



Insights Independent School

'Make the school fit the child'

Our Values

"We respect, empathise & accept others with responsibility & integrity"

Our Mission

Insights School & Skills Academy provides interesting, interactive and inclusive learning opportunities for children and young people with additional educational needs.

Our Vision

The school provides a nurturing and positive environment based on Christian values in which pupils'/ students' with a range of social, emotional, mental health and learning needs can build their self-esteem, gain qualifications and prepare for future employment and independent living.



"Education is the most powerful weapon which you can use to change the world."

Nelson Mandela

Welcome to Insights Independent School

// It is a pleasure to welcome you to Insights and to share with you our new developments and vision for the school as we expand our provision with the opening of 2 new school sites in Harrow and Hillingdon

We believe that every child and young person has a unique talent and can experience success within our safe, inclusive and interactive learning environment.

Our vision is for everyone to have a curiosity and passion for learning within a high quality, caring, inclusive school built on Christian values of tolerance, acceptance and respect for others.

We are expanding the opportunities available through the further development of our Skills Academy which is designed to support post 16 students through the personalised pathways in line with their ambitions.

Our E.A.C.H (Education Access Community Hub) enables students to access learning 7 days a week at various times based on their bespoke curriculum and individual timetables.

We provide support for our students social, emotional and physical well-being to enable them to be confident, enthusiastic and motivated to learn.

The opportunities we provide are relevant to their needs both now and for the future. The safeguarding and protection of our students is integral to our practice. Our schools ethos, values and beliefs place the well-being of our students at the forefront of all we do.

We are very privileged to have a team of teachers, teaching assistants, therapists and other specialist staff who are dedicated to ensure that every child/ young person is equipped with the skills they need to continue on their future learning journey. We work with the local community and parents/ carers and very much value the support and contribution they make to school life.

Our HOPE service (Hands On Parent Empowerment) provides information, advice,

practical support and family activities to enable parents / carers to be involved in their children's education and development.

All the staff at Insights, no matter the role, are committed to creating a positive experience for your child and work hard to make our school a happy community where people are helpful, considerate and respectful of each other.

We hope that as you go through our website and the prospectus you will gain a real sense of our ethos, facilities and opportunities we provide. If you would like additional information please contact us.



Barbara Quartey **MBE**
Executive Director and Proprietor



Our School Charter

We believe that :

- Every child and young person is entitled to effective school provision.
- Social, emotional and mental health needs can be overcome through an interactive, inclusive and innovative personalised learning programme.
- A positive, inclusive school experience contributes to pupils'/ students' general wellbeing and positive life outcomes.
- Our students are entitled to support and guidance from a committed, empathetic and skillful team of professionals.
- Working in partnership with the wider community enriches our pupils'/ students' learning experience.
- Our curriculum supports pupils'/ students' in becoming successful learners, responsible citizens and healthy, confident young people who can make a positive contribution to society.



"Everything is a learning process: any time you fall over, it's just teaching you to stand up the next time."

Joel Edgerton

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Termly Themes

HALF TERM

TERM **1**

Making the Most of New Opportunities

Courage Happiness
Acceptance Motivation

Making the Most of New Opportunities

Love Thoughtfulness
Caring Consideration

TERM **2**

Self Respect & Respect for Others

Integrity Humility
Peace Freedom

Aiming High and Achieving Goals

Quality Appreciation
Hope Responsibility

TERM **3**

Dealing with Conflict

Co-operation Patience
Friendship Unity

Coping with Change

Honesty Understanding
Trust Empathy

HALF TERM



"Education is the ability to listen to almost anything without losing your temper or your self-confidence."

