



**The Westminster  
Specialist College**

# **Welcome Presentation**

Students/Parents/Carers



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# Welcome to everyone

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- Since 2017 we have been working on the opening of a Specialist College (19-25).
- We had the final decision from the Local Authority in January 2021.
- We have been working tirelessly since then to get this up and running.
- We are pleased to be able to open it from September 2021.
- It is not a continuation of the school. It will look and feel very different as will the study programmes.



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# Change in Language

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- You are now **students** of a college.
- You are now classed as **adults** and will be treated as an adult.
- You will be an **employee** of a company.
- You will be an **active member of your community**.
- This is about preparing you for **Adulthood**.
- It is focused around:
  - **Student Voice and Student Choice**
- Parents and Carers are your **advocates** but it is your life and they are your decisions to make (with support).



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# What we need?

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- The Student Application Pack is really important.
- It brings together all of the relevant information for the students.
- We will input this into our Management Information System.
- You can find an electronic copy on the website at:
  - [www.twspecialistcollege.co.uk](http://www.twspecialistcollege.co.uk)
- I need you to complete it by Tuesday 20 July 2021.
- Please sent it in to:
  - [contact@twspecialistcollege.co.uk](mailto:contact@twspecialistcollege.co.uk)
  - Or post to the school.



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# Information/Data Pack

www.twspecialistcollege.co.uk



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2021/2022  
**Student  
Application Pack**

Student Name:	
Unique Learner Number:	

## Section 1: Personal Details

Please use BLOCK capitals.

First Name(s):		Surname:			
Known as:		Gender:			
Date of Birth:		Mobile Telephone:			
Home Telephone:		Email:			
Address:					
National Insurance Number					
Are you a permanent UK resident?	YES	NO	Valid permission to reside in the UK	YES	NO

## Section 2: Details of Parents/Guardians/Next of Kin

Please use BLOCK capitals.

Title:		First Name:	
Surname:		Relationship:	
Home Telephone:		Mobile Telephone:	
Address:			

Title:		First Name:	
Surname:		Relationship:	
Home Telephone:		Mobile Telephone:	
Address:			

Student Application Pack 2021



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**Section 7: Hobbies and Interests**

What do you like to do in your spare time?

Are there any activities you don't like to do?

Anything else you would like to add to your application?

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**Section 8: Further information**

Do you have any dietary requirements?	YES	NO
If yes, please list in the box provided:		
<div style="border: 1px solid black; height: 30px; width: 100%;"></div>		
Did/Do you receive Free School Meals?	YES	NO
Do you/your immediate family (living in the same household) receive: <i>(please circle the options below)</i>		
PIP	You	Family
Income Support	You	Family
ESA	You	Family
DLA	You	Family
Working Tax Credits	You	Family
Other (please state in the box below)	You	Family
<div style="border: 1px solid black; height: 50px; width: 100%;"></div>		
Does the student manage their own money or any benefit income?	Yes	No

Proof of benefits and income will be required in the Autumn Term if Bursary awards are to be allocated.

Does the student have the following?		
Bank/Building Society Account	Yes	No
Debit or Payment Card	Yes	No
Passport	Yes	No
Driving License	Yes	No
National Insurance Card	Yes	No



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# What will you get?

