented team of staff inspire and motivate all children throughout their respective learning journeys. Personal achievements are valued, equipping each child to realise their potential. We promote a strong sense of community through kindness and compassion at a school, local and wider level. We believe deeply in the benefits of a strong home and school relationship, through regular communication and reporting on academic and social progress.

We have 3 core values at the heart of our educational model. These values can be seen throughout our school environment, within our learning spaces and are traits that we aim to inspire within our pupils.

- Ambition
- Resilience
- Community

Ambition

- Our pupils are ambitious about their learning potential and futures. We are committed to ensuring outstanding teaching and learning, via a personalised, thematic and thought-leading curriculum.
- Our personalised curriculum allows all pupils to flourish at their own levels of attainment.
- We encourage our pupils to have the courage to work outside of their comfort zones.
- We aim to inspire a curiosity and passion for lifelong learning.
- We empower pupils to make decisions about their learning, social and emotional journeys.

Resilience

- We support our pupils to positively adapt to challenges and change.
- We develop secure and trusted staff and pupil relationships.
- We adopt a strong sense of school community, ensuring each pupil has a sense of belonging and is valued.
- We encourage problem solving, self-compassion and confidence when facing challenges.

Community

- Our pupils are committed and caring towards their school, local and wider community.
- We respect and care for each other, promoting a school family ethos.
- We celebrate individual success with kindness to all our pupils.
- We keep our school community safe and promote positive mental health and wellbeing so that our pupils thrive, develop and exceed, whilst feeling supported.

- We believe that ‘Kindness is Key’ and encourage all pupils to display empathy and kindness towards each other.
- Throughout our curriculum and daily interactions, we promote the Fundamental British Values and provide a fully inclusive school environment.

3. School Information

The White House School is an Independent Primary Phase Special School for pupils aged 6-11.

The White House School is situated on Magna Road, next to Canford Magna Garden Centre. We anticipate that most of our pupils will either receive local authority transport provision or will be brought in and collected by their parents, carers or guardians.

We are a fully inclusive school which celebrates diversity and embraces difference. We value each pupil as a unique individual with their wellbeing, happiness, personal development and academic achievement at the heart of our school’s provision.

The White House School has the capacity for 8-10 spaces per class. We have three classes within our Curiosity Curriculum Pathway and two classes within our Discovery Curriculum Pathway.

4. What types of SEN does The White House School provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum condition
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia
	Mild to Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Anxiety
	Attachment Disorder

5. The White House School’s Admission Criteria and Procedure

- All pupils must have a Statement of Special Educational Needs/Education, Health and Care Plan (EHCP)
- The Local Authority will consult with us to see if we can meet needs.
- If we think we can meet needs, we will offer an assessment.
- After the assessment is complete, a report will be written and returned to the SEND Case Officer with costings for the provision and any additional considerations made if we think we can still meet their needs.
- The SEND Case Officer will then take this report to the SEND panel for an agreed placement funding.

- When this is agreed, we will make a transition plan with parents/carers/guardians and the pupil.
- Admissions may be made at any time during the school year.
- All admissions are made in accordance with the current legislation relating to pupils with special needs.
- Places will be allocated on vacancies within groups rather than overall vacancies within the school.
- The school's class sizes will never exceed 10 pupils, with a teacher and at least two teaching assistants.
- The school has a robust Equal Opportunities Policy and no child will be discriminated against on the grounds of any protected characteristics.
- It is possible for parents to make a direct application to the school but it is necessary to consider the financial implications of self-funding a placement. The school is not block funded by a public body and so the resource base required via placement fees reflects the entire cost of delivering a specialist education.

More information about our admissions process can be found in our Admissions Policy [Policies | The White House \(thewhitehouseschool.org\)](https://www.thewhitehouseschool.org/policies)

6. The White House School's Curriculum Approach

The curriculum at The White House School is holistic, thematic and mindful in approach. We recognise the individual learning journey of each pupil and ensure our planning takes in to account the needs, outcomes, learning styles, ages and aptitudes of all pupils, including those with EAL, those classified as Gifted and Talented as well as those who require intervention and extra support.