Robert Frost



"Education is the key to success in life, and teachers make a lasting impact in the lives of their students."
Solomon Ortiz

Insights School

Insights School is situated in Ealing. It is a non-maintained special day school for children and young people between the ages of 5 - 21 years. The school is co-educational and caters for a wide spectrum of neurodivergent and special educational needs associated with communication difficulties and challenging behaviours, which include:

- Social, Emotional & Mental Health Needs
- Attention Deficit Hyperactivity Disorder
- Oppositional Defiant Disorder
- Autistic Spectrum Condition
- Pathological Demand Avoidance (PDA)
- Specific Learning Difficulties

We provide a warm, nurturing and caring environment, and are committed to raising the achievements and aspirations of all our children and young people. Our aim is for students to; develop the necessary social skills, become effective communicators and acquire a confident and independent approach to learning. The ethos of the school promotes the values of acceptance, tolerance, mutual respect and support, achieved through open communication between staff, students, parents/ carers and external professionals.

We provide a bespoke, personalised curriculum designed to meet the needs of each student in an environment that is interesting, interactive and inclusive.

Students emotional well-being follow the National Curriculum which is differentiated to meet their individual learning styles and levels. We believe that enjoying learning is key to young people achieving success. We therefore offer a wide range of academic, vocational, therapeutic and leisure activities and focus on the personal, emotional spiritual and social development of each and every student.

Students have a personalised learning programme. Therapeutic intervention strategies are based on their assessed needs and the objectives of their EHCPs. Speech and language therapy is used to support expressive and receptive language development and social and cognitive communication. Occupational Therapy supports students with their sensory processing and development of fine and gross motor skills. We take a holistic approach, working closely with teachers, support staff, families and external professionals, ensuring goals are child-centred.

Insights' students are entered for a wide range of externally accredited courses and qualifications which are appropriate to the needs of each young person.

Students at the end of Year 11 are ready to pursue a range of courses offered by the Skills Academy, further education, or apprenticeships.

These include:

- | | |
|---------------------|----------------------------|
| ■ GCSEs | ■ OCN |
| ■ A Levels | ■ NCFE |
| ■ BTECs | ■ LIBF |
| ■ Functional Skills | ■ VCTC |
| ■ ASDAN | ■ NVQ Awards |
| ■ City & Guilds | ■ Duke of Edinburgh Awards |

Our staff team includes; teachers, therapists, learning support assistants, personal tutors and mentors.

We work closely with our students' families as this is fundamental to the learning process.

This relationship is encouraged by daily and weekly progress calls, parenting support sessions, contact at open evenings, home visits, annual reviews, school events and the home/school agreement.



*"Education is not preparation
for life; education is life itself."
John Dewey*

Referral & Admissions Procedure

Referrals to the school are made by a young person's Local Authority or school.

A formal application for pupil placements should be made to the School Director, accompanied by a recent IEP, EHC Plan and associated reports. A social care and medical history report should be included if available.

An initial assessment for a placement will be made based on the documentation provided.

This will be followed by an offer of an interview and visit to the school for the student, parent/ carers and representative from the referring agency.

A decision on a placement offer will be made within seven days after the interview. If the placement is agreed by the school and local authority, parent/ carers will be asked to confirm their acceptance. Referring agencies will be required to sign a placement agreement prior to the student starting at the school.



"An investment in knowledge pays the best interest."

Benjamin Franklin



Learning

We provide specialised education and training for young people who are experiencing difficulties in mainstream learning environments and social settings.

Our learning and support programmes are designed to develop the self-esteem, resilience and self-awareness of students, so that they can access the curriculum and enjoy learning.

We recognise that every young person is unique. Therefore the learning opportunities we offer are flexible and learner-centred, providing a structure that enables students to experience success and achievement.

We aim to provide a positive learning experience by taking into account each student's emotional, social and learning needs.



Learning

Key Stage 1 & 2

Pupils aged 5-11 years attend the lower school and follow the National Curriculum with emphasis on pupils developing their emotional literacy, social and communication skills through play and sensory learning.

Our cross curricular projects, educational trips, activities and residential help pupils to develop skills, knowledge and understanding whilst being motivated through stimulating and interactive learning.

Pupils have access to specialist staff that provide; counselling, mentoring, learning and therapeutic support (including Speech & Language, Play, Art, Lego, Music, Drama, Equine and OT).

Home /school communication is important and regular contact is made to update parents/carers on pupils' progress.



