

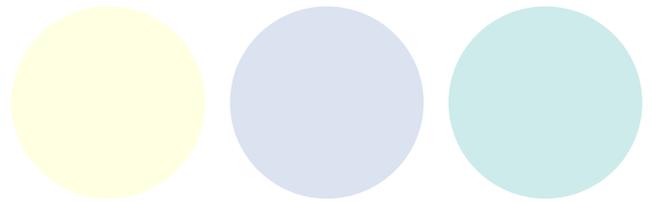
Wargrave House

Lakeside College Further Education Provision

Prospectus

449 Wargrave Road
Newton-le-Willows
Merseyside
WA12 8RS
P: 01925 224899
F: 01925 291368
E: enquiries@wargravehouse.com
W: www.wargravehouse.com

Wargrave House Lakeside College Further Education Provision



Wargrave House is a registered charity and non-maintained residential specialist school working with children and young people with autism and associated difficulties. Lakeside College is the 16-19 Further Education Provision.

The 16 -19 Further Education Provision at Wargrave House School consists of several buildings spread across one site. Lakeside House was the first to open in 1994 with the latest compliment— Lakeside College— opening it's doors in 2010. All our buildings are specifically designed with young people with autism in mind. Our bright and modern facilities provide for young people on the autistic spectrum who have additional learning difficulties. We offer both day and 38 weekly residential packages as well as personalised short term break packages according to individual need.



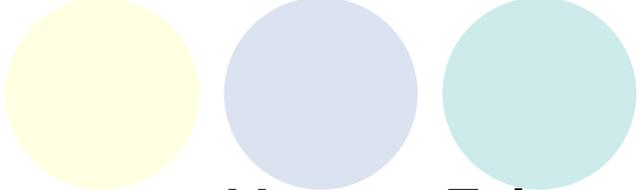
Our location provides just one of the benefits for young people placed at Wargrave House - being located within



the market town of Newton-le-Willows, we have excellent links to local amenities and public transport (bus and rail).

Approved by the Department for Education and Inspected by HMI Ofsted, the overall aim of our Further Education Provision is to provide further and continuing education and care for young people with autistic spectrum disorder (16-19 years), so as to build on previous learning. The provision provides further personalised education in independence and social skills which supports the transition from school to adulthood and assists young people in making a positive contribution to their own community.





Wargrave House Ethos

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.

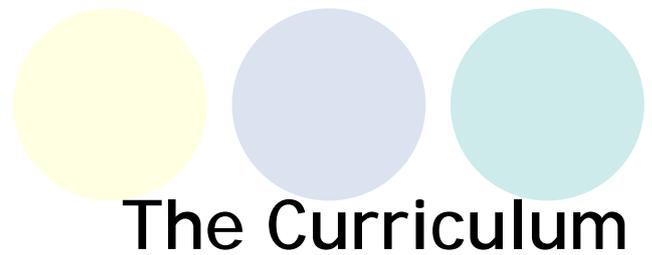
The company's ethos aims to establish a sense of community and care amongst all its members so that both staff and students can experience the benefits of being accepted and contribute towards the wider society.

The environment is both homely and educational and is of high quality so that it gives all who are here a sense of worth.



Motto

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



The Curriculum

The Curriculum

Wargrave House offers a multi-disciplinary team of highly trained staff to support development of social communication, sensory integration, behaviour and emotional needs within a life and functional skills focused core curriculum. Education and care services are supported in-house by a large specialist therapy team (speech and language and occupational therapy) who work together with teachers and support staff to meet the holistic needs of each unique individual. Therapists work across the day and residential settings to ensure a joined up approach. Medical needs are supported by our Learning Disabilities nurse practitioner. In addition, students will follow a range of vocational programmes such as horticulture and access community facilities to promote development of functional, personal and self-help skills. There are good opportunities to develop employability skills through partnership with a wide range of local community businesses and services.

