WHITE HOUSE SCHOOL

SEND and Inclusion Policy

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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. Introduction

All of our pupils at The White House School have Special Educational Needs and follow our Discovery or Curiosity Pathway.

At the heart of our SEND provision is a commitment to getting to know every child as an individual. We recognise that parents and carers are their child's first and most important educators, and we value working in close partnership with families to understand each child's unique strengths, interests, and needs. By collaborating openly and positively, we aim to provide the right support at the right time, ensuring every child feels valued, included, and able to thrive. We are here to listen, support, and work alongside families every step of the way.

3. Aims

This policy aims to:

- Set out how our school will support and make provision for all our students, working within the guidance set out in the SEND Code of Practice 0-25 (2014)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND
- Ensure equity of access to high-quality teaching and learning for all pupils.
- Identify and support additional needs as early as possible.
- Maintain high aspirations and expectations for every pupil.

- Provide personalised and tailored provision to meet individual needs.
- Foster an inclusive, respectful, and supportive school culture.
- Work in partnership with parents, carers, pupils, and external professionals.
- Promote independence and prepare pupils for adulthood.
- Support pupils' wellbeing, mental health, and safeguarding.
- Develop staff expertise through ongoing training and professional development.
- Monitor and review provision to drive continuous improvement.

4. Legislation and Guidance

This policy follows:

- Special Educational Needs and Disability (SEND) Code of Practice
- Schools: guide to the 0 to 25 SEND code of practice
- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- Equality Act 2010
- Public Sector Equality Duty
- The Education (Independent School Standards) Regulations 2019
- Information Sharing Duty September 2026 Statutory Guidance

5. Definitions

Special Educational Needs (SEN)

As outlined in the Special Educational Needs and Disability Code of Practice (2015): A pupil has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A pupil is considered to have a learning difficulty or disability if they:

- *'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 the educational facilities generally provided for others of the same age in mainstream schools.'*

Special educational provision means provision that is additional to, or different from, that made generally for other pupils of the same age in mainstream schools.

Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is a pupil is considered to have a disability if they have '*…a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities*.' The school has a duty to make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage compared with their peers.

SEND

Refers to both *Special Educational Needs* and *Disabilities*.

SEND is the overarching, inclusive term that encompasses both Special Educational Needs *and* Disabilities, making it the standard term used in government and educational frameworks like the SEND Code of Practice (2015).

The Four Broad Areas of Need

In line with the SEND Code of Practice (2015), pupils' needs and requirements are grouped into four broad areas. A pupil may have needs that span across more than one area, and these may change over time:

Area of Need	Description
Communication and Interaction	This includes pupils who have speech, language and communication needs and have difficulty in communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. This also includes autism.
Cognition and Learning	This includes pupils who demonstrate features of moderate, severe or profound learning difficulties or who have specific learning difficulties such as dyslexia and dyspraxia.
Social, Emotional and Mental Health (SEMH)	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder (ADHD) • Suffered adverse childhood experiences

	These needs can present in many ways, for example as challenging, disruptive or physical behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or Physical Needs	Some pupils require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties may fluctuate over time. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment. These students may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and Responsibilities

The SENCO will:

- Inform and liaise with parents when a pupil may have SEN.
- Lead the day-to-day operation of the SEND policy and provision, including for pupils with EHCPs.
- Provide guidance to staff and co-ordinate support with colleagues, parents and external agencies.
- Oversee records of pupils with SEND and ensure provision is monitored, reviewed and evaluated.
- Advise on the graduated approach, use of resources and staff training needs.
- Support transition arrangements and contribute to the SEND Information Report.

The Board of Governors will:

- Monitor the quality and effectiveness of SEND and inclusion across the school.
- Work with the Headteacher and SENCO on the strategic development of SEND policy and provision.
- Ensure compliance with statutory duties, including the Equality Act 2010.
- Publish information on SEND policy, provision, admissions and accessibility.
- Hold the school to account for meeting the needs of all pupils with SEND.

