



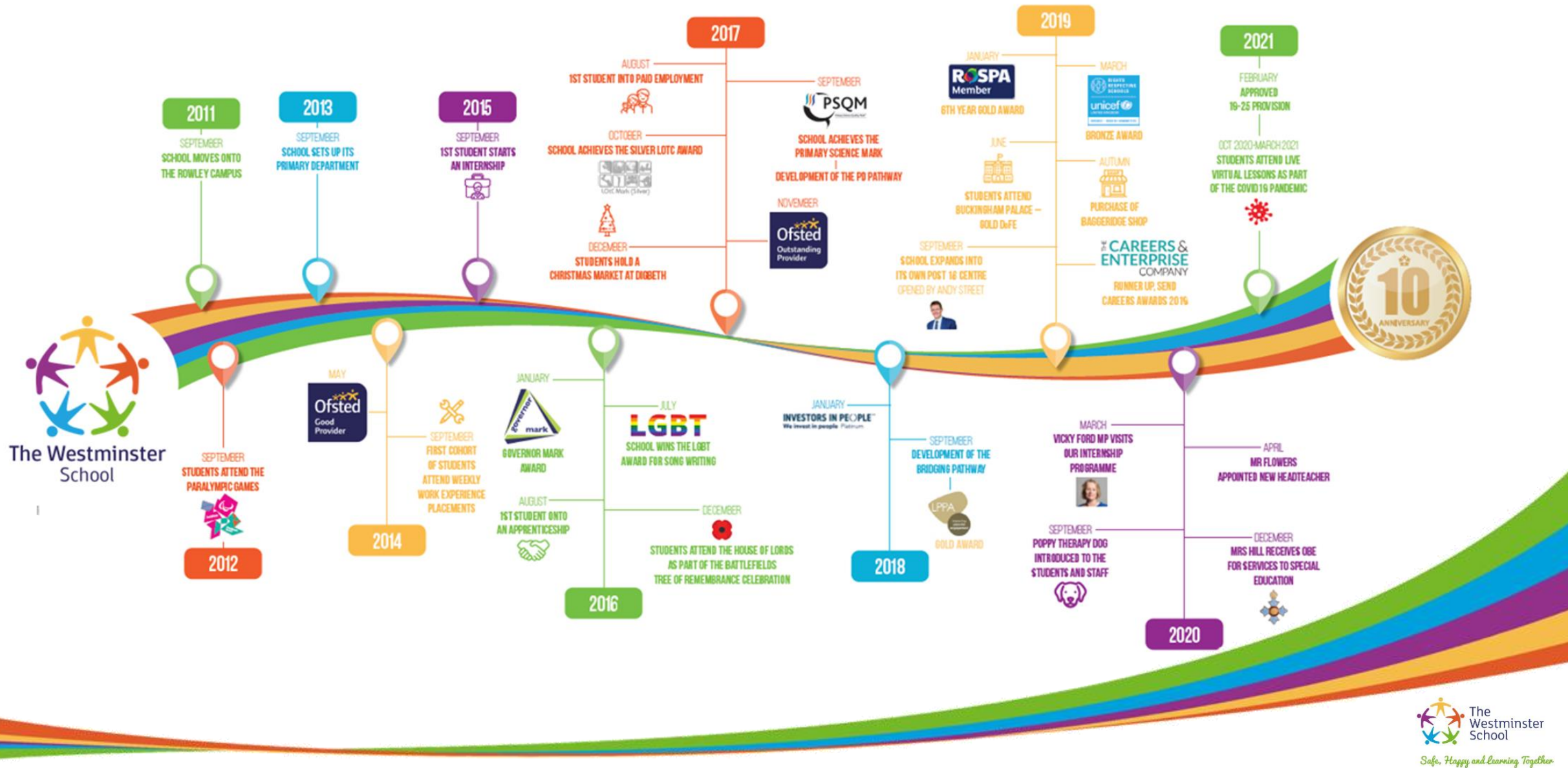
**The Westminster
School**

Safe, Happy and Learning Together

Sandwell Scrutiny Board

February 2023

School Background



Holistic Curriculum with the Child at the Centre

- The student is at the centre of the curriculum not the other way around.

The 6 Curriculum Areas



My Creativity

Music, Dance, Drama, Art

My Community

Community Around Me, The Natural World, SHaLT (Forest School, John Muir, Duke of Edinburgh, Play and Leisure)

My Care and Independence

Making a Positive Contribution, Care, Skills for Life (Food Tech, RSE, Town and Travel Training, Childcare, Careers, Internships, Work Exp)

My Thinking Skills

Functional Maths and ICT

Maths, Problem Solving, Technology (Design and Technology, Science, STEM, ICT)

