

**Wargrave House**

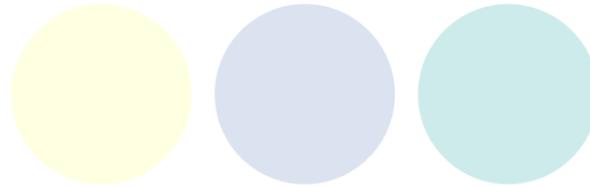
**LEAP College**  
Lakeside **E**arly **A**dulthood **P**rovision

**Prospectus**

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# Wargrave House LEAP College Further Education Provision



Wargrave House Limited is a registered charity which works with children and young adults with autism and associated difficulties. Building on over 45 years of expertise in education and care, Lakeside Early Adulthood Provision (LEAP) opened in September 2012.

Our environment is specifically designed with young adults with autism in mind. Our bright and modern facilities provide for young adults on the autistic spectrum who have additional learning difficulties. We offer both day and 38 week residential packages as well as personalised short term break packages according to individual need. Courses usually start in September.



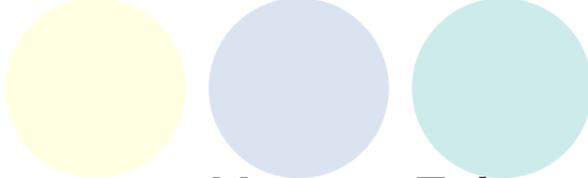
LEAP College & LEAP Residential

Our location provides just one of the benefits for LEAP learners. Being located within the market town of Newton-le-Willows, we have excellent links to local amenities and public transport (bus and rail).

Approved by the Education Funding Agency and Inspected by HMI Ofsted and the Care Quality Commission, the overall aim of LEAP is to provide further and continuing education



and care for young adults with autistic spectrum disorder (19-25 years), so as to build on previous learning. The provision provides further personalised education in independence and social skills developments which supports preparation for adulthood and assists young adults in making a positive contribution to their own community.



# Wargrave House Ethos

## Ethos

Wargrave House recognises that all our learners have very special needs. Compassion, tolerance, respect and positive intervention will lead to effective learning experiences.

This supportive environment is underpinned by an ethos agreed by everyone at Wargrave House.

To facilitate this cohesion and to ensure effective participation, much group discussion and consultation is fostered. All staff meet regularly across settings to ensure that communication between residential and day staff is facilitated and the holistic needs of the individual are provided for.

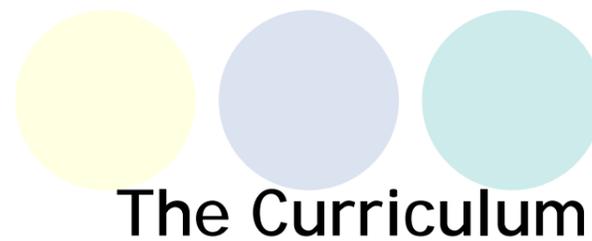
The company's ethos aims to establish a sense of community and care amongst all its members so that both staff and learners can experience the benefits of being accepted and contribute towards the wider society.

The environment is both homely and educational and is of high quality so that it gives all who are here a sense of worth.



## Motto

"Working together, living together,  
learning about life and loving it"



## The Curriculum

Wargrave House offers a multi-disciplinary team of highly trained staff to support development of social communication, sensory integration, behaviour and emotional needs within a life and functional skills focused core curriculum. Education and care services are supported in-house by a large therapy team (speech and language and occupational therapy) who work together with teachers and support staff to meet the holistic needs of each unique individual. Therapists work across the day and residential settings to ensure a joined up approach. Medical needs are supported by our Learning Disabilities nurse practitioner. In addition, learners will follow a range of vocational programmes such as horticulture and access community facilities to promote development of functional, personal and self-help skills. There are good opportunities to develop employability skills through partnership with a wide range of local community businesses and services.

