WHITE HOUSE SCHOOL

SEND Information Report

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CAVENDISH EDUCATION

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1. Context

The White House School is an independent specialist school for children and young people with additional and complex needs. We are part of Cavendish Education and are committed to transforming lives through highly personalised education, therapeutic support and ambitious teaching.

Our vision is **"Making Learning Possible Again."** We create a school where pupils feel safe, belong, achieve and thrive. Through removing barriers to learning, rebuilding confidence and fostering positive relationships, we empower every pupil to realise their potential and prepare for successful and fulfilling lives beyond school.

Our mission is to provide a nurturing, ambitious and mindful education that supports both academic progress and personal growth. Guided by our whole-school ethos of **Healthy Minds, Happy Hearts**, we create the conditions for every pupil to become **Ready to Learn and Prepared for Life**.

Everything we do is underpinned by our core values:

- **Ambition** – developing curiosity, courage and aspiration.
- **Resilience** – developing confidence, character and perseverance.
- **Community** – demonstrating kindness, integrity and respect.

We believe that pupils thrive when they feel safe, understood and valued. Our culture is built upon strong relationships, high expectations and a commitment to seeing the strengths and potential in every child. We are deeply nurturing without lowering expectations and remain unashamedly ambitious for every pupil.

Our practice is informed by the National Autistic Society's **SPELL Framework**, which promotes:

- Structure and predictability;
- Positive approaches and expectations;
- Empathy and understanding;
- Low arousal environments;
- Strong links between school, home and professionals.

Alongside this, we adopt a trauma-informed, relational and therapeutic approach across all aspects of school life. We recognise that behaviour is a form of communication and believe that pupils do well when they can. Our role is to understand the barriers they face and provide the support, strategies and relationships that enable them to succeed.

At The White House School:

- Every interaction is viewed as an intervention.
- Every adult is an emotionally available adult.
- Relationships come first.
- Emotional readiness is the foundation for learning.

We support pupils to develop emotional regulation, communication, independence and social understanding through consistent relational practice, personalised support and integrated therapeutic approaches. Emotional regulation is explicitly taught through co-regulation, sensory support, movement opportunities and personalised regulation strategies. Pupils are encouraged to understand themselves, develop resilience and build the skills needed to navigate life successfully.

Safeguarding is at the heart of everything we do. We recognise the additional vulnerabilities that many pupils with special educational needs may experience and maintain a culture of vigilance, care and advocacy. We place the child at the centre of decision-making, listen to pupil voice in all its forms and work closely with families and external agencies to promote safety, wellbeing and positive outcomes.

Through ambitious and adapted teaching, meaningful relationships, therapeutic support and a culture of belonging, we help pupils feel safe, build confidence, achieve success and thrive both in school and beyond.

2. Our Vision and Mission Statement

Our Vision - '*Making Learning Possible Again*'

We transform the lives of children and young people by creating a school where they feel safe, belong, achieve and thrive. We remove barriers, restore confidence and empower every pupil to realise their potential, preparing them for successful and fulfilling lives beyond our school.

Our Mission

At The White House School, our mission is to enable every pupil to **learn and thrive,** within a nurturing environment that supports both academic progress and personal growth. We provide a highly personalised, ambitious, mindful and nurturing education for children and young people with additional and complex needs.

Guided by our whole-school ethos of **Healthy Minds, Happy Hearts**, we create the conditions for every pupil to feel safe, belong, achieve and thrive, developing the confidence, resilience and life skills needed for a successful future.

We know our pupils as individuals, understanding both their strengths and their barriers to learning. Through outstanding specialist teaching, integrated therapeutic support and meaningful life experiences, we 'design out' barriers to learning whilst maintaining high expectations for every pupil. By developing emotional readiness, building strong relationships and creating opportunities for success, we ensure pupils are: ***Ready to Learn and Prepared for Life.***

3. School Information

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.

The White House School has the capacity for 8-10 pupils per class. We have two classes within our Curiosity Curriculum Pathway across KS1 and KS2. We have five classes within our Discovery Curriculum Pathway from KS1 to KS3.

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 an Education, Health and Care Plan (EHCP).
- Pupils can be admitted from the age of 6 years.
- 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 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.

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.

Curiosity Pathway

Pupils of mixed ages are taught in one of two classes:

