

Wargrave House School

Prospectus

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Welcome to Wargrave House

Thank you for your interest in our school.

Wargrave House is a non-maintained residential special school and college for children and young people aged 5-25 years, diagnosed with autistic spectrum disorder. We can offer a multidisciplinary and holistic approach towards education and care which centres on social, communication and flexible thinking approaches. We also offer support for families through a dedicated family liaison team.

Services we offer include local authority funded day and residential placements and extended school services (after school, Saturday, school holiday and short term break provision).

I hope you find the information enclosed both helpful and interesting.

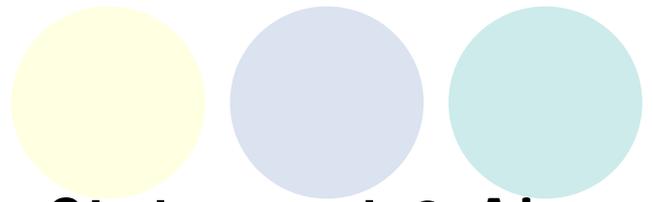
Should you have any further queries do not hesitate to telephone or write to us and we will be very happy to help you. You can also find further information on our school website www.wargravehouse.com

Simon Davies BA (Hons) ACA CTA

Director of Services



**Celebrating over 40 Years of Achievement
in the Care & Education of Children and
Young Adults with Autism**



Mission Statement & Aims

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Commitment

Commitment - We are committed to building a safe, caring and understanding environment, creating an atmosphere where everyone can develop to their highest potential. We are an inclusive learning community, working in partnership with families, Government agencies, local authorities and other service providers.

Achievement

Achievement and Success - We are proud of the field in which we are involved and value the talents and contributions of all our students and staff. Our goal is to make a difference to quality of life, by promoting independence and ensuring that each individual's uniqueness is celebrated.

Respect

Respect - We listen to and respect each other and value all people's opinions and contributions. Self-advocacy and empowerment underpin our philosophy.

Enrichment

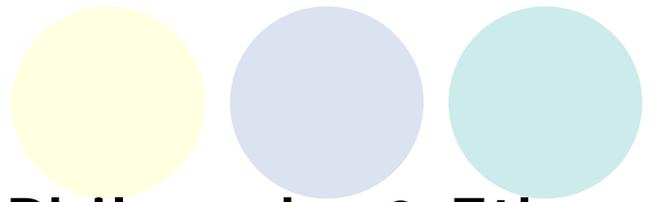
Enrichment - We believe in building bridges to learning, breaking down barriers and enabling our students to access opportunities both in school and the wider community through partnership working.

Safeguarding

Safeguarding - At Wargrave House we take pride in ensuring that we provide a safe, secure and happy environment, promoting the health, emotional wellbeing and development of all.

Motto

**“Working together, living together,
learning about life and loving it”**



Values, Philosophy & Ethos

General Values & Philosophy

To provide an environment in which each child/young person is given opportunities and teaching to develop his/her ability to become a happy, participating member of the family, school, college and community.

- To promote a disciplined, happy and friendly atmosphere whilst simultaneously providing situations which encourage independence and autonomy.
- To encourage students as far as possible not only to have a positive self regard but also to treat others with courtesy, respect and tolerance.
- To develop a clear understanding of right and wrong.
- To compensate for the disadvantage society may place upon children with autistic spectrum disorder.
- To develop the self-advocacy skills of the students so that society is influenced in the thinking and actions by the individual and not only by others speaking on their behalf.
- To respect students' rights and needs as individuals, as students, and as members of a wider community with particular reference to issues of culture, religion and gender and the Every Child Matters: Change for Children Agenda.
- To provide the highest quality education and care for the students in our school.

Ethos

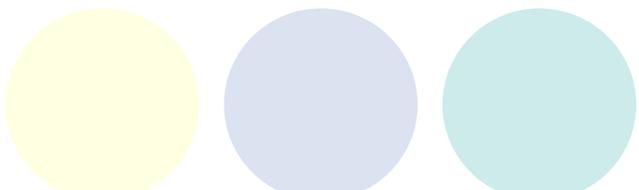
Wargrave House recognises that all our students have very special needs. Compassion, tolerance, respect and positive intervention will lead to effective learning experiences.

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 in a variety of meetings ensuring that communication between residential and day staff is facilitated.