Our two curriculum pathways:

- The '**Curiosity Curriculum Pathway**' where pupils are taught by age in one of three classes, either:
 - Year 2 and 3 – 'Explorers'
 - Year 4 – 'Voyagers'
 - Year 5 and 6 – 'Astronauts'
- The '**Discovery Curriculum Pathway**' where pupils of mixed ages are taught following a needs-appropriate, formal and semi-formal foundation stage curriculum, working towards the early stages of the National Curriculum, as this continues to be relevant and appropriate for their learning needs.

Our curriculum aims and intends to:

- Meet the diverse learning needs of our pupils.
- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills, future learning and employment.
- Ensure that each individual has access to a relevant and meaningful curriculum that effectively prepares them for a fulfilling and purposeful adult life.
- Enable pupils to develop knowledge, understand concepts, acquire skills and be able to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural development.
- Support pupils' physical development, responsibility for their own health and enable them to be active.
- Promote a positive and curious attitude towards learning.

- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Have a high academic/creative/vocational/technical ambition for all pupils.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Use thematic approaches to support and consolidate pupil's understanding of concepts taught.
- Adopt mindful approaches and mindful classroom practices to ensure pupils are supported to have positive mental health and wellbeing.
- Equip pupils with essential life skills from a young age.
- Encourage outdoor learning and appreciation for our environment, wherever possible.
- Provide inspirational and aspirational teaching which is supported by intervention and therapeutic support.

In the Discovery Curriculum, additionally our curriculum aims and intends to:

- Support pupils to develop independence and communication strategies so they have a voice.
- Enable pupils to build connections and problem solve within the classroom and beyond.
- Enable pupils to lead the learning process wherever possible.

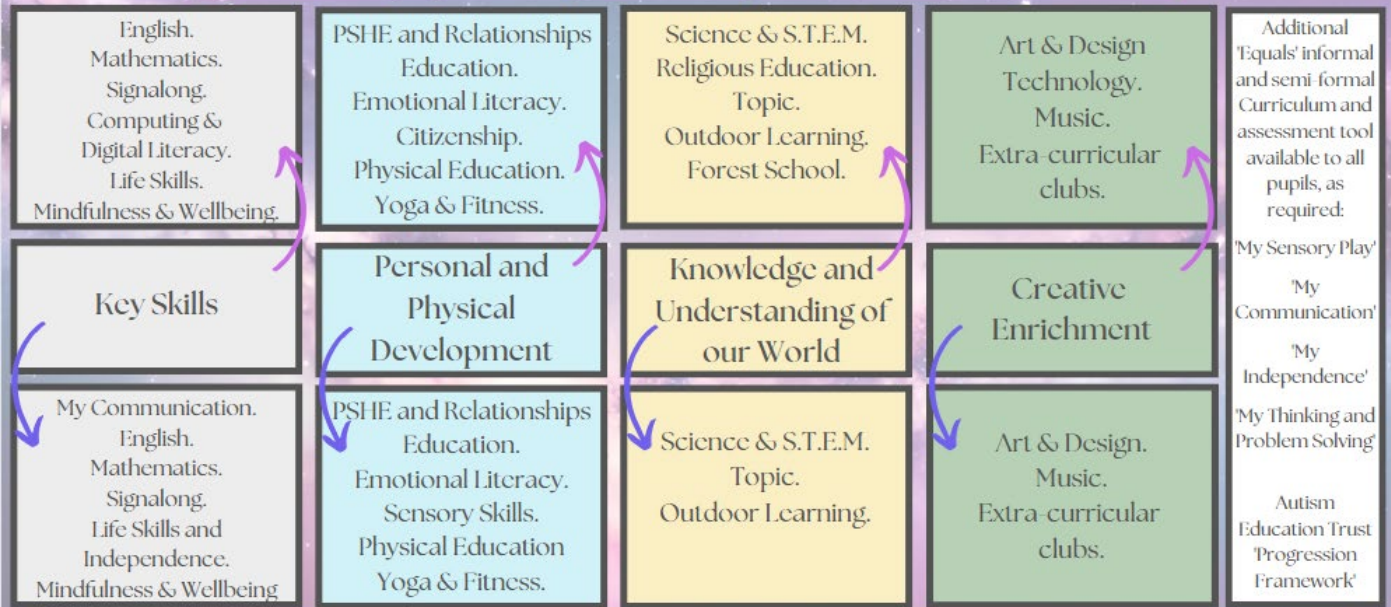
Our Curriculum Framework



The 'Curiosity Pathway' - Key Stage classes following an age-related curriculum

Cross-curricular, small-class, project based learning following the Key Stage 1 and 2 National Curriculum criteria