## In Addition, We Offer

- Expertise in meeting the needs of young adults with autism using recognised autism specific approaches
- Expertise in meeting the needs of young adults with moderate and severe learning difficulties
- A programme to help learners look after themselves more independently
- A work placement scheme with local employers
- Opportunities to attend local colleges with support
- Opportunities to pursue externally accredited learning pathways personalised according to individual need.
- A programme to enable learners to learn more about themselves and develop social skills and learn about relationships
- Opportunities for learners to participate in community activities and to learn about citizenship
- Opportunities to develop strategies to promote appropriate behaviour
- Opportunities to take part in a wide range of social, leisure and sporting activities
- Opportunities to improve and develop communication skills through the use of Alternative and Augmentative Communication aids
- Opportunities to develop self-regulatory and self-modulatory behaviour
- Recognition of equality and diversity through a whole organisational approach
- Additional therapies, such as music therapy and rebound therapy.



# The Curriculum

## Curriculum

Prior to commencing their course of study at LEAP all learners will undergo a comprehensive assessment conducted by a multi-disciplinary team from education, care and therapy services. From this point onwards each student will be provided with an individual timetable geared towards developing skills that will ultimately lead to a successful transition into adulthood.

From the moment of arrival, all learners will undergo further in-situ baseline assessment to ascertain the level of ability they are currently working at/towards. Following this evaluation challenging cross curricular goals and targets are set to further develop existing skills and acquire new ones. Targets are closely monitored and amended accordingly on a regular basis.

The LEAP curriculum is designed to enable young adults to become:

- ◆ **Successful Learners** who enjoy learning, make progress and achieve;
- ◆ **Confident Individuals** who are able to lead safe, healthy and fulfilling and rewarding lives;
- ◆ **Responsible Citizens** who make a positive contribution to society;
- ◆ **Independent Individuals** who are enabled to function to their maximum potential.

Each student's personalised learning pathway is based on common components delivered through distinctive curriculum areas:

## Life Skills

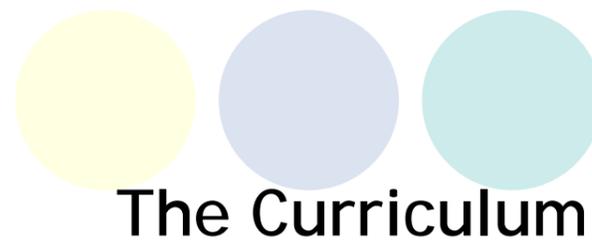
**Independent Living Skills (ILS):** Aims to develop current, and maximise fully any opportunity to acquire new, independent/daily living skills. This is delivered across both the formal (day) and extended (residential) curriculum; therefore, learning takes place 24/7.

**Community Skills:** Aims to promote independence develop communication and citizenship skills whilst accessing the wider community.

Everyday numeracy and literacy skills are developed in a range of functional contexts in both ILS and community skills.

**Technology:** In a world of rapid technological development, it is essential that learners are provided with opportunities to exploit this and explore the benefits of computing for both learning and leisure.





# The Curriculum

## Occupational Learning

**Occupational Skills:** Aims to facilitate learners as they prepare for the world of work. There is a wide remit of vocational learning ranging from functional and practical tasks, internal work assignments, work experience, enterprise and community services.

Work experience aids the development of skills in preparation for employment, focusing on transferable work skills such as, attendance and punctuality, time management, following instruction, teamwork and specific vocational skills.

Please note: Learners will be expected to pay any costs that are incurred on a work placement. This may include the purchase of protective clothing, books or equipment.

## Well-Being

Two elements of this curriculum (functional well-being and therapeutic creativity) are delivered by a joint therapeutic team. Embedded within both pathways will be core therapeutic principles aimed at developing self-awareness and regulation, attention and communication, social interaction and participation, flexibility and imagination.

**Functional Well Being:** A joint therapeutic approach to everyday practical activities within the college and local community to promote social, emotional and physical health.

**Therapeutic Creativity:** A multidisciplinary course of therapy delivered through the media of Art, Music, Movement and Drama this encourages social interaction, communication, participation and choice with extended opportunities to develop skills, promote flexibility and offer relaxation and fulfilment.