The company's ethos aims to establish a sense of community and care amongst all its members so that both staff and students 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.



School Organisation

Daily Timetables

A typical experience of a school day for a child at Wargrave House will be based on the following format:-

The students who board are encouraged to rise between 7.30 am and 7.45 am and are then supervised to differing degrees depending on levels of skill in bed making, washing, and dressing for school.

Once these tasks are completed the children go into the dining room for breakfast.

Breakfast is usually between 7.45 am and 8.15 am, the child being encouraged to make appropriate and healthy choices. A certain amount of flexibility is encouraged at all times.

Travelling to and from School

Day children travel to and from school in taxis with an escort. This service is usually provided by the placing authority. School begins at 9.15 am for all children (day and boarding) and finishes at 3.30 p.m. During the week the care and teaching staff have various Individual Education Plan meetings where students' targets are discussed from both a care and teaching perspective in order to ensure continuity and consistency of approach. Class timetables and IEPs are always available to parents and carers and are sent home in order that everyone is fully informed.

Reporting & Communication

The Director of Services writes an Annual Report each year on the progress of the school and general issues of interest. She also writes a termly report to the school's Governing Body and Board of Trustees.

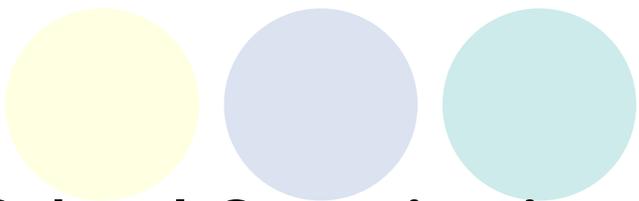
For each child's Annual Review a report is issued to parents, detailing information about achievements and progress in all aspects of the child's education and/or care.

Home school books provide daily and weekly reports for parents.

The school Family Liaison Officer visits homes regularly to report on progress and ascertain any particular issues for discussion. A parents forum, open to all parents and families is held at least termly in school.

Speech and language therapists and the occupational therapist also undertake visits to students homes and report to parents on the progress of their child.





School Organisation

Enrichment Activities

All students, whether they attend as day, residential or one of our many extended school services, benefit from a comprehensive programme of activities which may include:

Lunch time/after school activities	Regional sporting activities	Trampolining
Student meetings	School Council	Library visits
Young Enterprise	Dance/Drama	Swimming
Bowling		

Waking Day Activities

In the residential department students will be involved in giving help with domestic tasks, social and self help skills development.

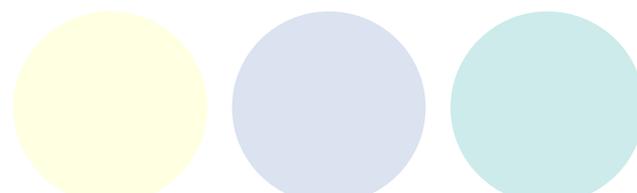
For younger children, the evening meal is served in the dining room or lounge where children are encouraged to make appropriate choices of food and drinks. Each week they will be involved in simple meal or snack preparation, shopping and budgeting. Children who require special diets are accommodated accordingly.

Older children plan, budget and cook their own meals, shopping weekly in the local community.

A variety of leisure pursuits are available to children including:-

- Theatre visits
- Ten pin bowling
- Cubs and scouts
- Drama and Dance
- Library
- Swimming
- Visits to local places of interest
- Tuck shop
- Youth clubs
- Sports clubs
- Art Club





School Curriculum

Introduction

The aim of Wargrave House is to provide a 'Whole School' approach where the goals and the strategies are the same for teachers, carers and parents and continuity between day staff and evening staff is a priority. The 24-hour curriculum integrates residential activities during early morning and evening, in addition to daily classroom practice, and is facilitated through close liaison between day and residential staff. In this way we aim to ensure equality of opportunity in access to all aspects of the curriculum regardless of the nature and degree of disability of the child with autism.

Each child, therefore, is regarded as an individual with his/her own singular and special needs. This ensures that their own personality, ability and interests are catered for so as to promote and enhance the spiritual, moral, cultural, intellectual and physical development of the students at the school and in society.

All students follow a broad, balanced and relevant curriculum which incorporates all National Curriculum subjects. The school has identified two essential areas of the curriculum which embrace all other curriculum areas and which are seen as priority areas for development in students with autism - these are Communication and Personal Social Health and Economic Education (PSHEE).