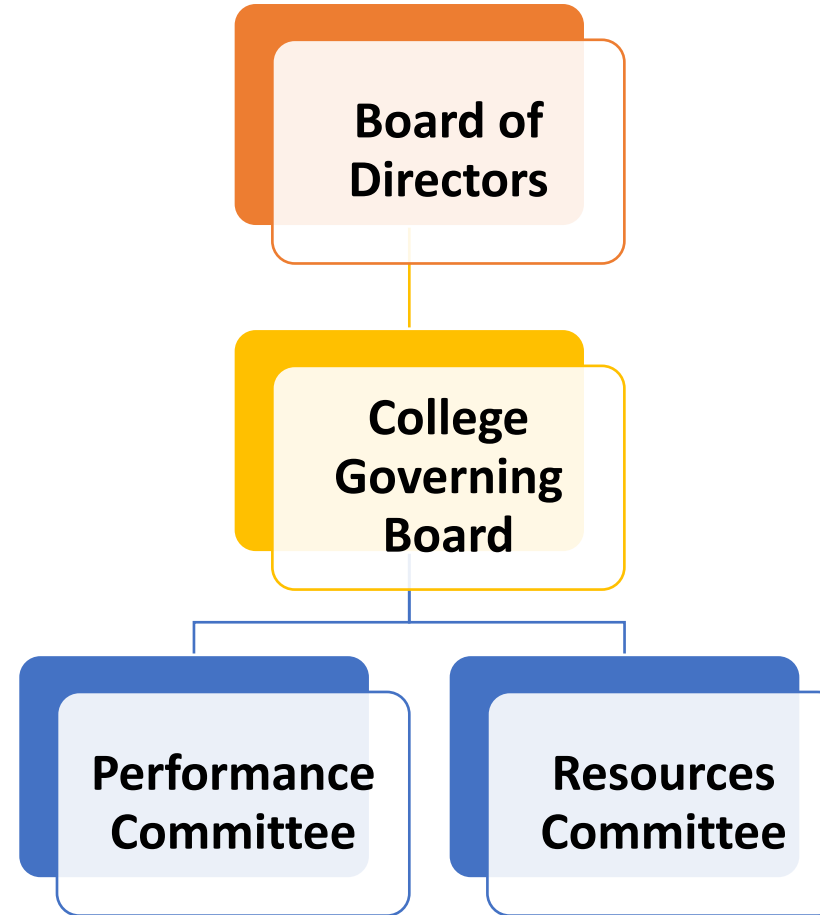
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- ID Card giving you access to the building.
- Laptop computer and software.
- You own college email address.
- Your own college space:
  - Common Room/Home Room
  - Work Space
- Support to realise your ambitions in life and learning – familiar staff.
- Opportunities in work



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# Governance

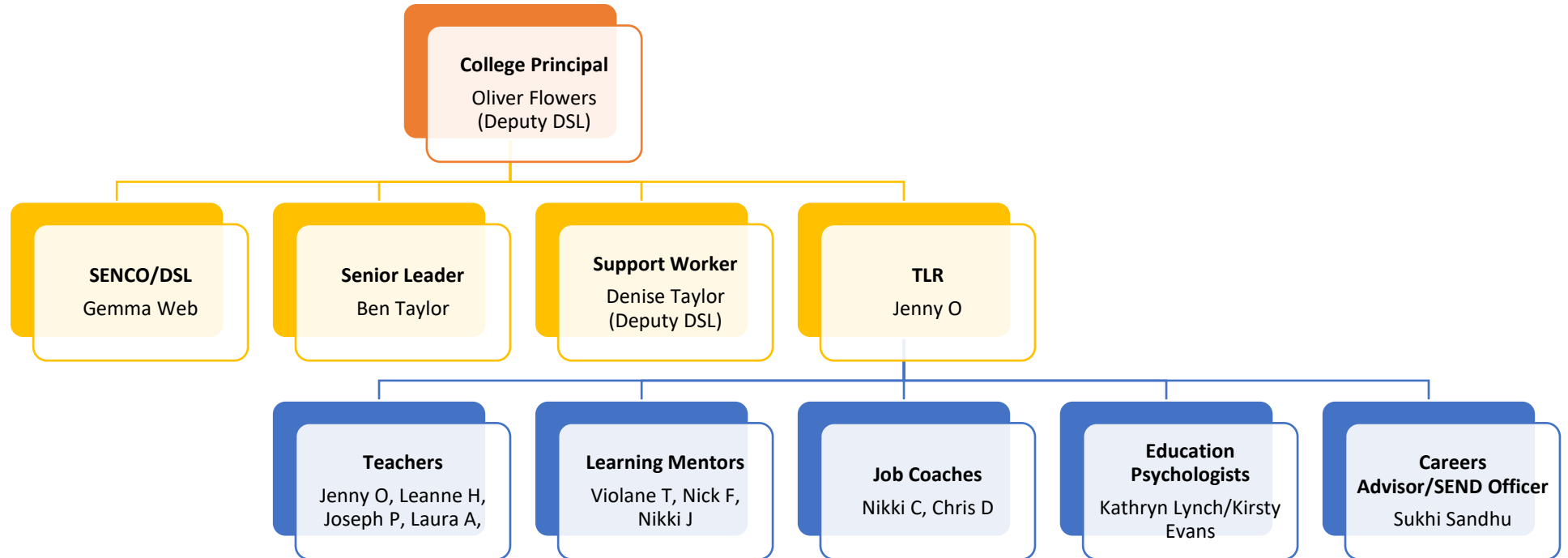






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# Who's Who?