- Adventurers
- Astronauts

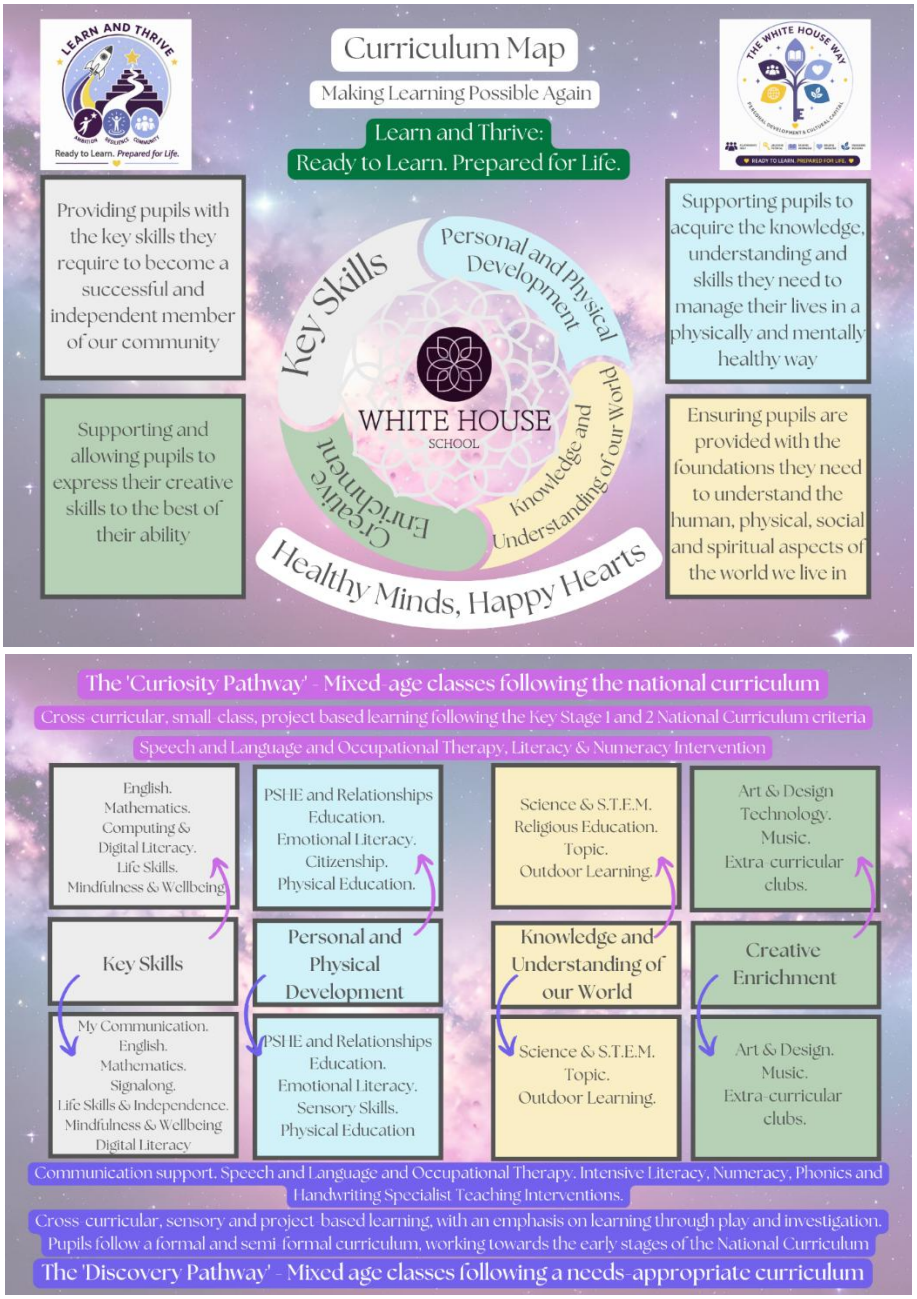
The curriculum in each class follows the national curriculum and provides highly individualised learning for pupils working at, or slightly below, their age-related expectations.

Discovery Pathway

Pupils of mixed ages are taught in five classes, following a needs-appropriate, formal and semi-formal foundation stage curriculum. This curriculum works towards the early stages of the National Curriculum, as it continues to be relevant and appropriate for their learning needs:

- Little Stars (Key Stage 1 and 2, accessing a Foundation Stage Curriculum)
- Supernovas (Upper Key Stage 2 and Key Stage 3, accessing a Foundation Stage Curriculum and beyond)
- Comets (Key Stage 1 and 2, accessing a mixture of Foundation Stage and Key Stage 1 and 2 Curriculum)
- Meteors (Key Stage 2 and Key Stage 3, accessing a mixture of Foundation Stage and Key Stage 1 and 2 Curriculum)
- Galaxies (Upper Key Stage 2 and Key Stage 3, accessing a mixture of Key Stage 1 and 2 Curriculum)

Curriculum Framework



Further detail on each aspect of our curriculum, including our extra-curricular programme, can be found within our Curriculum Policy.

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.

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:

- **T**owards their expected level of attainment
- **W**ithin their expected level of attainment
- **H**oning their skills within their expected level of attainment
- **S**ecurely within their expected level of attainment (ready to move on).

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 Age Related Expectations.

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.

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.

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

These scores also form part of our termly reporting process to parents, carers and guardians.

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.

Further detail on our assessment procedures can be found in our Marking, Assessment and Expected Progress Policy.

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.

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.

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. 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, 1:1 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.
- Using the support of Independence Assistants.

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 group
	Speech and language difficulties	Speech and Language 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)	Sensory Circuits Quiet workstations Movement breaks, as required and built into the timetable Nurture groups
	Attention deficit disorder (ADD)	
	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.

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 resources
- More adult support
- 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.

13. 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 offer many interventions designed to support emotional regulation.

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

When transferring between year groups, we will run transition sessions and days. At The White House School, we start our new academic year classes in July. This allows pupils to become familiar with their staff and class before the summer break, making returning to school in September, smoother. Social stories will be used to support this transition.

When transferring between settings for pupils on our Curiosity Pathway to secondary school or pupils moving onto another school, much work will take place to support pupils with their transition to their new 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/ receiving school to discuss your child's needs

15. **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.

16. 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.

17. 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. Please reach out to our SENCO who leads on our Outreach Programme for parents, carers and guardians.

Key points of contact

School website – www.thewhitehouseschool.org
Telephone – 01202 986215
Headteacher – Elle Vinall elle@thewhitehouseschool.org
SENCO – Tracey Lockwood tracey@thewhitehouseschool.org

Services to support parents and carers of young people with SEND

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

Local Offers

BCP Family Information Directory: BCP FID
Dorset Family Information Directory: Dorset FID

National charities

IPSEA
SEND family support
NSPCC
Family Action
Special Needs Jungle
National Autistic Society
British Dyslexia Association

18. Glossary of Terms

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

Approval & Policy Review

This Policy has been reviewed and approved by:

Policy Approver(s)	Elle Vinall - Headteacher
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