



West Lea School Prospectus

WELCOME TO WEST LEA SCHOOL

Welcome to West Lea School, an inclusive environment where everyone is welcome, no matter who they are or where they come from. Catering for students aged 4–19 with special educational needs, our four campuses – Meridian, Haselbury, Learning for Life and Horizon – equip children with a ‘suitcase’ of skills to help them progress on to further education and into the world of work. While the world provides many obstacles, we believe in tearing down walls and encourage each individual to reach beyond their realities, take risks and above all, believe in themselves.

One thing that binds our school community together is our shared values. At West Lea, we value **Innovation, Inclusion, Community** and **Kindness**. At the heart of everything we do is ‘Learning for Life’. Rather than it just being a ‘motto’, it motivates, encourages, and drives all of us to break down barriers that exist for our pupils, and truly live up to our vision that we will be a ‘school without limitations’. Working together, there is never a shortage of opportunities for our children to strive for greatness.

As part of this, West Lea is proud to be a member of Enterprise Cooperative Trust – a partnership of likeminded schools, charities, community groups and businesses, providing a holistic education which goes beyond academic achievement. Enterprise Cooperative Trust has a collective vision to improve education and life opportunities for all children and young people in Enfield and will challenge the ‘status quo’ by drawing on the expertise of the local community and neighbouring organisations to help our children flourish in the working world, both now and in the future.

By joining West Lea, you are joining one big family! We’re on a mission to make lasting change and impactful opportunities for children and young adults in Enfield with special educational needs. Our purpose unites and drives us in equal measure. Put simply, it’s who we are, what we do, and why we do it. We would love for you to be part of our ‘big family’. The only true way to see what we can offer is by coming to see us and discovering why we believe you should make ‘our’ school, ‘your’ school. We look forward to welcoming you!

Paul Quinn, CEO



“Our son has a new-found confidence that we find quite remarkable.”

WEST LEA PARENT

“Life for pupils at West Lea is a journey towards independence, this is only possible if there is a true synergy between our ethos and a parent’s aspirations for their child. If this is for you, then come to West Lea and let’s take this challenging step together.”

PAUL QUINN -
CEO

OUR VISION AND VALUES:

We believe in a world where everyone can flourish.

To achieve our vision, children must feel valued. At West Lea we focus on what each child can achieve and celebrate their successes. Recognising that every one of our pupils has quite specific requirements, we also place great importance on personalised learning. By bringing learning to life through trips, clubs, work experience and other extra-curricular activities, we encourage independence and develop the interests that help prepare each child to take their place in society.

Through our experience, and the skills and expertise of the staff at the school, including the thoughts and wishes of our children and their parents, we seek to ensure that:

- Our children have access to support groups with their peers to help them develop friendships and interests.
- Each child receives high quality teaching, which develops social and self-care skills for future independence.
- Each child feels confident and respected by others and has the opportunity to experience success and achievement at every level.
- Each child benefits from the outcomes of physical and emotional wellbeing, as well as communication and personal safety, to encourage higher levels of enjoyment, achievement, and feelings of value and respect.

What we value

As a school, we believe in working together towards one common goal. Our values are reflected in everything we do, at all levels, in order to inspire teachers, pupils, parents and the wider community:

- **Community:** We believe that every person at our school has something to offer, helping us to create a united environment. Our sense of community is founded on the fact that we all must work together to achieve the very best. Sharing a common purpose, each individual plays a key role in helping everyone to feel valued and a part of our 'big family'.
- **Inclusion:** We believe in creating a community for everyone, going the extra mile to ensure our children can flourish, no matter who they are or where they come from. We are prepared to take risks to ensure no one finds themselves isolated and alone, but instead become a place where each child feels part of the school and local community.
- **Innovation:** We believe in inspiring individuals to become creative thinkers, with the power and potential to make dreams become realities. We aren't afraid to tear down walls and build bridges and encourage creative, positive and hopeful mindsets that see beyond current realities and 'dream' of what can be.
- **Kindness:** We believe that one act of kindness can change a person's day and can even change lives. Therefore, we encourage children to always be considerate of other people's feelings and situations. In a world of judgement and exclusion, we inspire our community to always be caring and kind to others.
- **Learning for Life:** We believe in equipping young people with the skills that are key to leading a happy and successful life, both now and in the future. Every piece of wisdom, knowledge and encouragement is shared with the aim of setting them up for long-term success, both academically and socially. We encourage young people to develop the confidence and independence to succeed every step of the way, so they are empowered to overcome any challenges and embrace the opportunities they encounter in their lives.