Communication

The aim of the school's Communication Policy is to provide a communication system to allow all students to the best of their ability, to express their needs, ideas and feelings and to enable students to understand what others are communicating to them.

Personal, Social, Health & Economic Education (PSHEE)

A high priority is placed on PSHEE to include the acquisition of independent living skills to maximise opportunities for self-confidence, social interaction, personal autonomy, self-empowerment, economic well-being, self-advocacy and to enhance life chances. It includes aspects of Health Education including Sex & Relationship Education.

In addition to PSHEE, students have access via Individualised Educational Programmes to the following curriculum areas. School policy documents are available to parents, Local Authorities and their representatives on request. The school's curriculum and schemes of work are a dynamic resource and will be continually revised and updated.



School Curriculum

The school curriculum is organised on a 3 year thematic cycle which provides for greater coherence between individual subjects and a focus on cross-curriculum dimensions. This is further supported by a themed week of curricular activities each term to promote personal learning and thinking skills, flexibility, breadth and depth of experience.

English

The English curriculum includes:

- ✓Speaking and Listening
- ✓Writing ✓Spelling ✓Handwriting
- ✓Reading (to include Social Sight Vocabulary)
- ✓Literacy is timetabled at all Key Stages.

Mathematics

All aspects of the National Curriculum are covered. The functional use of Mathematics is developed to incorporate knowledge and skills required for social independence in everyday life. Numeracy is timetabled at all Key Stages.

Science

All aspects of the National Curriculum are covered. Science is timetabled for all students at Key Stages 1, 2 & 3.

Information Communication Technology (ICT)

Information and Communication Technology is a timetabled session and additionally incorporated into the cross-curricular approach. Wargrave House School benefits from two fully equipped computer suites and all classrooms are equipped with interactive whiteboards to promote interaction and provide motivation for learning. Students have regular access to computers and are encouraged to use digital technology to capture learning, e.g. the use of calculators, voice recorders, concept keyboards, providing opportunities for feedback and aid episodic referencing. The use of ICT is also encouraged in leisure pursuits. Computer skills also play an important part in the curriculum.



School Curriculum

Design and Technology

The curriculum encourages the understanding and appropriate use of technology in everyday life, e.g. the video, television, telephone, washing machine, photocopier etc. A variety of experiences are offered to encourage the development of understanding of cause and effect in realistic situations. Food Technology also includes basic cookery, menu planning and budgeting, food preparation, health and safety and hygiene.

The Design and Technology curriculum is aimed at developing students' capabilities through assignments and practical tasks which include problem solving. In practical tasks they are encouraged to investigate, design, disassemble, assemble and evaluate simple products.

Humanities

Geography incorporates the National Curriculum and also involves local shopping, public transport, road safety, and outdoor activities including orienteering.

History incorporates the National Curriculum along with events in the student's life. Great emphasis is placed on developing sequencing and episodic memory.

Religious Education

The R.E. curriculum includes awareness of moral issues, caring for each other and other people, raising awareness of the world's religions by focusing on ethnic, cultural and religious diversity. Assemblies are twice weekly and a collective act of worship is held each day. A whole school assembly is held each Friday in order to celebrate the achievements of students.

Religious Education is broadly of a Christian nature however, other religions are explored and discussed. Through assemblies and corporate meetings, the school becomes a real community, celebrating and reinforcing shared ideals.

Art, music, literature and dance are often vehicles through which moral and spiritual values are expressed. Such values are not only addressed in the Personal Social Health and Citizenship Education curriculum for the individual child but also in themed topic work which recognises the importance of life in a multicultural society.

All parents have a statutory right to withdraw their child from religious education and collective worship. Alternative provision is made for these students.



School Curriculum

Physical Education

Physical Education plays an important part in the overall development and well being of all students at the School. There is a purpose built gym/sports hall and soft play room for indoor use and an all weather area and adventure playground for outdoor activities. Every child has a weekly swimming lesson and two PE lessons per week.

Use is made of all local facilities e.g. the leisure centre, playing fields and parks to further enrich pupil's experiences. Further education students use other leisure facilities in the local community including the gym, climbing walls and horse riding schools. Additional experience and opportunity is provided through specialist coaches coming into school for example; football, judo and fencing.

