

a window into our world



Prospectus





**commitment
specialist
innovation
knowledge
education
research
expertise
focused**

// Behaviour (of the learners) is exemplary, both in school and around the whole site. Learners help and support each other. The staff's management of the potentially challenging behaviour of a significant group of learners is excellent, helping these learners to do their very best. //



Patron:
HRH The Duchess of Cornwall



Chairman of Board of Trustees:
Noel Fowler





Our aim:

To help visually impaired people learn how to take their place in society.



Our vision:

To create a better life for people with visual impairment by providing a specialist centre for education, training and expertise.



Our mission:

To transform the lives of those affected by visual impairment through sharing knowledge, expertise and technologies in effective partnerships.



What we offer

Our school and college offer the following range of placements to suit the individual need:

- ⇒ **full-time day or residential placements for 38 weeks of the academic year**
- ⇒ **all-year-round residential placements (52 week provision)**
- ⇒ **part-time day or residential placements**
- ⇒ **outreach services – offering support in mainstream and specialist schools, colleges and universities**
- ⇒ **short respite breaks in our residential houses for young people and adults**

Our well planned and adapted campus provides a safe, happy and social place for young people and adults.



“ Our 16 year old daughter is blind and has a complex medical condition. WESC has provided the right education and environment for her to achieve her potential. She has benefitted greatly from the expertise and care provided by WESC and her experience has been a very positive one. ”



“ My son feels happy, safe and valued at WESC Foundation. It is an environment where he can enjoy a full social life such as trips into Exeter city centre, the beach, sailing etc. ”

↑ Finley all smiles in our new play area

About us

Young people and adults at WESC Foundation will experience the widest possible range of services in education, care, therapies, and mobility, provided at this highly specialist day and residential centre for visual impairment.

- ➔ We provide high-quality education and care that increases our learners' opportunities and raises their expectations
- ➔ Our innovative, learner-centred approach applies the latest techniques designed to transform the lives of our young people and adults
- ➔ Our commitment is to excellence and innovation at a national and international level
- ➔ By working with universities and international specialists, we are advancing our knowledge and practice of neuroscience, making us the leading specialist centre for visual impairment
- ➔ We are committed to inclusion, increasing independence, achieving results and creating a happy and social place in which to live and study



// I am pleased to introduce our prospectus in which you will discover the very special importance we place on the education and care of young people with visual impairment (VI). This is rooted in a needs based approach to the individual that includes comprehensive assessment and effective resourcing to ensure that all learners achieve their full potential at WESC and are supported to achieve their learning goals.

We are committed to maximising the opportunity to develop our young people to become independent adults. We have an enrichment and work experience programme that enables them to explore the world of work and opportunities to develop their employability skills to make a contribution to society as adults. As part of this programme we are developing apprenticeship opportunities for those wishing to take advantage of a vocational pathway through our developing social enterprise and welcome interest in this area.

We pride ourselves on our wide curriculum offer that includes opportunities to benefit from a range of learning experiences including our special curriculum at WESC and access to other provision at Exeter College or Bicton College with WESC's additional learning support via our outreach services. Our research and development department has grown to support us as a research community in areas such as Cerebral Visual Impairment (CVI) and classroom observation of teaching and learning and provides us with an evidence base of what we do effectively and links into our international annual conference.

We have expanded our services to offer an Adult Day Centre for visually impaired people aged 19 plus giving them support and skills in living independently and offer ex-students the opportunity to live in our newly acquired landlord supported housing.

This prospectus gives you an insight into our provision and services we offer. I do hope you will consider my invitation to visit us when you will be able to see for yourself the very special work that we do. You can be assured of a warm welcome and a commitment to working with you. **//**

I look forward to meeting you.



Tracy de Bernhardt Dunkin
Principal and Chief Executive

welcome
discover
care
approach

“ Our son thoroughly enjoyed his assessment and I found it extremely positive and informative. Please extend our thanks to all concerned for looking after us so well! ”

Admissions and assessments

“ An holistic, person-centred approach to explore the potential for success at WESC. ”

We offer individual assessments for children and young adults in order to determine whether access to our services, or a placement at WESC could enable them to achieve their goals and aspirations. Our team of specialists will establish their needs and how we can most effectively support them.

The assessment may involve the following specialists:

- ⇒ teacher of the visually impaired
- ⇒ mobility and orientation specialist
- ⇒ speech and language therapist
- ⇒ braille/ICT specialist
- ⇒ ophthalmologist
- ⇒ orthoptist
- ⇒ low vision specialist
- ⇒ physiotherapist
- ⇒ occupational therapist
- ⇒ residential care manager

Our assessment process is applied to all aspects of our day and residential provision and is carried out in consultation with local authority advisers. Where a placement at WESC Foundation is appropriate the relevant funding agency is made aware of the recommendations of the assessment.

An offer of placement is subject to the availability of funding. If the age of the child or young adult is between 5 to 25 funding is potentially available through different sources including the local authority, the Education Funding Agency (EFA) and Social Services/Healthcare.



Please call the Head of VI Specialist Services for more information about admissions and assessments on

01392 454288

commitment specialist support



Jacob using NVDA (screen reader software) to access and create documents independently

The Local Offer

The Local Offer is information available to young people about the education and support that is available to them. It will include information on what they can expect from a range of providers including education. To read our Local Offer visit www.wescfoundation.ac.uk/about-us/local-offer.

Education, Health and Care Plans

In September 2014 the Government introduced The Children and Families Act, this change in legislation brought about the introduction of Education, Health and Care Plans (EHCPs). This is a legal document which replaces a Statement of Special Educational Needs or Learning Difficulty Assessment (LDA) and can cover the ages of 0-25. An EHCP is reviewed annually to ensure that the information is kept up-to-date and to identify any new needs of the young person.