My Communication

Functional Communication

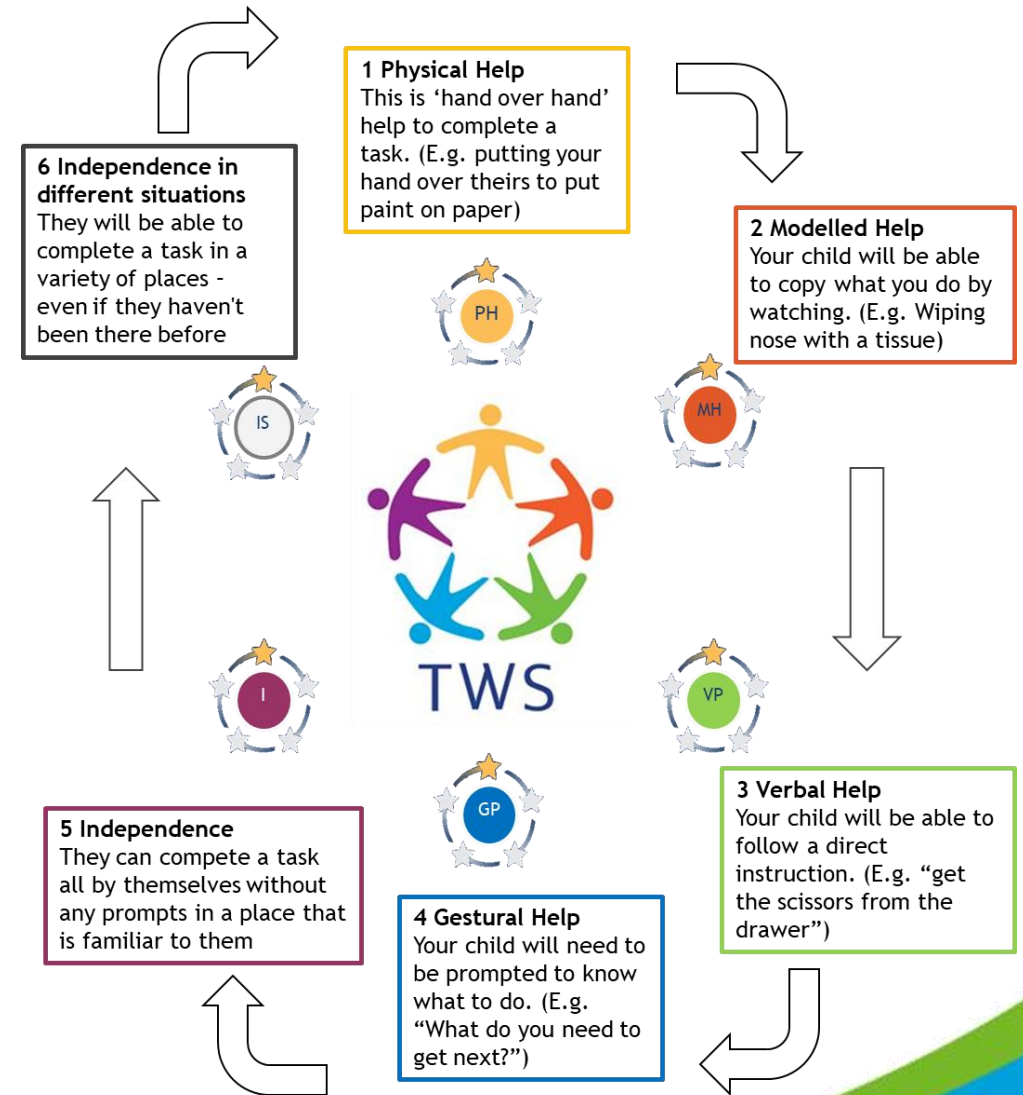
Receiving and Responding, Writing, Reading (Play, Intensive Interaction)

My Wellbeing

Move, Emotional Wellbeing, RSE (PE, Sensory provision, Therapeutic provision, Mental Health First Aid, Health and First Aid)

Independence not Dependence!

- We measure progress of students against an independence hierarchy.
- Our aim is to get them as independent as we can be in all Areas of Learning.
- Students do not have allocated Learning Support glued to them.



Safe, Happy and Learning Together

Thank you



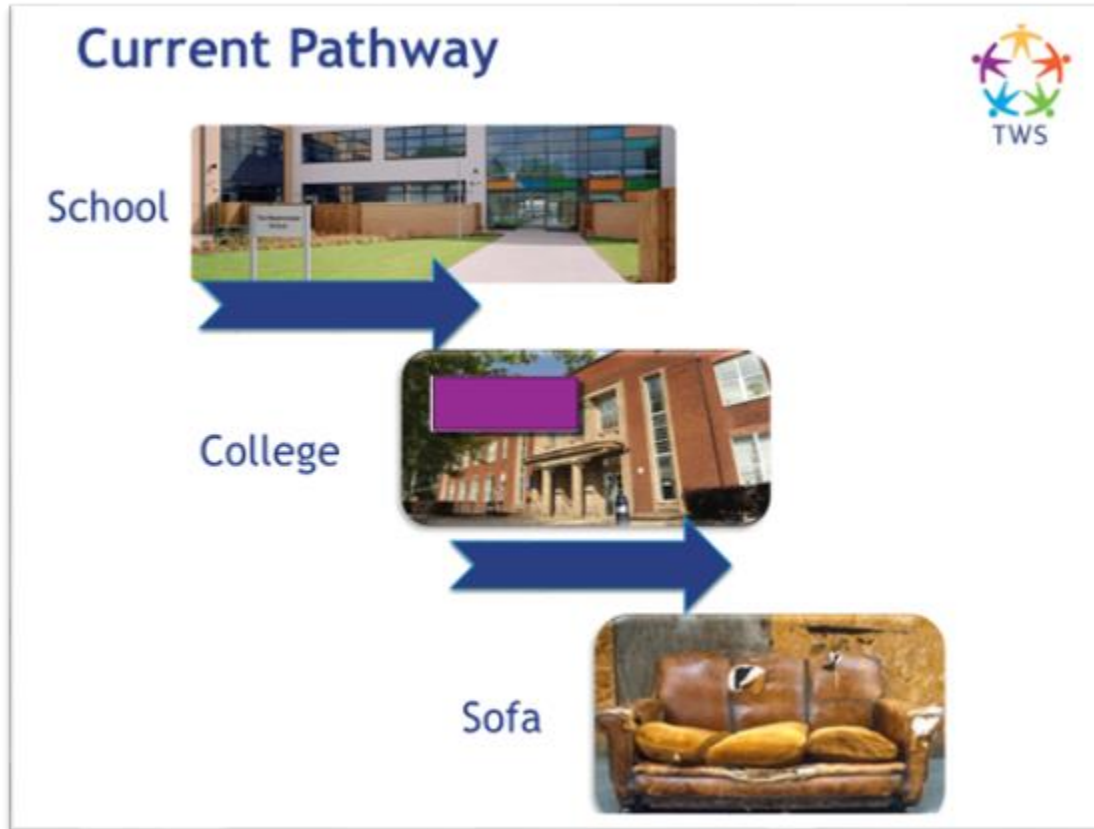
- Thank you for your support in allowing the school to continue to expand and meet the growing need of the wider community.
- Albright are happy with their new premises and we are too.

