



WARGRAVE HOUSE

THE AUTISM SPECIALISTS

SEND Information Report

September 2022



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:	SENCo
Co-Reviewer:	Deputy Head of Education
Updated:	September 2022
Next Review:	September 2023
Committee:	Personal Development, Behaviour and Attitudes
Approved by the full Governing Body/Board of Trustees:	

This policy should be read in conjunction with the following policies:	
1	List policies cross-referenced within.
1	Special Educational Needs and Disability (SEND)
2	Child protection and Safeguarding Children
3	Safeguarding Vulnerable Adults
4	Medication, Medicals and Illnesses
5	Positive Planning for Support Student Behaviour
6	Health and Safety
7	Admissions, Discharges, Attendance & Review
8	Equality, Diversity & Anti-Discrimination
9	Teaching and Learning
10	Assessment and Reporting
11	Partnership with Parents/Carers
12	Wargrave House Disability Access Plan
13	SEND Code of Practice (2014)
14	Supporting Pupils at School with Medical Conditions (2015)

Change History Record			
Current Version	Previous Version	Summary of changes made	Section Heading & Page Number
September 2022	March 2021	5.2 to be removed: LEAP student voice added to 12.2	Arrangements for Consulting Young People with SEND and Involving them in their Education Page
September 2022	March 2021	Removed DVD footage and added Talking Mats	Arrangements for Consulting Young People with SEND and Involving them in their Education Page
September 2022	March 2021	Changed FE Department/Lakeside College to Sixth Form	How adaptations are made to the curriculum and the learning environment of students with SEND Page 9
September 2022	March 2021	Removed Carmel College and added External GFE and ISP's.	How Students with SEND are Enabled to Engage in Activities Available with Those in School Who Do Not Have SEND Page 10
September 2022	March 2021	Removed 'Wargrave Houses' and added 'Wargravian Values'.	Support for improving Emotional and Social Development

			Page 13
<i>September 2022</i>	<i>March 2021</i>	Updated Ofsted rating and removed residential information	The School's Contribution to the Local Offer and Where the LAs Local Offer is Published 15

Contents

Introduction	6
Policy	6
Purpose	6
2. Identifying Students with SEND and Assessing their Needs	6
3. Arrangements for Consulting Parents/Carers of Children with SEND and involving them in their Children’s Education	6
4. Arrangements for Consulting Young People with SEND and Involving them in their Education	7
5. Arrangements for Assessing and Reviewing Student Progress Towards Outcomes	7
6. Arrangements for Supporting Students Moving Between Phases of Education and Preparing for Adulthood.....	8
7. The Approach to Teaching Students with SEND.....	8
8. How Adaptations Are Made to the Curriculum and the Learning Environment of Students with SEND.....	9
9. The expertise and Training of Staff to Support Students with SEND including how Specialist Expertise will be Secured.....	10
10. Evaluating the Effectiveness of the Provision.....	11
11. How Students with SEND are Enabled to Engage in Activities Available with Those in School Who Do Not Have SEND	11
12. Support for Improving Emotional and Social Development	12
13. How the School Involves Other Bodies, Including Health and Social Care Bodies, Local Authority Support Services and Voluntary Sector Organisations, in Meeting Students SEND and Supporting Their Families.....	13
14. Arrangements for Handling Complaints from Parents of Children with SEND About The Provision Made at Wargrave House.....	13
15. Named Contacts Within the School for When Young People or Parents Have Concerns.....	14
16. The School's Contribution to the Local Offer and Where the LAs Local Offer is Published.....	15
Policy Impact	15

Introduction

Wargrave House Limited is committed to providing outstanding education and care for lifelong learning and success for all students regardless of their additional needs.

All students at Wargrave House have a diagnosis of autism spectrum disorder (ASD). Many students have additional learning difficulties and some will also present with co-existing diagnoses e.g.: Sensory Processing Disorder (SPD), Attention Deficit Hyperactivity Disorder (ADHD), epilepsy, Pathological Demand Avoidance (PDA) for example.