The Headteacher will:

- Have overall responsibility for the progress and provision of pupils with SEND.
- Work with the SENCO and Board to ensure the school meets statutory requirements.
- Monitor and allocate resources, including the SEND budget.
- Ensure the SENCO has capacity to fulfil their role.
- Oversee staff training, SEND support evaluation, and liaison with the LA.

Each class teacher is responsible for:

- Delivering high-quality, differentiated teaching using a graduated approach.
- Monitoring the progress of all pupils and adjusting provision where necessary.
- Working with the SENCO, teaching assistants and parents to review support.
- Keeping parents informed about progress, outcomes and next steps.

Parents and carers will:

- Share concerns about their child's progress and work with the school to plan support.
- Attend termly review meetings and provide feedback on provision.
- Receive regular updates on progress and contribute to target-setting.

Pupils will:

- Share their views, strengths and difficulties.
- Help set personal targets and contribute to reviews.
- Give feedback on the effectiveness of support.

7. SEND Information Report

The school publishes a separate, detailed SEND Information Report on its website, which sets out how this policy is implemented in school. The Information Report is updated annually and as soon as possible after any changes to the information it contains. You can find this on our website.

8. Our Approach to SEND Support

We offer 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, including mindfulness and emotional literacy. Our academic focus is balanced with consistent and specialist pastoral and therapeutic support, to nurture pupils' self-esteem, personal, social and emotional development. We are committed to each pupil's holistic development for them to reach their true academic potential in preparation for their next setting and adult life.

In line with our Accessibility Policy and Action Plan, we continually review how to improve access for pupils with disabilities and additional needs.

Class teachers are responsible and accountable for the progress and development of all pupils in their class. High-quality, inclusive teaching is the first step in responding to additional needs, supported by targeted strategies and resources where required. We recognise that there is no 'one-size-fits-all' approach, and adaptations are made on a case-by-case basis to ensure they are meaningful and effective.

Evaluating the effectiveness of SEND provision

We will evaluate the effectiveness of provision for pupils with SEND by:

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

9. Equality, Inclusion and Diversity

At our school we strive to create an inclusive teaching environment that offers all pupils, regardless of their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We celebrate and champion inclusion in all aspects of our school. Inclusion is about creating a sense of belonging for all teachers and pupils. For a child to feel

included, they have to feel that they are an integral and important part of the school. There is a requirement to feel wanted, valued, successful and happy. We are a cohesive school, actively teaching our children how to work together as a team through our PSHE and Mindfulness curriculum – preparing them for life beyond school.

10. Staff Training

All staff receive annual mandatory training on SEND awareness, safeguarding in SEND contexts, and reasonable adjustments. Independence Assistants have access to specialist CPD pathways in autism, ADHD, and social, emotional and mental health (SEMH) needs. Training will regularly be provided to teaching and support staff. The Headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

11. Links with External Agencies

The school recognises that to meet the needs of the pupil, we may need to work with external support services such as:

- Speech and language therapists
- Occupational therapists
- Educational psychologists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social Services

12. Accessibility Policy and Action Plan

Our Accessibility Policy and Action Plan can be found on our school website. It outlines how we:

- Increase the extent to which pupils with disabilities can participate in the curriculum.

- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

13. Monitoring Arrangements

This policy will be reviewed every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. At every review, it will be submitted for approval by the Board of Governors.

14. Links with other Policies

This policy links to the following documents:

- Accessibility Policy and Action Plan
- Admissions Policy
- Child Protection and Safeguarding Policy
- Complaints Policy
- Curriculum Policy
- Equality, Inclusion and Diversity Policy
- Monitoring Pupil Attainment Policy
- Positive Behaviour Support Policy
- SEND Information Report
- Supporting Pupils with Medical Conditions Policy
- Teaching and Learning Handbook

Approval & Policy Review

This Policy has been reviewed and approved by:

Policy Approver(s)	Elle Vinall - Headteacher
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Revision History

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