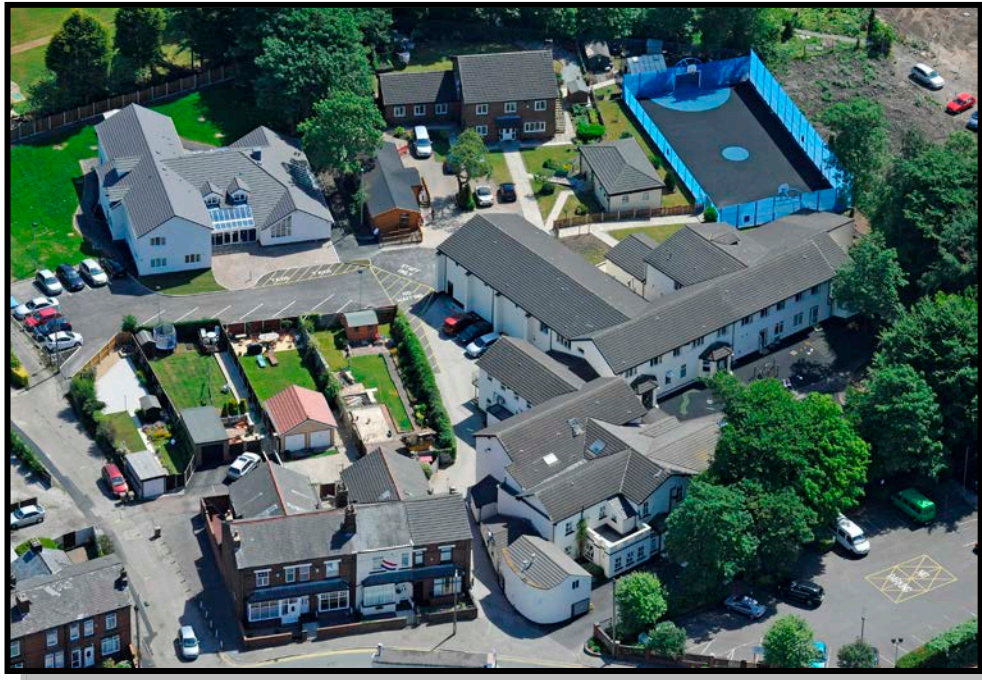


WARGRAVE HOUSE LIMITED



# **Governors' Annual Report to Parents**

**September 2014-August 2015**

**December 2015**

September 2014 – August 2015

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# Chair's Report to Parents 2014-15

## INTRODUCTION

As an education provider Wargrave House School and LEAP College are required by the Department of Education to have a governing body. The governing body meets once a year to report to the parents/ guardians of students. Whose purpose is to ensure that the quality and standard of education at Wargrave House is high and compliant with education and care legislation.

The governing body works closely with the Board of Trustees, who set the future direction of Wargrave House. A key responsibility of the governing body is to decide, with guidance from Director of Services and senior management team, how the budget should be spent. They also make collective decisions on matters such as target setting, school policies and the School & College Improvement Plan.

Governors are committed volunteers who want to make a difference.

As governors we ask not just how Wargrave House do things but why. Our aim is to be Wargrave House' "critical friend."

The academic year 2014/15 has been a fantastic year for Wargrave House.

As chair of the governing body I would like to thank everybody who has made this possible.

## PROGRESS AND DEVELOPMENT

### Lakeside College

The college has been opened since the early 1990's and continues to develop as a high quality post-16 educational provision. The Autism specific environment is fundamental to the students learning experience.

### Extended School Services (ESS)

ESS is now well established and is a valuable resource for the students. It provides after school, holiday and weekend provision. The changing profile of students accessing the service, including health needs, has meant that this service has evolved to meet students with more complex needs and is well subscribed.

### Post-19 LEAP (Lakeside Early Adult Provision) College

LEAP is now in its fourth year and demand continues to grow. LEAP offers day and residential placements. It has become a real home for some students who access the residential facilities and they continue to gain a

## WARGRAVE HOUSE LIMITED

wealth of experience in life skills as well as progressing in their academic studies.

### Music Therapy

We have had a full time music therapist for three years now and this continues to be very popular with students. Music therapy has proved to be a great way to support our students including those with communication difficulties, music being a universally accessible medium with which to develop skills.

### Rebound Therapy

Rebound therapy is now well established into the curriculum both in the school and college. Our focus for 2014/15 was to develop staff skills in delivering rebound therapy for which we used a DfE PE grant. This has resulted in an increase in the number of students able to use rebound therapy as part of their individual programmes promoting health, exercise and communication skills.

### Environment

Wargrave House has an ongoing programme of maintenance and the school facilities are always maintained in good repair and a clean condition. Students take pride in their environment which stimulates best possible learning and skill development.

The school provides well balanced, homemade meals for students which support the Healthy Schools and Helping Children Achieve More (Every Child Matters) agendas.

### Composition and Work of the Governing Body

The governing body met four times during 2014/15, one of those being the annual meeting with parents/carers which are always well attended and enjoyable social events. We try to make these meetings as informal as possible, though we do have a formal agenda. The Governing Body minutes are circulated to all governors and are publicly available documents. We now communicate via email which, besides saving paper and postage, is also very efficient.

The governing body consists of several committees, including Health, Safety and Premises, Budget and Internal affairs, and Learning and Teaching. There is also a Staffing committee of the Board of Trustees to which a governor is invited. These committees meet at least once a term and will discuss appropriate business, which is then reported to the full governing body. These committees have delegated responsibility for relevant decisions which are fed back to the full governing body. Wargrave House policies and procedures are subject to a rolling review by the relevant committee to ensure they reflect current practice and legislation.

# WARGRAVE HOUSE LIMITED

The Governing body consists of:

Director of Services  
Head of Education  
Senior Care Manager  
Head of Therapy  
Two Parent Governors  
Two Community Governors  
A Sponsor Governor  
A Staff Governor  
A Local Authority Governor  
A Trustee Governor

In 2014/15 we had one unfilled vacancy for a parent governor.

Each governor has a “link governor” role which is attached to a specific focussed area. They visit school at least once a year to meet with relevant staff and appraise developments and associated matters, reporting back to the governing body formally. The link roles include literacy, numeracy, ICT, triad of impairment, SENCo and school nurse, ESS, safeguarding and LEAP.

## Inspections

In 2014/15 Wargrave House School received an Outstanding OFSTED report which is further detailed in the Summary of Priorities and Outcomes for the Year later in the report.

## Safeguarding

We at Wargrave House take our safeguarding responsibilities very seriously. The Head of Education is the Safeguarding Lead who works closely with local area safeguarding officers to ensure that student safety remains paramount. I am confident that this role is undertaken in a very competent and professional manner.

## Final Statement

As Chair of Governors, I would like to thank all my fellow Governors for their time, which they give freely, their enthusiasm and also their commitment towards the “Wargrave House family”. With their support, we are an effective and successful governing body.

William Duncan  
Chair of Governors  
January 2016

## The Current Governing Body

<b>Name</b>	<b>Type of Governor</b>	<b>Period of Office Remaining at end December 2015</b>
William Duncan	Chair (Trustee)	1 year
Jeanette Banks	Vice Chair - Local Authority Governor	10 months
Sheila Jaeger	Director of Services	*
Gennie Hyde	Head of Education	*
Jackie McCann	Head of Therapy Services	*
Chris Powell	Senior Care Manager	*
Viv Austen	Staff Governor	*
Vacancy	Parent Governor	
Jane Fish	Parent Governor	3 years 9 months
Elaine Bradley	Community Governor	2 years 7 months
Phil Round	Community Governor	2 years 7 months
Vacant	Sponsor Governor	
Helen Whitehead	Trustee Governor	2 years
Karen Jones	Clerk to the Governing Body and Trustees	

\* Governors required by constitution to maintain membership for the duration of their post

## The Current Trustees

Paul Berman	Chair
Helen Whitehead	Company Secretary, Wargrave House Limited
Jennifer Warner	Trustee
Christine Galligan	Trustee
Steve Whalley	Trustee
John Hawkins	Trustee
Russell Booth	Trustee
William Duncan	Trustee
Karen Jones	Clerk to the Governing Body and Trustees

## Current Staff (January 2016)

Director of Services	Sheila Jaeger
Head of Education	Gennie Hyde
Deputy Head of Education	Stephen Hogarth
Assistant Head of Education (16-19)	Michelle Heneghan
Assistant Head of Education (19-25)	Janet Bailey
Teacher & SENCo	Carole Woodward
Teachers	Liz Hitchen Jane Thompson Claire Thompson Loretta Stromberg Claire Wilkinson Elaine Green
I.C.T. Co-ordinator/Teacher	Jacky Bennison
Senior Teaching Support Assistants	Anne Marshall Joan Beddows Karen Counce Gaynor Singleton Nicola Brown Joanne Harrison-Richards Samantha Lowe
Teaching Support Assistants	Andrea Moss Sarah Wilson Louise Yates Mel Piper-Smith Amanda Topping Danielle Bettle Tara Thomas Natalie Critchley Sandy Farrell Ann Handslip Jackie Macllwaine Leanne Hazell Gemma Sutton Joanne Hesketh Yvonne Sumner Susan Roberts Jim Scott



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Teaching Support Assistants (Cont'd)

