



WARGRAVE HOUSE

THE AUTISM SPECIALISTS

Special Educational Needs & Disability (SEND) Policy

May 2019



Wargrave House Ltd
The Autism Specialists
449 Wargrave Road
Newton-le-Willows
Merseyside
WA12 8RS

T 01925 224899
E enquiries@wargravehouse.com

W www.wargravehouse.com

| | |
|---------------------------------------------|------------------------------------------------------|
| Reviewer: | Andrea Smethurst (SENCO) |
| Co-Reviewer: | Gennie Hyde (Head of Education) |
| Updated: | May 2019 |
| Next Review: | May 2020 |
| Committee: | Personal Development Behaviour and Welfare Committee |
| Approved by the full Governing Body: | 08.07.19 |

| | |
|-------------------------------------------------------------------------------|----------------------------------------------------|
| This policy should be read in conjunction with the following policies: | |
| 1 | Supporting Students with Medical Conditions Policy |
| 2 | Behaviour Policy |
| 3 | Admissions policy |
| 4 | Wargrave House Access Plan |
| 5 | Equality and Diversity Policy |
| 6 | Health and Safety Policy |
| 7 | Complaints Policy |
| 8 | Child protection and Safeguarding Policy |
| 9 | Safeguarding Vulnerable Adults Policy |
| 10 | Partnership with Parents and Carers Policy |
| 11 | Curriculum Policy |

| | |
|--------------------------------------------------------------------------------|--------------------------------------------|
| 12 | Assessment, Recording and Reporting Policy |
| This policy should be read in conjunction with the following documents: | |
| 1 | SEND Code of Practice (2014) |
| 2 | The Annual Review Process (Appendix 1) |
| 3 | SEND Information Report (Appendix 2) |

Contents

| | |
|-----------------------------------|--------|
| 1. Introduction | Page 5 |
| 2. Purpose | Page 5 |
| 3. Aims | Page 5 |
| 4. Roles and Responsibilities | Page 6 |
| 5. Annual Review Process | Page 7 |
| 6. SEND Information Report | Page 7 |
| 7. Legal Context | Page 8 |
| 8. Policy Impact Review | Page 8 |
| 9. References & Further Resources | Page 9 |

Appendices

1. Annual Review Process
2. SEND Information Report

1 Introduction

1.1 Wargrave House School and College aims to create a sense of community and belonging for all of our students in a high quality learning environment where all students can achieve and be the best they can be.

1.2 All students at Wargrave House School and College have additional learning needs associated with autism spectrum disorders (ASD) and some in relation to their co-existing diagnosis. Provision in relation to curriculum, environment, resources, staffing structure and staff expertise are focused on meeting the individual needs of our students. Students are placed at Wargrave House by their home Local Authority (LA) and have Education Health and Care Plans (EHCPs) written and monitored by their LA. Student's individual EHCPs are reviewed at least annually in line with the SEND Code of Practice guidance. The outcomes identified in the EHCP provide a focus for planning and assessment for learning.

2 Purpose

2.1 Our SEND policy and information report aims to:

1. Set out how our school and college will support and make provision for students with special educational needs and disabilities (SEND).
2. Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

3. Aim(s)

3.1 Through the implementation of our policy we aim to:

- Support the specific needs of our learners.
- Promote effective partnership working with students, their parents and families.
- Promote effective partnership working with the wide range of agencies and professionals who work with our students and their families.
- Promote a culture of equality, tolerance and acceptance where all individuals are respected and valued.
- Create and maintain an environment which promotes aspirational outcomes, individual challenge and support which enables all students to be the best they can be.
- Promote the 'Preparation for Adulthood' agenda to enable students to be actively involved in making choices and decisions and in planning for their future.

4 Roles and Responsibilities

4.1 The SENCO will:

- Work with the Head of Education, Head of Student Wellbeing and Governors for SEND to determine the strategic development of the SEND policy and provision in school.
- Provide professional guidance to colleagues and liaise with parents and other agencies to ensure that pupils with SEND receive appropriate support.
- Ensure that the Annual Review process for individual students is effective and informs future EHCP outcomes.
- Liaise with colleagues to ensure that EHCP outcomes inform personalised planning for students from entry and on transition through phases of education.
- Be a point of contact for external agencies, especially the local authority and its support services.
- Liaise with internal and external professionals and potential next providers to ensure that students and their parents are informed about options and a smooth transition is planned.
- Work with the Head of Education, Head of Student Wellbeing and Governors for SEND to ensure that the school and college meet responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements.

