

WOTTON HOUSE INTERNATIONAL SCHOOL

SEN LOCAL OFFER



'LEARNING THAT FITS'

Wotton House International School is committed to providing an inclusive, personalised education for all learners. This SEND Local Offer outlines how we identify, support and monitor students with additional needs, ensuring every individual can access learning, make progress and thrive within a supportive, flexible environment.

1. Our Ethos and Philosophy

Our ethos centres on inclusive, personalised education, valuing each student's strengths and ensuring all learners can make meaningful, sustained progress.

Wotton House International School is a progressive, non-selective independent school that values "multiple intelligences"—emotional, creative, and physical, alongside the cognitive. Our core philosophy is to nurture every child, ensuring they have an equal opportunity to make the best possible progress.

We aim to minimise barriers to learning through Quality First Teaching and a curriculum designed to be inclusive and personalised from the outset.

2. Identification and Assessment

A structured process ensures early identification, clear understanding of needs, and the right support is put in place from the outset.

We believe in early identification to provide timely intervention. The process includes:

- **Admissions Taster Days:** Prospective students spend time in the classroom to ensure we can meet their specific needs.
- **Entry Assessments:** New students undergo a range of assessments to identify support areas.
- **Entry Diagnostic Testing:** We offer optional diagnostic assessments to help design a programme that fits a student's specific goals and needs.
- **SEND Consultations:** Families with specific educational needs will meet with Claire Perrin SENDCo/ or a member of the SEND team as part of the admissions process.
- **Identification of concern when on roll:** Teachers liaise with the SEND team to highlight any pupil experiencing difficulties, to access the right support to allow that pupil to flourish.
- **Screening Tools:** We utilise standardised tools such as from the GL assessment suite to monitor ability and progress.

3. The Graduated Approach (Support Cycle)

WHIS follows the Assess, Plan, Do, Review cycle defined in the 2015 SEND Code of Practice.

STAGE	ACTION
ASSESS	Collecting views from parents, teachers, and the pupil; conducting internal screening.
PLAN	Creating a My Plan / Learning Plan with specific teaching strategies and expected impact dates.
DO	Implementing strategies in the classroom; the subject teacher remains responsible for daily progress.
REVIEW	Formal reviews occur three times annually to evaluate progress against SMART targets.

Progressive Support Levels:

- 1. Classroom Differentiation:** Tasks are adapted within standard lessons.
- 2. My Plan (Learning Plan):** Targeted support for students failing to make expected progress.
- 3. EHCP:** Requesting formal Local Authority assessment for complex, long-term needs. Or following the EHCP outcomes identified if the pupils already have an EHCP.

4. Specialist Provision and Facilities

Specialist provision and flexible facilities enable tailored support, ensuring students access appropriate pathways, environments, and resources to meet their individual needs.

- **Quiet Stream Provision:** *Quiet stream allows for bespoke personalised learning in a smaller class environment. It also allows those pupils who need to access alternative pathways including hybrid learning to do so.*

- **The school farm and Outdoor learning program** *We incorporate outdoor education into our curriculum to support physical and emotional development.*

- **IB Middle Years Programme (MYP):** *Our enquiry-led, interdisciplinary curriculum is naturally flexible, allowing for varied assessment methods.*

- **Exam Access:** *The SENDCO organises special arrangements and other reasonable adjustments, such as extra time or readers, following JCQ/ and IB requirements and guidelines.*

ISI Inspector Insight: "Pupils realise their potential despite the educational, social and emotional barriers with which many of them contend. Pupils are afforded a wide range of opportunities to flourish, both within and beyond the broad and interesting curriculum "

5. Broad Areas of Need Supported

We support a wide range of needs, ensuring appropriate strategies are in place so every student can access learning and succeed.

We provide support for the four primary types of SEND:

- **Communication & Interaction:** Specifically, ASD.
- **Cognition & Learning:** Including Dyslexia, Dyspraxia, and executive functioning difficulties.
- **Social, Emotional & Mental Health:** Including ADHD, ADD, and high anxiety.
- **Sensory and/or Physical:** Including Vision/Hearing impairments and physical disabilities.

ISI Inspector Insight: "The school actively promotes inclusivity and respect for all. As a result, pupils feel safe and comfortable in their school and demonstrate tolerance and understanding. Effective systems support pupils' mental, emotional and physical health. "

6. Working with Parents and Students

Strong partnerships with parents and students ensure shared understanding, consistent support, and clear communication to promote progress and positive outcomes.

- **The Pupil Voice:** Every student works with a mentor to create a "**My Profile**," identifying what helps or hinders their learning.
- **Parental Partnership:** We maintain an "open-door" policy. Parents are involved in all stages of assessment and are encouraged to support learning programmes at home.
- **Transition Support:** We provide advice on onward education and ensure all SEND records are transferred to future placements.

ISI Inspector Insight: "A significant strength of the school is its comprehensive approach to creating personalised pathways, enabling all pupils to make good progress. "

7. Costs and Funding

Clear information on costs and funding ensures transparency, helping families understand potential additional charges and how support may be accessed or funded.

As an independent school, certain additional provisions attract extra costs:

- **Specialist Support:** *If a child requires a 1:1 Teaching partner, this must be funded by the parents if this is not covered in the EHCP funding from the local authority. .*
- **External Assessments:** *Fees for external specialist assessors are the responsibility of the parents if this is not covered in the EHCP funding from the local authority.*
- **EAL Lessons:** *English as an Additional Language support is available for an additional fee.*

ISI Inspector Insight: "The school's exceptional commitment to tailoring education to the individual needs, interests, and learning styles of each pupil... ensures that all pupils receive the support they need to succeed."