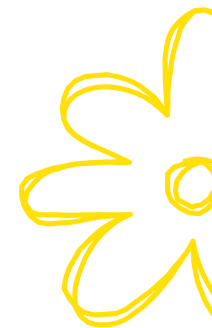


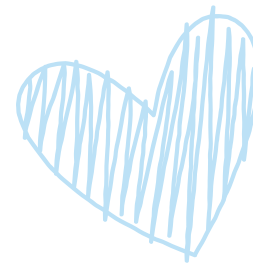
WhiteTrees  
independent school  
*Building Brighter Futures*



# SEND Information

## Report / SEND Offer

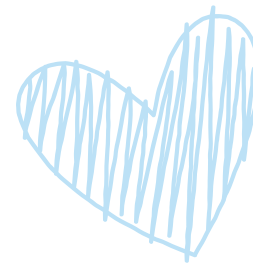




## Contents

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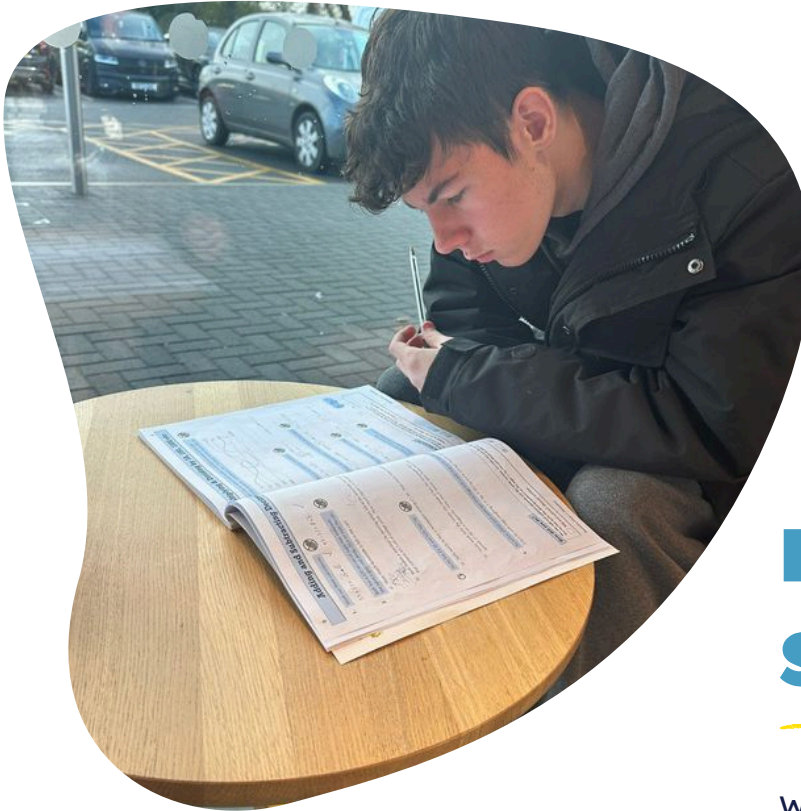
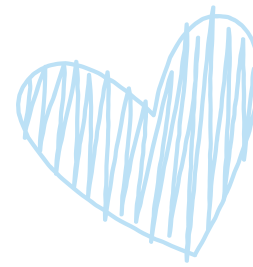
- The kinds of special educational needs that are provided for
- How we identify pupils with SEND and assess their needs
- How we consult with parents and pupils
- How we assess and review pupils' progress
- How we support pupils with SEND
- How we adapt the curriculum and learning environment
- Additional support for learning and wellbeing
- Support for transition
- Working with other agencies
- Expertise and training of staff
- Evaluating the effectiveness of SEND provision
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## The kinds of special educational needs that are provided for



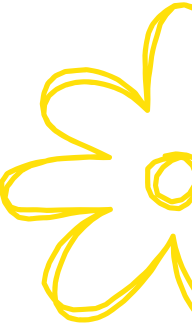
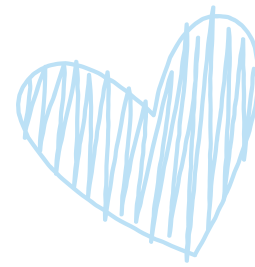
WhiteTrees Independent School provides specialist education for children and young people with Social, Emotional, and Mental Health (SEMH) needs. Many of our pupils have additional needs such as Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Dyslexia, and Oppositional Defiant Disorder (ODD). Pupils often arrive at WhiteTrees having experienced trauma, disrupted early attachments, or previous educational exclusion. The school is designed to offer a nurturing and flexible environment that can respond to each child's individual needs, ensuring they feel safe, supported, and able to engage in their learning.