Secondary Key Stage 3 & 4

Students aged 11-16 years work towards academic and vocational qualifications and accreditation. Students can gain GCSEs in up to 10 subjects that are taken in years 10 and 11, however, gifted and talented students are entered early if ready.

Students are supported in developing life and social skills through personal development programmes which include; anger management, making positive choices, healthy lifestyles and independent living.

Students are supported on part-time college placements in a vocational area of their choice. Work experience placements are arranged each term to maximise students' experience and knowledge of the world of work.

We work closely with local businesses and industry to provide our students with up to date information and guidance on the skills that are needed for successful employment.

Students have access to specialist staff who provide counselling and therapeutic support.

Information and guidance on further education, training, apprenticeships and career paths opportunities are provided for all students.

"Education is the ability to meet life's situations."

Dr. John G. Hibben



Learning

Skills Academy Programme

The Skills Academy programmes enable students aged 16 - 21 years to gain both academic and vocational qualifications depending on their course option.

Academic Pathway

For students who would like to follow an academic programme or would like to work towards GCSEs or A Levels whilst on vocational courses, we offer a range of subjects. Students can also gain ASDAN and BTEC awards.

We offer the following subjects:

- English
- Mathematics
- History
- Science
- Computing
- Citizenship
- Art
- Media Studies
- PE
- London Institute of Banking and Finance
- Religious Education
- Drama / Performing Arts
- Music Technology
- Modern Foreign Languages
- Art & Design Technology
- Hospitality & Cooking Skills
- Geography



Information, Advice and Guidance (IAG) will be provided on all programmes to enable students to consider their further education, training and career options. Additional learning support and programmes will be available for students for whom English is an Additional Language (EAL).

The programmes will require students to attend 2 - 5 days per week. Students will also be required to participate in work experience. Educational visits and trips are an integral part of the programme.

Vocational Pathway

Students who follow a vocational pathway are able to gain qualifications and awards in:

- Hairdressing, Barbering and Beauty Therapy
- Music Technology & DJ Skills
- Sound Engineering
- Media, Film & Photography
- Performing and Creative Arts
- Health and Fitness including Sports Coaching
- ICT including Web Design and Coding
- Business Administration
- Aquaculture
- Food, Catering and Hospitality
- Childcare & Education
- Animal Care
- Horticulture

Students wishing to follow a course in catering, construction and vehicle maintenance attend the practical elements of these courses off site.

Students receive tuition in literacy, numeracy, ICT, health & safety, citizenship, personal development & social skills, independent living and preparation for employment.

"Educating the mind without educating the heart is no education at all."
Aristotle



Learning

Philosophy and Ethos

We provide an environment that is welcoming, supportive, motivating and encouraging for all students. We work towards providing responsive and flexible programmes of the highest quality that are open, inclusive and accessible to all our learners.

We are committed to:

- Providing positive learning experiences.
- Supporting students in acquiring the skills, knowledge and attitudes for success.
- Encouraging students to become emotionally literate.
- Encouraging students to become environmentally and socially aware.
- Enabling students to develop confidence, self-motivation and self-discipline.
- Supporting students in accessing the National Curriculum.
- Enabling students to gain accreditation and vocationally related qualifications.
- Enabling students to become independent learners.



Learning Environment

Insights School & Skills Academy has well-resourced facilities which include:

- High specification teaching & meeting rooms
- ICT Suites
- Sensory rooms
- Libraries
- Construction and Trade Workshops
- Outdoor Recreational Area
- Performing Arts Stage
- Food Technology / Kitchen
- Hairdressing, Barbering and Beauty Therapy Salon
- Recording studio and Music Room
- Creative Media Suite

Students also have access to the Skills Academy where there is a range of multi-media resources.

Education Access Community Hub

The E.A.C.H programme enables us to be flexible and creative with students who find it difficult to sustain their attendance or who, because of behavioural or emotional needs, require a change of learning environment. Students on E.A.C.H programme benefit from learning through more physical and outdoor activities.

The programme re-engages students through practical learning of core subjects (English, Maths, Science & ICT) and the development of thinking skills through activities that stretch and challenge them intellectually, socially and physically. The programme has been highly successful as it also provides support for parents/carers to continue the strategies at home.