Ethos and vision

“Safe Happy and Working Together”

- **Safe** – ensuring pupils have the tools to keep themselves safe in a range of different contexts.
- **Happy** – providing opportunities to promote positive physical and mental health.
- **Working** – harnessing business partnerships and unlocking individual potential to make paid employment a realistic and achievable option.
- **Together** – engineering opportunities to promote community inclusion and provide the tools to develop and maintain effective relationships.

P16 Growth



- The decision approved by Cabinet in 2017/18 was for TWS to move into the Whiteheath area of the school to support a growth strategy.
- The growth is for P16 MLD cohorts of young people with a genuine desire and realistic trajectory into employment.

Ash

- Ashley was at The Westminster School since year 7.
- He has a passion for cooking.
- He completed an array of industry qualifications.
- He was completing a Supported Internship on the catering contract at Russell's Hall.
- His progress was thwarted due to the COVID-19 pandemic.
- By harnessing business partnerships we have been able to revisit Ash's Internship and hoping to springboard onto an Apprenticeship with Chartwells.



How many?



How many?

Employment – adults with a learning disability

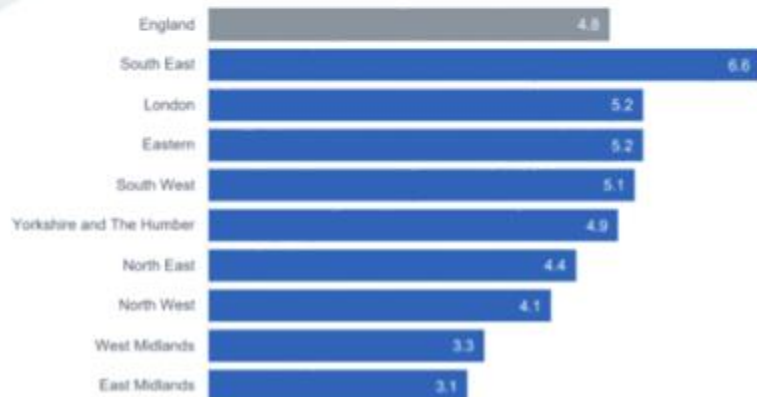
Measure 1E



The proportion of adults with a learning disability in paid employment:

4.8%

Proportion of adults with learning disabilities in paid employment score is highest in the South East region, and the lowest in the East Midlands region.



The proportion of males with a learning disability in paid employment is higher than the proportion of females.



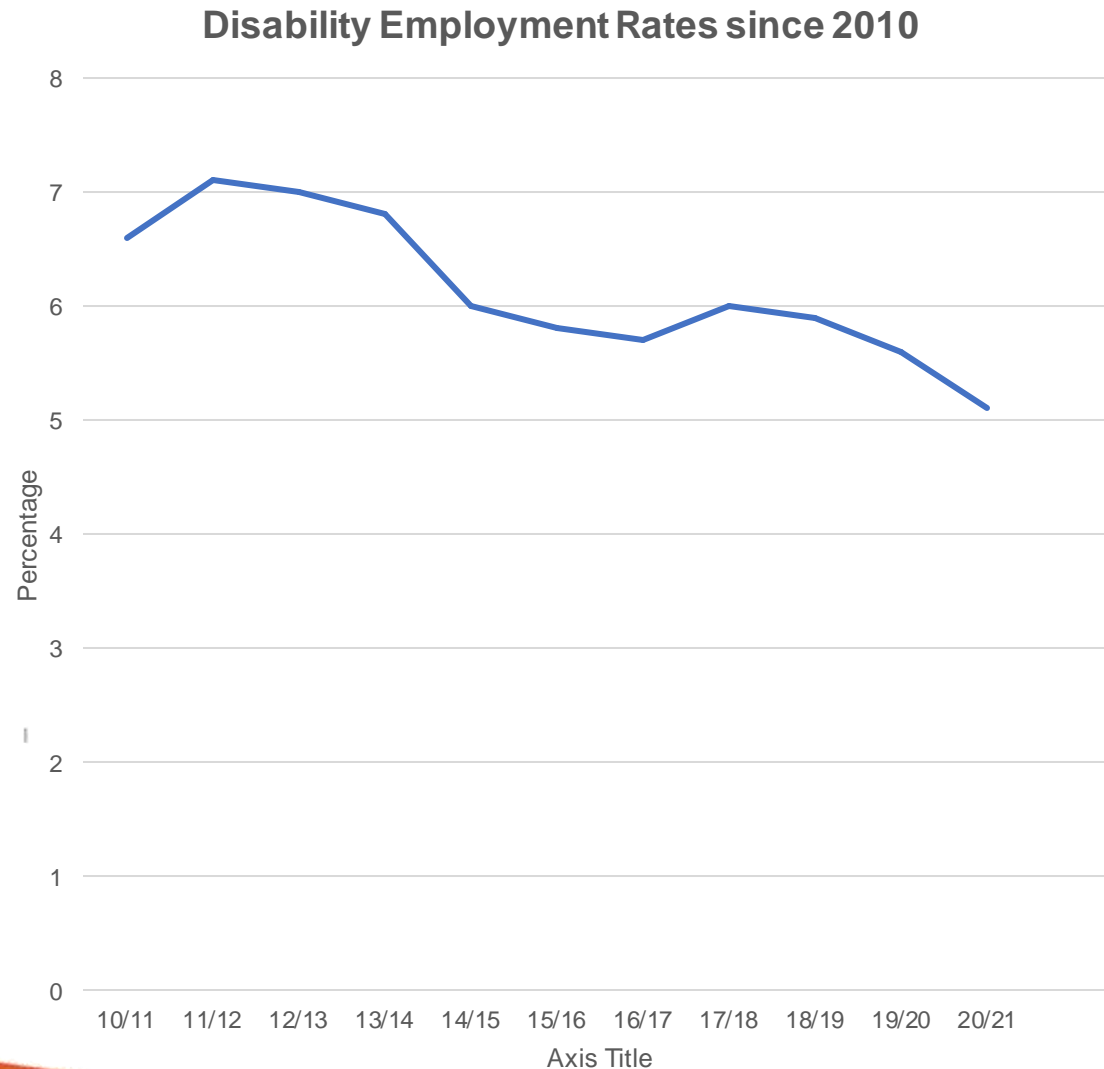
Males:
5.3%



Females:
4.1%

3.3%!!