Policy

Purpose

The purpose of this document is to

- Explain how we support our students in all aspects of school and college life and remove barriers to learning and achievement.
- Explain how we work in close partnership with parents/carers and students.
- Explain how we make effective provision for all of our students with special educational needs and disabilities (SEND).

2. Identifying Students with SEND and Assessing their Needs

2.1 Students require an EHC Plan in order to be considered for admission. The Admissions team will carry out an assessment of the student prior to admission and identify the most appropriate class group for them. The first term of placement is an assessment period, during which the class teacher, Speech & Language Therapist, Occupational Therapist and other relevant staff will carry out observations and assessments and devise a placement plan which includes risk assessment, curriculum planning and sensory and communication advice.

2.2 Assessments, primarily done through teacher observation, are ongoing and both annual and internal reviews are held regularly to discuss how to best address each student's needs. At Wargrave House, we pride ourselves in our highly individualised approach and aim to tailor our plans and approaches to each student's unique strengths, interests and needs.

3. Arrangements for Consulting Parents/Carers of Children with SEND and involving them in their Children's Education

3.1 We consider a close working partnership with parents to be essential to a student's success at school. Prior to any new admission, meetings with parents and visits to school enable the identification of strengths, interests and needs and ensure that these are planned for on commencement of placement. Parents and carers attend their child's Annual Reviews and are encouraged to provide feedback re. their views in addition to attending the meeting in person. Throughout a child's time at Wargrave House, staff communicate with parents via home-school books, phone calls, emails, letters and newsletters. The school

operates an 'open door' policy and parents are always welcome to discuss any thoughts, comments or concerns with staff and additional meetings are arranged as appropriate. There are two parent consultation meetings each year where parents and carers can meet with teaching, therapy and school support staff to discuss progress and highlight any areas of concern. Additionally, termly 'coffee mornings' are facilitated by the school's Family Liaison Officer. The purpose of these informal meetings is to support parent-to-parent communication, to educate parents about topics pertinent to their child's education and development needs, to share good practice (e.g. Internal Therapy workshops, workshops facilitated by external professionals and agencies). A full progress report is shared with parents as part of the annual review process and progress data is shared twice yearly in addition to this. Fortnightly newsletters provide information re. school developments, community based learning activities and celebrate learning and achievements.

4. Arrangements for Consulting Young People with SEND and Involving them in their Education

- 4.1 All students are enabled to make meaningful choices within their daily routines, and in consultation with their families, they are enabled to take an active part in key decision making regarding for example, their immediate and long term future placement and activities. Students are often involved in planning activities such as educational visits, at all stages of the process. Students are encouraged and supported to contribute to the setting and review of personal learning targets.
- ~~4.2 A Post 16 student council is in the process of development for Lakeside and LEAP College learners, elections taking place annually.~~
- 4.3 All students are supported to contribute to their annual review, by attending the meeting and/or compiling a written contribution (based on the 'Preparing for Adulthood' agenda) ~~and DVD footage~~ and [Talking Mats](#). This process is differentiated according to the need of the individual student and supported by SaLT interventions where required.

5. Arrangements for Assessing and Reviewing Student Progress Towards Outcomes

- 5.1 Planning is individualised for each student informed by main areas of need that they are working towards based on the outcomes detailed in their EHC plan. Individual learning outcomes and autism specific goals are evaluated termly by teaching staff.
- 5.2 Learning outcome achievement, general progress in all areas and work undertaken e.g. towards achieving qualifications and awards are discussed with the young people and parents as part of the Annual Review process.