The programme takes an innovative approach where learning is without boundaries or time constraints students can access learning 7 days a week and at varying times during the day. Specialist staff work with students in their homes, at venues in their local area or at the schools off site learning Hubs with the emphasis on developing their confidence and social skills so that they are able to attend the main school site.

Learning

Specialist Provision for Students with ASC

We are continually developing and improving our facilities and the learning and achievement opportunities we offer. All staff participate in training to enable us to create a learning environment that is structured and secure as well as challenging, so that pupils can confidently develop their ability to adapt to changes in their circumstances and environment.



Students have a personalised learning programme. Intervention strategies are based on their assessed needs and the objectives of their EHC Plans. Speech and language intervention targets their speech,

expressive and receptive language, nutrition (sensory aversions) and pragmatics (social communication behaviours). Occupational Therapists support students with their sensory needs and development of fine and gross motor skills. We take a holistic approach, working closely with teachers, support staff and families, ensuring goals are child-centred.

All aspects of learning are broken down into small achievable steps and are taught in a systematic and consistent way. Achievements are reinforced to enable students to apply learned skills in new situations. Regular communication with parents/carers is an important part of the process of developing functional, social and life skills and self-management of behaviour.

For students in Key Stage 1 & 2, the focus is on 'Learning to Learn' skills.

Greater emphasis is placed on developing functional skills and life skills for students in Key Stages 3 & 4 and on developing vocational, work-related learning skills.



"Nine-tenths of education is encouragement."

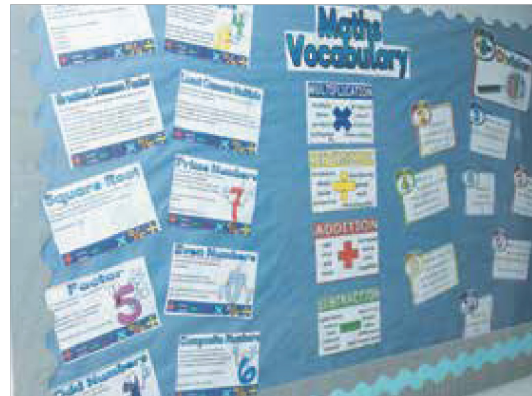
Anatole France

Learning

Our Support Strategies Include:

- Providing a very clear structure and a set daily routine.
- Providing warning of any impending change of routine or activity.
- Using clear and unambiguous language.
- Addressing the student individually at all times.
- Repeating instructions and checking understanding; using short sentences to ensure clarity of instructions.
- Using various means of presentation, such as; visual displays, physical guidance, peer modelling, etc.
- Providing buddies at free times, and promoting awareness of ASD within the school community.
- Allowing the students to avoid certain activities which they may not understand and supporting them in open-ended and group tasks.
- Promoting consistency in practice and approach from all staff.
- Recognising that some change in manner or behaviour may reflect anxiety (which may be triggered by a minor change to routine).


- Not taking apparently rude or aggressive behaviour personally and recognising that the target for the pupils' / student's anger may be unrelated to the source of that anger.
- Specific teaching of social rules and skills, such as turn-taking and social distance.
- Giving consideration to classroom environment so that displays and the acoustics are not distracting for students.
- Linking learning to pupils' / students' particular interests.



Therapeutic learning is encouraged through speech and language, OT, art, Lego, music, drama and play.

Counselling is also provided for those students who are able to reflect and verbalise their emotions in both a concrete and abstract way.





"The real object of education is to give children resources that will endure as long as life endures."

Sydney Smith

Curriculum

We provide a broad, balanced, relevant and differentiated curriculum based on the National Curriculum.

The curriculum promotes the spiritual, moral, cultural, mental and physical development of the student, whilst also preparing them for the opportunities, responsibilities and experiences of adult life.



The students are provided with learning experiences which enable them to acquire knowledge and skills in an enjoyable environment where the learning potential of each student can be fulfilled to the maximum. Through the experience of success, all students acquire a degree of self-respect and self-confidence, which assists their development of positive relationships with their peers.