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# Programme of Study Areas

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The Programme of Study Areas (PoSA) will be built predominantly around the Preparation for Adulthood (PfA) Agenda. At TWSC they will be broken down into the following themed areas:

- **Employability**
- **Independent Life and Living**
- **Healthy Body and Healthy Mind**
- **Community Inclusion**

There will also be discrete English and Maths PoSA.



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# Person-Centred

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- A person centred approach to our curriculum offering is an essential component to ensure we are able to:
  - Meet the young people at the point of need
  - Accelerate and realise their ambitions and associated outcomes
  - Ensure they remain engaged in the PoSA offering
  - Maximise their potential.

We need to bring into sharp focus the co-constructed end outcome – the “where are they going?”



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# Personalisation is King!

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- A pure agenda of personalisation is critical to this success.
- How we engineer the Programmes of Study is the key component to ensure it wraps around the individual.
- We need to increase the legitimacy of non-accredited learning.
- Accredited learning can only be justified when it directly links into their next steps and supports the individual to realise their ambition and future desires.



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# Certificates?

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- They may not come out of college with more certificates and qualifications.
- What they will come out with is real functional life outcomes:
  - Skills to fulfil Employment
  - Skills for Independent Living
  - Skills to keep Healthy
  - Skills and networks to be active members of the community.



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# Employability

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## 1. Taster sessions in work

I try it to see if I like it and to see what's on offer.

## 2. Work Exp

I find out whether I really like it over a period of time.

## 3. Internships

I will be supported to develop the skills over a period of time to do the job.

## Next steps:

- Direct Employment
- Apprenticeships
- Traineeships



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# Independent Life and Living

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- Town and travel training
- Budgeting and money management
  - Managing bills and accessing money, bank accounts and online billing
- Shopping for living
- Cooking and catering for yourself and a group



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# Healthy Body and Healthy Mind

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- Physical fitness – swimming, gym, running, football in the park...
- Accessing health services - GPs, Physio, Dental, Opticians
- Accessing activities for promoting a healthy mind to mental health services
- Personal care services - hair, nails, bronzing, skin care
- Building resilience and dealing with emotions
- RSE - Making, maintaining and managing relationships
- Enrichment opportunities – Yoga, Mindfulness...





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# Community Inclusion

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- Making, maintaining and managing relationships
- Decisions about free time
- Being part of a team
- Volunteering
- Understanding when you are at risk, vulnerability and bullying
- Spending budgets on hobbies and past-times
- Being safe online and managing social media
- Understanding the criminal justice system



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# How do we know what it will look like?

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The principles underpinning all of this are:

## **“Student Voice and Student Choice“**

We will working closely and have regular discussions to find out where they want to go in the future and what they want to do.

We will provide regular opportunities to experience a range of things so they can make an informed decision about their next steps.



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# A five stage process

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1. Aims appropriate to an individual learner or groups of learners (clearly stated learning aims)
2. Initial assessment to establish the learner's starting point
3. Identification of appropriately challenging learning objectives: initial, renegotiated and revised
4. Recognition and recording of progress and achievement during programme (formative assessment): teacher feedback to learners, learner reflection, progress reviews
5. End-of-programme learner self-assessment; teacher summative assessment; review of overall progress and achievement



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# Students – Your Targets, You Own them!

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- With all this in mind our students need to understand why they are here.
- They need to be able to communicate what they are working towards.
- They need to be able to communicate where their final destination is .
- They need to be able to communicate what part the college plays in supporting their journey



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Initial Progress Review

Name:			
Course Title			
Review Date		Attendance %	
Attendees and relationship to learner:			
1		2	
3		4	
What I would like to achieve this year:			
Progress Summary (include attendance, progression with qualifications)			

Results from Initial Assessment	Actions for the year <i>(include qualifications on which to be enrolled, class discussion outcomes, areas of strength and development)</i>
Maths	
English	
Information for annual review	<i>(Discussion points areas of strength and development IST results)</i>
Community Inclusion	

Independent Life and Living	
Employment	
Healthy Body and Healthy Mind	
Summary of any other discussion points <i>(Include health, transport, support, course concerns, cause for celebration, S3 incidents, referrals, discussion and identification on possible future progression routes)</i>	
Agreed Targets <i>(evidenced from EHCP, PATH, ISTS, classwork, initial assessment, referral, incidents)</i>	Review date



