

**Wargrave House School**

**The Autism Specialists**

**SEND Information report**

March 2024

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<b>Reviewer:</b>	SENCO
<b>Co-Reviewer:</b>	Deputy Head Teacher
<b>Updated:</b>	March 2024
<b>Next Review:</b>	September 2024
<b>Committee:</b>	Personal Development, Behaviour and Attitudes
<b>Approved by the full Governing Body/Board of Trustees:</b>	

<b>This policy should be read in conjunction with the following policies:</b>	
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
March 2024	Sept 2023	Updated to new format, added new logos	
September 2023	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
September 2023	March 2021	Removed DVD footage and added Talking Mats	Arrangements for Consulting Young People with SEND and Involving them in their Education
September 2023	March 2021	Changed FE Department/Lakeside College to Sixth Form	How adaptations are made to the curriculum and the learning environment of learners with SEND
September 2023	March 2021	Removed Carmel College and added External GFE and ISP's.	How Learners with SEND are Enabled to Engage in Activities Available with Those in School Who Do Not Have SEND
September 2032	March 2021	Removed 'Wargrave Houses' and added 'Wargravian Values'.	Support for improving Emotional and Social Development
September 2023	March 2021	Updated Ofsted rating and removed residential information	The School's Contribution to the Local Offer and Where the LAs Local Offer is Published

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## Introduction

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

All learners at Wargrave House have a diagnosis of Autism. Many learners 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 learners in all aspects of school life and remove barriers to learning and achievement.
- Explain how we work in close partnership with parents/carers and learners.
- Explain how we make effective provision for all of our learners with special educational needs and disabilities (SEND).

### Identifying Learners with SEND and Assessing their Needs

Learners 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.

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.

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

We consider a close working partnership with parents to be essential to a learner'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/carers via home-school books, phone calls, emails, texts, letters and newsletters. The school operates an 'open door' policy and parents/carers 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.

### **Arrangements for Consulting Young People with SEND and Involving them in their Education**

All learners 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. Learners are often involved in planning activities such as educational visits, at all stages of the process. Learners are encouraged and supported to contribute to the setting and review of personal learning targets.

All learners 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 Talking Mats. This process is differentiated according to the need of the individual student and supported by SaLT interventions where required.

### Arrangements for Assessing and Reviewing Student Progress Towards Outcomes

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.

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.

### Arrangements for Supporting Learners Moving Between Phases of Education and Preparing for Adulthood

Learners who attend Wargrave House will undergo a number of transitions during their time with us. Learners with Autism, 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.

### The Approach to Teaching Learners with SEND.

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 learners 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 learners 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.

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 learner 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.

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, SPELL, positive behaviour strategies, therapeutic approaches, emphasis on routine etc.

In the light of the difficulties which our learners 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.

### **How Adaptations Are Made to the Curriculum and the Learning Environment of Learners with SEND.**

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.

At KS2-KS3 our curriculum framework is based on National Curriculum. Dynamic teaching approaches employed by staff enable learners 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.

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

The curriculum is planned within our ethos of supporting learners 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 (PfA) outcomes. Communication and interaction skills are embedded throughout the curriculum and are planned according to each individual learner'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.

The curriculum reflects the range of cognitive, social, cultural, spiritual, moral and physical needs of our learners. It generally aims to be functionally relevant for our learners, allowing differentiation, progression and consistency. Breadth of experience, balance of time and subject depth is also taken into consideration.

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 learners 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.

Our learners are predominantly visual learners and consideration is always given to the visual resources, which will support and enhance learners' learning individually and the learning environment generally. Some learners 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.

At Wargrave House we recognise the impact that both the physical and social environment has on the wellbeing of our young people with Autism. 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 learner behaviour and responses to their environment and respond accordingly.

### **The expertise and Training of Staff to Support Learners with SEND including how Specialist Expertise will be secured.**

The implementation of the School 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 Autism 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.

Subject specialists are employed to assist in curriculum delivery, in addition there is a comprehensive team of specialist therapists including Speech and Language Therapists, Occupational Therapists, Therapy Assistants, and Music Therapists.

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

We are active members of representative bodies – National Association of Special Schools (NASS) which ensures that Wargrave House is consistently informed about the developments and progress of the SEND sector. We also continue to be a beacon accredited service through the National Autistic Society (NAS).

### Evaluating the Effectiveness of the Provision

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 learners with Autism.

Evaluation at Wargrave House includes the following:

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

### How Learners with SEND are Enabled to Engage in Activities Available with Those in School Who Do Not Have SEND

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

Opportunities for learners to make links with peers in other educational establishments are supported CEIAG programme and other curriculum initiatives.

### Support for Improving Emotional and Social Development

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 learners 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 learners participate in personalised 'ready to learn' activities which promote mindfulness and self-regulation.

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 learners, however small, are rewarded and appropriately praised. All learners are treated equally and with dignity and respect.

Staff are alert to the possibility that young people with Autism 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 learners may experience low mood and possible depression. Staff must be continually reviewing the presentation of each learner 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 learners (e.g. bereavement, family issues etc.).

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

Learners 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 learners are actively involved in supporting the needs of their local community and those in need.

In key stage(s) 2-4 learners follow Wargravian values (kindness, respect, resilience, creativity and confidence) Learner's 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.

Some learners may display behaviours of concern which may manifest itself in verbal/physical aggression towards others. On occasions individual learners may be targeted for unwanted attention and it is the direct responsibility of staff to teach learners acceptable social rules. Where learners continue to

display behaviours of concern such as the above, a positive intervention programme needs to be devised and implemented to address the behaviour and to safeguard all parties.

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

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.

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, Safeguarding & Well-being Officer and SENCO ensure a coordinated and efficient approach to the support of learners and their families.

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

We aim to ensure that:

- complaints are managed in an honest, constructive, open and timely way <sup>[L]</sup><sub>[SEP]</sub>
- we remain sensitive to individual needs in the process <sup>[L]</sup><sub>[SEP]</sub>
- confidentiality is maintained where possible and appropriate <sup>[L]</sup><sub>[SEP]</sub>
- 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. <sup>[L]</sup><sub>[SEP]</sub>

Complainants are kept informed about timescales and progress when the investigation of the complaint is more complex. <sup>[L]</sup><sub>[SEP]</sub> People or groups making a complaint receive a full explanation and, where appropriate, an apology.

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.

Feedback, complaints and compliments are used to identify, share and then implement service improvements.

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.

### Named Contacts within the School

When Young People or Parents Have Concerns:

Chief Executive Officer:	Robin Bush
Head Teacher:	Carl Glennon
Head of Therapy Services:	Susie Grubert
Senior Designated Safeguarding and Prevent Lead:	Rebecca Worsley
Deputy Designated Safeguarding and Prevent Leads:	Claire Byrne Kirsty Brown Natalie Molyneux Tom Wilkinson

### The School's Contribution to the Local Offer and Where the LA's Local Offer is published

Wargrave House is a non-maintained Special School for children and young people aged 5 – 16 with a diagnosis of Autism. The school has Department for Education approval for admitting children who have an EHC Plan. The school is rated as Good by Ofsted 2022.

The Local Offer:

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

## Policy Impact

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 learners, service users, staff and parents.