Special Educational Needs

A wide range of educational ability exists within the school population, and differentiating the curriculum is a very important part of the support provided for our students.

Students receive a personalised curriculum that is tailored to their individual needs and interests to enable them to achieve the highest standards possible.

Every student has an Individual Education Plan and the school ensures that there is additional support for students where necessary. This may include referrals to other professionals. Students can also be referred for an EHCP assessment and identification of SEN needs.

Students with Education & Health Care Plans

Arrangements are made to ensure that each student receives the educational, social and emotional support described in their EHC Plans.

English as an Additional Language

Arrangements are made as and when required to ensure that students who require additional language support in order to access the curriculum are catered staff are available to support the curriculum offer.



Curriculum

Curriculum Organisation

The social, moral, spiritual and cultural development of our students is of paramount importance. Our curriculum model is built upon a series of core values: Respect, Empathy, Acceptance, Integrity and Responsibility.

Respect - for Self, Others and Community

Empathy - Consideration and Understanding of Others

Acceptance - Difference and Uniqueness

Integrity - Honesty, Trust and Moral Beliefs

Responsibility - for Actions, Outcomes and Environment

These values are interwoven into a structured framework that aims to develop students' social, emotional and behavioural skills across the curriculum through various activities.

We aim to make learning relevant, current and engaging. This is achieved through cross curricular learning where students can make links across the subjects which are delivered through termly topics.

Technology for Learning

ICT is central to all learning programmes. We use the latest technology and e-learning resources to enable students to direct their own learning and develop their individual interests. Each student has access to on-line learning aids, interactive classroom tools including iPads and a range of audio-visual equipment.

With the introduction of the school's Online Learning Platform students can access learning resources and complete and return homework. Parents can also find

information on their child's progress and details of their learning. Key stage 1 & 2 parents have instant access to updates on progress, photos and videos of their child's work.

Referral agencies are also able to track and monitor students' progress.

Sports, Arts, Music & Media

Students are supported and encouraged to develop their interests and skills in sports, the Arts and Media. This is effective in building confidence and positive self-esteem as students are able to gain recognition for achievements through activities which are stimulating and provide a sense of success which does not focus purely on academic attainment.

Students have access to a number of sports including football, basketball, athletics, badminton, cricket, golf, rugby, swimming, wall climbing, water sports and boxing.

Professionals from the world of sport provide students with coaching, mentoring and opportunities to experience live professional games. We have a successful football team which is sponsored by Santander Bank and coached by a professional footballer.

Music is part of the core curriculum. Students can gain a GCSE, City and Guilds or NCFE qualification. Students also have an opportunity to learn to play a musical instrument as part of our extra-curricular activities.



"I think you learn more if you're laughing at the same time."

Mary Ann Shaffer & Annie Barrows

Curriculum

Personalised Learning

Each student's learning programme takes into account the student's current level of attainment, additional support needs and interests. Students have the opportunity to gain both accredited and non-accredited learning experiences, awards and qualifications.

Students have access to mentoring, counselling, therapeutic assessments and support which is built into their timetable.

There are opportunities for one to one tuition, small group work and intensive courses as well as vocational training over several days.

Students are encouraged to think about the way they learn and how they develop the skills to successfully complete tasks. Each week students will regularly review their targets and progress with their Personal Tutor and with their peers.



Assessment, Recording and Reporting

Students are regularly assessed and their progress is tracked and monitored.

There are also more formal assessments which enable staff to measure their progress. This begins shortly after entry to the school with a baseline assessment which provides information to enable us to create a programme of learning that effectively facilitates each student's progress. These are then updated annually and termly where appropriate.

Progress reports are sent to parents and carers on a termly basis. There are three open evenings over the academic year during which parents / carers can speak with all staff, see their child's achievements and meet other parents.

Educational Visits, Extra Curricular Activities and Homework

Educational visits and extra-curricular activities play an important part in the education of students at Insights. Lower School pupils attend a residential at an Activity Centre and the Upper School students have the opportunity of participating in an international residential trip.