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# Our Learning Programmes

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- Based on their needs, their desires, their voice and their aspirations.
- They are supported to make informed decisions about what they want to do and where they want to go in life.
  - Provide them with opportunities to explore these experiences and decision making process.
  - Support to make wrong decisions
  - Be exposed to risk and learning in the moment with a trusted adult.
- Co-created through:
  - EHCP
  - Reviews
  - PATHs
  - Voice



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# Safeguarding (Continued)

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- The mental capacity act is the key driver for this change.
- The five key principles are:
  1. Presumption of capacity.
  2. Support to make a **decision**.
  3. Ability to make unwise decisions.
  4. Best interest.
  5. Least restrictive.



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# Safeguarding (Continued)

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- We can no longer wrap them up in cotton wool. We need to be on hand with the cotton wool to heal the wound *if* it goes wrong.
- It develops from a point of preventing and eliminating risk to the assessment and management of the risk







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# Safeguarding – Support

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- **Gemma Webb** will be the Designated Safeguarding Lead for the College.
- **Joanne Turner** will be the Designated Safeguarding Governor on the College Board.
- **Denise Taylor** will be the Student and Family Support Worker.



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# Timings

## Arrival and Departure from College

The timings of the college are as follows:

- Start time – 9.30 (students can arrive at 8.55 for administration and social time)
- Lunch time – 12.45 – 13.30
- End of day – 3.05

Students are, where possible, encouraged to travel to use by their own means. This means either using public transport, bicycle, taxi or on foot. In order to support this we have an array of travel training initiatives to ensure they can do so when they are ready.

Students who come to College on public transport must wear a face mask and ensure that they have a mask for the journey home.

Parents and carers who bring students to College should drop them off at the College entrance and leave the site accessible via Curral Road. Parents will not be able to come into College or congregate at the gates due to social distancing restrictions.



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# Lunch

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Lunch will not be provided as part of the provision at TWSC. We are promoting independence for our young people. They must either bring their own lunch with them or there will be the opportunity to go out of college to get something from the local community or make something as part of their lunch period.



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# Term Dates

## College Term Dates

### Autumn term 2021

- Term starts: Monday 13 September 2021
- Half-term holiday: Monday 25 October 2021 to Friday 29 October 2021
- Term ends: Friday 17 December 2021
- Christmas holidays: Monday 20 December 2021 to Monday 3 January 2022

### Spring term 2022

- Term starts: Tuesday 4 January 2022
- Half-term holiday: Monday 21 February 2022 to Friday 25 February 2022
- Term ends: Friday 8 April 2022
- Easter holidays: Monday 11 April 2022 to Friday 22 April 2022

### Summer term 2022

- Term starts: Monday 25 April 2022
- May Day Bank Holiday: Monday 2 May 2022
- Half-term holiday: Monday 30 May 2022 to Friday 3 June 2022
- Term ends: Thursday 21 July 2022 [The term will end on Thursday 21 July 2022 rather than Friday 22 July 2022 in lieu of Queen's Platinum Jubilee bank holiday - to be confirmed.]



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# Timetable



Class Timetable	
Teacher:	<input type="text"/>
Form:	19-25
Pathway:	<input type="text"/>

	8:55 - 9:30 Form	9:30 -10:15 Lesson 1	10:15 - 11:00 Lesson 2	11:00 - 11:15 Break	11:15 - 12:00 Lesson 3	12:00 - 12:45 Lesson 4	12.45 - 1.30 Lesson 4b/Lunch	1.30 - 2.15 Lesson 5	2.15 - 3.05 Lesson 6
Monday		JO/VT	JO/VT		JO/VT	JO/VT		JO/VT	JO/VT
Tuesday		NJ	NJ		NJ	NJ		JO	JO
Wednesday		NF	NF		NF	NF		NF	NF
Thursday		Maths JP	Maths JP		English LH	English LH		NJ	NJ
Friday		SS/KL	LA		LA	LA		RSE PB	My Wellbeing