**Health & Fitness:** Bespoke to meet individual need in areas of life-long healthy behaviours and choices, fitness and participation. All activities are accessed externally, to take advantage of local community facilities including sports halls, fitness classes, gyms and swimming pools. The curriculum also looks at advocacy, choice and community inclusion/participation.

**Advocacy & Choice:** Promoting the student voice, the concept and self and community, this aims to 'reflect and prepare' - enabling learners to evaluate their learning and make choices about their curriculum activities both in the short and long term. Reflection on a personal level includes making a record of the activities of the week (working towards accredited learning portfolio) and more practical essentials such as reviewing expenditure through budgeting exercises. These in turn work towards developing literacy and numeracy skills in everyday life.

Learners are facilitated to participate in group activities and decision making through the weekly student meeting where standing items up for discussion promote greater autonomy in areas such activities, community visits and meals for the following week.



# The Curriculum

## Accredited Learning

All learners are enrolled in an accredited programme of study which is externally accredited upon successful completion of the prescribed learning outcomes. These courses are carefully chosen to support the learner's needs and aspirations to provide relevant and personalised programmes of study.

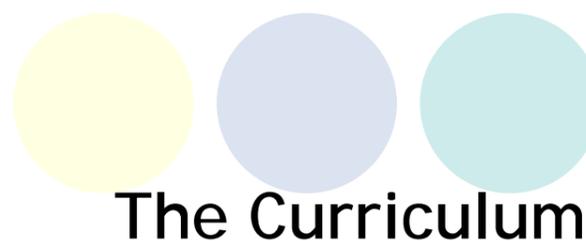
Current accredited learning programmes include:

- ◆ Open Awards Independent Living Diploma (Entry Level)
- ◆ Open Awards Functional Skills Qualification in ICT (Entry Level)
- ◆ English and mathematics 'Stepping Stone' qualifications

## Independent Advice & Guidance (IAG)

Wargrave House has a service level agreement with Career Connect to provide independent, impartial support for young people and their families to make decisions about transition into adulthood.





# The Curriculum

## ASD Pedagogy

Wargrave House recognises the unique learning styles of each student and designs a personalised pathway to meet their needs. There are a number of autism specific approaches which are employed throughout the 24 hour period which address the difficulties our learners' experience, promoting optimal levels of achievement and engagement in the learning experience. These include:

- TEACCH (Treatment and Education of Autistic and Related Communication Handicapped Children)
- SPELL (Structure, Positive (approaches and expectations), Empathy, Low arousal, Links)
- Social Stories
- AAC (Alternative and Augmentative Communication)
- Alert Programme
- Sensory Integration
- Social skills training
- Joint Action routines
- Narrative Therapy

## Supporting Behaviour

Wargrave House will ensure that any behaviour intervention programme is based on an understanding of the characteristics of individuals on the Autistic Spectrum, as well as knowledge of their strengths and needs as determined in their Individual Student Profile.

Behavioural difficulties may arise as a result of the following:

- Anxiety
- Great difficulty in understanding language
- How to use language for social purposes
- Trying to make sense of the environment
- Inflexible patterns of behaviour which the pupil may have developed as a coping strategy
- Sensory difficulties/overload

Wargrave House staff are fully trained and qualified in Team Teach approaches. Team Teach is a British Institute of Learning Disabilities (BILD) accredited approach which we have successfully used across the service since 2005. We believe that by using proactive strategies within a carefully structured and monitored programme, many challenging behaviours can be reduced. Such proactive strategies are designed to produce change over time.

Behaviour is driven by feelings and feelings are shaped by experiences. At Wargrave House we are always attempting to spot the early warning signs and divert away from a developing crisis as soon as possible. Successful strategies should then form part of the daily management of the learners' needs.