After school clubs are held on Wednesdays & Thursdays which include: Art, Coding, Cooking, Lego, Sports, Chess + Games and Study Support.

During the Easter Break students preparing for exams can attend revision sessions. During the Summer Break students can participate in the Insights Summer School.

We have links with other local schools and clubs for sporting tournaments, drama events and celebrations.

Students receive homework appropriate to their individual needs which includes regular reading, spelling and numeracy practice.





"The only real mistake is the one from which we learn nothing."

John Powell

Student Support

The Student & Families Support Team offers support to students, parents and carers at the school and at home.



Additional learning, therapy, behavioural and language support is available to all students and is planned and implemented through their individual education plans.

We welcome parent/carers and value their involvement in their children's education and in the life of the school.

Insights also provides individual support sessions to parents/carers and information about local services available to those who have children and young people with SEN.

Planned Absences

The Department for Education expects that parents/carers will not normally take children on holiday during term time. We will consider requests in exceptional circumstances.

Medication

Medication is managed by our Student Support Service in accordance with the school's policy. The school requires parents/carers to give prior written consent for their child to be administered prescribed medication during school hours.

School Lunches

Lunches are provided by the school and are cooked by the school chef and students who are involved in preparation and cooking as part of home cooking skills sessions. Students are encouraged to eat healthily; fruit and milk are provided every day at break time and water is available throughout the day. A supervised breakfast is provided for students on a daily basis.



Student Support

School Uniform

Students are required to wear uniform. It consists of a black blazer, tie, white shirt, black trousers or skirt and sweat shirt. Students are provided with a uniform on acceptance to the school. P.E. kit is also provided which includes a black tracksuit and a white t-shirt. Parents are asked to provide black school shoes, white shirt or blouse and black trousers or skirt. Additional uniform items are available to order upon request.

Personal Property

The school does not accept liability or responsibility for the loss or damage of personal property of any kind. Students should not therefore bring personal property into school, unless it has been specifically requested for a curriculum topic. For health and safety reasons, jewellery is not permitted (unless it is for religious reasons)

Transport Arrangements

Students can be transported to and from home by their Local Authority depending on their individual circumstances. The school is committed to providing safe and reliable transport on all official journeys where it has taken responsibility for such provision.

Behaviour Management

Students' behaviour is supported by a simple system of golden rules and rewards which is understood by all students and staff. This system can easily be adapted to the individual needs of specific students. Copies of our policies on behaviour management, rewards and sanctions are available on request or on our website.

Student Rewards


Rewarding students for positive behaviour and for excellent work during the day is the main method of communicating our approval to the students. Rewards include: encouragement, praise, reassurance, phone calls home, reward points, certificates, trips and prizes.

Sanctions

Sanctions are applied in a professional and thoughtful manner. They take into account the individual student's special educational needs as well as the specific behavioural and emotional health and wellbeing needs.

The following sanctions are applied:

- Warnings
- Time out
- Restorative Justice
- Detentions
- Payment for deliberate damage
- Time of reflection



"Education is the ability to listen to almost anything without losing your temper or your self-confidence."

Robert Frost

Student Support



Exclusions

Insights does not normally exclude students. We prefer to work with a student in the school to support them in modifying and improving their behaviour. On occasions where it may be necessary to exclude a student for a period of time, parent/carers and the Local Authority will be immediately informed and will have the right to appeal to the Executive Director.

A formal review will be arranged within five days of the exclusion.

Anti-Bullying Policy

Insights does not accept bullying. The staff team is vigilant at all times and any complaints are fully investigated and dealt with in the appropriate manner. All parents/ carers and students are given information about the anti-bullying policy.

Safeguarding

At Insights the safety, welfare and wellbeing of all students is paramount. Students are actively encouraged to express their views and we provide opportunities for students to express any concerns or fears they may have. All staff are appropriately trained in safeguarding children and young adults and are made aware of the school's safeguarding policy and child protection procedures. All concerns are treated in line with the school's safeguarding policy by our trained Designated safeguarding Leads and Designated Teachers who are also senior staff.