4.2 Class Teachers will:

- Be responsible for the development of every student in their class.
- Work closely with teaching assistants and specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Work with the SENCO to review students EHCPs and identify any required changes to provision.
- Work with the School Health Nurse to ensure that student's additional health needs are responded to appropriately.
- Manage additional staff resources effectively to ensure students are appropriately supported in their learning.
- Refer to and follow this policy guidance.

4.3 The School Health Nurse will:

- Provide professional guidance to colleagues and liaise with parents and other agencies to ensure that pupils with additional health needs receive appropriate support.
- Ensure that student's existing health and medical needs are identified within their Health Care Plans and that these are responded to appropriately within the school and college and extended school settings.

4.4 The Family Liaison officer will:

- Be a point of contact for parents and external agencies to support students transitions on entry to and when leaving school and college.
- Provide professional guidance to colleagues and liaise with parents and other agencies to ensure that pupils with SEND receive appropriate support outside of school (e.g. Early Help model, CIN meetings).
- Liaise with internal and external professionals and potential next providers to ensure that students and their parents are informed about options and smooth transitions are planned.

4.5 The Head of Education will:

- Liaise with the CEO and Education Management Team to ensure that ESFA, 1:1 funding and other resources are appropriately allocated to meet need.
- Work with the Head of Student Wellbeing, SENCO and Governor for SEND to determine the strategic development of the SEND policy and provision in the school and college.
- Have overall responsibility for the provision and progress of student's with SEND.

4.6 The governor for SEND will:

- Raise awareness of SEND issues at Governing Body/committee meetings.
- Monitor the quality and effectiveness of SEND provision within the school and college and update the Governing Body/committees on this.
- Work with the Head of Education, Head of Student Wellbeing and SENCO to determine the strategic development of the SEN policy and provision in the school.

5 Annual Review Process (Appendix 1)

5.1 The Annual Review of EHCPs are conducted in accordance with the requirements set out in the SEND Code of Practice (2014). Students' needs, identified outcomes and provision are reviewed and evaluated as part of this process. Wargrave House endeavors to work in partnership with students, parents and all agencies (LA Education, Social Care, Health, other) to ensure that students' needs are accurately identified and appropriately met.

6 SEND Information Report (Appendix 2)

6.1 The SEND Information Report explains in detail how our SEND Policy is implemented. The purpose of the report is as follows:

- To explain how we support our students in all aspects of school life and remove barriers to learning and achievement.

- To explain how we work in close partnership with parents/carers and students.
- To explain how we make effective provision for all of our children with special educational needs and disabilities (SEND).

7 Legal Context

7.1 This policy and the information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 0 to 25 years 2014 and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational needs and Disability regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND Information Report.

7.2 Additionally, the policy has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (2013)
- Supporting Pupils at School with Medical Conditions (2015)
- The National Curriculum in England Framework (2014)
- Keeping Children Safe in Education (2018)

8 Policy Impact

8.1 We have a rolling programme for reviewing our Company policies. We regularly review the impact of our policies on the needs, entitlements and outcomes for students, service users, staff and parents.

9 References and Further Resources

Department for Education (2014) *Children and Families Act*. London: The Department for Education.

Department for Education (2014) *Special educational needs and disability code of practice 0 to 25 years*. London: The Department for Education.

Department for Education (2014) *Supporting Pupils at School with Medical Conditions*. London: The Department for Education.

Department for Education (2014) *The National Curriculum in England Framework*. London: The Department for Education.

Department for Education (2018) *Keeping Children Safe in Education*: The Department for Education.

Government Equalities Office (2010) *Equality Act*. London: <http://www.legislation.gov.uk>

The National Archives (2014) *Special educational needs and disability regulations*. London: <http://www.legislation.gov.uk>