VISION, AIMS & ETHOS



OUR MISSION:

We're breaking down barriers for children and young adults in Enfield with special educational needs.

West Lea School is a place where students, parents, staff and the wider community feel truly valued. We are a school that prides ourselves on creating an inclusive environment where everyone is welcome, no matter who they are or where they come from.

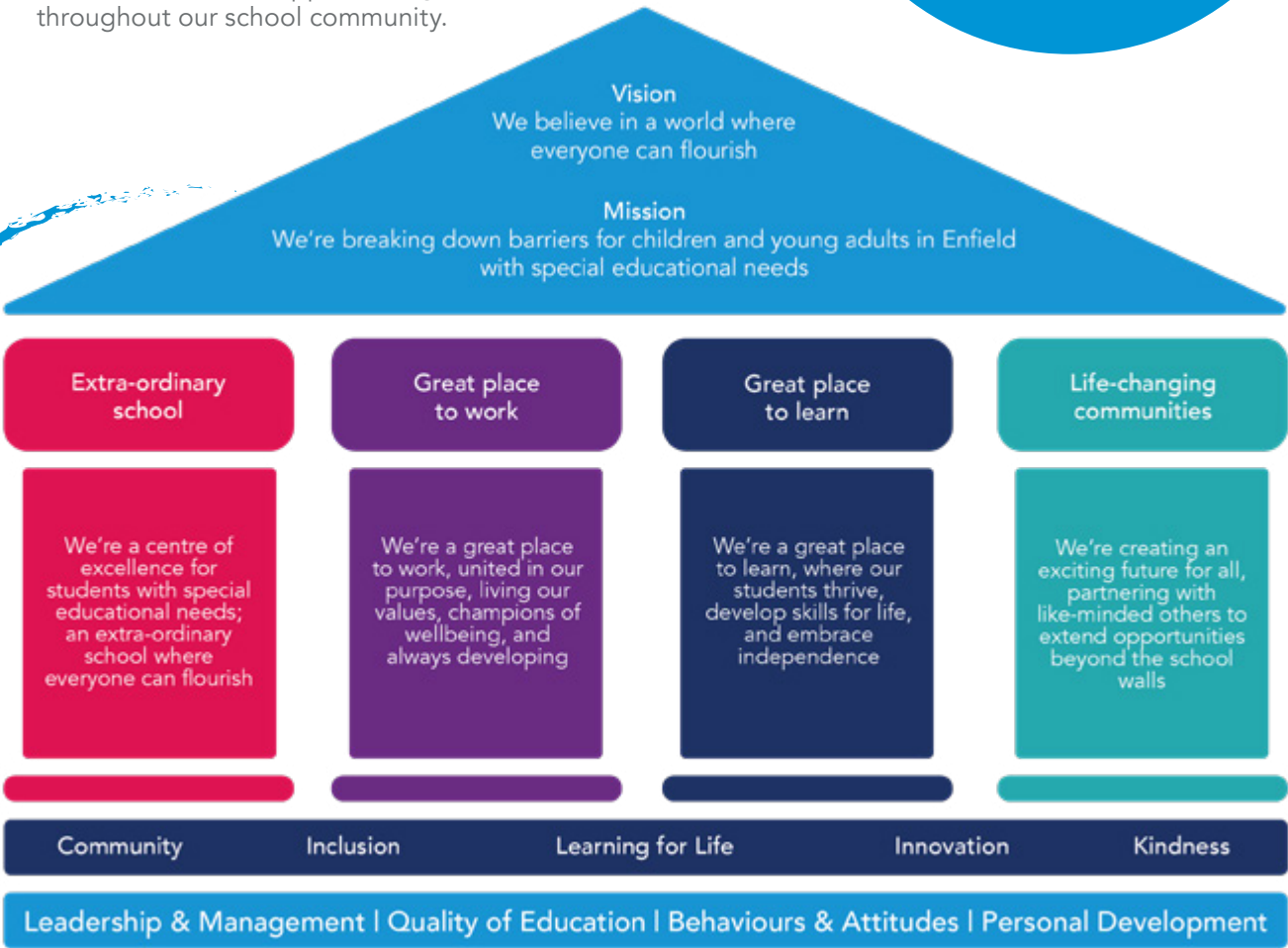
We encourage everyone to reach beyond their realities, take risks and above all, believe in themselves.