Students are also entered for regional and county events e.g. in football, athletics and swimming. This varied and stimulating programme enables students to develop a healthy and positive attitude towards exercise.

Modern Foreign Language

Several of our Key Stage 4 students undertake weekly lessons in French which have proved to be a popular activity. A variety of materials are used to provide progression and appropriate resources with a focus upon speaking and listening and opportunities to learn about the country and culture e.g. running a French café.

Creative Arts (including Music, Art & Design, and Dance & Drama)

The aim of the creative arts curriculum is to enable students to express their ideas through a variety of media. They are encouraged to work practically and develop imaginative skills in order to present work in two and three dimensions. Specialist teachers are brought into support learning in this area which further supports the breadth and depth of experience.

Citizenship

Citizenship forms part of the curriculum for all students throughout the school and FE department. Citizenship education gives students the knowledge, skills and understanding to play an effective role in society at local, national and international levels. At Wargrave House School students are encouraged to become informed, thoughtful and responsible citizens who are aware of their duties and rights. We teach our students about the economy and democracy and ensure they experience the process of democracy through such experiences as the school

council and voting for the UK Youth Parliament.



School Curriculum

Personal, Learning and Thinking skills

Students participate in three themed weeks per academic year where the focus is on Personal, Learning and Thinking Skills (PLTS). The PLTS are:

- ✓ Creative Thinkers
- ✓ Independent Enquirers
- ✓ Reflective Learners
- ✓ Team Workers
- ✓ Self-Managers
- ✓ Effective Participators

Themed weeks include:

- ✓ Book Week
- ✓ Media Week
- ✓ Arts Week
- ✓ Celebration Week
- ✓ Eco Week
- ✓ Positive Lifestyles Week
- ✓ Sports & Leisure Week
- ✓ Enterprise and Industry Week
- ✓ Citizenship & Community Week

Students are involved in the planning of these weeks which prepares them for timetable changes and encourages flexibility. At the end of each themed week staff and students evaluate aspects that they particularly enjoyed, or found challenging and this then informs the planning of the next theme week.

Sex and Relationship Education (SRE)

The aim of the sex and relationship education programme is to provide relevant information on personal relationships and sexuality taking full account of the rights of the individual. Each young person's needs, with regard to sex and relationship education should be considered individually and account taken of the degree of awareness and understanding. All sex and relationship education will be undertaken within the subjects of Personal Social Health and Economic Education and the Science curriculum. Parents will be informed prior to the above being undertaken.



Information concerning our Sex & Relationship Education Policy can be obtained from the school.

School Curriculum

Key Stage 4 (14 - 16) Curriculum

The needs of students at our School are central to the 14-16 provision. The curriculum aims to provide the coherence and motivation necessary for higher achievement. Closely working with other institutions, a range of external qualifications are offered, breadth of study is increased, and programmes can be tailored to meet individual needs and aptitudes.

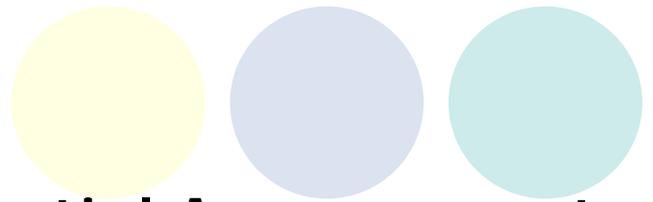
Our location within the market town of Newton-le-Willows provides a multitude of opportunities that support real-life and contextual learning so important for children and young people with autism. Access to our local community is further enhanced by our 5 minibuses, which enable young people to safely participate in off-site activities.

- English, mathematics, science, and Information and Communications Technology (ICT) are compulsory;
- A functional Personal, Social and Health and Economic Education (PSHEE) programme continues into the 14-16 provision at the school; focusing on the unique behaviour and needs of children with autism is seen as essential;
- All students learn to be responsible and healthy adults through citizenship, religious education, sex education, careers education and physical education;
- All students learn about work and enterprise; work experience is organised through local business partnerships and work shadowing within the school itself;
- Students are entitled to study another language (French);
- Humanities, design and technology, and arts are studied through termly-planned themed weeks;
- All students have the opportunity to take part in assemblies and an annual performance.