## How we identify pupils with SEND and assess their needs

When pupils join WhiteTrees, we undertake a comprehensive assessment process to understand their educational, emotional, and social needs. This includes reviewing prior school records, EHCPs, and diagnostic assessments in English, Maths, ICT, and reading. We also use the Strengths and Difficulties Questionnaire (SDQ) to identify emotional or behavioural challenges. To assess readiness for structured learning, the Readiness for Reintegration Scale (RRS) evaluates social, emotional, and behavioural skills, helping staff determine the most suitable learning approach. These assessments allow teachers to set personalised targets and ensure each pupil can progress academically and socially from their starting point.

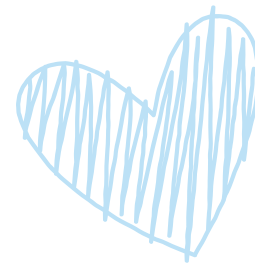




## How we consult with parents and pupils

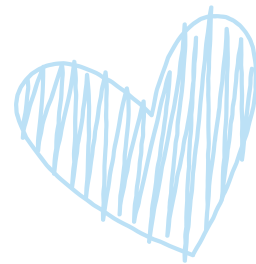
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WhiteTrees places great importance on partnership with parents, carers, and placing authorities. Communication is frequent and includes termly reports, regular phone or email updates, and opportunities to discuss individual progress and targets. Parents and carers are involved in the creation and review of learning plans and EHCP objectives. Pupils are encouraged to contribute to their own learning journey through self-assessment, goal setting, and reflection. This inclusive approach ensures that both pupils and families have a voice in shaping the support and provision provided.



## How we assess and review pupils' progress

Progress at WhiteTrees is continuously monitored. Academic learning is assessed daily through observation and formative assessment, while termly reviews evaluate progress against EHCP objectives. Social, emotional, and behavioural development is tracked through RRS and SDQ assessments. Teaching staff use this information to adapt learning, plan interventions, and ensure each pupil is supported to reach their potential. Evidence of learning is recorded, monitored, and used to guide future planning, allowing a responsive and individualised approach to education.



## How we support pupils with SEND

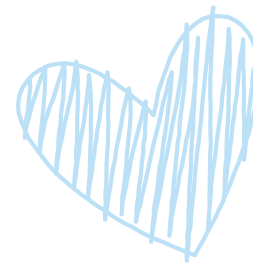
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WhiteTrees offers a holistic approach to support, integrating academic, therapeutic, and social development. Academic provision is tailored to individual needs, with flexible timetables, small group or one-to-one teaching, and access to qualifications including functional skills, GCSEs, ASDAN awards, and online learning for additional GCSE subjects. All pupils have SEND and are supported to develop literacy, numeracy, ICT, and vocational skills at a pace suited to them.

Therapeutic support is embedded across the curriculum, focusing on emotional regulation, anxiety management, and social skills. Pupils benefit from restorative practices, positive reinforcement, and interventions designed to build resilience and confidence. Behaviour support is centred on celebrating success and addressing incidents in a reflective and restorative way, ensuring pupils understand and learn from challenges. Physical intervention is used only as a last resort and is always recorded and monitored.

Social, life, and career skills are woven throughout daily learning and enrichment activities. Pupils engage in PSHE lessons covering relationships, health, online safety, diversity, British values, and citizenship. Work experience, community projects, and career guidance prepare pupils for life beyond WhiteTrees, supporting them to become positive and contributing members of society.



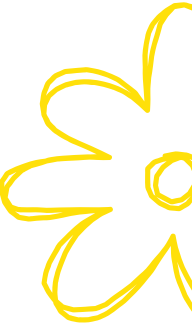
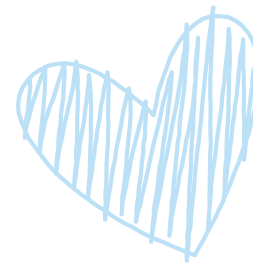


## How we adapt the curriculum and learning environment

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The WhiteTrees curriculum is flexible, responsive, and designed around the needs of each pupil. Lessons are adapted for visual, auditory, and kinaesthetic learners, with differentiated content and approaches that ensure accessibility. Learning beyond the classroom is encouraged through trips, outdoor education, and vocational experiences. Family-style lunchtimes and social learning activities help pupils develop community, relationships, and independence. Values, social skills, and character development are embedded across all subjects and activities, promoting personal growth alongside academic learning.