Speech and Language and Occupational Therapy, Literacy & Numeracy Intervention



Communication support. Speech and Language and Occupational Therapy. Intensive Literacy, Numeracy, Phonics and Handwriting Intervention

Cross-curricular, sensory and project-based learning, with an emphasis on learning through play and investigation. Pupils follow a formal and semi-formal curriculum, working towards the early stages of the National Curriculum

The 'Discovery Pathway' - A mixed age class following a needs-appropriate curriculum

Further detail on each aspect of our curriculum, including our extra-curricular programme, can be found within our Curriculum Policy [Policies | The White House \(thewhiteschool.org\)](https://www.thewhiteschool.org/policies)

7. How will the school measure my child's progress?

The aim of the school is that assessment, record keeping and reporting to parents, carers and guardians should be a meaningful process that is informative and useful without being wasteful in resources or teacher and pupil time. Consequently, pupils, parents and teachers will benefit. The principle aim of pupil assessment is to facilitate the learning of each individual pupil by basing future learning needs on established attainments, thus allowing progress at the optimum rate.

Parents, carers and guardians are key players in their children's educational development and accurate, informative reports (both written and oral) facilitate their active involvement. Differentiation, matching the correct work to the child at the appropriate time, is a fundamental part of the teacher's role and accurate teacher assessment to inform future planning is crucial to this. Further, clear and concise records of these assessments are necessary to give a clear picture of children's progress and to inform future teachers.

Pupils are assessed in a manner which:

- Supports the raising of achievement.
- Enhances pupil understanding of and contribution to assessment procedures.
- Provides feedback.
- Provides a variety of opportunities to show evidence of achievement.
- Monitors progress.

- Enables future planning to take place.
- Prepares for external testing.
- Identifies the level of understanding or skills within the programme of study.
- Fulfils statutory requirements.


We follow our own, carefully devised assessment model, with level descriptors in line with age or need-related expectations, depending on the curriculum pathway each child is following. Through formative and summative assessment procedures, and analysis of the data therein, we determine which pupils are working:

- Towards their expected level of attainment
- Within their expected level of attainment
- Honing their skills within their expected level of attainment
- Securely within their expected level of attainment (ready to move on).

Through formative and summative assessment procedures, and analysis of the data therein, we determine which pupils are working:

T – Towards	Pupils are starting to meet the level criteria
W – Within	Pupils are meeting most of the level criteria
H – Honing	Pupils are perfecting their skills and knowledge within the level criteria
S - Secure	Pupils are secure in their knowledge and skills within the level criteria and almost ready to move on to the next level.

This is measured differently for each curriculum pathway and explained below.


Curriculum Pathway:	Curiosity				
Class Name:	Year group:	Autumn			Summer
Explorers	Year 2	2t	2w	2h	2s
	Year 3	3t	3w	3h	3s
Voyagers	Year 4	4t	4w	4h	4s
Astronauts	Year 5	5t	5w	5h	5s
	Year 6	6t	6w	6h	6s

It is our expectation that pupils will make 3-4 steps of progress throughout the year, moving from 'towards' to either 'honing' or 'secure'.

We anticipate that some of our pupils following our Curiosity pathway will be working 1-2 years below Age Related Expectations. We can admit pupils from age 6 on to our Curiosity Curriculum pathway, as long as their level of attainment in Maths and English is approaching roughly one year below A.R.E.

For any pupils on the Curiosity pathway working below age related expectations, their assessment reporting will be adapted at times, to remove the year group association. We aim to have complete transparency with parents regarding their child's attainment levels and where they sit within their learning journey and we feel it is important to follow a levelling system in line with national age-related expectations, as this allows us to measure the distance travelled and prepare pupils for their next setting. However, we appreciate that, for example, a child working in Year 4 with an attainment level of '2w' could

find this challenging and negative for their self-esteem. Therefore, when discussing levels with pupils, we will describe their attainment level as either towards, within, honing or secure against their 'personal attainment level'. Reports to parents, however, will feature the actual level (age/year) their child is working at.