In Addition, We Offer

- Expertise in meeting the needs of young people with autism using recognised autism specific approaches
- Expertise in meeting the needs of young people with moderate and severe learning difficulties
- A programme to help students look after themselves more independently
- A work placement scheme with local employers
- Opportunities to attend local colleges with support
- Opportunities to pursue externally accredited learning pathways personalised according to individual need.
- A programme to enable students to learn more about themselves and develop social skills and learn about relationships
- Opportunities for students to participate in community activities and to learn about citizenship
- Opportunities to develop strategies to promote appropriate behaviour
- Opportunities to take part in a wide range of social, leisure and sporting activities
- Opportunities to improve and develop communication skills through the use of Alternative and Augmentative Communication aids
- Opportunities to develop self-regulatory and self-modulatory behaviour
- Recognition of equality and diversity through a whole organisational approach
- Rebound Therapy (RTI)
- Music Therapy (Nordoff-Robbins)

The Curriculum

Prior to commencing their course of study at Lakeside College all students will undergo a comprehensive assessment conducted by a multi-disciplinary team from education, care (where appropriate) and therapy services. From this point onwards each student will be provided with an individual timetable geared towards developing skills that will ultimately lead to a successful transition into adulthood.

From the moment of arrival, all students will undergo further in-situ baseline assessment to ascertain the level of ability they are currently working at/towards. Following this evaluation challenging cross curricular goals and targets are set to further develop existing skills and acquire new ones. Targets are closely monitored and amended accordingly on a regular basis.

The Lakeside College curriculum is designed to enable young people to become:

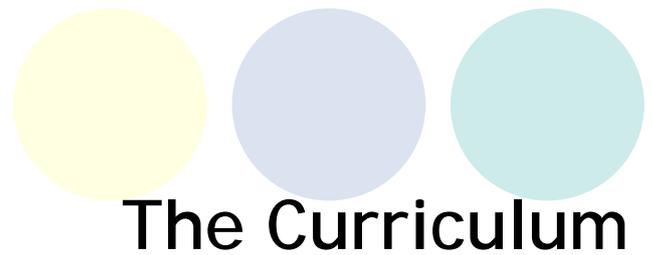
- **SUCCESSFUL STUDENTS** who enjoy learning, make progress and achieve;
- **CONFIDENT INDIVIDUALS** who are able to lead safe, healthy and fulfilling lives;
- **RESPONSIBLE CITIZENS** who make a positive contribution to society;
- **INDEPENDENT INDIVIDUALS** who are enabled to function to their maximum potential.



Each student's personalised learning pathway is based on common components delivered through distinctive curriculum areas:

Core Curriculum

Numeracy & Literacy: The Numeracy and Literacy curriculum is adapted to suit the full range of learners using the relevant courses provided by the ASDAN awarding body. Specific learning outcomes are set for each student using the Adult Core Curriculum (ACC) or Milestones expectations for levels of attainment. Key skills in numeracy and literacy are consolidated and extended through a range of activities with a significant emphasis upon life skills and application in the real world. Numeracy and Literacy lessons take place in the classroom and further afield in the local community where opportunities for experiential learning are exploited.



The Curriculum

Core Curriculum (contd.)

For students requiring additional academic challenge within these core areas, links with local colleges are in place to support accessing additional qualifications. This option is carefully managed and supported to ensure the experience (both social and academic) is appropriate for the individual.

ICT: In a world of rapid technological development, it is essential that students are provided with opportunities to exploit this and explore the benefits of ICT for both learning and leisure. There is a specialist ICT teacher who delivers learning pathways leading to a number of externally accredited qualifications from entry level through to Level 2 of the Qualifications and Credit Framework (QCF).

Life Skills

Independent Living Skills (ILS): Aims to develop and promote acquisition of new and existing independent daily living skills to ensure students are equipped to be as self sufficient and resilient as possible.

Citizenship and Community Skills: Aims to promote independence and develop communication and citizenship skills whilst accessing the wider community.

Everyday numeracy and literacy skills are developed in a range of functional contexts in both ILS and community skills.