Bethan Shaw  
Nicola Sinclair  
Beth Murphy  
Rebecca McArdle  
Wendy Cooper  
Amanda Robinson  
John Lodge  
Louise Peet  
John Murphy

Chris Powell

SeniorCare Manager (Adult  
Services/Registered Manager)

Natalie Molyneux

Deputy Care Manager

Sue Bridges  
Helen Slavin  
Kirsty Brown  
Niki Turton  
Sarah Young

Team Leaders

Residential Care Workers

Jay Lawson  
Katie Waddilove  
Marie Porter  
Sandra Leatherbarrow  
Lyndy Pickering  
Linda Van Den Hoek  
Lynne Kean  
Kirsty Brown  
Mike Arnold  
Niki Turton  
Sarah Young  
Julie Henshaw  
Amanda Gallagher  
Lorraine Powell  
Helen Lacey  
Mark Watmough  
Ashton Ewen  
Neil Bracegirdle  
Louise Peet  
Lauren Grisedale  
Nicola K Brown  
Kim Price  
Cara Harrison

School Health Nurse

Robert Richardson

Finance/Personnel Assistant  
Finance/Personnel Assistant

Maria Clarke  
Jackie Shaw

## WARGRAVE HOUSE LIMITED

Head of Therapy Services  
Specialist Speech & Language Therapists

Jackie McCann  
Helen Sim  
Michele Davies  
Glenda Marshall  
Nicola Breslin

Speech & Language Therapy Assistant

Specialist Occupational Therapist  
Occupational Therapy Assistant

Andrea Jenkinson  
Amanda Kelly

Family Liaison Officer

Claire Barnes

Senior Administrator  
Administrators

Sue Murphy  
Janette Hale  
Alison Roberts

PA to the Director of Services  
PA to Director/Clerk to Govs/Trustees

Gill Cooke  
Karen Jones

Technical Support Manager  
Technical Support Assistant

Chris Linaker  
Shaun Daniels

Estate Manager (Health & Safety)

Sharon Hughes

Cook in Charge  
Deputy Cook in Charge  
Cooks

Kerry Hankinson  
Lisa Williamson-Hill  
Karen Percy  
Patricia Cunliffe  
Sharon Guest

Caretaker/Cleaner in Charge

Alison Robinson

Domestic Assistants

Cath Hughes  
Elaine France  
Cornelia Gawthorpe  
Sue Dann

## Staff Farewells and Welcomes

During the academic year staffing levels continued to be monitored and adjusted to meet the needs of students. The list below identifies members of staff who were newly appointed and those who left during the course of the year.

### Staff leaving between September 2014 and August 2015

Steve Bentley	Family Liaison Officer
Janet Quinn	Residential Care Worker
Tony Hallam	Care Manager
Penny Deane	Teaching Support Assistant
Sue Crandle	Head of Finance & Personnel
Colin Friar	Care Manager
Julie Henshaw	Residential Care Worker
Dave Banks	Estate Manager
Lucinda Duffy	Deputy Head of Education

### Staff joining between September 2014 and August 2015

Simon Davies	Head of Business Administration
Julliet Doherty	Teacher
Sally Wright	Teacher
Cara Harrison	Residential Care Worker
Kimberley Price	Residential Care Worker
Jackie Shaw	Finance & Personnel Assistant
Claire Barnes	Family Liaison Officer
John Murphy	Teaching Support Assistant
Sharon Hughes	Estate Manager

## Continuous Development

## Professional

Wargrave House continues to promote lifelong learning and encourages professional development within an inclusive community of learners. All training undertaken is individually and collectively evaluated in terms of personal development and whole school improvement. For 2014-15 the focus was on:

Induction of new staff (19 sessions)

Development of Professional Practice (75 sessions)

### **Induction Training included:**

Safety Awareness

Communication

Safeguarding Children & Adults

PECS & Communication Boards

Autism Awareness

Derbyshire Language & Narrative Therapy

Admin Procedures

TEACCH

### **In Service Training (INSET) included:**

Manual Handling

Diabetes Training

Fire Safety

First Aid Awareness

Safeguarding

Embedding the New Curriculum (Key Stage 2 and Post-16)

Therapy Focus – communication in the workplace

Anti-bullying

Financial Education & PFEG

Deprivation of Liberty Safeguards and Mental Capacity Act

Cleaning Waste and Washrooms

Whole School and College Improvement Planning

All staff contribute towards the identification of training needs both on a whole school and an individual basis. The net result of this training has been improved quality of teaching and learning, support for student welfare and improved staff personal skills to increase personal effectiveness as evidenced in training evaluations.

For further information please see School & College Improvement Plan 2015-2016.

## Budget Summary 2015-16

	<b>Annual Total</b>	
	£	£
<b>Income</b>		
Total Fees and Other Income		3,637,311
Bank Interest		2,500
<b>Total Income</b>		<u><b>3,639,811</b></u>
<b>Expenditure</b>		
Teaching Staff	856,105	
Teaching Assistant	636,391	
Care & Family Support	605,392	
Maintenance Staff	113,843	
Catering Staff	74,517	
Support Services Staff	261,373	
Therapy Staff	280,004	
Supply Staff	<u>50,000</u>	2,877,625
Curriculum		87,042
Care Budget		38,836
Training		16,000
Catering		63,500
Transport		20,500
Maintenance		177,000
Heads Management		28,000
Support Services IT	17,593	
Support Services Admin	15,339	
Support Services General	170,500	
Support Services Reception	<u>9,555</u>	
Support Services		212,987
Pension contingency		99,000
Loan Repayments		19,321
<b>Total Expenditure</b>		<u><b>3,639,811</b></u>

# Summary of Priorities and Outcomes for the Year

## **What have been our successes this year?**

HMI Ofsted carried out a short notice Section 5 inspection of Wargrave House School services in November 2014 and awarded 'Outstanding' Ofsted grading in all areas including the overall effectiveness of the residential services for the ninth successive year. The team commented that "This is an exceptional school offering the highest quality provision for students with autism spectrum conditions. As a result, they make outstanding progress from the time they join the school, particularly in their personal, social and communication development."

In March, a team of inspectors from the National Autistic Society Accreditation service conducted a three day inspection of all services and for the first time, the LEAP provision came under scrutiny. All standards in all settings were achieved and were graded as 'met' or 'met & exceeded' the team commenting on this being a very rare occurrence. "The review team were very impressed by the extremely high level of consistency and effective practice delivered by staff in all education and care settings."

To further improve the service, a planned staffing restructure was undertaken and a number of new appointments made to the school, college and support services. The catalysts for this were the education and funding reforms of central government and growth in the specialist college, LEAP. A new Assistant Head of Education post was introduced to lead LEAP College and a Head of Business Administration position introduced to provide the additional financial and administrative capacity in light of the reforms. There was also a change in the leadership structure of the residential services, reflecting the reduction in the number of residential placements; two care manager positions were not replaced when the post-holders left the organisation for promotion in other services, and a Deputy Care Manager position was created to support the Senior Care Manager.

The Care Quality Commission conducted an unannounced inspection in February 2015 of LEAP College residential service (a registered care home for up to 6 young adults with ASD) under the new Fundamental Standards. The service was graded Good overall, with Outstanding features. Improvements identified were addressed immediately and a simplified medication administration system was introduced. Comments from parents and placing authorities were all positive.

During 2014-15 the generous support of our parents, local community, friends and charitable trusts enabled us to raise £1,933 to provide portable electronic equipment (IPads) to support students' communication and learning. Several students with communication difficulties have improved their motivation to

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learn and developed language skills that support self-expression, personal development and independence.

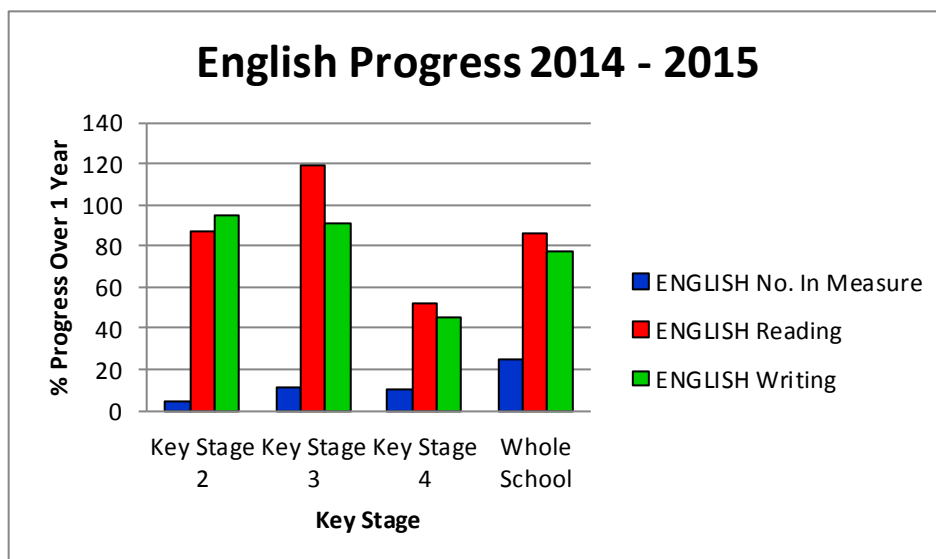
There were two compliance visits from local authorities, Warrington and St Helens, each with positive reviews and commending the work, systems and processes across all services.