As a part of a strong community, we work together to help each other, both socially and professionally. Our strategic framework consists of four key pillars that are built upon our foundational values. **Community, Inclusion, Learning for Life, Innovation** and **Kindness** are at the heart of everything we do, and these values are directly linked to all the work and support that goes on throughout our school community.



"Every moment of the school day is about improving learning for pupils."

OFSTED





OUR AIMS:

Our aim is to work beyond standard models and consider our children's needs, capabilities and aspirations for the future. A reality is that being fully independent and making an economic contribution is not something that some of our children can achieve. However, our vision, aims and ethos look to celebrate the achievements of each child, within the context of his/her abilities and potential.

We acknowledge that working together and helping one another is key to effective teaching and learning. This means, that our focus is on paying attention to important outcomes, such as maximising communication abilities, which opens doors to opportunities to socialise and be active. An understanding of how these elements can all work together, allows a more effective approach to the development and education of each child. Our aims are described as:

Developing 'communication' – In order to meet the desired outcomes for our children, we understand how important it is to develop communication skills for each child. Our staff play a key role in having the knowledge and skills to be able to 'listen' and understand. We work to ensure that every child has a 'voice' and the ability to communicate, which opens the door to further opportunities, such as socialising, being active and more independent, which in turn promotes a sense of security and self-esteem. We actively support children and parents, helping to amplify their voice, within the school, the local community and beyond.

Socialising and having friends – This is an area which has a variety of benefits and outcomes for the children at West Lea School. Each child has a desire to interact, socialise and build friendships, both in and out of the school environment. We aim to foster and promote access to 'peer' and 'friendship' support groups for each child and remove barriers of frustration. These support methods help our children to not only build self-esteem and confidence, but also helps them on their journey to achieving success.

Being involved and having the opportunity to exercise choices – Being involved in making decisions that affect the lives of our children and their families is an important issue. West Lea welcomes feedback and views from every child and their parents on the operations of the school, to help make everyone feel involved and part of our community.

Keeping children safe – Keeping our children safe from exploitation, abusive relationships or physical and emotional danger is a key factor. The school understands that there are a number of factors to this, and as such aims to promote and facilitate a safe and secure environment. For example, providing a stable platform for communication (and listening) will enable children to stay safe, with support from their parents, the school community and their own friendship groups. Helping children to understand social interactions and safety in its broadest sense, is at the heart of everything we do, with outcomes focused on enabling independence in a safe and secure way.

Working towards 'economic well-being' – Having a job and the ability to earn money in adulthood is an important step in helping our children to become responsible citizens in their community. The school works closely with students to provide various opportunities that will enable them to enter the world of work, supporting and providing access where possible. Our aim is that each child is supported with several career opportunities after their educational journey and are able to make an economic contribution to society. We also understand that this outcome may not be achieved for all our children, however that does not necessarily represent a poor outcome for those children. Instead, all achievements are seen and celebrated within the context of each child's abilities and potential.



ETHOS – (THE WELLSPRING):

West Lea is a school of independence and opportunity, with an ethos of empowering every child to be as independent as possible. Independence is a 'broad' term used in many ways and in differing contexts. The West Lea School ethos of 'Learning for Life' is based on the following principles:

Creating activities and experiences

– Having interests and being able to participate in activities is key to the development of our children. All too often, the 'reality' of our children's lives is that they are restricted to home and school. In response to this, the school works to provide a greater variety of opportunities, enabling children to participate in mainstream activities within the local community and beyond. For some pupils, independence means having the confidence to travel to and from school on their own. While for others, it is achieved through the stimulating range of opportunities that we provide.

Education and Learning – Through diverse ways, we tailor teaching and learning specifically to each child's needs. We make sure that each child reaches their full potential, building 'self-care' and 'life skills' within a stimulating learning environment. Academic achievement is also prioritised and personalised in a child centred way. Our educational goals are focused and responsive to achieve the desired outcomes of emotional wellbeing, communication, safety, independence and academic achievement.

"I have never before felt so supported. I would like to thank you all so much for making my life and the life of my family far happier and far less stressful."

WEST LEA PARENT





Self-care and life skills – For many children independence is seen as being able to do something without help, however, for some of the children at West Lea this is not achievable in certain areas of their lives. The school works to educate, foster and develop the children to manage as independently as possible, with or without support. Independence is therefore seen as enabling each child to reach their full potential in carrying out life skills with or without support, leaving the school with a 'suitcase of skills'.

Feeling valued and respected – What connects all the activities, learning experiences and actions is the fundamental approach that makes sure each child feels valued and respected. We treat all children as individuals, involving them in making decisions, respecting their feelings, and fostering their overall wellbeing.