LDD Employability Rates



- Since 2010 they have been steadily falling.
- The amount of HNB funding into the system in 2022-23 £8,981m!
- As a return on investment that isn't very good.

Employability Pathway

1. Taster sessions in work

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

2. Work Exp

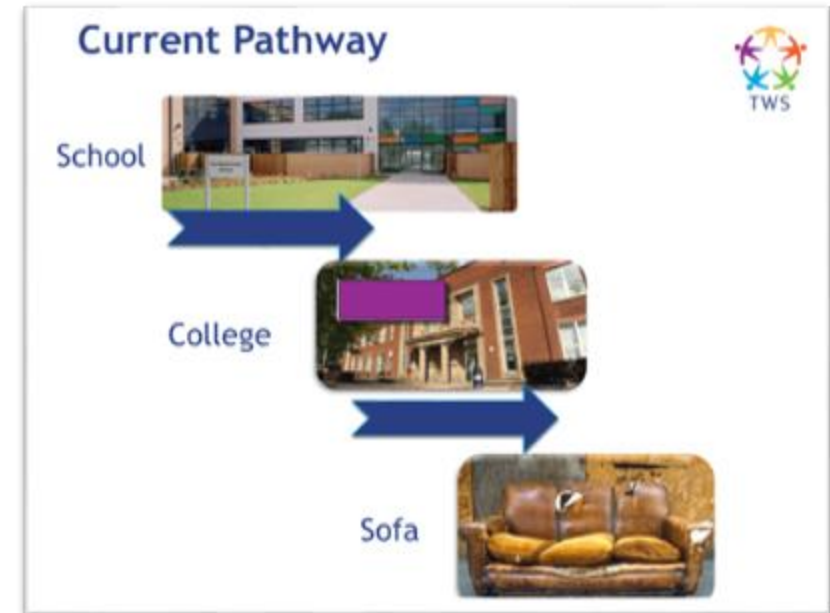
I find out whether I really like it over a period of time – 1 day per week!

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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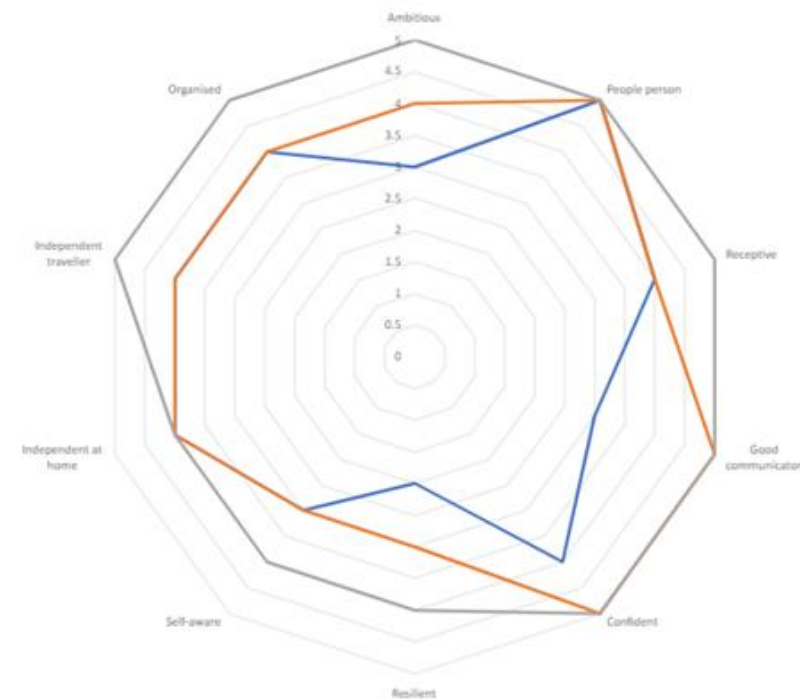
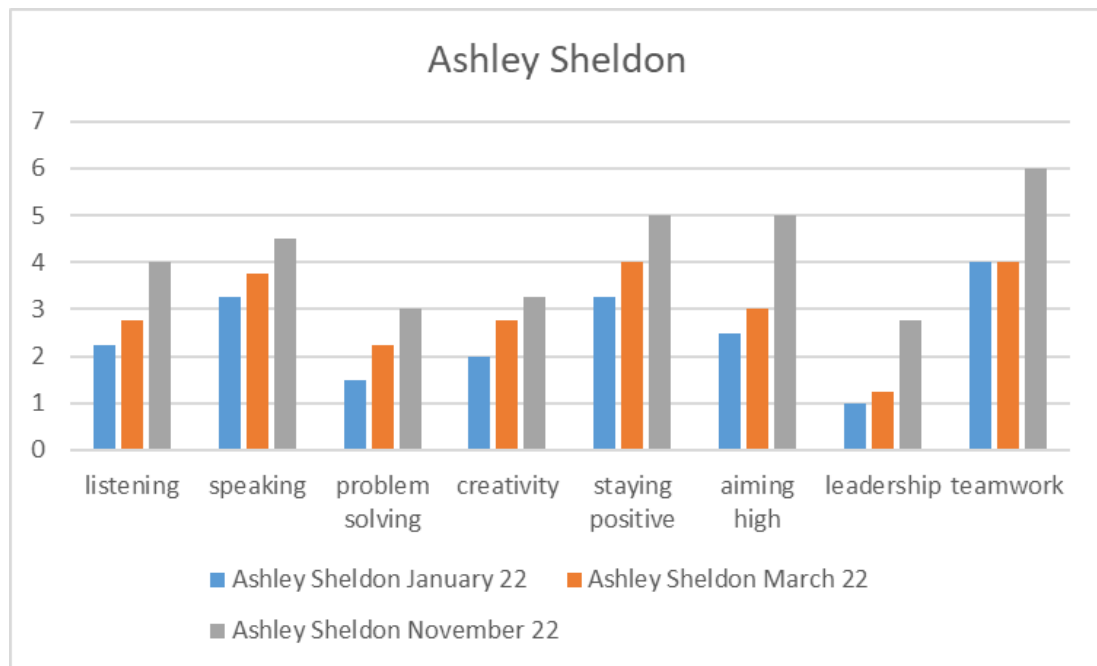
Work Readiness Rubric