A range of external qualifications are offered including:

- Entry Level courses in English, mathematics, science, ICT and Art & Design
- GCSE mathematics, ICT
- New CLAIT (Computer literacy and information technology)
- ASDAN Transition Challenge; Workright Programme; Life Skills Programmes and Youth Award Scheme.





Residential Arrangements

Children and young people's welfare and continuing education outside school hours is organised and supervised by the Senior and Deputy Care Managers plus a team of residential care staff.

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

Each child's progress is closely monitored by detailed record keeping and discussions involving all members of staff. All residential students have a care 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 children in our care, with a clear focus on recognised ASD methodology.

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

Bedrooms are comfortable and attractive with space for personal belongings and photographs. En suite facilities have been provided for older children and rooms for relaxation and play are designed for both older and younger students.

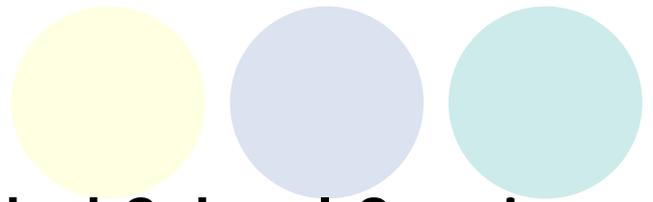
The gym is available for PE, recreational activities five-a-side football, table tennis, soft play and basketball. A multi-sensory room is available for relaxation massage and links with the curriculum. It is widely used throughout the day and residential settings.

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

A room is provided for children who are ill during weekdays so that they can be isolated from other children. As soon as it is feasible arrangements are made for students to go home to be cared for by their families.

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





Extended School Services

Wargrave House School provides quality extended school services for children and young people with Autistic Spectrum Disorders which are offered to existing students, their siblings and young people from the local community (with an ASD diagnosis).

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

Children and young people 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 children and young people to:

- Try new activities and have fun
- Access sports activities both in school and off site
- Utilise extensive out door play areas
- Participate in dance, sensory drama
- Enhance social experiences via structured therapy sessions
- Visit local places of interest
- Take part in subjects such as:
 - Horticulture
 - Sensory Art
 - Variety of Sports Activities
 - Food Technology
- Benefit from the school's Healthy Schools Status
- Develop self advocacy via a Student Council.

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





Partnership, Safeguarding & Staffing

Partnership

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

- To foster close partnership working with Local Authorities.
- To work together, in close co-operation with parents, keeping them fully informed on the progress of their children and life of the school.
- To provide home/school books, parents workshops, coffee mornings and visitor days in order to offer a support and information service to the families of the child with autistic spectrum disorder.
- To support families of students in school via our family liaison officer.
- To visit the homes of our students, as necessary, to provide an extension and consistency of support in the education of our students.
- 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 our local schools and colleges.
- To work closely as a multi-disciplinary team with other associated agencies e.g. psychologists, social workers, careers officers etc.

Safeguarding Children/Vulnerable Adults

Parents/carers should be aware that the school will take any reasonable action to ensure the safety of its students. In cases where the school has reason to be concerned that a child 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.

The Designated Safeguarding Lead including Prevent Duty at Wargrave House School 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 school community.
- To involve staff in the decision making processes of the school.
- To offer a programme of induction, in-service training and staff development that will enable all staff to develop and extend their skills.

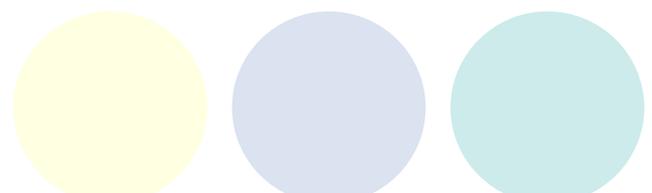
All staff are rigorously checked using the Disclosure & Barring Service prior to employment and regularly rechecked. Safeguarding training is provided both at induction and at regular intervals during their employment .



Family Liaison Officer

The school 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 school 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, enabling relevant strategies to be implemented.
- Attendance at all Annual Reviews and all Social Service Reviews for the students 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 school provision. The Family Liaison Officer has accompanied groups of parents on visits to other establishments including FE colleges and residential services for people with autism. Contact is maintained with the family post-school to ensure a smooth transition has taken place.
- Supporting families and individuals not directly connected to school but requiring information on autism for their newly diagnosed child.