Identity and self-esteem – Developing a feeling of 'inclusion' is important to pupils as they form friendship groups. This acceptance, feeling at home and comfortable is vital to each child's wellbeing and how they feel about themselves. Staff at the school are sensitive to the child's identity and social integration, whilst ensuring that every child experiences 'success' and has his/her achievements recognised.

ENTERPRISE COOPERATIVE TRUST

West Lea is proud to be a member of Enterprise Cooperative Trust (ECT) – a partnership of likeminded schools, charities, community groups and businesses, with a shared common purpose to extend the life chances of young people by providing a holistic education which goes beyond academic achievement.

With a collective vision to improve education and life opportunities for all children and young people in Enfield, ECT will challenge the 'status quo' by drawing on the expertise of the local community and neighbouring organisations to help our children flourish in the working world, both now and into the future. Like West Lea, it is founded on the belief in providing truly inclusive educational opportunities for every young person, rooted in real life, real experiences, and real people.

As part of the wider cooperative movement, we champion a shared set of values including self-help, self-responsibility, democracy, equality, equity and solidarity. In addition to this, ECT also champions its own individual values including:

- **Hope** - A future for all, that is brighter and better than current realities.
- **Positivity** - Focusing on the innate potential of every person and confront real-life problems with a sense of optimism.
- **Justice** - Offering every young person the chance to succeed through fair and equitable opportunities.
- **Courage** - Challenging the 'status quo' through courageous leadership, providing a voice for the voiceless.



OUR CURRICULUM:

Our curriculum aims to equip pupils with knowledge and skills for adulthood and supports them to work towards the PFA outcomes which include 'employment, good health, independent living, friends, relationships and community'. It is aspirational and provides opportunities to travel independently, experience both college and work and practice living skills through residential opportunities.

The local labour market is also considered within the context of curriculum. We have extensive partnerships with local employers and provide exposure and insight through high quality careers education. This supports our pupils to later access training and employment opportunities within and beyond their local area.

We aim to enable our young people to thrive in the adult world with an understanding of British life, able to participate in the community and with the knowledge and skills to be successful in relationships, in life and in work. We aim to:

- Prepare pupils for adulthood and equip them with skills for life, supporting them to reach their full potential and gain employment wherever possible.
- Empower pupils to have a voice, exercise choice and increase independence.
- Develop communication, reading and social skills to build relationships, friendships and support networks.
- Instil an understanding of the local, national and global community while promoting active citizenship.
- Encourage good mental and physical health and enable pupils to stay safe and be able to regulate emotions.
- Develop knowledge and skills that promotes digital confidence, creativity, innovation and problem-solving.
- Promote kindness, consideration, resilience and responsibility in everything we do and learn.

To do this we will:

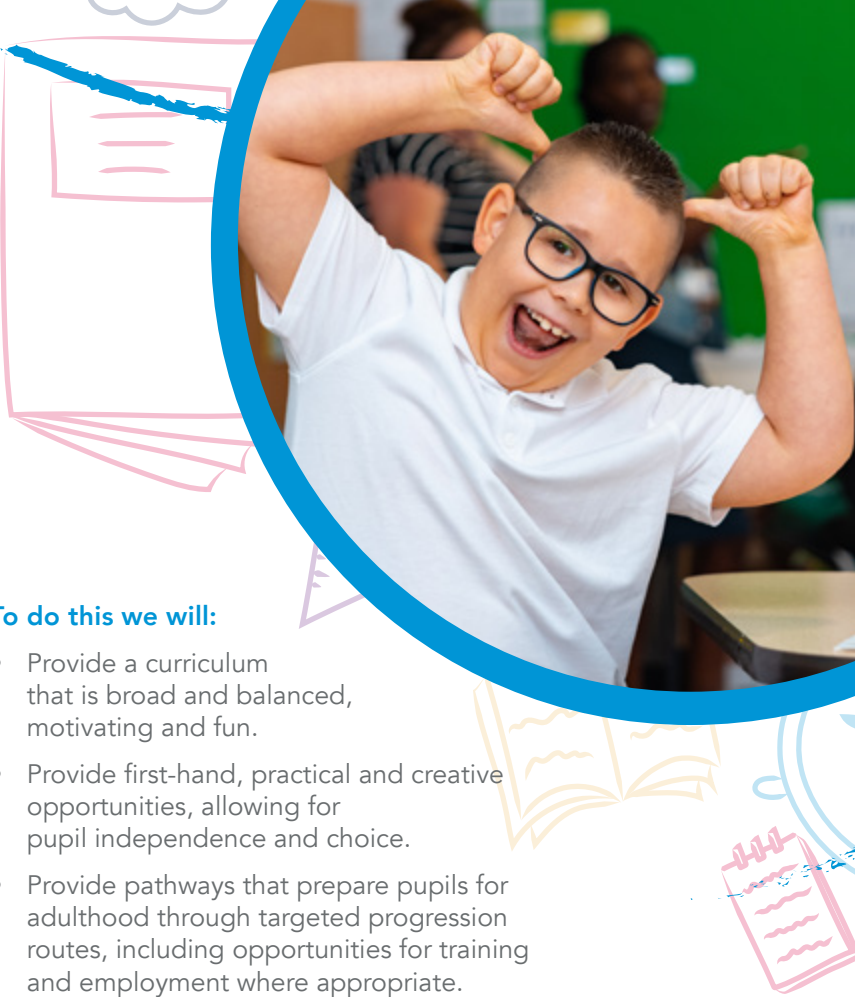
- Provide a curriculum that is broad and balanced, motivating and fun.
- Provide first-hand, practical and creative opportunities, allowing for pupil independence and choice.
- Provide pathways that prepare pupils for adulthood through targeted progression routes, including opportunities for training and employment where appropriate.
- Personalise learning matched with pupils' interests, achievements and abilities.