Each year we prioritise 'Whole School & College Targets' in terms of Education, Residential, Therapy and Attendance. Our achievements for 2014-15 are summarised on page 35.

## Student Progress (School) Data 2014 – 2015

### ENGLISH

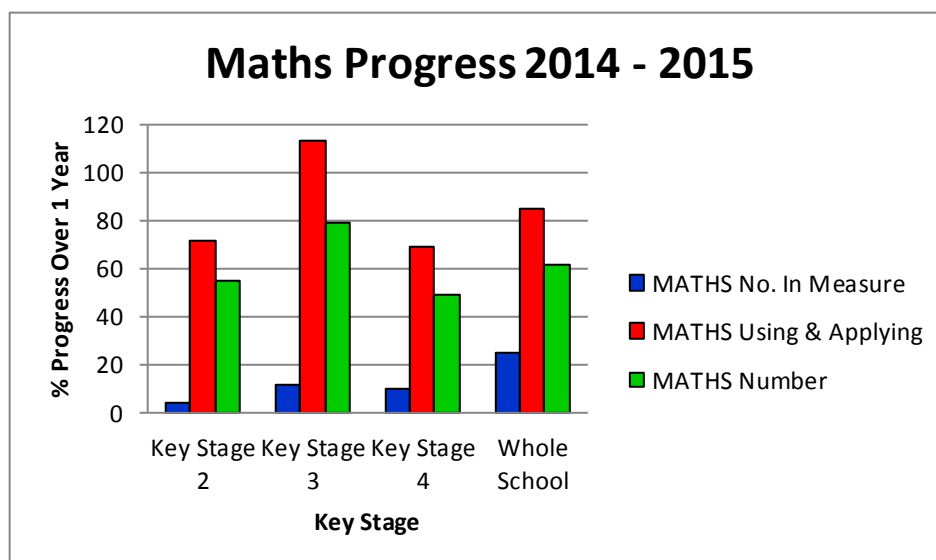
ENGLISH			
	No. In Measure	Reading	Writing
Key Stage 2	4	87	95
Key Stage 3	11	119	91
Key Stage 4	10	52	45
Whole School	25	86	77



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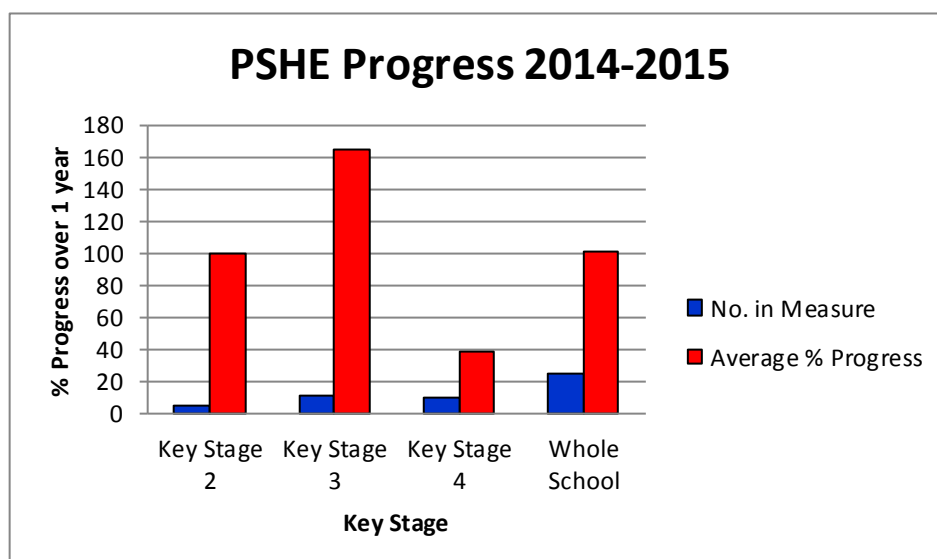
## MATHS

	No. In Measure	Using & Applying	Number
Key Stage 2	4	71	55
Key Stage 3	11	113	79
Key Stage 4	10	69	49
Whole School	25	84	61



## PSHE

PSHE	No. in Measure	Average % Progress
Key Stage 2	4	100
Key Stage 3	11	165
Key Stage 4	10	38
Whole School	25	101

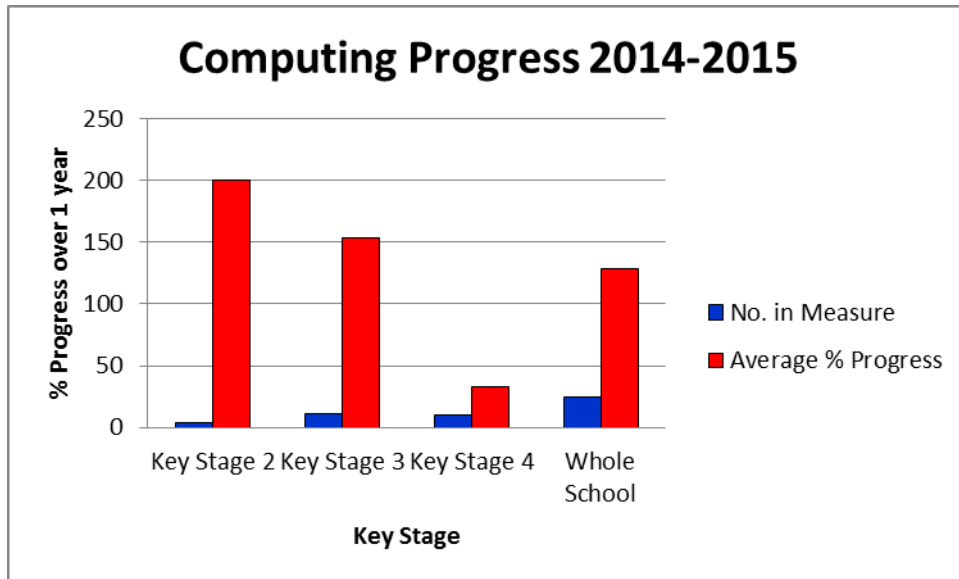




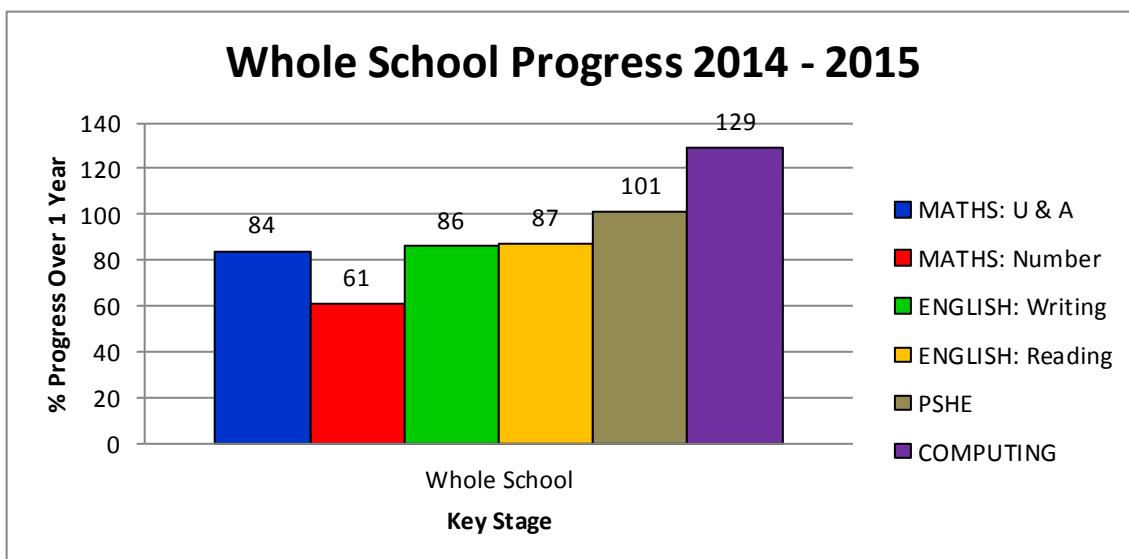
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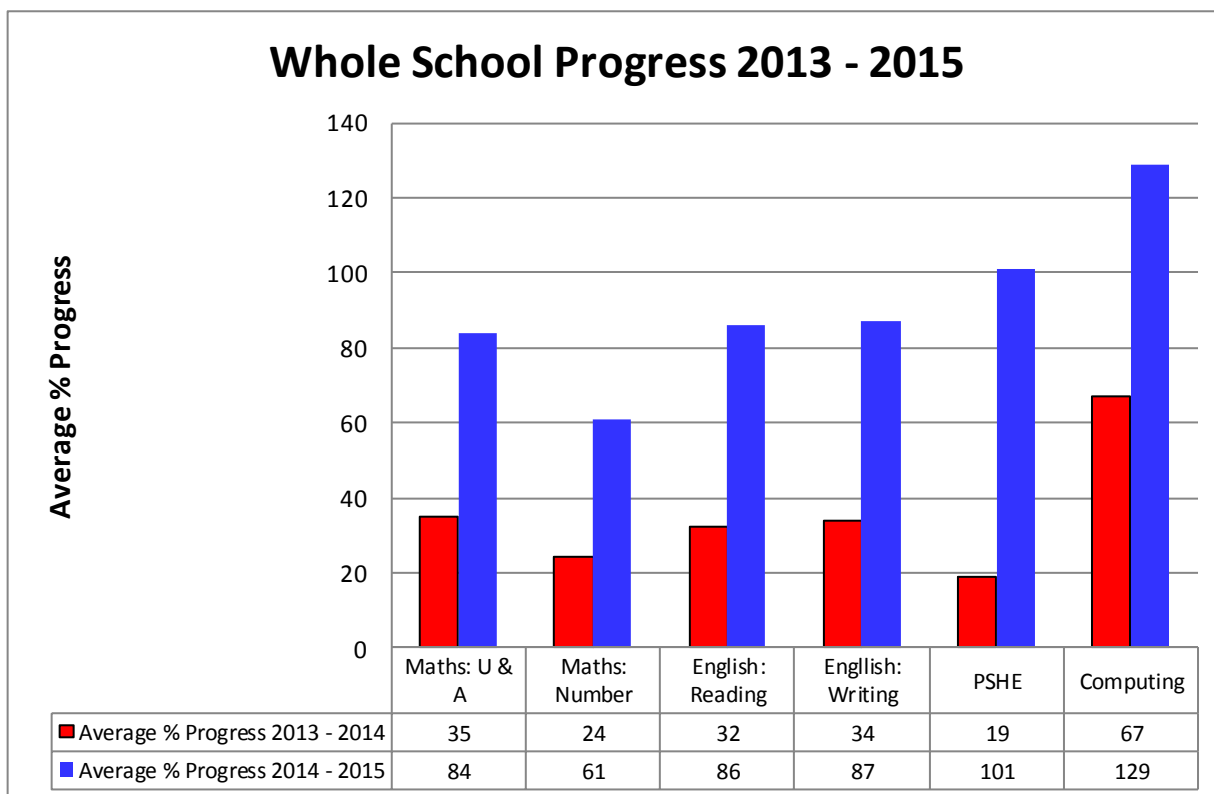
## COMPUTING