Work Readiness Capability:	1	2	3	4	5
Ambitious	<ul style="list-style-type: none"> I am unsure that I want to have a full-time paid job in the future. I am unsure that I want to take part in activities that get me ready for work. 	<ul style="list-style-type: none"> I want to take part in activities that get me ready for work. I am unsure that full-time paid work is a real option. 	<ul style="list-style-type: none"> I see full-time paid work as a real option. I want to work. I am starting to think about my future career goals. 	<ul style="list-style-type: none"> I know what I need to do to find a full-time paid job. I have a plan for how to get there. 	<ul style="list-style-type: none"> I have taken part in work experience placements. I feel confident and able to get a full-time paid job in the near future.
Notes:					
People person	<ul style="list-style-type: none"> I find it very difficult to meet new people. I find it very difficult to make conversation. 	<ul style="list-style-type: none"> I am getting better at meeting new people. I am learning how to make conversation. 	<ul style="list-style-type: none"> I enjoy meeting new people. I can make conversation when I am encouraged and given help. 	<ul style="list-style-type: none"> I can make conversation with new people without encouragement or help. I still find it difficult to keep the conversation going. 	<ul style="list-style-type: none"> I can keep the conversation going without help.
Notes:					
Receptive	<ul style="list-style-type: none"> I find it very difficult to try new things. 	<ul style="list-style-type: none"> There are a few times recently when I have tried something new. 	<ul style="list-style-type: none"> With encouragement and rewards, I always try something new. 	<ul style="list-style-type: none"> I am always open to taking part in new activities and opportunities. 	<ul style="list-style-type: none"> I ask questions and look for new activities and opportunities.
Notes:					



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Work Readiness and SkillsBuilder



Skills Builder
PARTNERSHIP

Year on Year Successes

Each year we have between 15%-35% of our leavers go onto:

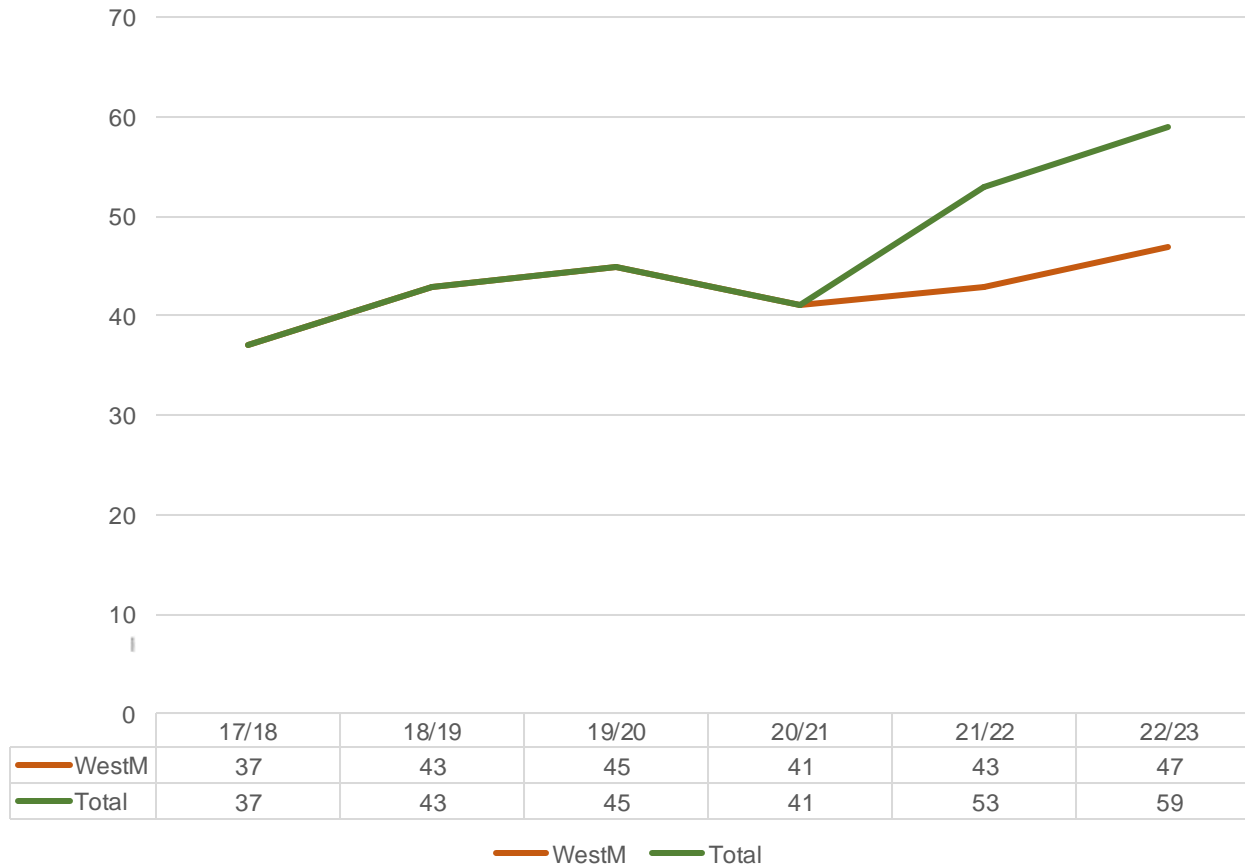
- Apprenticeships
- Internships
- Paid Employment
- Employment Pathways



Example: Craig!

P16+ Growth

Overall Growth



- The decision approved by Cabinet in 2017/18 was for TWS to moved into the Whiteheath area of the school to support a growth strategy for P16 MLD.
- Since 2017/18 the P16 provision haven't seen the level of growth rate anticipated.
- However if you combine this with the growth of the Specialist College 19-25 SPI the upward trend is much improved since 21/22.