Everything we do starts with the pupil, a thorough knowledge of them and a determination to meet their learning needs in a way that maximises their potential.

Throughout the school, our learning domains and related subjects have been created by taking into consideration the views of pupils, parents/carers, staff and governors. These domains and associated key milestones form our curriculum intent. All areas of learning are closely interlinked, as pupils draw on the knowledge and skills across domains when applying to learning tasks, situations and opportunities. The school's core values as well as independence, literacy, numeracy and ICT are embedded across all curriculum areas. There is also a focus on developing pupils life skills across the school day, through the curriculum and all that we do.

We fully appreciate every child is different, and are therefore committed to understanding the motivations, goals and preferred methods of learning. Our curriculum has been designed to gradually weave core knowledge and skills into the fabric of the pupil's day.

At each Key Stage, milestones have been designed coherently, building on the previous Key Stages' learning goals with the aim of developing pupils' knowledge and skills in preparation for adulthood.





WELCOME TO MERIDIAN CAMPUS – 'TAKING OFF'!

Catering mainly for primary aged children, pupils at Meridian Campus are provided with exciting, inclusive and personalised learning opportunities, through which they develop a range of basic skills. In particular, they will build on their communication and independence so that they have solid foundations in place when moving to the Haselbury Campus and beyond.

At Meridian, children engage in exciting, rewarding activities that build knowledge, skills and confidence. For some that might mean working towards using money in a shop, whilst for others it could involve learning how to dress or make a snack.

Children also have the opportunity to take part in a range of enrichment activities, including residential visits, a wide variety of after-school clubs and sporting events throughout the year.

Our culture and ethos ensure that pupils have fun and are comfortable in their surroundings. Children are welcomed, feel valued and their voices are heard from day one.

Partnership with parents is also a key part of the support that the children at Meridian Campus receive, and we encourage parents to join us for coffee mornings, as well as performances and review days.

We fully appreciate that every child is different, and work tirelessly to understand the motivations, goals and preferred methods of learning. The curriculum has been designed to gradually weave core knowledge and skills into the fabric of the pupil's day. At each Key Stage, milestones have been designed coherently, building on the previous Key Stages' learning goals with the aim of developing pupils' knowledge and skills in preparation for adulthood.

I'M 'TAKING
OFF' AND
LEARNING
HOW TO...



WE'RE TAKING OFF!



...Communicate with
my friends, write, read,
manage time, manage
money, dress appropriately,
eat properly, do things on my
own, solve problems, behave
well, stay safe, make good
choices, be a good friend,
have great fun...

**I'M LEARNING
FOR LIFE!**

MERIDIAN CAMPUS LOCATIONS:

Dyson's Road (KS2) – 174 Dyson's Road, Edmonton, N18 2DS

Springfield Road (KS1-2) – Springfield Road, New Southgate, N11 1RR

EARLY YEARS FOUNDATION STAGE

The Early Years foundation stage (EYFS) curriculum inspires children, provides development and learning opportunities, ensures learning takes place, develops key relationships and makes sure children feel secure in line with EYFS documentation.