Discovery Curriculum						
Age: Mixed	Year group: Mixed	Pupils progress towards achieving each learning intention over time and each child will develop at different rates. 				
Class Names: 'Little Stars' And 'Comets'	Subject Specific Assessment					
	TWHS Levels	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
	Foundation Stage and KS1 Equivalent	0-3 years	3-4 years	Reception	Year 1	Year 2
	Personal Target Assessment					
	TWHS Levels	T	W	H	S	
Correlation to 'Equals' Lateral Progress Scales	1 2	3 4 5	6 7 8	9 10		

Pupils on our Discovery Curriculum pathway follow our Foundation Stage curriculum and subject specific assessment will be recorded as either 'Towards', 'Within', 'Honing' or 'Secure' within Stages 1 – 5. We also use the 'Equals' informal and semi-formal, holistic and specialist SEN curriculum, which works towards the early stages of the National Curriculum. For their 'Personal Target' areas, pupils are measured on their skill development, against 4 key criteria:

Independence: from dependent to independent

Fluency: from approximate to accurate

Maintenance: from inconsistent to consistent

Generalisation: from single context to many contexts

Skills are assessed for each area using a 10-point linear scale. When a child reaches a score of 9 or 10, they have securely achieved that individual learning intention. This assessment model allows us to measure the smaller steps of progress made by our pupils, the majority of which, are working 3-4 years below A.R.E. An example of the linear scale is below:

The Assessment of Lateral Progress: Descriptors and Rating Scale

<i>from dependent</i>		INDEPENDENCE						<i>to independent</i>	
Learners complete tasks independently									
The task is carefully scaffolded and the learner is fully prompted throughout.		Some elements of the task are completed without support (or the overall level of support is lighter, for example physical help is replaced by gestural help).				The learner performs the task with minimal support. Encouragement may be given, and prompting may be needed to <i>initiate</i> the relevant skill(s).		The learner initiates the appropriate action and completes the task independently without prompts or other external cues.	
1	2	3	4	5	6	7	8	9	10

<i>from approximate</i>		FLUENCY						<i>to accurate</i>	
Learners reach a level of mastery combining speed and accuracy									
The skill is approximate and the learner's behaviour needs considerable shaping in order to accomplish the task. Performance is slow and halting.		The learner's performance is increasingly purposeful and coordinated, but it is not yet sufficiently accurate to effectively accomplish the task.				Performance is sufficiently accurate to meet the requirements of the task which is completed with little faltering or hesitation.		The skill is smooth, swift and accurate. No further refinement is needed.	
1	2	3	4	5	6	7	8	9	10

<i>from inconsistent</i>		MAINTENANCE						<i>to consistent</i>	
Learners maintain competency over time through repetition. They remember how to do a task after a break									
The skill has been observed on a single occasion or, at most, on sporadic and isolated occasions.		The skill is demonstrated on repeated occasions. Performance is not yet sufficiently consistent to be reliably anticipated.				Performance of the skill is consistent and can be reliably anticipated. The skill needs refreshing after a break.		The skill is consolidated and maintained over time. It is remembered after a break and any loss of quality is quickly recovered with practice.	
1	2	3	4	5	6	7	8	9	10

<i>from single context</i>		GENERALISATION						<i>to many contexts</i>	
Learners achieve mastery in different settings or contexts, with different stimuli or with different staff									
The skill is demonstrated in a single setting or context, with limited stimuli or materials and with the same staff.		The skill is repeated but with some variation in setting, context, materials or staff.				The skill is demonstrated in different settings or contexts, with different stimuli or materials and with different staff.		The learner applies the skill to meet the demands of a new situation.	
1	2	3	4	5	6	7	8	9	10

Assessment approaches

At The White House School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. Assessment is built into every subject's Learning Journey, long, medium and short-term planning documents, incorporating:

Formative: Teacher assessment is undertaken informally within normal planned classroom activities. It can take the form of observation, conversations with pupils, notes and assessing written work. Teacher assessments are used as the basis for 'best fit' to the level descriptors for each subject.

Diagnostic: Subject and non-subject based testing which allows an understanding of a pupil's natural abilities and potential. These tests will also support understanding of individual pupil needs and potential support required. GL Assessment tests take place regularly to provide a standardised score and indication of pupil achievement against the national average.

Informative: Assessments used to inform for reporting to parents, SLT, directors, planning, etc.

Summative: Formal, structured testing situations depending upon the age and developmental level of children and the area of the curriculum being assessed. The assessments are long term for inclusion in reports to parents or information passed on to new teachers/schools, including finding the 'best fit' to the new level and grade descriptors at the end of Key Stages. These outcomes are used for monitoring and supporting pupil progress.