Therapy Services

Speech & Language Therapy Department

The school currently employs two full time Speech & Language Therapists (SaLTs), two part time Speech & Language Therapists and one full time Speech & Language Therapy Assistant, who are responsible for completing a baseline assessment for each child upon entry to the school and ongoing assessment thereafter in line with the annual review process. Formal and ongoing informal assessment forms the basis of intervention along with joint target setting for Individual Education Plans (IEPs) and Individual Care Plans (ICPs) for residential students.

Our highly experienced SaLT team 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 children 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 language and 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 school book system, review meetings, parent's evenings, parent work shops and home visits. Their mission statement is simply 'To ensure that each child achieves their communicative potential'.

Sensory & Well Being

The Occupational Therapist and Occupational Therapy Assistant are responsible for assessing each child's sensory needs, the main objective being to optimize a child's '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.





Support Services

At Wargrave House School we are able to call on an impressive range of professionals.

SENCo

The school's Special Educational Needs Co-ordinator (SENCo) works in close liaison with a range of agencies and services such as Occupational Therapy, Physiotherapy, medical professionals etc to ensure that our students, who have additional needs, access the most relevant resources, support and ongoing provision to meet their needs.

Each student has a Personalised Learning and Additional Needs Profile which enables the school to monitor the support and services provided.

Education Psychology

Strong links are maintained with the School's Psychological Service in the child's home Education Authority. If there are particular areas of concern the child's own Educational Psychologist is notified. Each Authority's Educational Psychologist is also invited to the child's annual review.

Careers Connect

Colleagues from the Careers Connect service maintain close links with the school and families and are invited to reviews from Year 9 onwards. The school has a dedicated Personal Advisor from the St Helens team who promotes links with individual PAs from the home authority.

Social Services

Liaison with social services departments in all areas of the North West is maintained on a regular basis to ensure that all problems are dealt with in a sympathetic manner. Representatives from Social Services are also invited to annual reviews.

The School Health Nurse

The school health nurse provides clinical leadership to a skill mixed team to promote the health and well being of our children and young people and their families to reach their full potential.

Audiologist and Orthoptist

All our students are tested annually by the Audiologist and Orthoptist from Newton-le-Willows Health Centre. Parents are notified immediately if treatment is necessary.



Admissions

Criteria for Admission

The school provides education for up to seventy five students with autistic spectrum disorder and is approved by the Department for Education to admit children between the ages of five and nineteen. There is residential accommodation for twenty four boarding students.

National Curriculum Key Stage groupings are considered throughout the school. Each child is admitted on an initial assessment period of one term when a decision will be made on his/her suitability to continue at the school.

Diagnosis

The primary requirement for admission must be a diagnosis of autistic spectrum disorder. The various advices to the Statement of Special Educational Needs/Education, Health and Care Plan should provide this information.

Compatible Grouping

Consideration will be given to the best interests of students already in school when applicants are being considered for admission. A new student must be able to join an age appropriate group.

The school meets the needs of students with a broad range of ability and across the full autistic spectrum and consideration will be given to the level of ability and the pervasiveness of autism in an attempt to achieve a manageable class balance.

Procedure

Application, supported by a specialist is generally made via the Local Authority. Visits to the school are normally made by parents and professionals prior to an application being submitted. An assessment of suitability is also carried out by a member of the school's senior management team.

Fees

Fees to cover running expenses are paid by a) Local Authorities or b) Joint funding by Local Authorities, Social Services and Health. No private funding will be considered.

Withdrawal

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

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



School Fees & Key Staff

School Fees

1st September, 2016- 31st August, 2017

Day Students

£41,704 per annum.

Weekly Boarding Fees

£64,264 per annum.

ESS Club

Short term breaks £201.00 per night.

After School Tea Time sessions £29.09 per hour.

Saturday/Holiday Clubs £33.20 per hour.



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

Mrs Christine Powell

Deputy Head of Education—Mr Stephen Hogarth

Assistant Head (16-19)—Ms Michelle Heneghan

Assistant Head (19-25) - Mrs Janet Bailey

School Health Nurse - Mr Robert Richardson

Family Liaison Officer —Miss Claire Byrne

Senior Administrator - Mrs Sue Murphy



Special Education Needs Policy Statement

Rationale

Under the terms of the 1996 Education Act (Sections 312 to 336) Wargrave House School has the responsibility to ensure that all students have access to an effective and comprehensive service which addresses and meets all their individual needs.