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twspecialistcollege.co.uk





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Company

- The Westminster Specialist College 19-25 (SPI) was incorporated in December 2020 at Companies House.
- It is a Limited Company by Guarantee with a board of directors.
- It is completely separate from the School and it has no link other than people and premises. However these are paid for from the income stream of the college through a Secondment and Service Level Agreement Arrangement.



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Introducing a 19-25 SPI

- Throughout 2021 the Leadership Team worked tirelessly to open a 19-25 Special College.
- This was only possible due to the expansion on the BSF site a few years prior.
- As P16 numbers were not growing at the anticipated rate and employability progress was thwarted by COVID-19 the time was right to open a Specialist Employability College.



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Info





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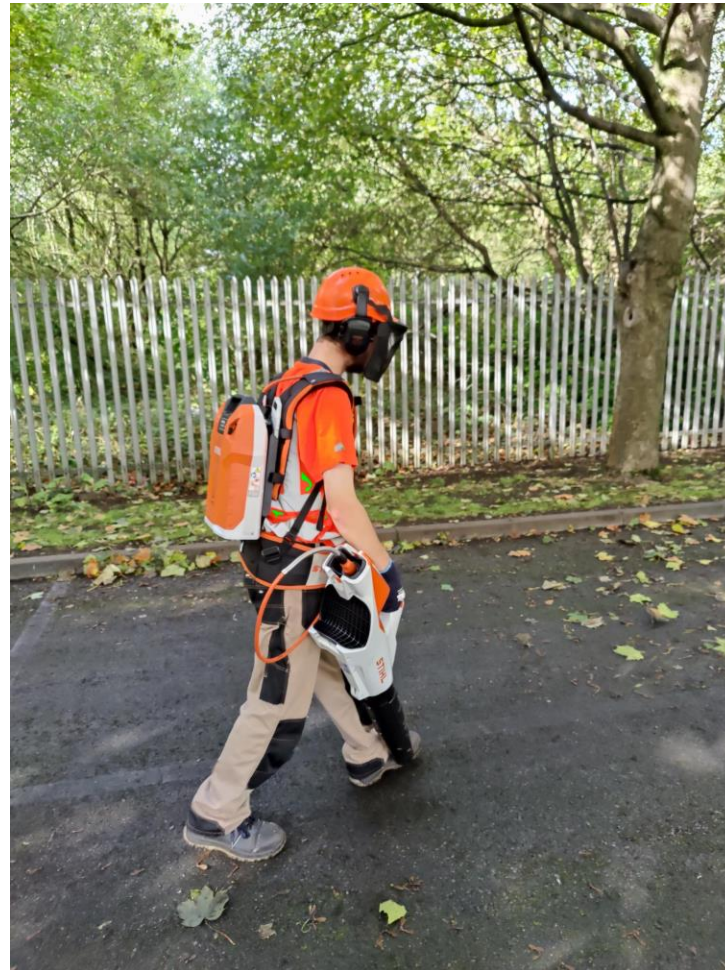
This is Kenny.





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Ground Control





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Ground Control





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Ground Control Internship Update





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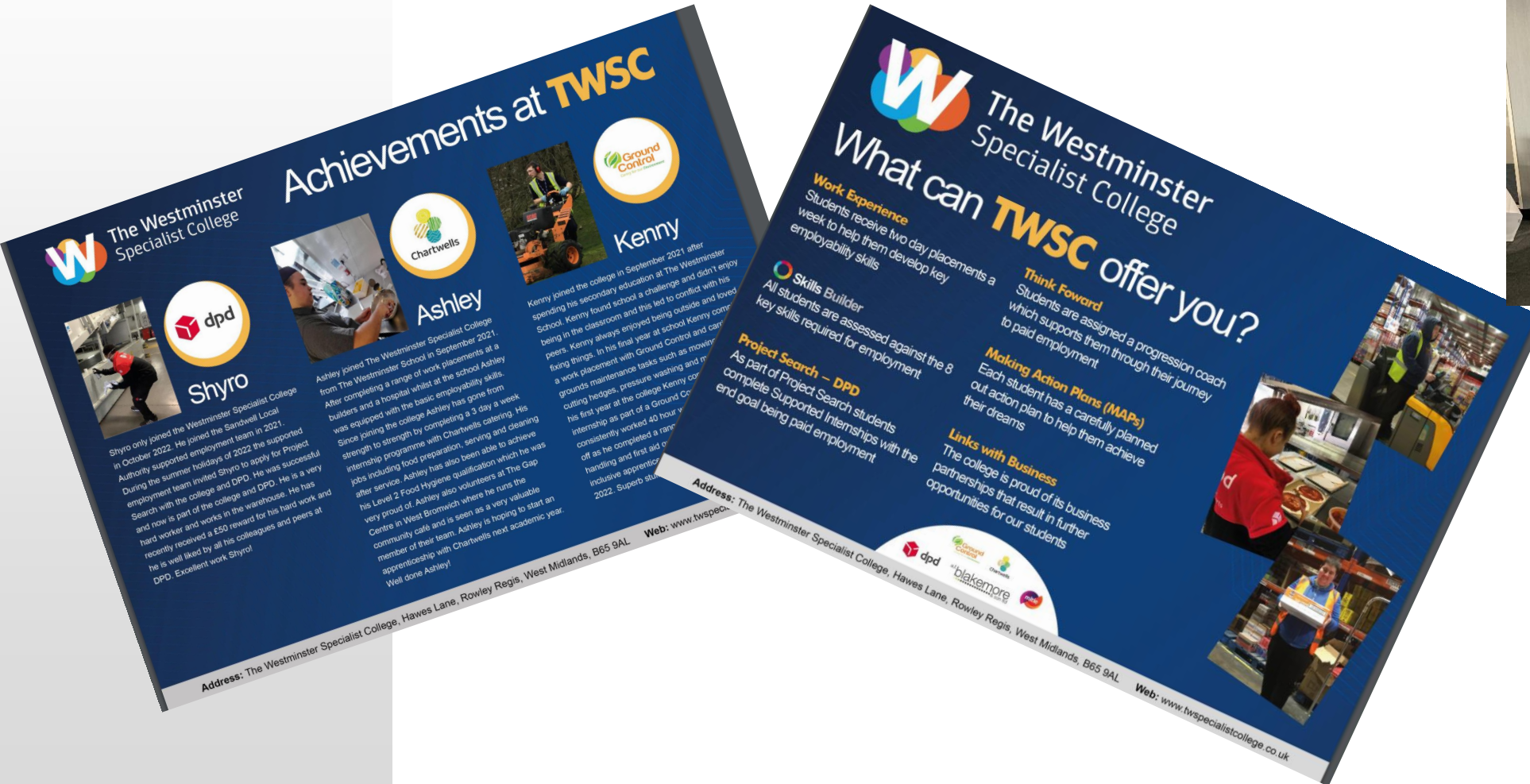
Progress Update