Evaluative: Using assessment outcomes to highlight areas where adjustments may need to be made.

Self-Assessment: Pupils are fully aware of the objectives within a scheme of work and are aware of their individual progress within this.

Expected progress and interventions

Due to The White House School being a specialist setting, pupils will enter the school at a range of different year groups and points within the academic calendar. Many pupils will not have sat the KS1 SATS or may have had significant periods out of education following school breakdown which will make expected progress measures used in mainstream settings (namely progress 8) inappropriate as measures of progression.

Pupils following our Curiosity Curriculum are expected to make a minimum of two National Curriculum sub levels per academic year, with our intention for pupils to achieve 3 sub levels of progress. If pupils make less progress than this in the key skill (core) subjects, they will be monitored with a specific intervention plan put in place to support progress. A range of interventions are available, these include; Literacy intervention, Numeracy intervention, 1:2:1 input, learning support and differentiated resources.

For pupils within our Discovery Curriculum pathway, we anticipate that their subject specific progress will be measured in smaller stages of development. There are five stages within our Discovery curriculum. It is hoped that a pupil will move from 'working towards' to 'within', 'honing' or 'secure' within a single stage across the academic year.

Pupil's personal learning intentions are assessed using MAPP, an assessment tool which runs alongside the Equals informal and semi-formal curriculum. With a 10-point scale for each of the 4 areas, progress can be more easily identified as even incremental development can be represented. Personal learning intentions can last for as little as a week to up to and beyond an academic year, therefore expected progress is identified on an individual pupil basis.

Parents, carers and guardians will be informed as to whether pupils are making expected progress via termly reports and during parent's evenings.

Measuring progress in the softer outcomes

Alongside our duty to monitor and record attainment progress, we also place great emphasis on the personal development of our pupils. We use a chart to measure the progress made in the softer outcomes, including:

- Self-esteem
- Happiness
- Resilience
- Confidence
- Mental Health and Wellbeing
- Physical Health and Wellbeing
- Mindfulness
- Responsibility
- Community
- Love of Learning
- Respect

Class teachers, key workers or support staff conduct these chart readings once a term. Ideally, these readings will take place with input from each child, however for our younger pupils, this may not be possible and so staff judgements will be used to provide a score of 1-5 (with 5 being the highest).

Dedicated, realistic criteria are used to measure progress against each personal development outcome. After each reading takes place, the pupil's personal development action plan is updated to ensure support is in place to promote progress, as required. These scores also form part of our termly reporting process to parents, carers and guardians.

When conducting these readings with pupil input, there is the potential for safeguarding concerns to be raised or disclosures to be made. In line with our Child Protection and Safeguarding policy, staff must follow the procedures to report any concerns of this nature.

The Supplementary Curriculum

Alongside the formal aspects of our Curiosity and Discovery Curriculum pathways, we also offer a Supplementary Curriculum to all pupils, as required.

Using the Equals informal and semi-formal specialist SEN frameworks, personal learning intentions can be created in the areas of:

- My Sensory Play
- My Communication
- My Independence
- My Thinking and Problem Solving

Progress is measured against a 10 point scale in the four areas of independence, fluency, maintenance and generalisation.

For those pupils with a diagnosis of ASC, we also use the Autism Education Trust's Progression Framework, to support pupil's development in the areas of:

- Communication and Interaction
- Social Understanding and Relationships
- Sensory Processing
- Interests, Routines and Processing
- Emotional Understanding and Self-Awareness
- Learning and Engagement
- Healthy Living
- Independence and Community Participation

There are multiple criteria within each of the areas listed above and pupils are recorded as either 'not yet developed', 'developing', 'established' or 'generalised' for each. Baseline AET scores are taken at the start of each academic year (or soon after a pupil joins us if they enrol mid-year) and then reviewed on a half-termly basis.

Reporting to parents, carers and guardians

At The White House School, we place great emphasis on having a strong school and home communication ethos. Each fortnight, class teachers send home a summary statement which reflects a holistic report of their child's academic, social and pastoral progress. This may also record any behavioural or academic concerns. These are word documents which are shared electronically. Parent's Evenings take place termly.

More formal attainment reports are sent at the end of each term. Condensed End of Term Reports are sent at the end of the Autumn and Spring terms, with more comprehensive End of Year Reports provided at the end of the summer term.