## Specialist Support Services

### Therapy Services

Therapy services are key to the delivery and assessment of the learning pathway. Each student will have an assigned therapist in both speech and language therapy and occupational therapy. In addition to leading on elements of the well-being curriculum, therapists will also provide support and intervention to individuals across the curriculum (and in to the residence) and provide advice and training to other staff to ensure a strong and effective total communication approach. They play a key role in supporting leavers' transitions.

### Speech & Language Therapy

Our highly experienced Speech & Language Therapy team (SaLTs) use an holistic approach in their intervention and tailor their therapy to meet the very specific communication, sensory and emotional needs of each individual using innovative and highly motivating strategies to develop functional communication, language and social skills.

Their unique way of working means that they see the young person on their caseload in a wide range of settings which includes individual withdrawals, group sessions, class-based support, educational, community and residential visits, work experience placements and inclusion support. A vital part of their work is in the residential setting, where SaLTs work one evening per week to ensure the consistency and generalisation of strategy to promote communication from the day into the evening setting.

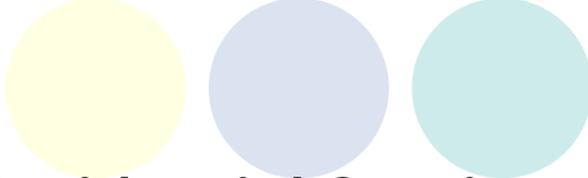
SaLTs at Wargrave House act in both an advisory and consultative capacity liaising closely with key staff throughout the day/evening; and with parents via the home college book system, review meetings, parent's evenings, parent work shops and home visits. Their mission statement is simply 'To ensure that each young person achieves their communicative potential'.

### Sensory & Well Being

The Occupational Therapist fully trained and qualified in sensory integration and supported by an Occupational Therapy Assistant is responsible for assessing each young person's sensory needs, the main objective being to optimize their 'readiness to learn'. Emotional Literacy and relaxation are taught as life skills. In addition, the OT and OT assistant act in an advisory and consultative capacity to all staff, parents and external professionals regarding the strategies and methods of intervention recommended, addressing individual sensory or well being issues.

### Medical Support

Support for medical and health needs is integrated into the college programmes. The specialist Learning Disabilities Nurse acts as a central point of contact for learners, their families/carers and medical professionals supporting access to health services such as the GP, dentist and optical as well as specialist mental and sexual health services.



## Residential Services

Our Outstanding residential setting is regulated and inspected by the Care Quality Commission. Young adults' care needs and continuing education outside college hours is organised and supervised by the Registered Manager plus a team of residential care staff.

In order to facilitate a 'Whole College Approach' it is essential that care staff and teaching staff work closely together to ensure that each young person is provided with the consistency required. Regular liaison meetings are held in order to update staff on Individual Learner Programmes/Personalised Plans and Behaviour Support plans.

Each young person's progress is closely monitored through detailed record keeping and discussions involving all members of staff involving the young person (or their advocate) wherever possible. All residential learners have a placement plan which is a comprehensive document of each individual's strengths and needs.

### Environment

The aim of the residential provision is to provide a warm safe and healthy physical and emotional environment for the young adults in our care, with a clear focus on recognised autism-specific methodology.

The organisation of these facilities takes into account the individual student's need for privacy, for leisure and for community experiences.

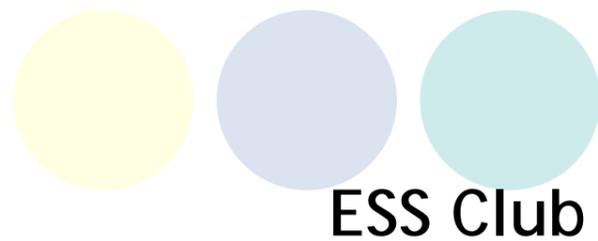
Bedrooms are comfortable and attractive with space for personal belongings and photographs.

A large gym is available for PE, recreational activities five-a-side football, table tennis, soft play and basketball. A multi-sensory room is available for relaxation, massage and links with the sensory curriculum. It is widely used throughout the day and residential settings.

A fully equipped soft play room is also available for learners to use in safety and to access intensive interaction.