6. Arrangements for Supporting Students Moving Between Phases of Education and Preparing for Adulthood

6.1 Students who attend Wargrave House will undergo a number of transitions during their time with us. Students with ASD, who find change particularly difficult, are especially vulnerable at these times. Wargrave House transition planning is student centred and needs focused, with both student and parents/carers identifying their aspirations and goals for the future. We encourage student involvement in decision making about their future (as advocated in the SEND Code of Practice). Each student from Year 8 onwards will participate in the 'Preparation for Adulthood' process through curriculum based activities and when preparing their personal contributions to their annual review. We recognise the importance of a coherent, planned Transition Process and welcome the opportunity to involve all parties in a collaborative and proactive way. The Transition Plan will be developed during the Transition Meeting with parents/carers, social worker and any other professional e.g. Speech and Language Therapist or other medical professional. Transitions within Wargrave House e.g. between classes/departments is individually planned and may involve visits to the new class, personalised transition books with photos and occasionally familiar staff moving class with the student.

7. The Approach to Teaching Students with SEND.

7.1 At Wargrave House we adopt an eclectic approach and recognise that despite the common diagnosis of autism amongst our student population, 'one size' does not fit all. Our teaching methods are dictated by the different degrees of autism of each individual within a class. Within one class group there may be students who cannot tolerate peer contact and a major emphasis will be to lead them towards integration into group situations for small periods of time. Equally some students may make considerable demands for attention in a variety of ways. These can include aggressive, destructive or noisy behaviour or alternatively complete withdrawal and refusal to co-operate. Staff teams work closely to develop student's personalised support plans as required.

7.2 In addressing this, teaching strategies need to be well-planned but flexible and need to include individual and small group work. Staff need to respond sensitively and creatively within each lesson. A situation may change dramatically if a student is suddenly unable to cope within that setting. It is often not possible to predict changes in mood. Triggers for behaviour patterns can be internal rather than resulting from the environment.

7.3 Staff are encouraged to consider a full range of teaching strategies and utilise

those methods which are most productive and are fully supportive of the aims and ethos of the school and college. These may include aspects of TEACCH, PECS, SPELL, Team-Teach behaviour strategies, therapeutic approaches, emphasis on routine etc.

- 7.4 In the light of the difficulties which our students encounter with for example abstract concepts, generalisation and perception, it is essential to prioritise teaching according to functional, relevant, contemporary criteria. All classroom planning takes account of individual programmes.

8. How Adaptations Are Made to the Curriculum and the Learning Environment of Students with SEND.

- 8.1 Wargrave House operates a highly inclusive curriculum which ensures equality of opportunity, enabling access to all aspects of the learning irrespective of gender, race, disadvantage or disability.

The curriculum at Wargrave House aims to meet the needs and aspirations of our learners through meaningful, purposeful and relevant activities; delivered in an autism-specific way which enables each individual to reach their full potential as successful learners, confident individuals and responsible citizens. The emphasis from entry is on preparation for lifelong learning.

- 8.2 At KS1-KS3 our curriculum framework is based on National Curriculum. Dynamic teaching approaches employed by staff enable students to make links across different subject areas and apply their learning in a variety of settings thus making curriculum coherence stronger for the learner.

Specialist teachers deliver ICT and aspects of PE. Class teachers deliver English and maths as well as all other areas of the National Curriculum.

- 8.3 At KS4 and onwards students follow the most appropriate Curriculum Pathway, according to need, ability and choice with accreditation learning pathways available for all students, regardless of ability.

- 8.4 Students in the ~~FE department~~ **Sixth Form** (~~Lakeside College and LEAP~~) follow a personalised pathway based on the Preparation for Adulthood outcomes. There is an increased emphasis on employability and, where students have not achieved minimum grade expectations for maths and English, further accreditation at an appropriate level is in place. There continues to be an emphasis on skills for life and functional application of prior knowledge increasing the demand for independence.

- 8.5 The curriculum is planned within our ethos of supporting students to develop skills for life, including self-occupancy and independence which will enable them to become lifelong learners and successful adults with autism. Planning also occurs

within the context of the Preparation for Adulthood outcomes. Communication and interaction skills are embedded throughout the curriculum and are planned according to each individual student's Functional Communication Rating Profile (as assessed by the child's Speech and Language Therapist). In addition, individual sensory diets are incorporated following assessment and advice from the Specialist Occupational Therapists. Enrichment activities ensure further development of these skills and opportunities for generalisation are planned for.