Work Related Learning: Aims to facilitate students as they prepare for the world of work. There is a wide remit of vocational learning ranging from functional and practical tasks, internal work assignments, work experience, enterprise and community services.

Work experience aids the development of skills in preparation for employment, focusing on transferable work skills such as, attendance and punctuality, time management, following instruction, teamwork and specific vocational skills.

PSHEE: The skills taught relating to Personal, Social, Health, and Economic Education are not exclusive to the allocated session each week. The curriculum is delivered in a meaningful and purposeful way so that these elements are discussed and linked to other relevant areas of the curriculum. However there is a specific class based session each week for all Lakeside students and this is delivered in class bases with familiar staff to purposefully create a relaxed environment in which to promote discussion.

The PSHEE curriculum includes topics such as:

- personal safety
- personal health and hygiene
- drugs and alcohol
- sex and relationships
- food and nutrition
- citizenship and community interaction

The Curriculum

Well Being

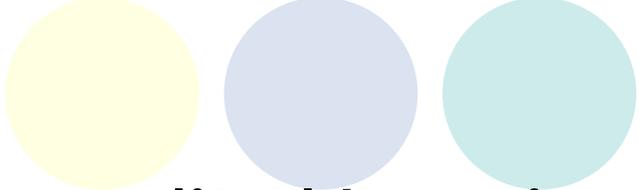
Health and Fitness: Bespoke to meet individual need in areas of life-long healthy behaviours and choices, fitness and participation. All activities are accessed externally, to take advantage of local community facilities including sports halls, fitness classes, gyms and swimming pools. The curriculum also looks at advocacy, choice and community inclusion/participation.

Social Skills: The development of social skills is crucial to both communication and wellbeing and can make a significant difference to the quality of the daily living experiences of our young adults. Interactions with others, (in all of its various forms), awareness of social rules (including conversation skills), and relationship skills all need to be taught in order that our students can successfully access all aspects of their education, community and the world of work. This aspect of the curriculum is directly delivered by the therapy team.

Advocacy & Choice: Promoting the student voice, the concept of self and community, this aims to 'reflect and prepare' - enabling students to evaluate their learning and make choices about their curriculum activities both in the short and long term. Reflection on a personal level includes making a record of the activities of the week (working towards accredited learning portfolio) and more practical essentials such as reviewing expenditure through budgeting exercises. These in turn work towards developing literacy and numeracy skills in everyday life.

Students are facilitated to participate in group activities and decision making through the weekly student meeting where standing items up for discussion promote greater autonomy in areas such activities, community visits and meals for the following week.





Accredited Learning

All students are enrolled in an externally verified programme of study which is accredited by a national awarding body upon successful completion of the prescribed learning outcomes. These courses are carefully chosen to support the learner's needs and aspirations to provide relevant and personalised programmes of study.

Current programmes include:

CoPE (Level 1 & Level 2): The Certificate of Personal Effectiveness is split into 12 modules and students complete a variety of challenges within the modules in order to gain 12 credits. These successes are evidenced in a portfolio of work.

The students take responsibility for planning, organising and carrying out appropriate challenges. The challenges enable a student to show they can work with others, improve their own learning and problem solve. Demonstrating skills in research, discussion, communication and presentation are a major factor in attaining the CoPE certificate.

PSD (Entry 2): The Personal and Social Development Qualification (PSD) offers imaginative ways of supporting young people in:

- Becoming confident individuals who are physically, emotionally and socially healthy
- Being responsible citizens who make a positive contribution to society and embrace change
- Managing risk together with their own wellbeing
- Introducing them to new activities and personal challenges.

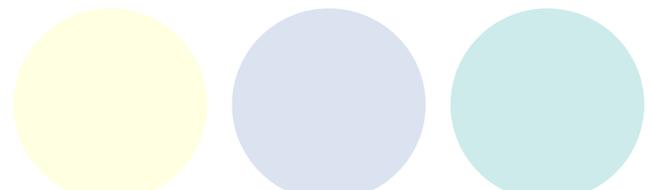
Personal Progress (Entry 1): The Personal Progress qualification is designed for learners working between P Levels 1-8 and Entry 1 and enables them to have their achievements recognised within a qualification framework. Students are supported to reference their learning in the following areas: Literacy, Numeracy & IT, Independent Living, Personal Development, Community Participation and Preparation for Work.