COMPUTING	No. in Measure	Average % Progress
Key Stage 2	4	200
Key Stage 3	11	154
Key Stage 4	10	33
Whole School	25	129



## WHOLE SCHOOL



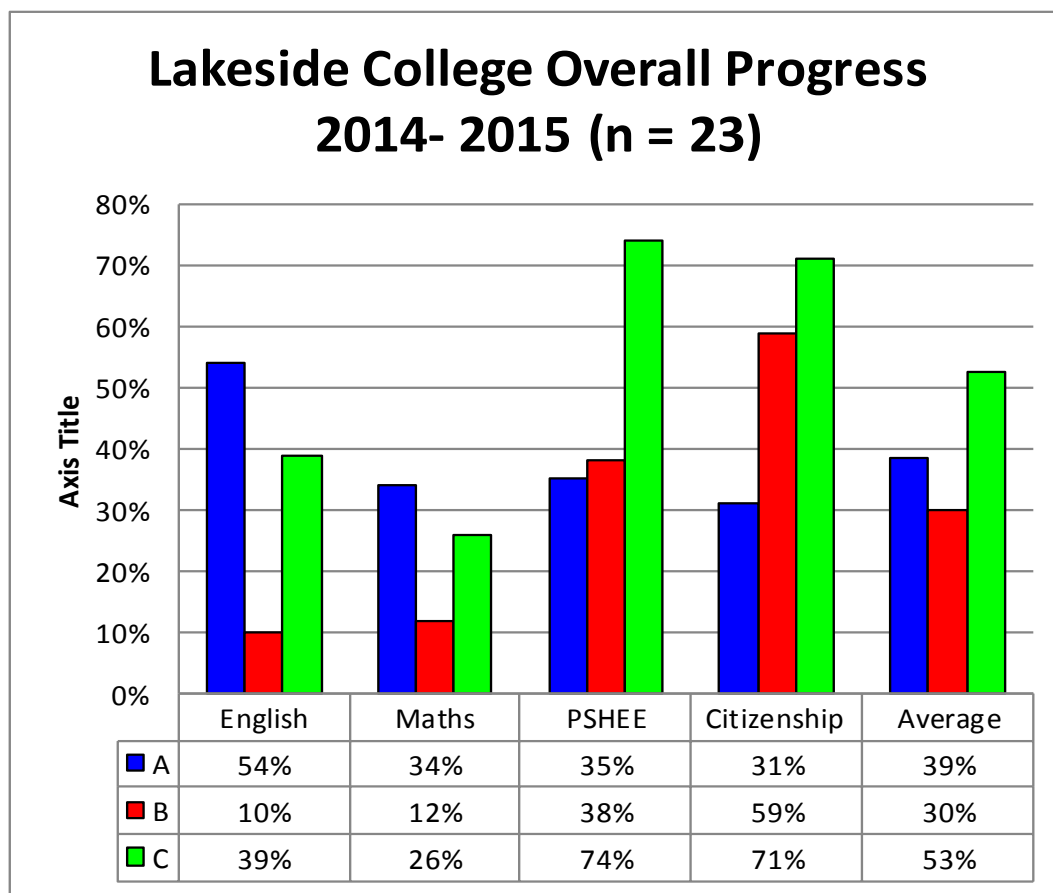


### Student Progress (Lakeside College) Data 2014 - 2015

In 2014 – 2015, assessment tracking tools in Lakeside College were revised to reflect the development of the software used in school – B Squared Connecting Steps. This includes a combination of adult core curriculum outcome measures (in maths and English) and national curriculum style levels in PSHE and Computing.

The Lakeside College curriculum is delivered through learning pathways based levels of cognition and accredited learning. Whilst the final qualification results provide a measure of performance, this is at the end of the three year course and therefore does not support more frequent measures which are essential for timely intervention.

Student progress has been collated based on overall percentage progress in the four areas of analysis, presented by cohort and thus providing for whole school target review and cross-departmental comparison. Interpretations should be treated with caution however as the significant differences in cohort sizes may suggest anomalies which are explained by individuals in a group rather than performance of the teacher.



Additional progress measures include the achievement of externally accredited qualifications which provide for the development of less tangible skills in personal skills and independence. This will differ according to the student's cognitive ability and are only available upon the completion of the three year course. In July 2015 there were 8 students who were entered for the following qualifications:

Cohort A (Entry 3 to Level 1/2):

Certificate of Personal Effectiveness (CoPE)

Cohort B (Entry 2 to Entry 3):

Personal and Social Development (PSD)

Cohort C (Milestones (pre-entry) to Entry 1):

Personal Progress (PP)

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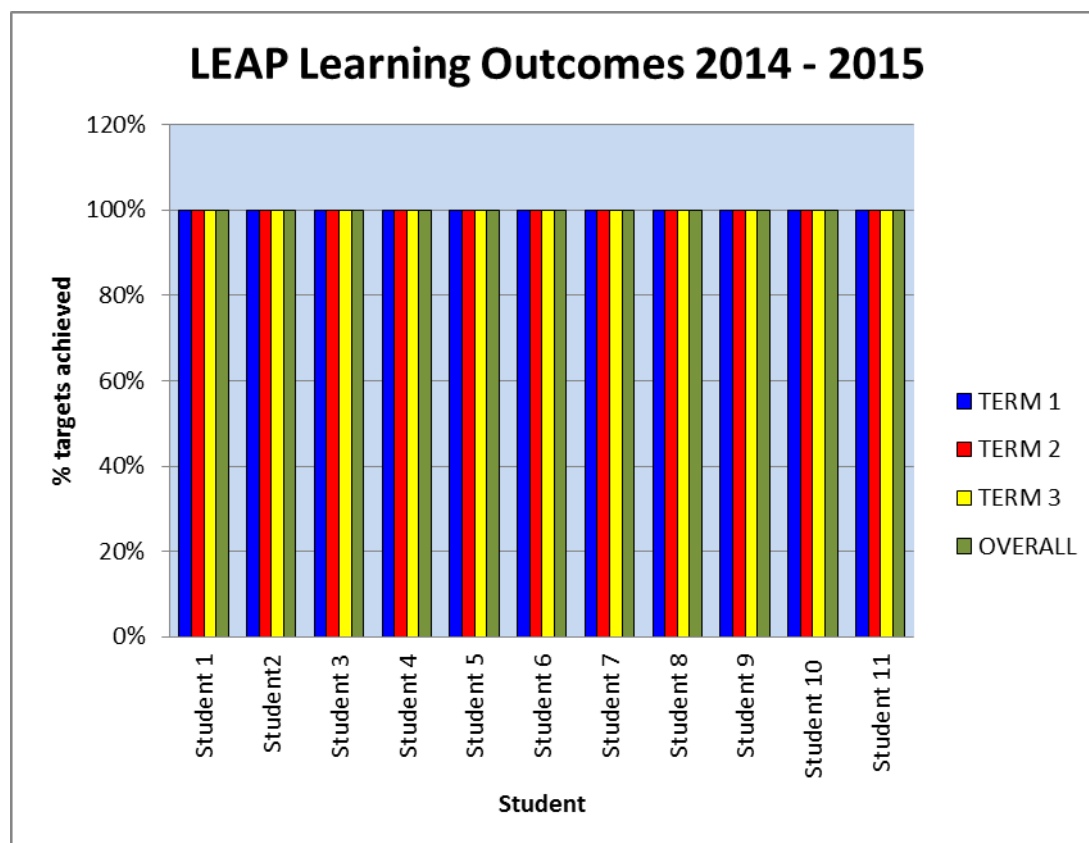
<b>Cohort</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>Qualification</b>	CoPE	PSD	PP
<b>Level</b>	Level 1	Entry 2	Entry 1
<b>No. of Entries</b>	3	3	2
<b>No. of Passes</b>	3	3	2
<b>Success Rate</b>	100%	100%	100%

### **Student Progress (LEAP College) Data 2014 - 2015**

For the first time since opening in September 2012, the provision at Lakeside Early Adulthood Provision (LEAP) can be reviewed based on a complete three year cycle.

