

Wargrave House School

Remarkable

Autism. Redefining what's Possible

Special Educational Needs & Disability (SEND) Policy

November 2025

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Reviewer:	SENDCO
Co-Reviewer:	Deputy Head Teacher
Updated:	November 2025
Next Review:	November 2026
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	SEND Information Report
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

Change History Record

Current Version	Previous Version	Summary of changes made	Section Heading & Page Number
November 2024	March 2024	Added Advance Educational Practitioners (AEP's)	The Teacher will: Page 6
November 2024	March 2024	Updated Logo, Updated Date of revision,	
November 2024	March 2024	Therapy team added to liaison for SENCo responsibilities.	The SENCo will: Page 6

November 2024	March 2024	Change School Nurse responsibilities to SENSE and Therapy Team Change of current school nurse guidance to signposting.	The School Nurse will: Page 7
November 2024	March 2024	Added adhere to safeguarding policies and procedures to SEND Governor responsibilities.	The governor for SEND will: Page 7
November 2024	March 2024	Change in annual review process to include amendments to EHCP.	Annual Review Process (Appendix 1) Page 9

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Introduction

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

All learners at Wargrave House School have additional learning needs associated with autism and some in relation to their co-existing diagnoses and needs. Provision in relation to curriculum, environment, resources, staffing structure and staff expertise are focused on meeting the individual needs of our learners. Learners 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. Learner'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.

Policy

Purpose

Our SEND policy and information report aims to:

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

Aims

Through the implementation of our policy we aim to:

- Support the specific needs of our learners.
- Promote effective partnership working with learners, their parents and families.
- Promote effective partnership working with the wide range of agencies and professionals who work with our learners 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 learners to be the best they can be.
- Promote the 'Preparation for Adulthood' agenda to enable learners to be actively involved in making choices and decisions and in planning for their future.

Roles and Responsibilities

The SENDCO will:

- Work with the Head Teacher and Governor 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 learners with SEND receive appropriate support.
- Ensure that the Annual Review process for individual learners is effective and informs future EHCP outcomes.
- Liaise with colleagues to ensure that EHCP outcomes inform personalised planning for learners 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 learners and their parents are informed about options and a smooth transition is planned.
- Liaise with the Head Teacher and Governor for SEND and Therapy team to ensure that the school meet responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements.

Class Teachers will:

- Be responsible for the development of every learner in their class.
- Work closely with Advance Educational Practitioners (AEP's), Teaching and Learning Support Assistants and Therapy Team staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Work with the SENDCO to review learners EHCPs and identify any required changes to provision.
- Work with the Wellbeing officer to ensure that learners additional health needs are responded to appropriately.
- Manage additional staff resources effectively to ensure learners are appropriately supported in their learning.
- Refer to and follow this policy guidance.

SENSE & Therapy team will:

- Provide professional guidance to colleagues and liaise with parents and other agencies to ensure that learners additional health needs are met by signposting to medical care professionals

The Family Liaison officer will:

- Be a point of contact for parents and external agencies to support learner's transitions on entry to and when leaving school.
- Provide professional guidance to colleagues and liaise with parents and other agencies to ensure that learners with SEND receive appropriate support outside of school.
- Liaise with internal and external professionals and potential next providers to ensure that learners and their parents are informed about options and smooth transitions are planned.

The Head Teacher will:

- Liaise with the CEO and Education Leadership Team to ensure that ESFA, 1:1 funding and other resources are appropriately allocated to meet need.
- Work with the SENDCO and Governor for SEND to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND.

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 update the Governing Body/committees on this.
- Work with the Head Teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.
- Adhere to safeguarding policies and procedures.

Legal Context

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 (updated April 2020) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for learners 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.

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

- Equality Act 2010: advice for schools (updated June 2015)
- Supporting Learners at School with Medical Conditions (updated August 2017)

- The National Curriculum in England Framework (updated July 2014)
- Keeping Children Safe in Education (updated September 2024)

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.

Appendix 1 – Annual Review Process

The Annual Review of EHCPs are conducted in accordance with the requirements set out in the SEND Code of Practice (2014). Learners needs, identified outcomes and provision are reviewed and evaluated as part of this process. Wargrave House endeavours to work in partnership with learners, parents and all agencies (LA Education, Social Care, Health, other) to ensure that learners' needs are accurately identified and appropriately met. Any suggested/agreed amendments to an EHCP following an Annual Review will be documented within the Post Annual review report and shared with parents and all agencies (LA Education, Social Care, Health and other)

Appendix 2 – SEND Information Report

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 learners 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 learners.
- To explain how we make effective provision for all our learners with special educational needs and disabilities (SEND).

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 (2015) *Supporting Learners 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 (2024) *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>

Department of Education (published 26 March 2015: last update 1 September 2023) *Keeping children safe in education*: The department of education <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>