A medical room is available for the secure storage and administration of medicines by fully trained staff.





Wargrave House provides quality extended services for young adults with Autistic Spectrum Disorders (ASD) which are offered to existing learners.

The service provision is based in a designated area within the original school building with arrangements for evening, weekend and college holidays. We offer a calm and structured environment supported by a highly skilled team of staff.

Young adults attending will have the opportunity to access an extensive range of leisure and recreational activities to enhance learning and promote well-being.

The Saturday and Holiday Clubs enable the young person to:

- Try new community-based activities and have fun
- Access sports activities both in college and off site
- Utilise extensive outdoor recreation areas
- Participate in dance, sensory drama
- Enhance social experiences via structured therapy sessions
- Visit local places of interest
- Take part in projects such as:
  - Horticulture
  - Sensory Art
  - Variety of Sports Activities
  - Food Technology
- Develop self advocacy via a Student Advocacy Group.

Further information about this additional service may be obtained from our Family Liaison Officer, Claire Byrne.





# Partnership, Safeguarding & Staffing

## Partnership

There are many partners in the process of educating and caring for our young adults, therefore we aim:-

- To foster close partnership working with Local Authorities.
- To work together, in close co-operation with parents and carers, keeping them fully informed on the progress of their son/daughter and life within the college.
- To provide home/college communication books, parents workshops, coffee mornings and visitor days in order to offer a support and information service to the families of the young person with autistic spectrum disorder.
- To support families of learners in college via our family liaison officer.
- To visit the homes of our learners, as necessary, to provide an extension and consistency of support in the education of our learners.
- To provide support and advice on strategies which may be introduced into the home to support family life.
- To maintain the fullest possible links with other local colleges and businesses.
- To work closely as a multi-disciplinary team with other associated agencies e.g. psychologists, social workers, careers officers etc.

## Safeguarding Vulnerable Adults

Parents/carers should be aware that the college will take any reasonable action to ensure the safety of its learners. In cases where the college has reason to be concerned that a young person may be subject to ill treatment, neglect or any other form of abuse, staff have no choice but to follow procedures and inform social care and regulatory bodies.

The Designated Safeguarding Lead including Prevent Duty at Wargrave House is:

**Gennie Hyde, Head of Education**

## Staff

In order to create a happy, caring environment we must provide a capable, caring and enthusiastic staff, therefore we aim:-

- To work together as an effective team within which each member is recognised and valued as an important part of the college community.
- To involve staff in the decision making processes of the college.
- To offer a programme of induction, in-service training and staff development that will enable all staff to develop and extend their skills.

All staff are rigorously checked with the Disclosure and Barring Service prior to employment and regularly rechecked. Safeguarding training is provided both at induction and at regular intervals during their employment



## Family Liaison Officer

The college employs a Family Liaison Officer (FLO), Claire Byrne, on a full time basis, to develop closer links with families and carers. Support is provided in various ways:-

- Accompanied visits to college by prospective parents and professionals and advice on admission procedures.
- Pre and post admission home visits in order to share information and identify any difficulties. Any particular problems are hopefully dealt with at their inception and regular home visits ensure that families are responded to immediately. Written home visit reports by the Family Liaison Officer are read by all the Senior Management Team, classroom staff, the student's key worker (residential) and speech and language therapists.
- Consultation on Behaviour Support Programmes and their subsequent dissemination to parents/carers and social workers (where appropriate), enabling relevant strategies to be implemented.
- Attendance at all Annual Reviews and all Social Service Reviews for the learners who access our residential services.
- Identification of short term break and holiday/Saturday schemes.
- Help with welfare benefits and allowances.
- Referral and liaison with Social Services and other professionals.
- Providing a counselling service.
- Communication issues relevant to the student.
- Post college provision. The Family Liaison Officer has accompanied groups of parents on visits to other establishments including FE colleges and residential services for adults with autism.
- Supporting families and individuals not directly connected to the college but requiring information on autism for their newly diagnosed young person.