During 2014-15 there was a further increase in student numbers. Two (2 year) students left the provision at the end of July 2014 but with five students joining the provision, in addition to the 6 continuing learners, two differentiated learning groups were formed, LEAP 1 and LEAP 2. LEAP continues to provide a curriculum for learners aged 19 through to 25 years old working at Entry level 1 and 2 of the adult core curriculum. The curriculum is a three year model which provides for accredited learning, vocational experiences (including work placements) and specialist therapeutic intervention specifically targeting the needs of learners with autistic spectrum disorder (ASD).

Student progress at LEAP is tracked through personalised learning outcomes in three core areas of the curriculum, completed units of the accredited programmes of study and Individual Education Plan targets based on the triad of impairments. In addition to this, the therapy department continue to use functional communication measures to track the impact of their intervention. B Squared 'Connecting Steps' software measures specific progress in English and Mathematics.



In order to meet the requirements of the Independent Living Diploma students are required to complete units to build credits. Therefore to achieve the unit they must achieve the assessment criteria. This is likely to result in students consistently receiving 100% on completion of each unit.

In support of the continuous drive for improvement and to measure the impact of intervention in a more timely fashion the current Personalised Learning Outcomes (PLO) record, (which records *predicted* achievement only by the terms 'experienced,' 'supported,' or 'independent,') will be replaced by a model that records the *actual* levels of experience required to meet the targets. The achievement criteria will be changed, in line with B squared levels of experience, so there is more clarity about the levels to:

**Participation (P)** – Student is involved and responding to the target but still requires more significant prompting and support to achieve that target.

**Gaining skills and understanding (U)** – The student has almost achieved the target and is engaged although some prompting may still be required to achieve the target consistently.

**Mastered (M)** – The student can complete the target independently. They have demonstrated this on a number of occasions and the teacher is confident they can do it consistently.

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In addition a points system will be allocated to each of the achievement criteria above:

- Participation: 1
- Gaining Skills and Understanding: 2
- Mastered: 3

These scores will be totalled within each of the **four** areas of the Preparing for Adulthood agenda – Independent Living, Community Inclusion, Employment and Health. A percentage of levels of independence will then be calculated. This will provide for a more accurate picture of progress based on scrutiny of data over each term throughout the academic year and highlight areas for future development within each of these core areas.

In July 2015 we had the first LEAP ‘graduates’ with four students completed their three year programme of study and achieved externally verified qualifications in the following areas:

<b>Cohort</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>All Cohorts</b>
<b>Qualification</b>	No students in this cohort	Diploma in Independent Living Skills	Diploma in Independent Living Skills	Work Right Award
<b>Level</b>		Entry 2	Entry 1	-
<b>No. of Entries</b>		1	3	4
<b>No. of Passes</b>		1	3	4
<b>Success Rate</b>		100%	100%	100%

### Measuring the Quality of Teaching, Learning & Assessment

Teacher’s lesson observations for performance management took place over a one week period: 17 - 21 November 2014. This has been moved further into the second half term to address some of the concerns arising from the previous cycles of monitoring for 2013 – 2014, specifically those relating to time in placement for staff and students new to the school.

Once again, teachers were invited to identify a lesson where they felt they demonstrated a particular strength or where they wished to seek advice on a particular aspect of their practice, identified as an area for further development. As in the past, as this monitoring links closely to performance management, there is certainly reluctance amongst most to seek feedback on a development, the majority opting to highlight their best practice. This is addressed through the recommendations for 2015-2016. This year’s schedule included three teachers who were new to the school in September 2014.

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however this is not evident in the performance data, suggesting that improvements in recruitment and selection have been successful.

Observations were carried out using in-house criteria devised to reflect the Ofsted classification grades in conjunction with the ASD specialism of the school. There were a total of 14 observations which were scored in 5 areas, further divided into sub-categories:

## **FIRST IMPRESSIONS**

- Classroom organisation
- Learning objectives

## **PLANNING**

- Subject knowledge
- Teaching & Learning
- Differentiation

## **TEACHING METHODOLOGY**

- Pace
- Effective Support
- Assessment/Feedback
- Resources
- Engagement
- 

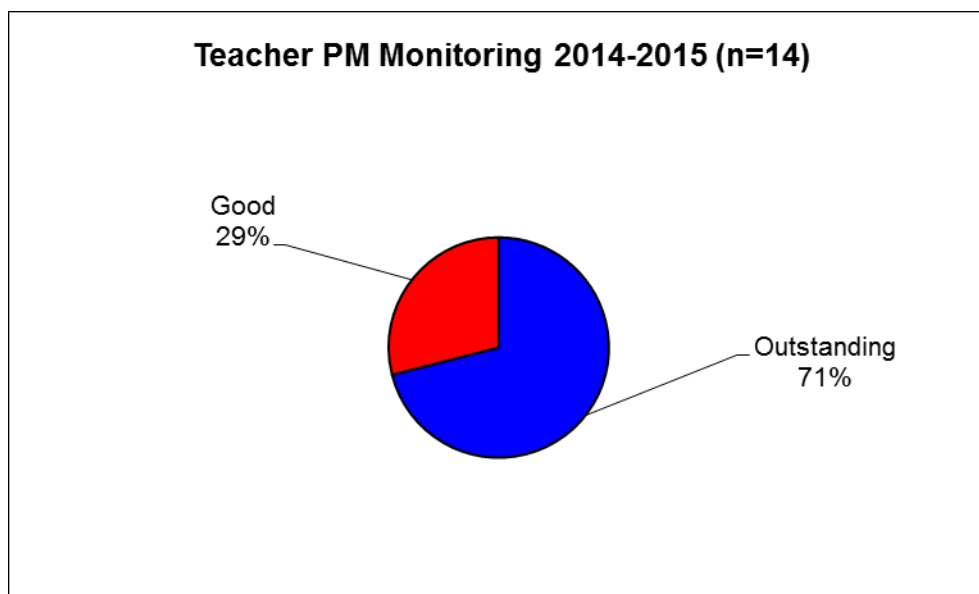
## **PUPIL RESPONSE**

- Learning
- Enthusiasm
- Progress

## **ASD SPECIFICITY**

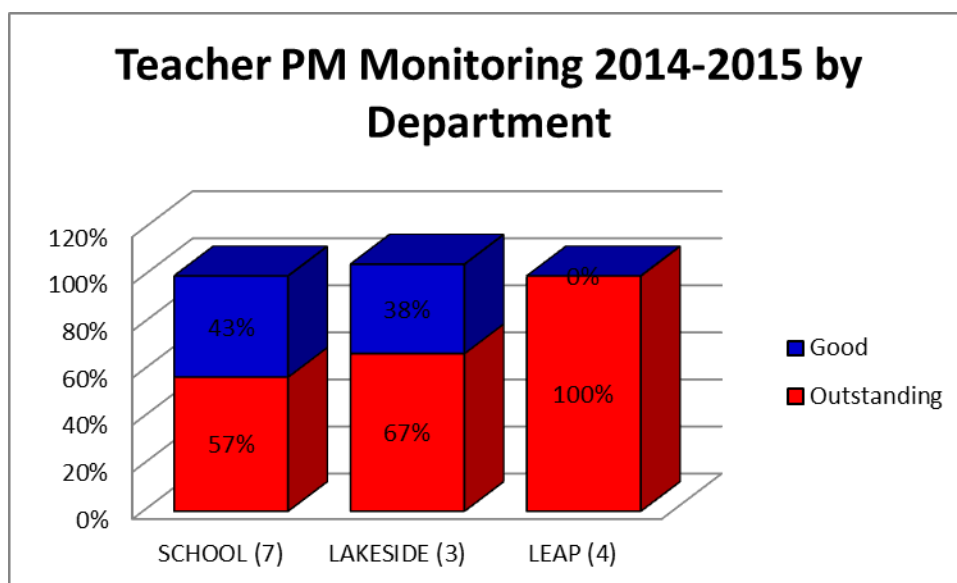
- Communication
- Interaction
- Flexibility of Thought/Behaviour

Feedback is provided to each teacher and scores in each category are calculated to give an overall mean score for the lesson: Outstanding: 1, Good: 2, Requires Improvement: 3, Unsatisfactory: 4.



The results were very positive in that 100% of the 14 lessons observed achieved a mean score in the 'outstanding' or 'good' categories. No lessons were rated as 'requiring improvement' or 'unsatisfactory'.

There were however, some differences in the split between good and outstanding final scores when the data is further analysed by department (school (KS 2 – 4), Lakeside College (16 – 19) and LEAP (19 – 25)):





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The majority of performance in each department is outstanding. Following the implementation of a mentor/team teaching programme in LEAP, 100% of observations were rated as outstanding.