The provision of such a service involves the implementation and ongoing development of a wide-ranging, structured and adaptable twenty-four hour curriculum. In addition, the effectiveness of the service depends largely on the positive involvement of a number of agencies and individuals outside the school, particularly parents. Parents have a vital role in supporting their child's education (*Special Needs Code of Practice, 2001*).

Aims

Wargrave House School will ensure:

- A continuum of appropriate provision to meet a continuum of individual needs.
- The implementation and co-ordination of effective and appropriate educational provision within the School.
- The implementation and co-ordination of effective and appropriate non-educational provision within the School.
- Access by students to a balanced and broadly based curriculum (including the National Curriculum).

Purpose

- To conform to all statutory requirements relating to the identification and assessment of students' special educational needs and to secure the necessary provision to meet those needs.
- To ensure that Wargrave House School meets and where possible, exceeds the requirements of good practice in meeting students' special educational needs.
- To ensure that effective systems are put into place to meet and if possible exceed statutory requirements and the requirements of good practice.
- To ensure that these systems are resourced and effectively managed.
- To ensure that no student requiring SEN provision is overlooked, inadequately supported or denied access to the resources he/she requires.
- To ensure that all staff are made and kept aware of students' SEN and that they receive the training and support they require to help in meeting such needs.
- To ensure that the arrangements made in the School to meet the requirements of this policy are kept under review, their effectiveness monitored and appropriate improvements introduced.



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 2017 - 2 June 2017
Summer	26 July 2017 - 5 September 2017

Attendance Figures for School & College

From September 2015 to August 2016

Attendance Rate	93.47%
Authorised Absence	5.30%
Unauthorised Absence	1.05%

For Your Information

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

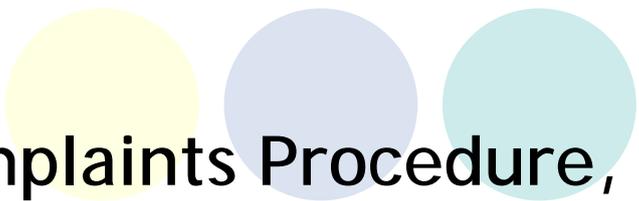
Chair of Governing Body : [William Duncan](#)

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

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

All of the above can be contacted through the school.





Complaints Procedure, Uniforms & Nationally Recognised Awards

Complaints Procedure

The Children Act 1989 states every residential school should have an effective means by which children's concerns or complaints can be heard.

Every complaint however large or small will be dealt with both confidentially and informally. However, if complaints cannot be resolved at school level a clear and simple procedure is available to enable children 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 school office.

Uniforms

Students aged up to 16 years wear a uniform which comprises a yellow polo shirt, royal blue sweatshirt and grey trousers or skirts. All polo shirts and sweatshirts have the school logo on them and are available from school. The school supplies all students with a P.E. uniform.

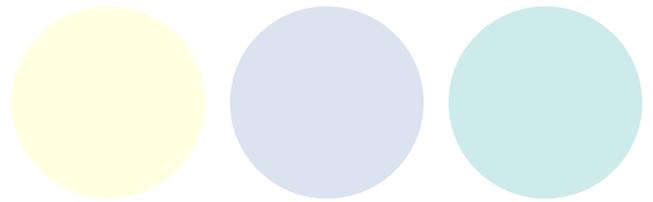
2014-15 Key Stage 4 (Year 10/11)

Qualification	No. Entered	No. Passed	Entry 1	Entry 2	Entry 3	Level 1
Entry Level Maths	7	7	2	2	3	0
Functional Skills Maths Entry Level	6	6	1	2	2	1
Functional Skills English Entry Level	10	10	3	3	2	2
Award in Employability	4	4	0	2	2	0
Entry Level Art	3	3	2	1	0	0
Entry Level PE	1	1	0	0	1	0

FE Post 16

Qualification	No. Entered	No. Passed
ASDAN COPE Level 1	3	3
ASDAN PSD Entry 2	3	3
ASDAN Personal Progress Entry 1	2	2

Qualification	No. Entered	No. Achieving 1 or more Units
ITQ	18	18



How to Find Us