### Criteria for Admission

'LEAP' provides education for up to twelve learners with six 38 week residential places available. Within the first term of admission each learner's progress is evaluated at an interim review and then again in the spring term and annually thereon. Learners usually follow a three year programme.

### Diagnosis

The primary requirement for admission must be a diagnosis of autistic spectrum disorder together with associated severe to moderate learning difficulties. The various advices to the Education, Health & Care Plan should provide this information.

### Compatible Grouping

Consideration will be given to the best interests of learners already in 'LEAP' when applicants are being considered for admission. Consideration will be given to the level of ability and the pervasiveness of autism in an attempt to achieve a manageable balance.

Application forms are available from the Family Liaison Officer, Claire Barnes.

### Fees

Fees to cover the cost of a placement are generally provided by the Local Authority in conjunction with the Education Funding Agency.

### Withdrawal

Wargrave House requires one terms notice from a Local Authority should they wish to withdraw a learner from the college.

NB. A copy of the full admissions procedure is available from the college.





## Placement Process

Potential learners are invited to attend 'LEAP' for assessment conducted both formally and informally in a range of contexts. This will be tailored to individual need.

Within the context of their autism, these assessments include:

- Attention & Listening
- Communication
- Independent Living
- Social & Personal Care Skills
- Sensory
- Health
- Safety
- Behaviour
- Diet

Assessments are informed by data provided from a range of professionals and parents, including any previous statement of educational needs, learning difficulty assessment or education, health & care plan, social care assessments, educational psychology and other medical assessments. Learners are also assessed by a range of specialist staff in-house to identify appropriate therapy input required to support the learning process. This may include speech & language therapy, occupational therapy, behaviour support and other medical input, and equipment needs are assessed. Information provided by parents/carers is also considered and the above information used as a basis for constructing the placement application.



Key Staff



Senior Leadership Team

Director of Services

Mr Simon Davies

Head of Education

Miss Gennie Hyde

Head of Therapy Services

Mrs Jackie McCann



Senior Care Manager (Adult Services—Registered Manager)—Mrs Chris Powell

Deputy Head of Education—Mr Stephen Hogarth  
Assistant Head (16-19)—Mrs Michelle Heneghan  
Assistant Head (LEAP College: 19-25) - Mrs Janet Bailey  
Registered Learning Disabilities Nurse - Mr Robert Richardson  
Family Liaison Officer —Miss Claire Byrne  
Senior Administrator - Mrs Sue Murphy



## Holidays Attendance & FYI

### 2016 - 2017 Holidays (dates are inclusive)

October Half Term	24-28 October 2016
Christmas	23 December 2016 - 4 January 2017
February Half Term	13-17 February 2017
Easter	3-17 April 2017
May Day	1 May 2017
Whit Half Term	19 May - 2 June 2017
Summer	26 July - 5 September 2017

### For Your Information

Chair of the Board of Trustees : [Paul Berman](#)

Chair of Governing Body : [William Duncan](#)

Vice Chair of Governing Body : [Jeanette Banks](#)

Parent Representatives on the Governing Body: [Viv Beecroft](#) & [Jane Fish](#)

All of the above can be contacted through the College.





# Complaints Procedure, Equality & Diversity Statement

## Complaints Procedure

Every complaint however large or small will be dealt with both confidentially and informally. However, if complaints cannot be resolved at college level a clear and simple procedure is available to enable young adults and their parents/carers to raise concerns.

Information on this procedure and the name of an independent person to help resolve the complaints can be obtained from the college.

## Equality and Diversity Statement

Wargrave House aims :

- to promote a positive self image for each child and adult;
- to develop the full potential of each individual through appropriate learning and teaching styles;
- to provide a positive learning environment accessible to all children and adults which reinforces equality of opportunity;
- to encourage everyone to act positively against any form of discrimination;
- to provide materials and resources which meet all individuals' needs, to encourage equality of opportunity;
- to acknowledge that achievement in all its diversity should be recognised and valued.