Consistency and improvement on an individual basis are pleasing:

- 6 teachers (55%) continue to be outstanding.
- 2 teachers improved from good to outstanding.
- 0% were rated as requires improvement.
- 1 teacher new to the school improved her grade from her induction observation (not previously reported) from requires improvement to good.

### **What do our students do after leaving this school?**

The majority of learners progress at 16 years old to Lakeside College, the Wargrave House Further Education provision. Some students are successful in gaining a place on a variety of courses at a local mainstream (GFE – General Further Education) college at age 19 or sooner if they are ready. The criteria for acceptance is first that the young person is able to safely access the course and second that they can cognitively make progress year-on-year against the college's accreditation pathways, as defined by the Education Funding Agency (EFA).

Some students might be successful in gaining supported or paid employment. Additionally some students gain placement at their local colleges with varying levels of support, living in some cases at home, or in others, within supported living settings.

Wargrave House employs the support of a Career Connect Personal Advisor who supports students and their parents in making choices from those available up to the age of 25 years. This ensures the school's duty to provide independent advice and guidance at critical stages in the student's educational career. Their work starts in school when the 14+ Transition Plan is devised at the annual review in Year 9. The recommendations in this plan are then reviewed each year in line with the annual review of statement/Education Health & Care (EHC) plan.

There are some young people who continue to need specialist support for their needs arising from their autism. In such cases, placement at an independent specialist college is sought. Such provision tends to be 24 hour although there are some local options which support day-only placement.

The Independent Specialist College (ISC) at Wargrave House is now in its fourth year of operation. Although there remains a limit on residential placements (6) the day provision has been further developed to provide for a total of 15 places.

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<b>Destination Data July 2015 Lakeside College</b>		
<b>STUDENT</b>	<b>COURSE OF STUDY</b>	<b>TYPE OF PROVISION</b>
1	Level1/2 vocational skills	ISC* (residential) Freeman College, Sheffield
2	Level1/2 vocational skills	ISC* (residential) Freeman College, Sheffield
3	Level1/2 vocational skills	ISC* (residential) Freeman College, Sheffield
4	Entry Level life and employment skills	ISC (day) LEAP
5	Entry Level life and employment skills	ISC (day) LEAP
6	Entry Level life and employment skills	ISC (short term breaks) LEAP
7	Entry Level life and employment skills	ISC (short term breaks) LEAP
8	Entry Level life and employment skills	ISC (short term breaks) LEAP
9	Level 1 Animal Studies	GFE* (Reasheath College)
10	Level 1 Art & Vocational Skills	GFE (Halton College)
11	Level 1 Computing	GFE (Wirral Metropolitan College)
12	Life Skills	Residential Care
<b>Destination Data July 2015 LEAP</b>		
1	Supported living in own local authority (ASD specific)	
2	Residential care & supported work (ASD specific)	
3	Life skills (day provision)	
4	Life skills and supported work (day provision)	

\*ISC: Independent Specialist College

♦GFE: General Further Education College (Mainstream)

## School Policies

Acceptable Use of Information Technology  
Admission, Attendance, Review Procedure, Discharge  
Anti Bullying  
Assessment, Recording and Reporting  
Bribery Act Policy  
Bursary Fund  
Care Policy  
Complaint Procedure  
Continuing Professional Development Policy (CPD)  
Curriculum Policy Statement including all National Curriculum Policy Statements -

1. Art & Design
2. Design & Technology
3. English 1 and 2 includes Literacy Hour KS 1, 2 & 3
4. Geography
5. History
6. Computing
7. Maths
8. Modern Foreign Languages
9. Music
10. PE
11. PSHCE (including Sex & Relationships Education Policy)
12. RE
13. Science
14. Work Related Learning
15. Citizenship

Data Control Policy  
DBS Policy  
Disability Equality Statement  
Dress Code  
Drug Education  
Educational Visits  
Equal Opportunities Statement and Policy  
Every Child Matters  
Exams (including Appeals)  
Exclusion of Students  
Expenses  
Extended School Services  
Financial Administration  
Fire Safety  
Flexibility of Thought and Behaviour  
Flexible Working  
Green Procurement  
Harassment  
Health & Safety (including Lone Working, Critical Incident and Missing Students)

## School Policies (Cont'd)

Healthy Eating  
Homework  
Implementing the MCA at Wargrave House Ltd  
Inclusion  
Infection Control  
Intimate Care  
Key Stage Four  
LOtC & EV  
Managing Stress  
Medication, Medicals and Illness  
Mobile Phones  
Occupational Therapy Policy  
Partnership with Parents  
Performance Management Systems  
Positive Planning and Intervention for Healthy Eating and Drinking  
Positive Planning for Behaviour Support and Student Behaviour  
Post 16-19 Policy & Curriculum Framework  
Promoting and Supporting Positive Mental Health  
Pupil Premium  
Racial Equality  
Recruitment and Selection of Staff  
Recruitment of Ex-offenders  
Safeguarding Children and Vulnerable Adults  
School as a Community: Objectives on Communication  
School Governor Induction  
School Visits by Governors  
Secure Storage, Handling, Use, Retention and Disposal of Disclosures  
Self Advocacy  
SEND Policy Statement  
Sensory Curriculum Policy Statement  
Speech and Language Policy and Practice  
Staff Attendance Policy  
Staff Code of Conduct  
Staff Grievance and Disciplinary Procedure  
Standards of Residential Care  
Statement of Purpose (including Emotional and Behavioural Development)  
Students and Volunteers on WHS Placement  
TEACCH  
Teacher Appraisal & Capability Policy  
Violence in School Policy and Guidelines  
Visitors to the School Policy and Guidelines  
Whistle Blowing  
Whole School Evacuation Policy and Procedure  
Whole School Pay  
Work Experience and Trainees

## School Policies

### Policies Ratified During 2014-15

<b>Policy</b>	<b>Committee</b>	<b>Ratified by Governing Body</b>
Bursary Fund	School/College Budget & Internal Affairs 2.2.15	19.3.15
Capability	Staffing 9.2.15	19.3.15
Flexible Working	Staffing 9.2.15	19.3.15
Shared Parental Leave	Staffing 9.2.15	19.3.15
Whole Staff Behaviour	Staffing 24.11.14	19.3.15
All Individual Subject Curriculum	Learning & Teaching 22.6.15	16.7.15
Teachers Pay	Staffing 6.7.15	16.7.15
Equal Opportunities Statement	School/College Budget & Internal Affairs 29.6.15	16.7.15
Recruitment & Selection of Staff	Staffing 6.7.15	16.7.15
School/College Governor Induction	School/College Budget & Internal Affairs 2.2.15	16.7.15

## School Policies

### Policies Notified to the Governing Body for Information – Reviewed and Updated 2014-15

<b>Policy</b>	<b>Committee</b>	<b>Notified to Governing Body</b>
Safeguarding Vulnerable Adults (LEAP)	Health, Safety & Premises 15.6.15	16.7.15
Deprivation of Liberties Safeguarding	Health, Safety & Premises 15.6.15	16.7.15
Restraints (LEAP)	Health, Safety & Premises 15.6.15	16.7.15
Fire Safety	Health, Safety & Premises 15.6.15	16.7.15
Health & Safety	Health, Safety & Premises 15.6.15	16.7.15
Safeguarding Children & Vulnerable Adults	Health, Safety & Premises 15.6.15	16.7.15
Flexibility of Thought	Learning & Teaching 22.6.15	16.7.15
Dignity in Care	Learning & Teaching 22.6.15	16.7.15
Occupational Learning & Work Experience	Learning & Teaching 22.6.15	16.7.15
School/College Visits by Governors	School/College Budget & Internal Affairs 29.6.15	16.7.15
ESS	Learning & Teaching 9.3.15	19.11.15
Self Advocacy	Learning & Teaching 9.3.15	19.11.15
Care	Learning & Teaching 9.3.15	19.11.15
Staff Attendance	Staffing 6.7.15	19.11.15
Controlled Drugs	Health, Safety & Premises 16.03.15	19.11.15

## Key Stage 1

This table shows the percentage of Year 2 pupils achieving each level in 2015 at the end of key stage 2. Comparative National end of key stage 1 teacher assessments for 2015 is not available.

The number of eligible children is: 2

TEACHER ASSESSMENTS										
		Percentage at each level								
		W	1	2	3	4	5	6	Pupils not entered	Pupils absent
English	School	100	0	0	50	0	0	0	100	0
Mathematics	School	100	0	50	50	0	0	0	100	0
Science	School	100	0	0	50	0	0	0	100	0

## Key Stage 2 Comparative Results

This table shows the percentage of Year 6 pupils achieving each level in 2015, compared to the national end of key stage 2 teacher assessment levels and test results for 2015.