Our reports include the following information:

- Attainment levels and brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Effort and behaviour grades
- The pupil's attendance record including:
 - The total number of possible attendances for that pupil, and
 - The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- The results of any public examinations taken, by subject and grade
- At the end of KS2:
 - Outcomes of statutory National Curriculum teacher assessments
 - Comparative information about the attainment of pupils of the same age in the school and pupils of the same age nationally
 - The results of any National Curriculum tests taken, including the pupil's scaled score, and whether they met the 'expected standard'
- Welfare and pastoral comment including progress made in the softer outcomes as well as in relation to pupil's mindfulness practice.

Further detail on our assessment procedures can be found in our Marking, Assessment and Expected Progress Policy [Policies | The White House \(thewhitehouseschool.org\)](https://www.thewhitehouseschool.org/policies)

8. How will I be involved in decisions made about my child's education?

At The White House School we recognise the importance of working closely with parents, carers and guardians, who know their child better than anyone. We believe that positive communication levels between the school and home is essential and promote this at all times. We aim to develop an effective, respectful, supportive and sustainable long-term partnership, which promotes the sharing of information for the benefit of the pupils in our care.

We want you to feel informed at every stage of your child's learning journey with us. At the start of each academic year, you can expect to receive a detailed curriculum overview, outlining the learning intentions for the year, across all subjects.

You will also receive informative letters and newsletters throughout the academic year.

At annual review meetings, as well as other times throughout the year, you will be made aware of your child's progress against their short and long term outcomes, as well as any interventions which are in place.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

Fortnightly, as well as end of term or year reports, we will also provide you with regular updates on your child's education and progress.

Alongside this, we operate an open door policy and welcome parents to book appointments with class teachers and senior leaders if you would like any further information.

Before starting at The White House School

We will:

- ensure that there is a clear and effective system of communication between school and parents/carers/guardians when arranging a visit to the school.
- arrange a meeting with parents/carers/guardians before their child's admission, to discuss and finalise transition arrangements and to inform them about our policies and procedures.
- make every effort to ensure that information for parents/carers/guardians is made accessible to them e.g. Welcome Pack, Policies, Website signposting.
- ensure that any consent forms/agreements are signed and completed.
- ensure that the required contact information is kept up to date.
- keep an up-to-date record of any particular requirements and/or of the children.
- ensure that arrangements for the pupil's arrival and collection are clear, and understood by all staff and parents/carers/guardians.
- ensure that information about pupils is treated as confidential, is held securely and is only shared with parents/carers/guardians and relevant professionals and when consent from parents is obtained unless this relates to safeguarding.
- we encourage parents/carers/guardians to contact the school if any issues arise regarding their child's progress or wellbeing.

9. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

10. How will the school adapt its teaching for my child?

Our curriculum has been carefully constructed so that our teaching and learning provision can be tailored to the individual child.

Our curriculum is written with our Accessibility Policy and Plan in mind, ensuring that we are constantly looking for ways to improve access to our curriculum for pupils with disabilities.

Your child's class teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Learning support assistants will support pupils on a 1-to-1 and small group basis

We also offer the following interventions, resources and approaches to learning:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum condition	Visual timetables Social stories Clear routines Classrooms which support sensory regulation Zones of Regulations Size of the Problem Quiet corners around the school Nurture groups
	Speech and language difficulties	Speech and language therapeutic input and therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slopes Intervention lessons
	Mild to Moderate learning difficulties	Step-by-step breakdown approach to learning using the 'Now, Next Then' method Clear instructions Encourage peer learning No unambiguous terms or language, using pupil's own words, where possible
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)	Morning sensory circuits to start every day Quiet workstations
	Attention deficit disorder (ADD)	Movement breaks, as required and built in to the timetable Nurture groups
	Anxiety	
	Attachment Disorder	

All pupils are also supported through the mindful approach to our curriculum and school structure. Mindful colouring, breathing exercises, as well as yoga, feature on our timetable.

Creating an Autistic friendly space

As well as general, whole school initiatives, we adhere to the principles of SPELL in the classroom environment to ensure the space is a conducive learning environment for children with autism. The intention is to create a distraction, clutter free environment for these pupils, leaving space for structure and consistency.

Displays

All displays are surrounded with straight line borders. The boards themselves do not have any over-hangs of display materials. All pictures and pupils' work are contained inside the boundary of the display board.