ICT & Computing: There are a variety of qualifications which students can study for with the specialist ICT teacher depending upon ability and previous learning pathways. These include Functional Skills ICT at Entry1, 2, & 3 and OCR ITQ at Level 1, Level 2 & Level 3.

Due to the personalised nature of learning programmes of Lakeside College, where deemed appropriate additional qualifications are sourced at Entry and GCSE level in a variety of subject areas. Students may be supported at local FE provision to access more specialised learning/qualifications.

Independent Advice & Guidance (IAG)

Wargrave House has a service level agreement with Careers Connect to provide independent, impartial support for young people and their families to make decisions about transition into adulthood.



The Curriculum

ASD Pedagogy

Wargrave House recognises the unique learning styles of each student and designs a personalised pathway to meet their needs. There are a number of autism specific approaches which are employed throughout the 24 hour period which address the difficulties our students' experience, promoting optimal levels of achievement and engagement in the learning experience. These include:

- TEACCH (Treatment and Education of Autistic and Related Communication Handicapped Children)
- SPELL (Structure, Positive (approaches and expectations), Empathy, Low arousal, Links)
- Social Stories
- AAC (Alternative and Augmentative Communication)
- Alert Programme
- Sensory Integration
- Social skills training
- Joint Action routines
- Narrative Therapy

Supporting Behaviour

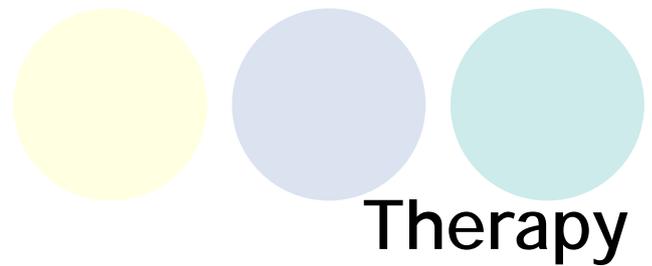
Wargrave House will ensure that any behaviour intervention programme is based on an understanding of the characteristics of individuals on the Autistic Spectrum, as well as knowledge of their strengths and needs as determined in their Individual Student Profile.

Behavioural difficulties may arise as a result of the following:

- Anxiety
- Great difficulty in understanding language
- How to use language for social purposes
- Trying to make sense of the environment
- Inflexible patterns of behaviour which the pupil may have developed as a coping strategy
- Sensory difficulties/overload
-

Wargrave House staff are fully trained and qualified in Team Teach approaches. The two in-house fully qualified tutors ensure a rolling programme of context-specific training and consultation and advice. Team Teach is a British Institute of Learning Disabilities (BILD) accredited approach which we have successfully used across the service since 2005. We believe that by using proactive strategies within a carefully structured and monitored programme, many challenging behaviours can be reduced. Such proactive strategies are designed to produce change over time.

Behaviour is driven by feelings and feelings are shaped by experiences. At Wargrave House we are always attempting to spot the early warning signs and divert away from a developing crisis as soon as possible. Successful strategies should then form part of the daily management of the students' needs.



Therapy Services

Therapy services are key to the delivery and assessment of the learning pathway. Each student will have an assigned therapist in both speech and language therapy and occupational therapy. In addition to leading on elements of the well-being curriculum, therapists will also provide support and intervention to individuals across the curriculum (and in to the residence) and provide advice and training to other staff to ensure a strong and effective total communication approach.

Speech & Language Therapy

Our highly experienced Speech & Language Therapy team (SaLTs) 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 young person 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 strategy to promote 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 young person achieves their communicative potential'.