The number of eligible children is: 2

Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENTS										
		Percentage at each level								
		W	1	2	3	4	5	6	Pupils not entered	Pupils absent
English	School	50	0	0	50	0	0	0	100	0
	National	1	1	2	8	46	42	2	0	0
Mathematics	School	100	0	50	50	0	0	0	100	0
	National	1	0	2	8	43	37	9	0	0
Science	School	50	0	0	50	0	0	0	100	0
	National	1	0	1	9	49	39	0	0	0

## Nationally Recognised Awards

### Key Stage 4

Qualification	Number Entered	Number Passed	Entry Level 1	Entry Level 2	Entry Level 3	Level 1
ELC Functional Skills English	10	10	3	3	2	2
ELC Functional Skills Maths	6	6	1	2	2	1
ELC Level Maths	7	7	2	2	3	N/A
ELC Art & Design	3	3	2	1	0	N/A
ITQ Level 1 Certificate	1	1	0	0	0	1
ELC Functional Skills ICT	2	2	0	2	0	0
ELC PE	1	1	0	0	1	N/A
ELA in Employability	4	4	N/A	2	3	N/A



## Nationally Recognised Awards (Cont'd)

### Post 16

Qualification	Number Entered	Number Passed
ASDAN COPE Certificate Level 1	3	3
ASDAN PSD Certificate E2	3	3
ASDAN PP Certificate E1	2	2
ICT Functional Skills E1	0	0

ITQ Level 1 Award	0	0
ITQ Level 1 Certificate	2	2
ITQ Level 2 Award	4	4
ITQ Level 3 Award	0	0

Whole School/College Targets 2014-15 - EVALUATION

Target	Outcomes	Additional Achievements	Links to ECM									
70% of students will make 1 step progress with their independent communication skills (FCRS).	<ul style="list-style-type: none"> <li>The target was achieved and exceeded indicating that 98% of those assessed had improved their independent communication skills. (NB data could only be taken into account from those students who had 2 consecutive FCRS assessments – 15 were not included, and 1 did not achieve the target).</li> <li>Staff adopted universal strategies shared through the Twilight training. This whole school approach has helped students to develop their spontaneous communication skills and generalise to a range of settings.</li> </ul>	<ul style="list-style-type: none"> <li>Recognition from NAS accreditors who recommended the FCRS tool for a commendation.</li> <li>Student transitions and independence inside and outside the classroom improved.</li> <li>Two iPads used with two students for whom spontaneous communication has greatly improved.</li> <li>Expansion of range of therapies on offer, have had positive effects on individuals.</li> <li>SP-OT Therapy sessions proved to be ideal for helping to develop independence.</li> <li>Rebound Therapy has helped develop confidence, attention, sequencing skills;</li> <li>Music Therapy and DMP also promoted spontaneity and advocacy.</li> <li>Increased structured Relaxation Therapy sessions, have improved well-being and emotional literacy. Hypnotherapy has also been trialed and the benefits of this have been recognised by staff, parents and CAMHS</li> </ul>	All of the fore-mentioned outcomes and achievements has helped to equip our students with skills that will stand them in good stead for life beyond WHS.									
60% of students who are on therapy programmes to make 1 step progress in 5/7 sections of GOAL (Goal oriented assessment of life-skills).	<ul style="list-style-type: none"> <li>Of the students on OT programmes, 2 were suitable candidates for the GOAL standardised assessment. They each achieved one step in 5/7 sections.</li> <li>The remaining students on OT programmes were evaluated using a non-standardised clinical tool.</li> <li>All students made one step progress in 3/3 goals. 100% success.</li> </ul>	<ul style="list-style-type: none"> <li>Goals introduced into IEP targets – specifically regarding eating (using knife and fork) and handwriting.</li> </ul>	<ul style="list-style-type: none"> <li>All therapy aims now being linked to functional activities of daily living.</li> <li>Supporting independence.</li> </ul>									
<p>All students will make expected progress in their reading B squared assessment score by 2015:</p> <table border="1"> <tr> <td>COHORT A</td> <td>1 LEVEL</td> <td>80%</td> </tr> <tr> <td>COHORT B</td> <td>½ LEVEL</td> <td>40%</td> </tr> <tr> <td>COHORT C</td> <td></td> <td>30%</td> </tr> </table>	COHORT A	1 LEVEL	80%	COHORT B	½ LEVEL	40%	COHORT C		30%	<ul style="list-style-type: none"> <li>Data for post-16 and post-19 demonstrates poor understanding of data input and restricted focus on English in curriculum models (to be revised for 15-16).</li> <li>Key Stages 2, 3 &amp; 4 please see below *</li> </ul>		
COHORT A	1 LEVEL	80%										
COHORT B	½ LEVEL	40%										
COHORT C		30%										
<p>All students will make expected progress in their maths (using &amp; applying) B squared assessment score by 2015:</p> <table border="1"> <tr> <td>COHORT A</td> <td>1 LEVEL</td> <td>80%</td> </tr> <tr> <td>COHORT B</td> <td>½ LEVEL</td> <td>40%</td> </tr> <tr> <td>COHORT C</td> <td></td> <td>30%</td> </tr> </table>	COHORT A	1 LEVEL	80%	COHORT B	½ LEVEL	40%	COHORT C		30%	<ul style="list-style-type: none"> <li>Data for post-16 and post-19 demonstrates poor understanding of data input and restricted focus on English in curriculum models (to be revised for 15-16).</li> <li>Key Stages 2, 3 &amp; 4 please see below *</li> </ul>		
COHORT A	1 LEVEL	80%										
COHORT B	½ LEVEL	40%										
COHORT C		30%										
80% of the target group of students (those who in 2013/2014 fell below 96% attendance) will improve their attendance over the academic year.	<ul style="list-style-type: none"> <li>Of the 20 students included in this sample, 15 improved their attendance (75%).</li> </ul>	<ul style="list-style-type: none"> <li>5 students (25%) improved their attendance to above the 96% threshold.</li> </ul>										
90% of students (who board for two or more nights per week) will increase their tolerance of fruit/vegetables to at least three from their '5 a day' healthy foods	<ul style="list-style-type: none"> <li>Of the 19 students involved in this target, 83% was achieved overall</li> </ul>	<ul style="list-style-type: none"> <li>One student exceeded three from '5 a day' fruit and vegetables</li> <li>Two students used innovative ways to increase their intake (making own smoothies)</li> <li>Two students were more tolerant to touch, taste and feel of crunchy vegetables</li> </ul>										

*READING Cohort & sample size	Results	Remarks
Cohort A (11)	91% achieved $\geq$ 80%	1 student (new September 2014) attended on a part time basis due to mental health difficulties.
Cohort B (8)	63% achieved $\geq$ 40%	3 x students < 40%. more regular data review to be implemented 15/16.
Cohort C (5)	100% achieved $\geq$ 30%	

*MATHS (USING & APPLYING) Cohort & sample size	Results	Remarks
Cohort A (11)	82% achieved $\geq$ 80%	1 student (new September 2014) attended on a part time basis due to mental health difficulties. 1 student (year 9) only 2% below threshold.
Cohort B (8)	88% achieved $\geq$ 40%	1 x student < 40% poor data input. More regular analysis from EMT required for 15/16.
Cohort C (5)	100% achieved $\geq$ 30%	

<b>Whole School/College Targets 2015-2016</b>		
Target	How measured/to be achieved	Links to PfA/ECM
To ensure all staff are equipped with the skills to deliver the requirements of the 'Prevent' duty and safeguard students from exploitation and radicalisation	<ul style="list-style-type: none"> <li>• DSL to undertake external training (December 2015)</li> <li>• Training to be delivered to all staff on duty to take action to prevent radicalisation</li> <li>• On-going safeguarding practice to minimise adverse effects on students' safety and welfare</li> </ul>	Students are safe and staff are aware of how they might be exploited.
60% of students will make one step progress with their purposeful attention (mindfulness), as measured on the Functional Communication Rating Scale (FCRS)	<ul style="list-style-type: none"> <li>• Focus on the development of the following skills (as measured by the FCRS):-                             <ul style="list-style-type: none"> <li>○ Attention</li> <li>○ Listening</li> <li>○ Responding</li> <li>○ Seeking Greeting</li> <li>○ Initiating</li> <li>○ Self-monitoring</li> <li>○ Awareness</li> </ul> </li> <li>• Encouraging the students to be more aware of what is happening in the 'here and now' should also reduce their focus on special interests and other distractions that compete for their attention. This will be addressed during whole staff training as well as during structured therapy sessions, as well as becoming a whole school focus. Universal visuals and strategies will be devised and shared throughout the organisation</li> <li>• Mindfulness resources to be purchased to support the implementation of the target</li> </ul>	Students are self-aware. They develop skills that support self-regulation and encourage access to learning.
60% of students will demonstrate progress in their awareness of their own fluctuating levels of arousal/alertness	<ul style="list-style-type: none"> <li>• Focus on reinforcing the students' understanding of their own 'engine speeds' and how this can change at different times throughout the day</li> <li>• In line with SaLT and measured by FCRS, students will demonstrate an awareness of how levels of arousal can affect:-                             <ul style="list-style-type: none"> <li>○ Attention</li> <li>○ Listening</li> <li>○ Responding</li> <li>○ Seeking Greeting</li> <li>○ Initiating</li> <li>○ Self-monitoring</li> </ul> </li> <li>• This will be addressed during whole staff training as well as during structured therapy sessions. It will also become a whole school focus. Universal visuals will be devised and shared throughout the organisation</li> <li>• This target will also be focused on by SaLT as part of their "Mindfulness" target</li> <li>• 'Attention Groups' will be trialled for blocks of therapy from September</li> </ul>	Students are self-aware. They develop skills that support self-regulation and encourage access to learning.
<b>Education: 5 - 16</b> 80% of students will achieve or exceed their B-Squared predicted progress in maths (using and applying).	<ul style="list-style-type: none"> <li>• Identify starting points for individual students and progress required to achieve % increase predicted.</li> <li>• Teacher's to consider curriculum planning to support using and applying progress and share with class team.</li> <li>• EMT to monitor termly progress and provide report to EMT planning meeting, addressing any individual anomalies.</li> </ul>	High expectations of learners ensure sustained personal achievement.