- 8.6 The curriculum reflects the range of cognitive, social, cultural, spiritual, moral and physical needs of our students. It generally aims to be functionally relevant for our students, allowing differentiation, progression and consistency. Breadth of experience, balance of time and subject depth is also taken into consideration.
- 8.7 Much of our curriculum occurs beyond the school and college environment to enable us to exploit the rich and varied opportunities available within the wider community. We aim to provide a curriculum which is lively, interesting and motivating, which does not limit the students but which pushes the boundaries, with opportunities for risk taking, within a safe and secure framework. Through these opportunities we promote positive behaviour, resilience, confidence and a sense of achievement and self-worth. Our curriculum seeks to provide meaningful, purposeful opportunities and a range of experiences to enrich and enhance each individual's life experience.
- 8.8 Our students are predominantly visual learners and consideration is always given to the visual resources, which will support and enhance students' learning individually and the learning environment generally. Some students with an autism spectrum condition can experience 'sensory overload' and in this context, the visual stimulation in their environment needs to be carefully planned and monitored.
- 8.9 At Wargrave House we recognise the impact that both the physical and social environment has on the wellbeing of our young people on the autism spectrum. Great consideration is given to the suitability of the environment, taking account of the young people's communication, social, sensory and physical needs. The quality of the environment aims to promote student independence and safety at all times as well as value and enhance their dignity. We observe student behaviour and responses to their environment and respond accordingly.

9. The expertise and Training of Staff to Support Students with SEND including how Specialist Expertise will be Secured.

- 9.1 The implementation of the School and College Improvement Plan is dependent upon the contribution of every member of staff. We recognise that what separates our organisation from others is the quality and expertise of our staff, their commitment and focus. We see staff as our most valuable resource and therefore
-

have a commitment to staff development, providing opportunities and support for training and development to enhance their knowledge, skills and understanding. It is only through this ongoing development that we can continue to improve the overall quality and standard of teaching, learning and care. All staff, regardless of role, are trained in supporting the needs of learners with ASD and participate in annual updates and training as a common workforce. Through training and experience, we strive for all our staff to become specialists in their knowledge and understanding of autism.

- 9.2 Subject specialists are employed to assist in curriculum delivery, in addition there is a comprehensive team of specialist therapists – four (FTE) Speech and Language Therapists, two Occupational Therapists, two Therapy Assistants, a Music Therapist and additional qualifications in Rebound Therapy.

Additional services, such as those provided by health or education agencies, may be sought via student's Local Authorities as required.

- 9.3 We are active members of representative bodies - NASS and NATSPEC which ensures that Wargrave House is consistently informed about the developments and progress of the SEND sector. We continue to be an accredited service through the National Autistic Society (NAS).

10. Evaluating the Effectiveness of the Provision

- 10.1 At Wargrave House we recognise the need to monitor and evaluate all aspects of our work. In this way we aim to constantly improve the quality of our provision within the context of our mission statement, aims and ethos. All monitoring must be based on a sound and open understanding of the needs of students with an autism spectrum condition.

Evaluation at Wargrave House includes the following:

- Internal and Annual Reviews for students; regular evaluation and update of individual learner plans, Risk Assessments, behaviour and dietary support etc.
- Evaluation and review of the School and College Improvement Plan.
- Staff performance management measures including appraisals.
- External Monitoring visits such as Ofsted, Autism Accreditation.

11. How Students with SEND are Enabled to Engage in Activities Available with Those in School Who Do Not Have SEND

- 11.1 All students at Wargrave House have a diagnosis of ASD. Students are encouraged to interact with their peers and opportunities exist for students to mix with students from other classes at e.g. mealtimes, assemblies, special events, lunchtime clubs, break times.