There are seven areas of the EYFS curriculum in total. These are divided into three prime strands consisting of communication and language, personal, social emotional development (PSED), and physical development and four specific areas including maths, literacy, expressive arts and design, and understanding the world. We recognise that young children are active learners and build knowledge and understanding through their senses, exploration, investigation, experimentation, listening and watching as well as through play.

It is important that our pupils have opportunities to interpret their environment, learn to make choices for themselves and grow in confidence, understanding their value in our school community. Within our continuous child-initiated and child and teacher led provision, we provide play-based learning opportunities aimed to motivate and engage children developing the characteristics of effective learning. This allows us to work towards building and developing relationships and enables us to assess their individual learning styles to prepare children for lifelong learning.

KEY STAGE 1

The curriculum at Key Stage 1 builds on the EYFS foundations, using the continuous provision model, but with more adult-directed learning. This includes introducing specific, essential knowledge in preparation for more formalised subject-based learning at Key Stage 2.

We support our pupils to develop their independence and self-help skills, and develop a robust and flexible communication pathway. Pupils freely explore a range of motivating and engaging learning opportunities that are facilitated by skilled adults who are aware of intended learning outcomes and individual next steps.

Taught knowledge is applied in a range of play-based and real-life contexts to ensure flexibility and depth of understanding. We also deliver short bursts of direct, structured teaching of maths and English as pupils become developmentally ready. We use pupil interests and motivations to guide topic-based planning. Classrooms have continuous provision spaces for playful, child-led learning such as role play, construction, reading and a small world area.

Inclusion means going the extra mile so that no matter who they are or where they come from, children can flourish.



WE'RE TAKING OFF!



KEY STAGE 2

The curriculum at KS2 develops independence; builds on prior learning to ensure a firm foundation from which to progress; and supports pupils to discover their own identity – to help find their voice, make it heard and be understood. This continues our emphasis on developing communication, personal and social skills and at all stages, the needs of each pupil are taken into consideration.

Through appropriate and varied resources, we aim to encourage our pupils to be independent learners, using a small steps approach to deepen and build upon prior learning.

In Key Stage 2, there are subject-specific, knowledge-based learning opportunities that are differentiated against a sequenced structure. Our core subjects of maths, English and PSHE are taught across the week through discrete sessions tailored to individual needs and interests. Foundation subjects of history, geography, creative arts, science, information and communication technology (ICT), music, religious education (RE) and physical education (PE) are covered throughout the academic year and delivered through termly topics. Topics may be based on National Curriculum programmes of study, current events or pupil motivation. The foundation subjects enrich the curriculum and offer opportunities for pupils to acquire knowledge and provide a context for learning. This allows us to provide a curriculum responsive to individual needs in a stimulating and accessible environment.



WELCOME TO HASSELBURY CAMPUS – ‘FLYING HIGH’!

Catering for students from 11–14 years, our key focus is to provide exciting, inclusive and personalised learning opportunities, through which our young people can become equipped with the life skills needed in order to become confident and independent individuals.

Whether pupils come to us from our Meridian campus or from other primary and secondary schools, our carefully planned transition programme ensures that their very first experiences of Haselbury Campus are positive and that any anxieties about starting are lessened. Every child will be supported throughout their journey and will be made to feel welcomed and valued.

Our highly skilled staff lead exciting, rewarding activities that build knowledge, skills and student confidence, so that each and every individual within our community is able to reach their full potential. For some that might mean working towards independent travel and using money to do

their shopping, whilst for others it could involve learning how to brush their own teeth or make a snack.

There is a wealth of opportunities on offer at Haselbury Campus, including residential trips, a wide variety of after-school clubs and a whole host of sporting and drama events throughout the year.

With students having different needs and specific requirements, we always make sure we understand their motivations, goals and preferred methods of learning. Essential independence, literacy, communication, numeracy and ICT skills form the basis of our curriculum, which leads to the development of skills that our children can apply in their own lives as they move towards adulthood.

Building relationships and working in partnership with parents is also vitally important to us and we organise regular events to involve our parents in their child's progress and the wider school community.

I'M 'FLYING
HIGH' AND
LEARNING
HOW TO:



WE'RE FLYING HIGH!



...Engage in conversation,
comprehend words and
sentences, manage my time, buy
things at the shop, eat healthily,
prepare and cook food, increase
my understanding of keeping safe,
access community services, be
self-aware, express my feelings,
solve problems, have great fun...