Target	How measured/to be achieved	Links to PfA/ECM
<p><b>Education 5 - 16</b> 80% of students will achieve or exceed their B-Squared predicted progress in English (reading) .</p>	<ul style="list-style-type: none"> <li>• Identify starting points for individual students and progress required to achieve % increase predicted.</li> <li>• Teacher's to consider curriculum planning to support reading progress and share with class team.</li> <li>• EMT to monitor termly progress and provide report to EMT planning meeting, addressing any individual anomalies.</li> </ul>	<p>High expectations of learners ensure sustained personal achievement.</p>
<p><b>Education 16 – 19</b> 100% of Year 14 students will achieve a discreet accredited qualification in maths &amp; English at their predicted level of achievement (E1 to Level 2).</p>	<ul style="list-style-type: none"> <li>• Revise FE curriculum to include discreet maths and English lessons.</li> <li>• Implement accredited learning programmes including staff training (by awarding body).</li> <li>• Students to undertake assessment (external) Summer 2015.</li> </ul>	<p>High expectations of learners ensure sustained personal achievement.</p>
<p><b>Education 19 – 25</b> 80% of students will achieve or exceed their B-Squared predicted progress in maths (using and applying).</p>	<ul style="list-style-type: none"> <li>• Identify starting points for individual students and progress required to achieve % increase predicted.</li> <li>• Introduce new tracking system to support increased focus on maths attainment in LEAP.</li> <li>• Introduce discreet timetabled sessions for maths in addition to cross-curricular integration.</li> <li>• EMT to monitor termly progress and provide report to EMT planning meeting, addressing any individual anomalies.</li> </ul>	<p>High expectations of learners ensure sustained personal achievement.</p>
<p><b>Education 19 – 25</b> 80% of students will achieve or exceed their B-Squared predicted progress in English (reading).</p>	<ul style="list-style-type: none"> <li>• Identify starting points for individual students and progress required to achieve % increase predicted.</li> <li>• Introduce new tracking system to support increased focus on English attainment in LEAP.</li> <li>• Introduce discreet timetabled sessions for English in addition to cross-curricular integration.</li> <li>• EMT to monitor termly progress and provide report to EMT planning meeting, addressing any individual anomalies.</li> </ul>	<p>High expectations of learners ensure sustained personal achievement.</p>
<p><b>Residential</b> 100% of children, young people and adults will participate in one vigorous physical activity per night</p>	<ul style="list-style-type: none"> <li>• Providing opportunities within each young person's individual timetable.</li> <li>• Document the physical activity via individual night log colour coding system to measure achievements.</li> </ul>	<p>Students encouraged and supported to adopt healthy lifestyles</p>

# The School Improvement Plan: Whole School Targets 2014-15

Target	How measured/to be achieved	Links to ECM									
70% of students will make 1 step progress with their independent communication skills (FCRS).	Focus on the development of the following skills (as measured by the FCRS):- <ul style="list-style-type: none"> <li>• Listening &amp; attention</li> <li>• Following instructions</li> <li>• Seeking help/clarification</li> <li>• Greeting</li> <li>• Responding to interactions from others</li> <li>• Assertiveness skills</li> <li>• Self-monitoring</li> <li>• Awareness of Non-verbal communication</li> <li>• Address these during structured therapy sessions</li> <li>• Introduction of universal visuals (for use throughout the organisation)</li> <li>• Role-play &amp; recording</li> <li>• Provide whole staff training (twilight Inset November 2014)</li> </ul>	1, 2, 3, 4, 5									
60% of students who are on therapy programmes to make 1 step progress in 5/7 sections of GOAL (Goal oriented assessment of life-skills).	<ul style="list-style-type: none"> <li>• Assess appropriate students at beginning of therapy block.</li> <li>• Reassess at end of block (approximately 10 weeks).</li> </ul>	1, 2, 3, 4									
Teaching & Learning: All students will make expected progress in their reading B squared assessment score by 2015: <table border="1" data-bbox="143 1129 488 1257"> <tbody> <tr> <td>COHORT A</td> <td>1 LEVEL</td> <td>80%</td> </tr> <tr> <td>COHORT B</td> <td>½ LEVEL</td> <td>40%</td> </tr> <tr> <td>COHORT C</td> <td></td> <td>30%</td> </tr> </tbody> </table>	COHORT A	1 LEVEL	80%	COHORT B	½ LEVEL	40%	COHORT C		30%	<ul style="list-style-type: none"> <li>• Establish reading assessment score for each student in class in September 2014.</li> <li>• Identify targeted progress.</li> <li>• English subject leader to lead training in reading materials.</li> <li>• Monitor progress on half-termly basis through PLO.</li> <li>• English subject leader to carry out monitoring exercise (January 2015).</li> <li>• Complete end of year progress data.</li> </ul>	1, 3, 4, 5
COHORT A	1 LEVEL	80%									
COHORT B	½ LEVEL	40%									
COHORT C		30%									
	<ul style="list-style-type: none"> <li>•</li> </ul>										

# The School Improvement Plan: Whole School Targets 2014-15 (Cont'd)

<p>Teaching &amp; Learning: All students will make expected progress in their maths (using &amp; applying) B squared assessment score by 2015:</p> <table border="1" data-bbox="145 475 488 598"> <tr> <td>COHORT A</td> <td>1 LEVEL</td> <td>80%</td> </tr> <tr> <td>COHORT B</td> <td>½ LEVEL</td> <td>40%</td> </tr> <tr> <td>COHORT C</td> <td></td> <td>30%</td> </tr> </table>	COHORT A	1 LEVEL	80%	COHORT B	½ LEVEL	40%	COHORT C		30%	<ul style="list-style-type: none"> <li>• Establish Maths U &amp; A assessment score for each student in class in September 2014.</li> <li>• Identify targeted progress.</li> <li>• Maths subject leader to lead training in U &amp; A curriculum.</li> <li>• Monitor progress on half-termly basis through PLO.</li> <li>• Maths subject leader to carry out monitoring exercise (March 2015).</li> <li>• Complete end of year progress data.</li> </ul>	<p>1, 3, 4, 5</p>
COHORT A	1 LEVEL	80%									
COHORT B	½ LEVEL	40%									
COHORT C		30%									
<p>Attendance: 80% of the target group of students (those who in 2013/2014 fell below 96% attendance) will improve their attendance over the academic year.</p>	<ul style="list-style-type: none"> <li>• Identify target group (19 students)</li> <li>• Collect data relating to academic year 2013/14</li> <li>• Analyse data to provide breakdown e.g.: number of unauthorised, medical, behaviour response/strategy</li> <li>• Identify patterns days/months</li> <li>• Share focus with class staff</li> <li>• Report to parents of students attendance at the beginning of the year</li> <li>• Revise attendance policy and inform parents of 'exceptional leave' criteria.</li> <li>• Reward 100% and 'most improved' attendance via WOW assemblies</li> </ul>	<p>1 2 3 4 5 Students sustain good attendance individually/class enabling access to all school activities</p>									
<p>Residential Target: 90% of students (who board for two or more nights per week) will increase their tolerance of fruit/vegetables to at least three from their '5 a day' healthy foods</p>	<ul style="list-style-type: none"> <li>• Identify individual targets/programmes and involve/share with students</li> <li>• Reference will be made to the Positive Planning for Healthy Eating and Drinking Policy for ASD strategies and support</li> <li>• Weekly meetings between senior staff and school health nurse will monitor individual student intake from night logs</li> <li>• Records will be maintained of individuals achieving the target each week</li> <li>• Supporting staff will be supported to increase opportunities and experiences for children following recommendations after weekly analysis of data</li> <li>• Tasting sessions will be planned and delivered by staff incorporating good autism practice to broaden the range of healthy foods in individual children's diet</li> </ul>	<p>1 Students will have improved health and diet and develop healthy eating behaviour for positive outcomes</p>									

# Attendance

Academic Year	2014/2015	2013/2014	Target 2015/16
Attendance	95.03%	93.95%	96%
Unauthorised Absence	0.05%	0.07%	0%

## Thank You

2014/15 has been another year of high achievement and standards for the School and LEAP College, across all services and for the students we work with. The hard work and commitment from staff, governors and trustees, along with the collaboration and partnership between parents and other stakeholders ensures our success in helping every student at Wargrave House to achieve the best they can.

It is with mixed feelings that I took the decision in September 2015 to take early retirement at the end of the 2015-16 academic year. It has been extremely rewarding for me to share the successes of such a dedicated team of staff. I am very humbled and, at the same time, grateful for the opportunity to lead the charity in the provision of sustained highest quality services for young people with autism. The support I have received from families, governors and Trustees is second to none!

May I take this opportunity to thank you all for your continued support - it is only by working together closely, with the individual at the centre of all that we do, that we can achieve the best possible outcomes for all our learners.

With my very best wishes  
Sheila Jaeger  
Director of Services