11.2 Opportunities for students to make links with peers in other educational establishments are supported by, for example, LEAP access to Carmel College for joint communication sessions led by the Speech and Language Therapy Team. [External GFE and ISP's for student voice/aspirations/CEIAG](#)

12. Support for Improving Emotional and Social Development

12.1 All staff acknowledge the uniqueness of each individual young person's autism and work tirelessly and consistently to ensure that their emotional well-being is at the forefront of their thinking and practice to open a pathway to learning. Staff are positive, proactive and caring, demonstrating an understanding and detailed knowledge of the students in their charge. All staff are trained to deliver the 'just-right' challenge – experts in ensuring challenging learning which strives for progress but not at the expense of emotional development. Every day students participate in personalised 'ready to learn' activities which promote mindfulness and self-regulation.

12.2 The learning environments are autism friendly and focused in terms of structure and approach which in turn makes each student feel safe, secure and valued. The achievements of students, however small, are rewarded and appropriately praised. All students are treated equally and with dignity and respect.

12.3 Staff are alert to the possibility that young people within the autism spectrum may show signs of anxiety and as such, staff must ensure that the relevant and appropriate amount of support (e.g. visual, sensory, written, and verbal) is in place to reduce this. Staff are alert to the fact that some of our students may experience low mood and possible depression. Staff must be continually reviewing the presentation of each student in order to spot the early signs (e.g. withdrawal, low self-esteem, self-harm) and to seek advice and guidance at the earliest opportunity.

Staff work in partnership with parents/carers to ensure that all parties are informed of any issues that may impact upon the emotional well-being of the students (e.g. bereavement, family issues etc.).

12.4 Staff provide students with opportunities to develop appropriate social skills through which an understanding of social morals and social relationships may be developed. Staff provide opportunities for students to relax in order to remain calm, de-stress and feel safe. Staff acknowledge students' frustrations/emotions and are expert in guiding them through recovery and supporting self-regulation and learning through behaviour.

Students are provided with opportunities to make a positive contribution to their family, class, school and community and provided with opportunities to experience the world of work (e.g. jobs in class/school, work experience) and feel

valued. Whole school celebrations throughout the year (e.g.: Harvest Festival, Easter) focus on charity and community and through such students are actively involved in supporting the needs of their local community and those in need.

12.5 ~~In Key Stages 1 – 4 students are members of one of the four Wargrave House 'houses'. Each house is named after well known and successful people with autism. Students are encouraged to learn about the positive aspects of ASD, and learn to work collaboratively to earn house points for their particular house. House points are awarded in the areas of the triad of impairments – communication, social imagination and flexibility.~~ In key stage(s) 1-4 students follow Wargravian values (kindness, respect, resilience, creativity and confidence) Students work towards rewards linked to academic and social outcomes. Weekly celebration assemblies are held once a week with a focus on 1 of the 5 values. All celebration assemblies also focus on local, national and international current affairs.

12.6 Some students may display challenging behaviour which may manifest itself in verbal/physical aggression towards others. On occasions individual students may be targeted for unwanted attention and it is the direct responsibility of staff to teach students acceptable social rules. Where students continue to display challenging behaviours such as the above, a positive intervention programme needs to be devised and implemented to address the behaviour and to safeguard all parties.

13. How the School Involves Other Bodies, Including Health and Social Care Bodies, Local Authority Support Services and Voluntary Sector Organisations, in Meeting Students SEND and Supporting Their Families.

13.1 All organisations and individuals involved with a young person are invited to that student's Annual Review. They are invited to submit their comments in writing as well as attend the meeting in person.

13.2 Staff at Wargrave House are active in supporting internal and external parties to contribute to the life and development of each young person. The Family Liaison Officer, School Health Nurse and SENCO ensure a coordinated and efficient approach to the support of students and their families.

14. Arrangements for Handling Complaints from Parents of Children with SEND About The Provision Made at Wargrave House.

14.1 We aim to ensure that:

- complaints are managed in an honest, constructive, open and timely way
- we remain sensitive to individual needs in the process
- confidentiality is maintained where possible and appropriate
- complaints and compliments are recorded appropriately and records made available to Regulators as required.
- people who use our services, other interested parties and the public know how to complain, compliment or make suggestions to us and can do so easily, with support if they need it, and without fear of any reprisal or victimisation.