- Student KH is completing a 5 day per week Apprenticeship with his job coach.
- They are working as a Subcontracted Field Team working across the West Midlands conurbation.
- They are were working in Solihull, Birmingham, Cannock and Leamington Spa.
- Customers such as Business Parks, Shopping and Retail Parks, Industrial Estates



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Spreading the word!





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Achievements at TWSC



Shyro

Shyro only joined the Westminster Specialist College in October 2022. He joined the Sandwell Local Authority supported employment team in 2021. During the summer holidays of 2022 the supported employment team invited Shyro to apply for Project Search with the college and DPD. He was successful and now is part of the college and DPD. He is a very hard worker and works in the warehouse. He has recently received a £50 reward for his hard work and he is well liked by all his colleagues and peers at DPD. Excellent work Shyro!



Ashley

Ashley joined The Westminster Specialist College from The Westminster School in September 2021. After completing a range of work placements at a builders and a hospital whilst at the school Ashley was equipped with the basic employability skills. Since joining the college Ashley has gone from strength to strength by completing a 3 day a week internship programme with Chartwells catering. His jobs including food preparation, serving and cleaning after service. Ashley has also been able to achieve his Level 2 Food Hygiene qualification which he was very proud of. Ashley also volunteers at The Gap Centre in West Bromwich where he runs the community café and is seen as a very valuable member of their team. Ashley is hoping to start an apprenticeship with Chartwells next academic year. Well done Ashley!



Kenny

Kenny joined the college in September 2021 after spending his secondary education at The Westminster School. Kenny found school a challenge and didn't enjoy being in the classroom and this led to conflict with his peers. Kenny always enjoyed being outside and loved fixing things. In his final year at school Kenny completed a work placement with Ground Control and carried out grounds maintenance tasks such as mowing lawns, cutting hedges, pressure washing and much more. During his first year at the college Kenny completed his internship as part of a Ground Control Field team and consistently worked 40 hour weeks. His hard work paid off as he completed a range of machine licences, manual handling and first aid qualifications as well as securing an

What next for Kenny???

Quick Quiz

- Who is the biggest employer in Sandwell?
- Who subcontracts out a significant amount of work every year?
- Who has the power to tie in social elements of subcontracted work?
- Who has the power to influence change in the local area?
- Who wants to have a diverse workforce reflective of the community it serves?
- Who has offered 1 x inclusive apprenticeship since 2016?



Bins?



Serco Limited

- £22.5m contract annually!



Employer

We are a team of more than 50,000 people working in more than 20 countries. Our workforce is multi-skilled and diverse – drawn from the communities in which we operate and reflective of the communities we serve and providing opportunities for full and part-time work and for people to develop their skills and careers.

We strive to create positive, safe and supportive environments where our colleagues can be proud of who they are, what they do and who they work with. We work hard to promote and enable the diversity, development, wellbeing and safety of our people, and to be the employer of choice for public services – recruiting, developing and retaining exceptional leaders and high-performing workforces to deliver our commitments to our customers and service users.

serco

£ 4.4 bn
Group Revenue

£ 228.9 m
Group Trading Profit

500 +
Contracts

20 +
Countries

70 pts
Employee Engagement

50,000 +
Number of people

[Social](#) | [ESG](#) | [Serco](#)

Did I mention the shop?



P16 Challenges



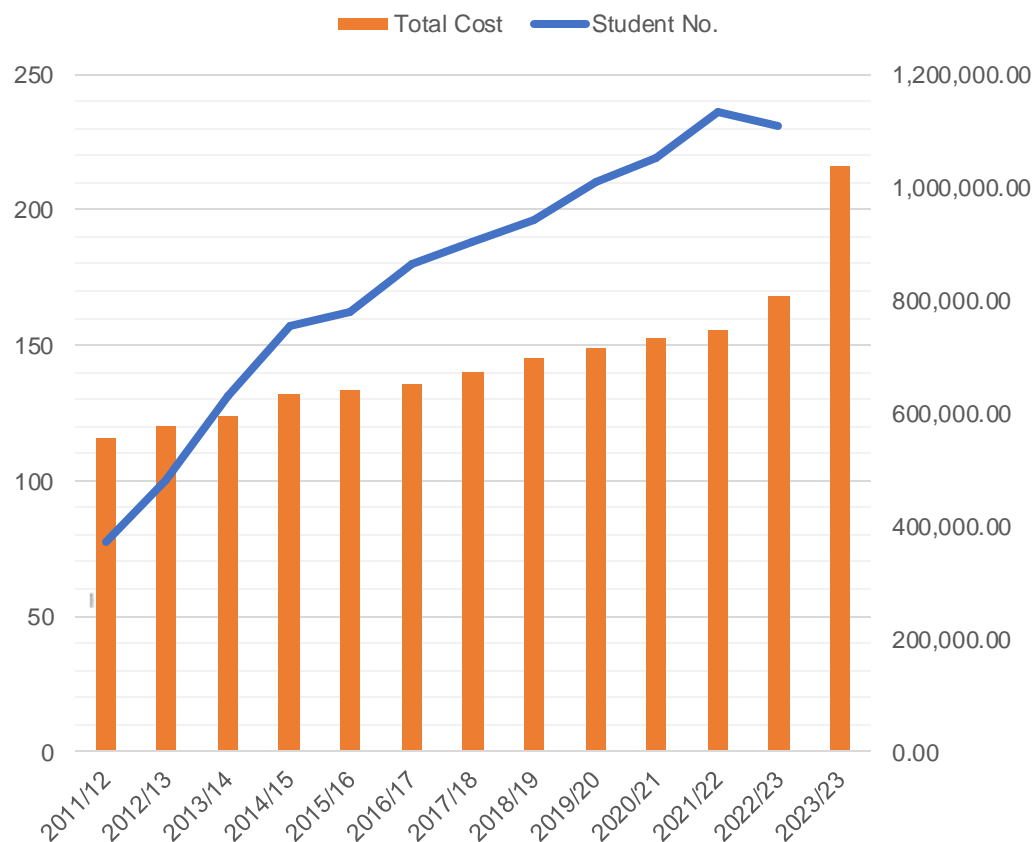
- The biggest risks and threats the P16 initiative faces:
 - Public perception of a “Special School”.
 - Growth without the space.
 - Aspirations.
 - Business Saturation.
 - Recruitment.
 - Funding.