**I'M LEARNING
FOR LIFE!**

HASELBURY CAMPUS LOCATIONS:

Haselbury Campus (KS3) – Haselbury Road, Edmonton, N9 9TU

KEY STAGE 3

The curriculum at KS3 is structured to support learners in making links and connections between areas of knowledge and embedding learning in long-term memory. It builds on prior learning so that pupils reach their optimum potential in core subject areas.

The curriculum supports pupils to make decisions; further developing problem-solving skills and building individuals' self-esteem and self-awareness through accessing and evaluating a wide range of learning opportunities.

All pupils access core National Curriculum subjects of maths, English and PSHE through discrete sessions tailored to individual needs and interests. There is a strong focus on phonics, reading, maths and PSHE due to their significant impact on future life chances. Some pupils that are excelling in maths, or English can also access lessons taught in KS4 to further develop their skills and knowledge.

Science and foundation subjects (history, geography, art, music, drama, ICT, D+T, R.E.) provide a context for learning and are taught in themed blocks or sessions throughout the year to allow pupils to apply knowledge and skills developed in the core subjects. PE and swimming are taught throughout the year in individual, group and/or inclusion sessions. Work and Enterprise are also taught at KS3 which prepares learners to access work experience when they transition to KS4.

PSHE/RSE provides an opportunity for pupils to think about themselves, their future and any vocations that they may wish to pursue, looking ahead to KS4 where they choose their options. Some of our pupils experience job related learning within school such as working with the nursing team or assisting in a primary class.



We support
individuals to
feel valued as
part of a unified
and collaborative
community



WE'RE FLYING HIGH!



A school without limitations

WE'RE SOARING!

I'M 'SOARING'
AND
LEARNING
HOW TO:



...Be more confident,
prepare for exams, reach
my potential, travel safely and
independently, develop a career,
find my place in the world of
work, develop resilience and
a work ethic, make choices for
my life, take advantage of my
opportunities, take my place in
society, have great fun...

**I'M LEARNING
FOR LIFE!**

WELCOME TO THE LEARNING FOR LIFE CAMPUS – 'SOARING'!

As our campus name 'Learning for Life' suggests, we want every student to leave us equipped with the skills necessary for the future. Catering for students from 14–16 years, our primary focus is to 'solidify' the work that has taken place at Meridian Campus ('Taking Off') and Haselbury Campus ('Flying High') and to take our pupils to a situation where they are 'Soaring'!

Through our broad and balanced academic curriculum that includes taster days at college, as well as opportunities that encourage creativity and independence, we aim to provide students with a hub of learning opportunities so they make an informed decision about which future pathway is right for them.

Staff at the Learning for Life Campus also work closely with parents, providing training sessions and workshops, to ensure that every child feels fully supported in their journey in striving for success in the future.

LEARNING FOR LIFE CAMPUS LOCATIONS:

Broomfield School – Wilmer Way, N14 7HY

Chace ARP (KS3 & KS4) – Churchbury Lane, EN1 3HQ

St Marys (KS1 & KS2) – Lawrence Road, Edmonton, N18 2HN

Ponders End – 219 – 221 High Street, EN3 4DZ

WELCOME TO HORIZON CAMPUS – ‘NO LIMITS’!

Our new ‘Horizon’ campus caters for students from 16–25 years.
We want to prepare our students for the exciting possibilities that
are on their horizon as they leave education!

We aim to provide students with a hub
of work experience, internships and
placements and do so through our broad
and balanced curriculum that includes taster
days at college, as well as opportunities that
encourage creativity and independence.
Supporting students to scope out their
future pathways in a clear and direct way
means they will be able to take their place

in society and make an active and
meaningful contribution, knowing that they
are valued for ‘who they are’ not just what
they can do.

We continue to work closely with parents,
providing training sessions and workshops,
to ensure that every child feels fully
supported in their journey in striving for
success in the workplace.

HORIZON CAMPUS LOCATIONS:

College – College of North, East London

Learning for Life Centre – Cyprus Road, N9 9PG

WE HAVE NO LIMITS!



KEY STAGE 4 AND POST-16

Across both Learning for Life Campus and Horizon Campus, Key Stage 4 and Post-16 students access a functional curriculum that supports them to utilise the skills that they have acquired throughout their school progression and apply them in real-life situations. The focus is on practical application to deepen the significance and understanding of utilising knowledge and skills.

They are encouraged to use decision-making skills based on knowledge, personal experience and individual preference, while learning to recognise the impact of decision-making on self and others. We continue to offer a personalised, enriching and individual curriculum for each student, very much focusing on skills for life and preparation for adulthood.