Sensory & Well Being

The Occupational Therapist fully trained in sensory integration and supported by an Occupational Therapy Assistant is responsible for assessing each young person's sensory needs, the main objective being to optimize their '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.





Residential Services

Our Outstanding residential setting is regulated and inspected by Ofsted Welfare. Young people's care needs 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 young person 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 young person's progress is closely monitored by detailed record keeping and discussions involving all members of staff. All residential students have a placement 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 young people in our care, with a clear focus on recognised autism-specific methodology.

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

Bedrooms are comfortable and attractive with space for personal belongings and photographs.

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





Wargrave House School provides quality extended services for young people with Autistic Spectrum Disorders (ASD) 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.

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 the young person to:

- Try new activities and have fun
- Access sports activities both in school and off site
- Utilise extensive outdoor recreation 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 Advocacy Group.

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 young people, 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 son/daughter and life within the school.
- To provide home/school liaison, parent workshops, coffee mornings and visitor days in order to offer a support and information service to the families of the young person 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 young person 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 against Criminal Records 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 young person.



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 young people 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 young person 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. Private funding may also 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.

Placement Process

Lakeside College Assessments

Potential students are assessed both formally and informally in a range of contexts. This may include their own home, previous placement or in-house.

Within the context of their autism, these assessments include:

- Attention & Listening
- Communication
- Independent Living
- Social & Personal Care Skills
- Sensory
- Health
- Safety
- Behaviour
- Diet

Assessments are informed by data provided from a range of professionals and parents, including any previous statement of educational needs, social care assessments, educational psychology and other medical assessments. Students are also assessed by a range of specialist staff in-house to identify appropriate therapy input required to support the learning process. This may include speech & language therapy, communication support, occupational therapy, behaviour support and other medical input, and equipment needs are assessed. Information provided by parents/carers is also considered and the above information used as a basis for constructing the placement application.





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 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 on-going 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 young person's education (*Special Needs Code of Practice*, 2001).

Aims

Wargrave House 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 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/College 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](#)

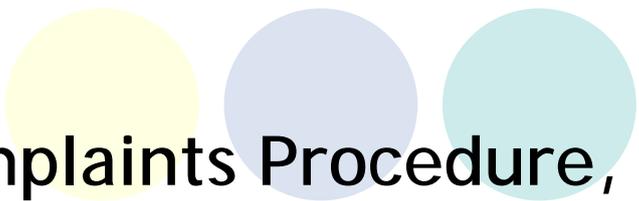
Chair of Governing Body : [William Duncan](#)

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's 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 young people 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

There is no uniform for students at Lakeside College. Students are encouraged to wear clothing of personal choice which is practical and comfortable. This distinguishes the students from their peers in main school and also provides for opportunities to promote flexibility and develop decision making skills.

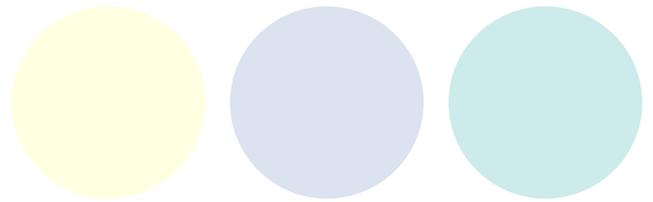
Equality and Diversity Statement

Wargrave House aims :

- to promote a positive self image for each child and adult;
- to develop the full potential of each individual through appropriate learning and teaching styles;
- to provide a positive learning environment accessible to all children and adults which reinforces equality of opportunity;
- to encourage everyone to act positively against any form of discrimination;
- to provide materials and resources which meet all individuals' needs, to encourage equality of opportunity;
- to acknowledge that achievement in all its diversity should be recognised and valued.
-

FE 16–19 Qualifications and Achievements 2011-12

Qualification	No. Entered	No. Passed
ASDAN COPE Level 1	5	5
ASDAN PSD E2	2	2
ASDAN Towards Independence	10	10
ICT Functional Skills Level 2	8	7
ITQ Level 1	7	7



How to Find Us