Student & Family Support

We place great value on parent/school relations. Parents are encouraged to keep in close contact through home/school diaries and are invited to post admission meetings, annual reviews, open days, sports days, tutor group meetings, events and parents' evenings.

As part of our mental health and emotional wellbeing provision students have access to therapeutic sessions. Families can request a meetings with the Student & Families Support (H.O.P.E service) in school or at their home. This is so that positive relationships are formed to work on issues which overlap from home to school.

Speech & Language, OT, Counselling, Art, Drama, Play, Lego, music and equine Therapy are provided as part of the support for learners. Specialist staff also work with learners with dyslexia, dyscalculia and speech and language development needs.

Other Information

Religious & Cultural Ethos

Whilst Insights is a non-denominational school, it promotes a moral and value system based on Christian principles. The school is sensitive and respectful of all religions and the cultural needs of all its students and families, therefore we welcome information prior to admission concerning any specific requirements.

Students attend regular assemblies focusing on values and the development of personal faith. We celebrate major religious festivals as this helps to prepare them for life within contemporary British society.

We aim to promote Christian values whilst retaining an inclusive school ethos which develops students' knowledge and understanding of faith, and more importantly, enables them to relate the moral principles and values to daily life.

Health & Safety

The school is inspected by the Local Authority Fire Service and Environmental Health Department. All relevant statutory certification is available for inspection. Insights has a Health and Safety Team who conduct weekly inspections of all sites and external venues.

Equal Opportunities

We have an equal opportunities policy which aims to ensure that no job applicant, employee, student, or prospective student is discriminated against. No discrimination will be made directly or indirectly on the grounds of age, gender, attainment, special educational needs, disability, ethnicity, cultural background, sexual orientation or language.

Complaints Procedure

In accordance with the requirements of the Children Act 1989, students placed at Insights have access to a complaints procedure.

The purpose of the procedure is to enable a student to alert an appropriate adult to situations that are causing them distress.

Details of the complaints procedure are included in the student handbook and on the website. The complaints procedure is available for anyone to use including staff and parents/carers. All parents/carers of students and of prospective students may request details of the school's complaints procedures and details of the number of complaints registered under the formal procedure during the preceding year.

Data Protection

The school has a Data Protection Policy that outlines how personal data held by the school is kept secure and confidential. For further details please refer to the policy and the GDPR privacy notice accessible on the website or from the school office.

Insights' Policies are available by request including:

- Anti-bullying
- Attendance
- Behaviour
- Child Protection
- Complaints
- Data Protection
- Disability Statement
- Equality & Diversity
- E-Safety
- GDPR Privacy
- Notice First Aid
- Health & Safety
- RSE
- Safeguarding
- Work Experience

Downloadable versions of our policies are available from our website.

www.insightsec.co.uk



Artwork by Students of Insights School & Skills Academy,
project sponsored by the John Lewis Partnership.



Other Information

Contact Details, Location & Travel Connections

Insights Independent School

Lower School

3 - 5 Alexandria Road
West Ealing
London
W13 ONP

Upper School

First Floor
1 Craven Road
Ealing
London
W5 2UA

Telephone
020 8840 9099

Email
info@insightsesc.co.uk

Web
www.insightsesc.co.uk

The school also operates from a number of satellite venues which are in close proximity to the main school site.

Registered with DfE No. 307/ 6339

Travel Connections

Insights School & Skills Academy is conveniently located in West Ealing and has a range of transport connections:

Buses

Both school sites are within a 5 minute walk of the Uxbridge Road, West Ealing, and is on the E1, E2, E7, E11, 207, SL8 and 83 bus routes.

Trains

The nearest train stations are Ealing Broadway for Underground stations on the District and Central lines and West Ealing for the Elizabeth line and services to and from London Paddington, Hanwell, Southall, Hayes and Slough.

Roads

The A40, Western Avenue, the A4 and M4 are within 3 miles, providing access to the national motorway network.



Insights Independent School

*Interesting, interactive and inclusive specialist education
for students with additional needs.*