Where any complaint indicates an issue of safety/safeguarding then this will be acted on immediately following required procedures.

- 14.2 Complainants are kept informed about timescales and progress when the investigation of the complaint is more complex. People or groups making a complaint receive a full explanation and, where appropriate, an apology.
- 14.3 Staff are confident in managing complaints fairly, honestly, constructively and sensitively. Complaints are resolved at the earliest possible opportunity in the most efficient and effective way, causing the minimum possible inconvenience and stress to complainants.
- 14.4 Feedback, complaints and compliments are used to identify, share and then implement service improvements.
- 14.5 Complaints may be made directly to staff within the school and college, and most problems, concerns or complaints can be best dealt with through contacting the CEO at Wargrave House, who will investigate and try to resolve the matter in an appropriate and satisfactory way.

15. Named Contacts Within the School for When Young People or Parents Have Concerns

Chief Executive Officer:	Mr Robin Bush
Head of Education:	Mr Stuart Jamieson
Head of Therapy Services:	Ms Helen Driver
Senior Designated Safeguarding and Prevent Lead:	Mr Stuart Jamieson
Deputy Designated Safeguarding and Prevent Leads:	Ms Rebecca Worsley
	Mrs Claire Byrne
	Ms Natalie Molyneux
	Mrs Kirsty Brown

16. The School's Contribution to the Local Offer and Where the LAs Local Offer is Published

16.1 Wargrave House is a non-maintained Special School for children and young people aged 5 – 18 on the autism spectrum. The school has Department for Education approval for admitting children who have an EHC Plan. The school is rated as ~~Outstanding~~ **Good** by Ofsted (2014 ~~2020~~). ~~There is 38 week residential provision on site as well as~~ A specialist educational education for learners Post-19 in LEAP FE College (Lakeside Early Adulthood Provision - separate registration).

16.2 The Local Offer:

<https://www.sthelens.gov.uk/schools-education/sen-the-local-offer>

Policy Impact *(same statement at the end of all policies)*

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.

References and Further Resources**All references to be listed using the Harvard format in alphabetical order:****1. Referencing Books:**

The elements which should be included in your bibliography/reference lists are:

- (i) author (surname, initials)
- (ii) year (in round brackets)
- (iii) title (in *italics*)
- (iv) place of publication: publisher

Example:

Morris, B. (2010) *Fashion Illustrator*. London: Penguin

2. Referencing Government Reports:

The elements which should be included in your reference list/bibliography are:

- (i) Name of government department
- (ii) Year of publication (in round brackets)
- (iii) Title (in *italics*)
- (iv) Place of publication: publisher.

Example:

Department of Health (2009) *NHS Inpatient and Outpatient Waiting Times*. London: The Stationery Office.

3. Referencing Acts of Parliament:

The elements which should be included in your reference list / bibliography are:

- (i) Title of Act including year and chapter number (in *italics*)
- (ii) Country/jurisdiction (only if referencing more than one country's legislation)
- (iii) Place of publication: publisher.

Example:

Public Interest Disclosure Act (1998) London: The Stationery Office.

4. Referencing Webpages:

- (i) Author(s)
- (ii) (Year of publication) - Use the date the page was updated/created/copyrighted. If no publication date is given, write (No date)
- (iii) *Title of webpage* (in italics, in sentence case)
- (iv) Available at: URL
- (v) (Accessed: date month year)

Example:

NSPCC (2017) *Whistleblowing Advice Line*. Available at: <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line> (Accessed: 17 January 2017).

5. Referencing Journal Articles:

The elements which should be included in your bibliography/reference lists are :

- (i) Author (surname followed by initials)
- (ii) Year (in round brackets)
- (iii) Title of article (in single quotation marks)
- (iv) Title of journal (in *italics*)
- (v) Volume number
- (vi) Issue number (in round brackets)
- (vii) First page of the article – last page of the article

Example:

Seager, M. (2009) 'Chocolate and flowers? You must be joking! Of men and tenderness in group therapy', *Group Analysis*, 42(3), pp.250-271