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# Leave

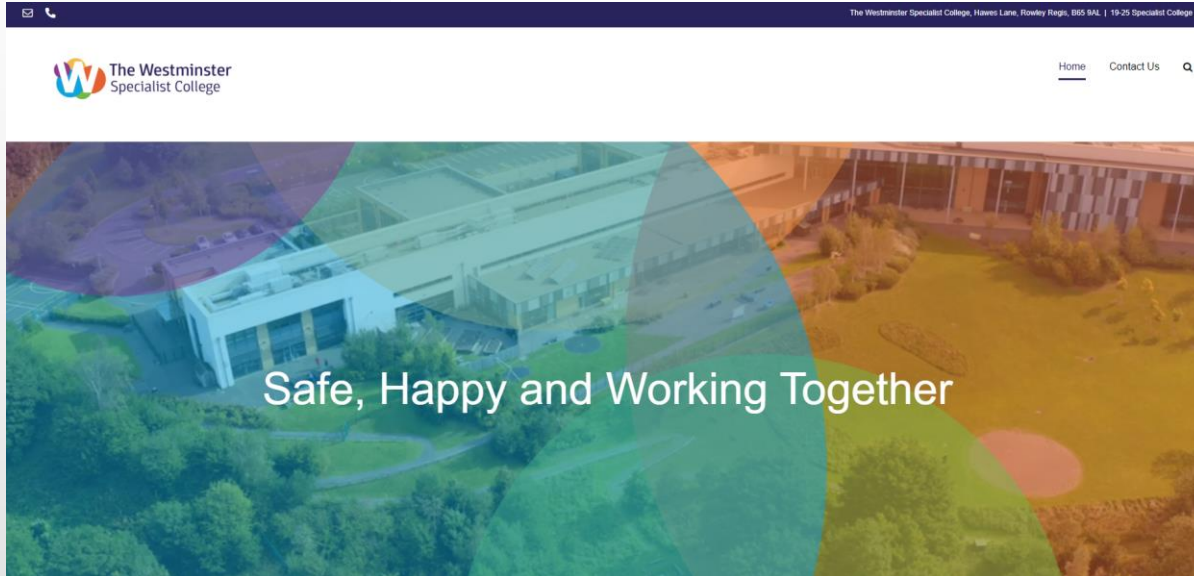
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- You are able to go away on holiday during term time.
- You need to make an application to request leave.
- This will mean you can get cheaper holidays!!



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# twspecialistcollege.co.uk



## WELCOME TO THE WESTMINSTER SPECIALIST COLLEGE

The Westminster Specialist College (SPI) provides specialist education for young people aged 19 – 25 who have a primary diagnosis of Moderate Learning Difficulty as defined in their Education Health and Care Plan (EHCP). The provision is focused predominantly on Employability and therefore students must be able to demonstrate a realistic trajectory and ambition to enter into employment. We currently have 12 students on roll which is set to increase over the coming years. In line with our admissions criteria, we will be able to take students from the Black Country conurbation (Sandwell, Dudley, Walsall, Wolverhampton and Birmingham).



- Launch on Friday!

The College provides a highly differentiated programme of study for young people with flexible, bespoke and personalised courses which allow our students to develop skills which will help them to prepare for adulthood, access the wider community, develop independent living skills and move into further education or employment. We offer a holistic learning environment with specially trained staff and resources to best support the needs of our young people. We continuously strive to achieve the best outcomes for young people as they begin to transition into an independent adult life. This is achieved through harnessing business and community links and being on the forefront of innovation within Special Needs Education.

Our Values which underpin everything that we do are to be:

- Safe Happy and Working Together
- Student Voice and Student Choice

*“The College provides a highly differentiated programme of study”*

*“Bespoke and personalised courses which help them to prepare for adulthood”*

*“We continuously strive to achieve the best outcomes for young people”*



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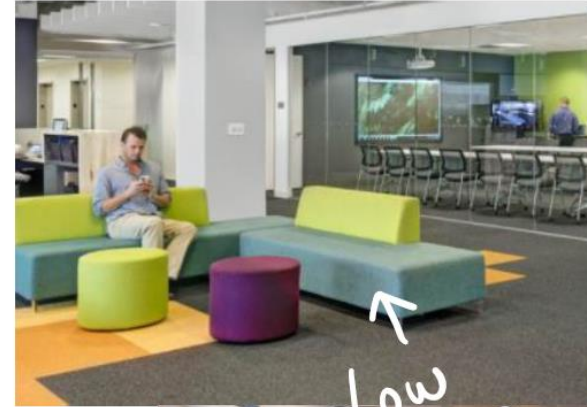
# Entrance







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Common Room Mood Board



Seating to utilise  
the windows





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# Questions

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