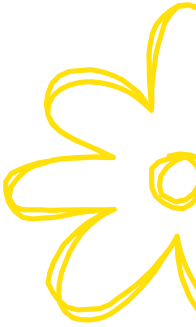
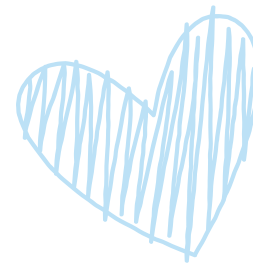




## **Additional support for learning and wellbeing**

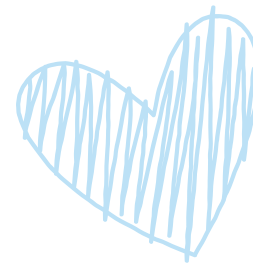
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Additional support is available to meet specific academic, social, or emotional needs. Pupils may receive targeted interventions from wellbeing tutors, literacy or numeracy support, or one-to-one sessions tailored to their abilities. English as an Additional Language support is offered when needed. ICT, sensory resources, and physical education activities are used to engage pupils and support learning. Staff collaborate closely to ensure provision is responsive, personalised, and consistent across school and home environments.



## **Support for transition**

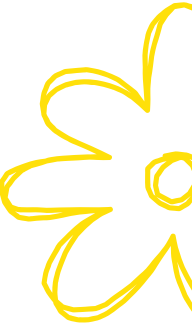
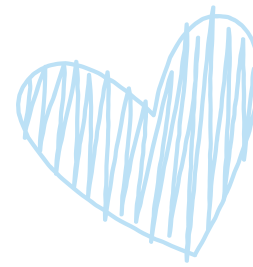
Transitions are carefully planned to ensure pupils are confident and ready for the next stage of their education or life. Pupils gradually move from small group learning to more structured classroom environments, developing the skills needed to thrive academically and socially. WhiteTrees also supports transition into further education, employment, or training through bespoke development packages, careers guidance, and access to external vocational opportunities.



## Working with other agencies

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WhiteTrees works closely with educational psychologists, speech and language therapists, occupational therapists, CAMHS, local authorities, social workers, and virtual school advisory teachers. These partnerships ensure pupils receive coordinated, comprehensive support tailored to their academic, social, and emotional needs.



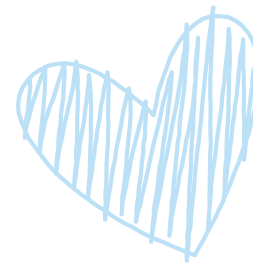
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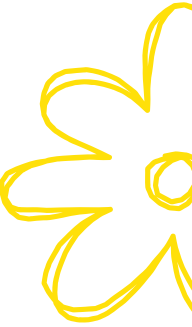
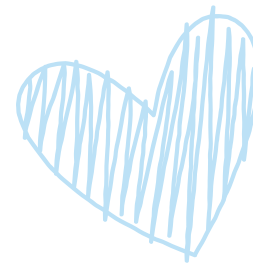
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## Evaluating the effectiveness of SEND provision

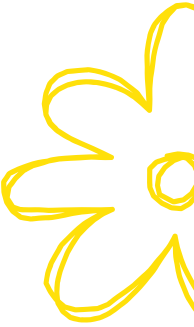
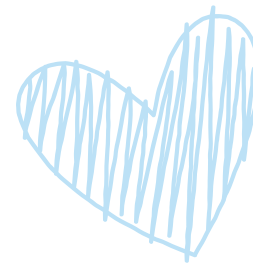
The effectiveness of provision is regularly evaluated through continuous monitoring of academic, social, and emotional progress. Termly review of EHCP objectives, RRS, and SDQ assessments ensures pupils' needs are being met. Behaviour trends and interventions are analysed, and leaders provide support and training as needed. Governors and senior leaders review outcomes to ensure that WhiteTrees continues to offer high-quality, effective support for all pupils.



## Arrangements for complaints

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Parents and carers can raise concerns or complaints through direct contact with the Executive Headteacher or by following the school complaints procedure. WhiteTrees is committed to resolving issues promptly and transparently.



## CONTACT US

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Bishop's Stortford, Hertfordshire

 01279 658518

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