Our core curriculum offer includes maths, English, PSHE, life skills and PE with communication underpinning everything we do to ensure all our students are the best communicators they can be. Students will access these subjects through different pathways depending upon their individual needs.

Students have the opportunity to try taster sessions of the foundation subjects on offer and are supported to choose their own options. These vary from year-to-year and we encourage students to suggest subjects and be involved in the planning of their learning. For students that are able to access appropriate Edexcel and/or BTEC qualifications in certain subjects, the units of work taught are taken from the functional skills and entry pathways. Students may be entered for external moderation and accreditation if appropriate.

Pupils may also have opportunities to undertake work-related learning and where appropriate, work experience placements. Along with Enfield Careers, we support and prepare our year 11 students to make their own choices regarding their post-16 journeys.



Innovation helps inspire individuals to tear down walls, build bridges and make dreams become realities.

EXPERIENCING THE 'WORLD OF WORK'



WORK EXPERIENCE

We offer a full work experience programme to develop an understanding of the world of work. We have a large menu of placements in various sectors including cleaning, catering, hospitality, admin, retail and construction. We also have opportunities to learn work related skills within our social enterprise business, including two charity shops (West Lea in the Green and West Lea in the Town), our West Lea Coffee Cart and online eBay shop.

We aim for all our young people to experience and have access to:

- Opportunities to develop relevant work-related skills.
- Chances to improve their employability.
- Advice and guidance on career direction.
- Opportunities to become active citizens in the local community.
- A chance to build confidence in the workplace and achieve a genuine sense of achievement.

We recognise the importance of developing confidence, self-esteem and resilience in our young people as they transition into adulthood. This underpins all learning. We ensure that our young people are able to develop and use critical thinking and problem-solving skills in real life situations. There is a strong emphasis on work experience and work-related learning within the department, working towards potential employment opportunities as a future outcome wherever possible in a young person's local community.

SUPPORTED INTERNSHIPS

Our 'Supported Internship' programme is all about bridging the gap between school and the world of work. For those pupils who will benefit, a Supported Internship involves structured education for one day a week supporting work related learning and four days in the workplace. This differs from work experience as the interns will be treated as members of staff with the aim of securing a paid job at the end. We have partnered with a growing number of organisations and each work placement is sourced after carrying out vocational profiles with the interns to ensure they match their skills and areas of interest.

We have an experienced team of 'Job Coaches' who provide support and guidance throughout the Supported Internship Programme to our young people and to the employer. They are also qualified Independent Travel Trainers and support the overall work experience programme.

Through this programme, we aim for all our young people to experience and have access to:

- A curriculum that is focused on appropriate work-related learning.
- An experienced 'Job Coach' who will act as a mentor, trainer and advocate.
- Vocational profiling, so that the internship best suits their innate skills, abilities and aspirations.
- A meaningful experience in an employment situation that has a realistic opportunity of resulting in paid employment.

The FE curriculum also offers a select range of opportunities for students to achieve accredited qualifications which are realistic and relevant to their personalised future outcomes. Students are provided with opportunities to access the community safely and as independently as possible. They are also supported to learn new skills which they can then transfer to wider contexts and settings. Enrichment activities are also embedded throughout the curriculum.

Be caring and considerate - one act of **kindness** can change a person's day and even change lives.

SUPPORTED INTERNSHIP PROGRAMME



A school without limitations

INDEPENDENT TRAVEL

We also provide travel training for students to and from various destinations including school, college and work experience. Our team of specialist travel trainers work one to one with students to ensure they have the skills to make the chosen journeys independently. The benefits are far reaching as it increases the student's confidence and self-esteem, improves access to leisure facilities and future employment and generally promotes independence. It also reduces dependency on parents and carers.

We aim to ensure that pupils, through 'Independent Travel Training', achieve:

- Increased confidence and self-worth.
- Increased life choices and opportunities.
- Access to the local community and its facilities.
- Access to future employment opportunities.



WE'D LOVE TO MEET YOU!

We hope that our prospectus has provided a taste of the opportunities available to your child at West Lea. To find out even more about us, please visit our website, or check us out on social media. Or better still, come and see us! We'd love to show you around our school and share with you our ethos.



"By the end of Year 13, pupils are extremely well prepared for the next phase of their lives after school. They are independent, confident and able to secure either college or work placements."

OFSTED



community
kindness
learning for life
innovation **inclusion**