More Space

- We have identified an office premises 200m from the school site to develop an Employability Hub for P16 cohorts trajectories into employment.
- Shifting the provision off-site will allow for additional growth of between 30 – 40 additional spaces on the Rowley Learning Campus.
- The council's stance is clear about procurement of additional buildings onto their portfolio.
- It is however going to be a challenge to meet demand without more space.

Challenges

Total BSF Cost v Student Numbers



- The biggest challenge the school faces is the significant rises in the BSF/PFI costs.

Year	% increase	Total Cost
2011/12		556,408.32
2012/13	3.82	577,650.84
2013/14	3.18	595,996.56
2014/15	2.71	634,564.29
2015/16	1.03	641,251.80
2016/17	1.37	650,012.16
2017/18	3.50	672,788.76
2018/19	3.65	697,308.60
2019/20	2.44	715,176.12
2020/21	2.52	733,196.88
2021/22	1.63	746,472.46
2022/23	8.28	808,317.91
2023/23	12.00	1,037,721.70

How can you help?

- Leveraging contracts and supporting business partnerships.
- Supporting Growth – investing to save.
- Shouting from the roof tops about the impact Internships and Apprenticeships for LDD.
- Supporting footprint expansion of settings.
- Breaking down the barriers of locally controlled benefits.
- Ensuring educational KPIs linked to employment outcomes – similar to apprenticeship model.
- Saying No to the Sofa!!

Real Influencers!

Maynard Recommendations in 2016.

The Maynard review will provide a catalyst of change and a platform to develop, implement and share adult employment pathways.

Exceptions to the English and Maths Regular Minimum Requirements for People with Special Educational Needs, Learning Difficulties or Disabilities

18. Every effort should be made to enable apprentices to achieve the regular minimum English and maths requirements of the specific apprenticeship, including appropriate use of access arrangements, reasonable adjustments and stepping stone qualifications.
19. However, some apprentices with learning difficulties and disabilities may be able to meet the occupational standard but may struggle to achieve the English or maths qualification at the level normally required as a result of the nature of their difficulty or disability. Apprentices in this category who meet all of the conditions specified below are exempt from the regular English and maths minimum requirements and are instead required to achieve an adjusted minimum requirement of Entry Level 3 Functional Skills in these subjects.
20. Depending on the apprentice's individual circumstances and assessment, the adjustment may apply to one subject in isolation, or to both English and maths. If the adjustment is only applied to one subject, the regular requirements for the non-adjusted subject will apply.
21. Adjusting the minimum requirements to Entry Level 3 Functional Skills in English and maths can be considered by the provider on an individual case-by-case basis where all of the following conditions have been satisfied:
 - The apprentice has either an existing or previously issued Education, Health and Care (EHC) Plan, a statement of Special Educational Need (SEN) or a Learning Difficulty Assessment (LDA);
 - The provider holds or has conducted an evidenced assessment demonstrating that even with support, reasonable adjustments and stepping stone qualifications the apprentice is not able to achieve English or maths to the minimum level as a result of their learning difficulty or disability;
 - The employer and provider must reasonably expect that the apprentice will be able to successfully achieve all other aspects of the apprenticeship requirements, become occupationally competent and achieve Entry Level 3 Functional Skills in the adjusted subject(s) before the end of their apprenticeship; and
 - There are no industry specific minimum entry requirements.



Specification of apprenticeship standards for England

August 2018

Real Influencers!

The Westminster School makes it into a government publication demonstrating the work of the Supported Internships and Apprenticeships

Case Study - Apprenticeships

Scott is a talented young man who has a learning disability. While Scott attended the Westminster School in Sandwell, he was given an opportunity to undertake a supported internship with Interserve, a support services and construction company. Supported internships are for young people with an Education, Health and Care (EHC) plan, and seek to demonstrate to young people and employers that they are capable of achieving in the workplace. After completing his placement, Scott had a portfolio of work-based competencies which proved there were jobs he could excel at.

Scott found his supported internship to be a positive experience and said, "I like working with Interserve and I would like this to carry on when I finish at Westminster. I like doing practical jobs where I can fix things but I don't mind what this is. I also like construction based things like bricklaying".



Real Influencers!

Scott is now 19 years old and has left the Westminster School. He has started an apprenticeship offered by Interserve with altered English and maths requirements. Scott is now working in Interserve's Facilities Services, delivering services across schools in the Sandwell area.

- **Access to apprenticeships** is being significantly improved for people with learning disabilities, building on opportunities from the Apprenticeships Levy. The recommendations of the Maynard Taskforce¹⁶ are being implemented, including changes made to English and Maths requirements.
- The Government's forthcoming **careers strategy** will include proposals to improve the quality and coverage of careers advice in schools and colleges and will have a focus on social mobility.
- We want to ensure that **all young people with Education, Health and Care plans have the opportunity to undertake a supported internship** where this is the right route for them and that all young people with Special Educational Needs and Disabilities are prepared for adulthood, including employment. We will work with people with learning disabilities and their families on these issues.
- As well as patient and peer support networks we will use our **community partners to engage with parent networks** which do so much to support preparation for, and securing of work.



Real Influencers!