Classrooms

The front teaching wall which has the IWB or whiteboard on it, is kept clutter and distraction free. That means no clock, no books on shelves, and no pictures on the sides or any other materials or objects that interfere with sight lines. This is the focus wall for learning only. Teacher's desks at the front of the room are kept clutter free. Any hanging displays are redirected to be at the back of the room and not in the sightline of the pupils. Storage or shelving is situated behind the pupils, including bookcases. Near the door of each classroom there is a Class Board. The board contains the visual timetable for the class, a seating plan for the class, the rewards and consequences information and fire evacuation instructions. This is standardised throughout the school.

11. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals, outcomes and targets each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual review meetings

12. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More learning support assistant hours
- Further training for our staff
- External specialist expertise

If this is the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

A review of resources will feature as part of our funding agreement with your local authority.

13. Staff Expertise

All of our staff are highly trained and experienced in working with pupils with special educational needs. We have a robust induction and weekly training programme to ensure that we are always developing our skills to ensure excellent outcomes for your child.

14. How will the school support my child's mental health and emotional and social development?

The White House School is committed to supporting our pupils through a holistic approach, focussing on academic achievement alongside mental health, emotional and social development. Our mindful approach and school ethos of 'Healthy Minds, Happy Hearts' is at the forefront of all decision making when it comes to looking after your child.

If required, we will work in partnership with CAMHS and other external agencies. We also offer internal 1:1 sessions when this is identified as an area of need. Staff are trained in Zones of Regulation and Social Thinking. They are also trained in Positive Behaviour Support through PRICE.

15. What support will be available for my child as they transition between classes or settings?

When transferring between year groups, we will run transition days towards the end of the summer term. This will allow pupils to spend time with their new class teacher and to become familiar with their new timetable. Social stories will be used to support this transition.

When transferring between settings, much work will take place to support pupils with their transition to secondary school. This happens through:

- Our PSHE curriculum
- Our Wellbeing and Citizenship curriculum
- Transition review meetings with your local authority placement officer
- Authorised time away from school, up to a whole day, for pupils to visit their new setting
- Social stories
- Practising with a secondary school timetable
- Passing over essential information, agreed with you, to staff at your child's new setting, to support with their transition.
- Accommodating a visit from the SENCO of the secondary school to discuss your child's needs

16. What support is in place for looked-after and previously looked-after children with SEN?

Our SENCO makes sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another. More information can be found in our Looked After Children Policy.

17. What should I do if I have a complaint about my child's SEN support?

The school aims to provide a high-quality education and service for all its pupils. Complaints and concerns regarding provision are treated seriously and are seen as a constructive part of school development. Parents should approach the Headteacher or SENCO in the first instance. Should parents feel that they have not received satisfactory responses or actions from the school, we have an external mechanism in place to escalate complaints. Our Complaints Policy and Procedure can be found here on our school website [Policies | The White House \(thewhitehouseschool.org\)](https://www.thewhitehouseschool.org)

It contains all the information you require should you wish to make a complaint.

We hope that this will never become necessary and invite you to contact us to arrange a meeting should you have any concerns about your child's support in school.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

Key points of contact:

School website – www.thewhitehouseschool.org

Telephone – 01202 986215

Headteacher – Elle Vinall elle@thewhitehouseschool.org

Services to support parents and carers of young people with SEND:

Within Dorset, parents can be supported by the Dorset Parent Carer Council and by SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service)

- BCP Parent Carers Together: <https://www.parentcarerstogether.org.uk/>
- BCP SENDIASS information: [BCP SENDIASS](#)
- Dorset Parent Carer Council website – www.dorsetparentcarercouncil.co.uk
- SENDIASS information – [Dorset SENDIASS](#)

The Local Authority's offer to pupils with SEND

Information on all matters relating to children and young people with SEND is published by the Local Authority through the Family Information Directory. This can be accessed at:

BCP Family Information Directory: [BCP FID](#)

Dorset Family Information Directory: [Dorset FID](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)
- National Autistic Society <https://www.autism.org.uk/>
- Scope <https://www.scope.org.uk/advice-and-support/special-educational-needs-support-at-school-sen-ehcp/>
- British Dyslexia Association <https://www.bdadyslexia.org.uk/>
- ADHD UK <https://adhduk.co.uk/support/>

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services

- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages