Services for children and young people with special educational needs and disabilities

City of Westminster

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Special Educational Needs Service

What does this service do?

The Special Educational Needs (SEN) Service coordinate statutory assessment processes for young people with special educational needs and/or disability 0-25 years. The role of the SEN service includes:

- the maintenance and review of statements of SEN
- the conversion of statements of SEN to Education Health and Care (EHC) Plans through Transfer Reviews (Sept 2014-July 2017)
- review of requests for single Education, Health and Care assessments
- co-ordination of EHC assessment and planning
- co-ordination of EHC plan reviews

The SEN service aims to raise the achievement of young people with SEN by putting parents and young people at the heart of planning for outcomes. All service members aim to work in partnership with parents, teachers and other professionals.

This service provides SEN Key Workers, who are the single point of contact for parents and/or young people during the Education, Health and Care assessment process. SEN key workers coordinate the multi-agency approach to Single Assessment, the issuing of EHC Plans and the coordination of EHC Plan reviews, ensuring that parents are treated as equal partners in the assessment and planning process.

The SEN Service works with parents to find a suitable school place for children with a statement of special educational needs or education, health and care plan. The service ensures that children’s progress is monitored and reviewed. The service is also responsible for strategic planning of provision for children with special educational needs, to ensure that, wherever possible, there is local provision for local children.
Who is this service available to?

This service is available to young people with Special Educational Needs and/or Disabilities and their families in Westminster. The service is for children undergoing an education, health and care assessment or who have an education, health and care plan (or statement of SEN), across the 0 – 25 age range.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty if he or she:
- Has a significantly greater difficulty in learning than the majority of others of the same age or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 provision

A child of under compulsory school age has special educational needs if he or she is likely to fall within the definition above when he/she reaches compulsory school age or would do if special educational provision was not made for him/her.

The four broad categories of need as set out in the SEND Code of Practice 2014 form the basis for decision-making:
- Speech, language and communication
- Cognition and learning
- Social, emotional mental health
- Physical, sensory medical

How do you access this service?

This service provides a phone-line giving general advice and guidance about Education, Health and Care assessments and planning. This service is available to anyone who is interested in the borough’s EHC assessment process.

Parents and children or young people access the SEN Service when either they or a professional who knows the child makes a request for an EHC assessment.

Children and their parents can access SEN key-worker support if and/or when an EHC assessment single assessment has been agreed and/or they currently have a statement of SEN.

Children for whom an EHC assessment is likely to be agreed are those for whom:
- Developmental progress is supported by a range of professionals, including one or more specialists
- They have a person centred, outcome focussed SEN Support Resourced Plan in place to show how agencies including the child’s school have worked together to assess, plan and intervene to support the child’s/young person’s progress.
- They are a young people post 14 with learning difficulties and including those who have a preparing for adulthood plan also known as a Learning Difficulties and Disabilities (or Section 139a) Plan

The local authority recognises that there are a wide spectrum of special educational needs which are frequently interrelated. While threshold guidelines have been set for each category of need, in decision-making reference may be made to more than one category of need.

In some exceptional circumstances, it may be possible for a combination of less severe special educational needs to have a cumulative effect on a child’s educational progress. A statutory EHC assessment will be considered if the cumulative effect may call for special provision which cannot reasonably be provided within the resources normally available to mainstream settings.

A request for an Education, Health and Care assessment for a child or young person aged
0-25 years and with special educational needs and/or disabilities can be made by:

• The child’s parent
• A young person aged 16-25 years
• A person acting on behalf of a school or post 16 institution
• Children and young people under 19 in youth custodial establishments have the right to request assessment for an EHC Plan.

How do we ensure the quality of this service?

The SEN Service monitors its performance against national standard Performance Indicators. Specifically the borough monitors completion of EHC single plans within the 20 week timescale for assessment (from September 2014).

This annual performance data is sent to the Department for Education.

We monitor transitions each year to ensure they are processed for pupils transferring into primary school or between schools at secondary transfer by 15 February for school children and by 31 March for those transferring to further education.

We have set up a parents’ reference group. The group brings together representatives of local parent support groups to hold focused discussions and give constructive advice and support on the implementation of the Children’s and Families Act. The group make sure that the voice of local parents and children are being heard.

FOR MORE INFORMATION, PLEASE CONTACT:

Isobel date, Head of Service:
The Tri-borough SEN Casework and Commissioning Team
Royal Borough of Kensington & Chelsea
Kensington Town Hall
Hornton Street
London W8 7NX
T 020 7361 3311
F 020 7368 0213
Educational Psychology Service

What does this service do?

Educational psychologists (EPs) have expertise in education, child development and the application of psychology to improve the learning and well-being of children and young people. They work with children and young people, their parents and carers, early years educators and staff in schools and other health and social care professionals to improve educational success and well-being.

EPs work with those in daily contact with the children and young people to increase the understanding of the youngster’s strengths and the challenges they face and to develop plans to promote improvement in their achievement and wellbeing. EPs aim to increase the capacity of schools to meet all children’s needs, including the most vulnerable and those with the greatest barriers to learning.

Feedback to the Educational Psychology service has shown that they are very effective in supporting schools and parents to explore the best way of achieving positive change for children, even in the most complex of situations.

In addition to assessments, Educational psychologists can also offer focussed and evidence based interventions to improve achievement and well-being. They are trained in specific approaches such as Video Interactive Guidance, Cognitive Behavioural Therapy and Mindfulness. Using such skills, they are able to help schools and families to move forward and to establish better and more effective relationships between adults and children.

The EP service is also able to work with educational establishments and other teams and services, through training and consultancy, to develop their ability to promote the achievement of the children and young people they serve through a better understanding of educational and child development.

Who is this service available to?

The service is available to children from birth to twenty-five and their families and educators.

Educational psychologists work with children with special educational needs and disabilities, including those with social and emotional difficulties and those who have needs in the area of mental health and well-being.

How do you access this service?

This service is categorised as a specialist service, which means that it is only available to children who have been individually referred to the service.

The Educational Psychology Service is made available via schools and early years settings.

Parents, carers and young people should talk to the school or setting’s SENCo or inclusion manager in the first instance. Pre-school and very young children may be referred via health workers in conjunction with parents.

If the school is not able to prioritise the child or young person the service may be contacted directly. In such cases we may be able to offer advice, help the parents discuss their concerns with the school, or signpost to other sources of help.

How do we ensure the quality of this service?

The service has a quality assurance programme involving the evaluation of individually focussed work and the collection of customer satisfaction data from parent, children and young people and professional partners.

FOR MORE INFORMATION, PLEASE CONTACT:
Educational Psychology Service
Hammersmith and Fulham - Kensington and Chelsea - Westminster
Green Zone, Second Floor
Kensington Town Hall
Hornton Street
London W8 7NX
Westminster Early Years Advisory Service

What does this service do?

This service:
- Provides support to children and families through advice and guidance for early years education providers including Children Centres. Support will be given in line with the Early Years Foundations Stage (EYFS) & SEN Code of Practice;
- Children will be identified through the 2 year old progress check;
- Children in settings who have diagnosis from birth;
- Children who are identified at 3 or 4 years of age.

Visits to settings will be facilitated with family, staff and relevant professionals to identify next steps including:
- Targeted support and referrals to be agreed;
- Regular review meetings with family and setting;
- Support children, families and setting staff with transitions.

Continual development of a co-ordinated approach with other professionals to support children, families and setting staff.

Broker for funded 2 year old children in early education.

Who is this service available to?

This service is available to families, settings staff, childminders and Children Centres with children 0-5 years.

In the City of Westminster or whose children attend settings within the Borough.

Applications for funded 2 year old children in early education where there is an identified need.

How do you access this service?

Eligibility criteria through application of 2 year old funded places – where there is an identified need.

When a child attending a setting/childminder is identified. With parental consent the settings SENCO will notify Early Years Foundations Service.

How do we ensure the quality of this service?

- Qualified experienced Early Years Advisors.
- Audits of pre-school children with additional learning needs regularly undertaken in partnership with settings.
- Access to training, supervision and appraisals.
- Regular meetings with professionals – strong partnership approach.
- Knowledge of Early Years Foundations Stage & SEN Code of Practice.
- Ofsted ratings of childcare providers.

FOR MORE INFORMATION, PLEASE CONTACT:

Westminster Early Years Advisory Service
1st Floor, 215 Lisson Grove
London NW8 8LF
T 020 7641 5859
Kids Home Learning Portage Service

What does this service do?

KIDS is a national charity which provides local services to children who have special needs and their families. In Westminster we deliver the Portage Home Learning Service, a home-based early education programme for pre-school children with developmental delay.

Portage Home Visitors specialise in breaking down developmental aims into small, achievable steps. This helps children who may be having difficulty achieving specific skills in key areas. In order to help children through these steps, learning activities are planned for each child based on his or her current strengths and agreed priority areas of development.

The Portage Service aims to help parents/carers in their role as the key figures in the care and development of their child. Portage Workers aim to help parents to be confident in this role, supporting their child’s development whatever their child’s needs may be.

Visits are weekly, depending on the family’s other commitments.

Equipment/toys can be loaned to enhance specific learning outcomes.

We also run weekly groups including a Sensory Room group focused on infant stimulation, a Developmental Play Session for toddlers and Sparkletime which is a drop-in session for both age groups.

Portage Workers work in close liaison with other professionals to ensure a seamless service. We undertake joint visits and planning where appropriate. We also attend Multi-Disciplinary Reviews with the Children with Disabilities Team, The Medical Centre, Woodfield Road and Cheyne Child Development Service.

Portage Workers also support a child’s transition into nursery, liaising with the receiving placement regarding the child’s development.

Who is this service available to?

Children aged 0-3 who are:

1) Medically identified as delayed in 2 or more areas of their development (with social and communication skills viewed as a single area).

2) Not in nursery or any other provision.

3) Westminster residents

How do you access this service?

Requests for Portage are made by parents or professionals. This service is categorised as a specialist service, which means that it is only available to children who have been individually referred to the service and meet the criteria for receiving specialist intervention.

Most children are referred by the Children with Disabilities Team at Woodfield Road Medical Centre and Cheyne Child Development Service.

How do we ensure the quality of this service?

This service is delivered as part of a contract that is managed by Westminster City Council. The performance of the service is reviewed via regular contract monitoring meetings, which look at the number and type of referrals made to the service and the outcomes that children linked to the service achieve.

All service members are Portage trained. The service is registered with the National Portage Association (NPA). NPA guidelines and protocols are followed.

The service seeks annual written feedback from parents. The team regularly update their skills and knowledge by attending continuing professional development sessions and events.
FOR MORE INFORMATION, PLEASE CONTACT:
Francesca Broad  
KIDS Westminster  
Portman Early Childhood Centre  
12-18 Salisbury  
London NW8 8DE  
T 020 7641 4151

Anna Freud Centre  
- Schools’ Outreach Therapy Service

Who is this service available to?
The service is available for all school-age children in schools that have commissioned our services. Children can be suffering from a wide range of psychological difficulties including:
- Poor attention and focus
- Peer relationship problems
- Oppositional difficulties
- High anxiety
- High stress
- Self-harm
- Challenging behaviours
- Unsettled mood problems

How do you access this service?
Individual schools can buy into the service so that their children and families can benefit from the therapeutic programmes available as needed.

How do we ensure the quality of this service?
All the psychotherapists are highly trained, appropriately qualified and fully supervised. The interventions used are all evidence-based. Core outcomes in relation to behavioural and academic progress are routinely collated and evaluated. Feedback from children, parents and teachers are integral to the model of delivery. In addition the Anna Freud Centre has its own Evidence-based Practice Unit which is conducting a detailed research initiative to assess the effectiveness and impact of all the school-based therapeutic programmes.

FOR MORE INFORMATION, PLEASE CONTACT:
Anna Freud Centre  
Schools Outreach Therapy Service  
12 Maresfield Gardens  
London NW3 5SU  
T 020 7794 2313  
E neil.dawson@annafreud.org

What does this service do?
The Outreach Therapy Service is comprised of a team of qualified psychotherapists who deliver child and family focused therapeutic interventions and programmes in schools. The aim is to help children who are presenting with emotional, behavioural and relationship difficulties at school and who are not able to successfully access learning because of their personal problems. The interventions are specifically designed in collaboration with key school staff and can be with an individual child, family or multi family groups. The service provides highly accessible, evidence-based therapeutic help for children and families, tailored to suit individual circumstances and needs. All practice is designed to support children in building on their strengths to develop their resilience so that they can achieve their own academic and personal goals in life.

The therapists are also able to deliver bespoke training sessions for school staff groups in many areas of emotional and psychological well-being relevant to children’s difficulties with functioning at school.

The psychotherapists are able to provide consultation and resilience-building programmes for individual staff members or staff groups in situations where the challenges provided by children presenting with complex difficulties are resulting in excess stress and feelings of failure to cope.
**Alternative Provision Service - Behaviour Intervention Team**

**What does this service do?**

Behaviour Intervention Team is a team of teachers providing support to individual learners, groups and classes where behaviour is a cause of concern, particularly in instances of social, mental and emotional difficulties.

They also offer support to school specific projects and professional development to teachers and support staff.

**Who is this service available to?**

The service provides support to schools in the Royal Borough of Kensington and Chelsea and Westminster.

**How do you access this service?**

Schools refer themselves to the service to receive the support that is on offer. The service provides training and advice for staff, covering methods to address whole class teaching and support for individual children.

**FOR MORE INFORMATION, PLEASE CONTACT:**

Alternative Provision Service
The Latimer Building,
194 Freston Road
London W10 6TT
T 020 7938 88100

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**Primary Intervention Development Service**

**What does this service do?**

The service is targeted at supporting primary schools in developing their own capacity to respond more effectively to the needs of primary aged children with behaviour, social and emotional difficulties. The service aims to improve the life chances of pupils with social, emotional and mental health needs and secure each child’s entitlement to learning within their mainstream school environment.

Our work is underpinned by behaviour for learning conceptual framework based on research by Ellis and Tod (2009). The behaviour for learning framework has helps us to support schools in making sense of the many behaviour management strategies used and make an assessment of the appropriateness and effectiveness of the strategies used in the classroom.

Our team works to a preventative systemic agenda with a focus on the training of teachers in developing their knowledge, understanding and skills regarding pupils with BESD.
Who is this service available to?

Primary aged children with behaviour, social and emotional difficulties. The service works with staff in primary schools, and responds to a range of requests from Early Years and Primary School Settings.

How do you access this service?

This service is categorised as a specialist service, which means that it only available to children who have been individually referred to the service.

We work with young people once a request for intervention form has been completed by schools or Early Years settings and submitted to the service.

How do we ensure the quality of this service?

Review meetings are completed after each intervention and feedback is given by the headteacher, school staff and parents.

FOR MORE INFORMATION, PLEASE CONTACT:
Janet Packer/ Ruth Browne
Primary Intervention Development Service
The Penthouse at Langford Primary School
Gilstead Road
Fulham
London SW6 2LG

Tel: - 020 7013 0142
Fax: - 020 7013 0140

Pupil Support Service

What does this service do?

The Pupil Support Service is a team of highly experienced, specialist, additionally qualified teachers, who support schools in meeting the educational needs of pupils with a wide range of SEN.

The team’s approach is flexible, working in partnership with schools to enable effective delivery of the curriculum and to ensure high quality outcomes for all learners.

The service provided can be targeted at a whole school, group or individual level and offers the following:

• Direct specifically tailored teaching and learning for individual pupils and small groups.
• Base-line formalised assessments including:
  - York Assessment of Reading for Comprehension
  - Helen Arkell spelling test
  - Neal Analysis of reading accuracy
  - Sandwell Early Numeracy Test
  - British Picture Vocabulary Test
  - Phonological Assessment Battery.
• Close and rigorous tracking of progress.
• Evaluation of the impact of intervention over time.
• Professional assessment and reporting e.g. for statutory assessment.
• Intervention that is planned and monitored and promotes pupils independence.
• Advice on SEN resources, teaching and learning approaches
• Support with aspirational target setting
• Professional development to a variety of professional groups including teachers and LSAs.
• On-going advice and support for staff and parents
**Who is this service available to?**

This service is available to schools wishing to promote the educational attainment and support pupils in KS1 and KS2 experiencing a range of difficulties e.g. language delay, ASD, dyslexia and dyscalculia. It addresses the learning needs of a wide range of pupils providing support that is targeted, flexible and personalised. This support can be delivered at individual, group and school level. Flexible packages can also be negotiated with secondary schools upon request.

**How do you access this service?**

This is a targeted, specialist service that is accessed by schools through direct purchase of the service.

Funding for non-statutory support is delegated to schools. The school is invited to take out a service level agreement with the Pupil Support Service and will be provided with an experienced SEN teacher for a set amount of time each week. The pupils to be supported and type of input to be provided will be agreed between the school and service, taking into account the differing requirements of schools and pupils. This will then be monitored and reviewed to ensure that the Client receives the support agreed in the SLA.

The Head of Service will ensure that any teacher deployed into the school is clear about the agreed expectations with regard to the support provided and that this is then reviewed and evaluated.

**Costings**

Schools are invited to take out a Service Level Agreement.

As we develop the policy and processes for personal budgets, this service will potentially be available for consideration by parents as part of their personal budget allocation.

Specialist teaching time is bought in blocks of half a day. Teachers can be employed to cover Individual Support Time (IST) as designated by a pupil’s statement of Special Educational Needs.

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<tr>
<th>Services</th>
<th>Cost to all Tri-borough schools with Service Level Agreements 2014-15</th>
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<tr>
<td>IST Teacher</td>
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<tr>
<td>Services</td>
<td>Teacher Allocation</td>
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<tr>
<td>0.1 Teacher</td>
<td>£6,648</td>
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<td>0.2 Teacher</td>
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<td>0.5 Teacher</td>
<td>£33,240</td>
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<td>Allocation</td>
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**How do we ensure the quality of this service?**

The quality of this service is ensured by the use of staff that are highly trained and experienced in the teaching and learning of pupil’s with Special Educational Needs. Members of staff adhere to the rigorous service standards. The team keep up to date with current developments in a wide range of Special Educational Needs to facilitate a flexible and versatile service.

Outcomes are evaluated through: monitoring of pupil progress through data provided by schools; standardised assessments, classroom observations, teacher/parent/pupil consultations.

As part of the wider Sensory and Language Impairment Team the service is benchmarked through DfE Quality Standards for Special Educational Needs (SEN) Support and Outreach Services 2009.
Specialist Dyslexia Literacy Numeracy Support Service

What does this service do?

This service is a team of Hammersmith and Fulham teachers who all have specialist dyslexia qualifications. The team have particular expertise and experience in assessing and teaching literacy and numeracy skills where children are having difficulties. We provide a bespoke service to match individual school's needs and capacity. We work closely with a school together with teachers, parents and governors to provide continuity and coherence in the provision and support for pupils. The service aims to adopt a flexible approach to identifying a school's area of need and match this to our professional specialist service. The service provided can be targeted at a whole school, group or individual level and offers the following:

- direct teaching for individual pupils or small groups
- advice on planning individual evidence based intervention programmes
- baseline assessment, target setting, tracking and evaluation of pupil's progress
- diagnostic assessments and teaching pupils with specific learning difficulties (dyslexia)
- advice on good practice for pupils with specific learning difficulties as well as collaborative working with schools to support curriculum access for pupils with dyslexia, literacy and numeracy difficulties
- training for teachers and support staff through school based INSETS and Tri-Borough events

Flexible professional development for teachers and teaching assistants is available on a variety of topics including:

- development of whole school specialist teaching skills
- developing dyslexia friendly schools
- what is dyslexia?
- assessments of early literacy
- use and analysis of running records for reading
- the reading process – individual, shared and guided reading at KS1 and KS2
- the writing process – individual, shared and guided writing at KS1 and KS2
- supporting pupils with spelling, reading and writing difficulties
- parent advice line

Who is this service available to?

This service is available to schools wishing to develop their practice for pupils with dyslexia, literacy and numeracy difficulties. It addresses the needs of pupils whose skills are not developing as expected despite appropriate learning opportunities. The service provides a personalised and targeted provision which can be implemented on an individual, small group or whole school level. The service works with learners from Key Stage 1- Key Stage 4.

How do you access this service?

This is a specialist targeted service which is accessed through direct purchasing by schools. Schools contact the service and an initial consultation and analysis of need takes place. Following this initial meeting a plan of action is agreed.

This service is a traded and the specialist teacher support can be purchased in a minimum of two hour blocks. Costings include the time spent on preparing programmes, materials and writing reports. Costs are as follows:

1. FOR MORE INFORMATION, PLEASE CONTACT:
   Gabrielle Nyman (Head of Service)
   Pupil Support Service
   c/o Wendell Park Primary School
   Cobbold Road
   London W12 9LB
   T 020 8811 8190
   E Sandra.peyton2@lbhf.gov.uk
As part of the wider Sensory and Language Impairment Team the service is benchmarked through DfE Quality Standards for Special Educational Needs (SEN) Support and Outreach Services 2009.

FOR MORE INFORMATION, PLEASE CONTACT:
Gabrielle Nyman (Head of Service) Alison Leao (Senior Manager Specialist Dyslexia Service)
Literacy and Numeracy Support Service
Wendell Park Primary School
Cobbold Road
London W12 9LB
T 020 8811 8190
E Sandra.peyton2@lbhf.gov.uk

Westminster Special Schools Training and Outreach Service

What does this service do?
The Training and Outreach Team supports schools to improve their practise and become more confident in including pupils with Special Educational Needs.

The team provides a variety of training courses from the purpose built Access and Inclusion Centre at QE2 Jubilee school.

The Access and Inclusion Centre also hosts outside trainers, some who are well known nationally and internationally for their expertise in Special Education Needs.

Who is this service available to?
The Training and Outreach Team provide support for all Westminster schools for children and young people with:
- Autism
- Speech Language and Communication Needs
- Hearing Impairment
- Visual Impairment
• Occupational Therapy
• SENCo support

How do you access this service?

Support for individual pupils is categorised as a specialist service, which means that it is available to children who have been individually referred to the service via local schools.

Eligibility for access to the service for individual children are as follows:

• **Autism** – Diagnosis of ASD or showing traits of autistic behaviour which needs to be assessed

• **Speech Language and Communication Needs** – assessment by the school and referral to the service

• **Hearing Impairment** – The National Sensory Impairment Partnership Guidelines

• **Visual Impairment** – The National Sensory Impairment Partnership Guidelines

• **Occupational Therapy** – child with Occupational Therapy identified as a required provision within their statement or Education, Health and Care Plan.

The training courses provided by the service are free to all schools in Hammersmith and Fulham, Kensington and Chelsea and Westminster, with a small charge for delegates from other London boroughs and beyond.

**FOR MORE INFORMATION, PLEASE CONTACT:**
Aileen Thomas
QE2 Jubilee School
Kennet Road
London W9 3LG
T 020 7651 5825
E training@qe2cp.westminster.sch.uk
W http://www.qe2cp.westminster.sch.uk