The young person can request their own EHCP or it can be requested on their behalf by a parent/carer(s) or a professional working with them. The local authority will assess the request and may take advice from a range of professionals before proceeding. WESC Foundation works with learners, parents/carers, local authorities and other stakeholders on the compilation and review of EHCPs.

Ofsted College
September 2015

“Learners are enthusiastic, motivated and keen to succeed because all staff work together well to reinforce and personalise learning.”

Education

“Our curriculum equips learners with the skills and knowledge to prepare for adult status and achieve their maximum potential.”

WESC Foundation provides an individualised curriculum for young people and adults (aged 5-25) with visual impairment (VI). We offer an adapted National Curriculum for school learners and accredited academic and vocational courses for college learners.

Curriculum options that we offer include:

- ⇒ **Specialist VI or Cerebral Visual Impairment (CVI) Curriculum for all learners**
- ⇒ **The Exe Programme, including National Curriculum Level 1/Entry 1 and above, for school and college learners with Moderate Learning Difficulties**
- ⇒ **The Dart Programme for school and college learners with Complex Needs and Learning Difficulties**
- ⇒ **Adapted accredited academic and vocational courses at WESC Foundation or at our partner colleges e.g. Exeter College, Bicton College etc.**
- ⇒ **Outreach VI Services for learners and teachers in mainstream schools, colleges and HE providers, as well as private work for commercial clients and external CVI Range assessments**

Whatever curriculum the young person will be studying WESC Foundation has a wealth of expertise and experience in providing individualised programmes that cater for the young person's specific needs.

We adapt our curriculum for young people with a visual impairment ensuring that all their needs are met. Our teachers and staff are the best. All our teachers and staff are equipped to provide a high quality service. WESC teachers are MQVI (Mandatory Qualification for teachers of learners with a visual impairment) trained or working towards it meaning they can provide the best learning and support for young people with a visual impairment.

Specialist Curriculum

“WESC's embedded Specialist VI or CVI Curriculum gives learners the skills and knowledge to interact and actively participate with their learning.”

All learners will have their VI needs assessed in the following areas:

- ⇒ **Visual skills training**
conducting a Functional Vision Assessment (FVAs) to identify intervention and habilitation strategies
- ⇒ **Tactile awareness and skills training**
this involves understanding haptic sense and the importance of learning through touch
- ⇒ **Access technology**
prior to placement an access technology assessment will be completed to identify the appropriate technology and software packages, e.g. screen readers/magnifiers, Brailenote etc.
- ⇒ **Keyboarding**
keyboarding tuition and touch typing will be delivered
- ⇒ **Braille and Moon tuition**
one-to-one tuition with Braille and Moon teachers

The Specialist CVI Curriculum, will be rolled out across the Dart Stream, focusing on individual outcomes relating to all pre-learning functions, including the following:

- ⇒ attention
- ⇒ executive functions
- ⇒ memory
- ⇒ emotion and motivation
- ⇒ perceptual systems
- ⇒ expressive and receptive language.



↑ Jago learning to use his magnifier

skills expertise
adapting knowledge
visual effectiveness

Programmes of Study

The Exe and Dart Programmes are both based on meeting the aspirations of the learners. This is achieved by agreeing long term outcomes and by setting individual targets around the five identified areas of development within the Education, Health and Care Plan (EHCP):

- ⇒ cognition and learning
- ⇒ communication and interaction
- ⇒ social and emotional well-being
- ⇒ sensory, physical and/or mental needs
- ⇒ social care needs

The Exe Programme

The Exe Programme is designed to meet the needs of young people with visual impairment and Moderate Learning Difficulties. Young people on the Exe programme predominately work at National Curriculum Level 1/Entry 1 and above.

Every learner will have an individualised timetable that addresses their needs as a whole; supporting and promoting self-confidence, independence and well-being throughout their learning and in their preparation for transition into adult life.

The Exe programme for school learners offers a National Curriculum based thematic model with discrete academic sessions working towards AQA (Assessment and Qualifications Alliance) Entry Level Maths, English and Science but with additional learning embedded in activities or projects incorporating ICT, arts, sciences and humanities. School learners at Key Stage 4 will be introduced to college course options including: Art and Design, Design and Technology, Drama, Horticulture, Music Technology and Radio production, as half termly afternoon sessions in preparation for post 16 vocational courses.

The Exe Programme for college learners includes core skills, vocational studies, work experience, independent living skills and a range of enrichment activities. The college offers:

- ⇒ Maths and English Ascentis stepping stone unit qualifications leading up to Level 2 (equivalent to GCSE grade C)
- ⇒ NCFE (Northern Council for Further Education) vocational courses
- ⇒ work experience opportunities both on and off campus

WESC learners have specialist input from the mobility/habilitation team and for any identified therapy needs which will be built into their timetable as discrete sessions and embedded into all aspects of their programme.

Young people who have specific academic or vocational aspirations can access a full General Further Education (GFE) curriculum with specialist support from WESC at our partner mainstream colleges e.g. Exeter College, Bicton College, Somerset College, City of Bristol College and Cornwall College.

100% of learners achieved in their ICT subjects

Source: WESC internal data

The Dart Programme

The Dart Programme is designed to meet the needs of visually impaired young people with Complex Needs and Learning Difficulties. It is developed around four distinct 'landscapes' within which learners acquire skills that support them in their preparation for adult life.

- ⇒ **Creative (enrichment skills) - art, dance, drama, literature, music, radio, resonance boards, sensory exploration**
- ⇒ **Daily Living Skills (independence skills) - community/home-based**
- ⇒ **Physical (orientation and movement skills) - ball/parachute games, cycling, multi-gym, rebound therapy, swimming, walking**
- ⇒ **Social (participation and work skills) - community engagement, supported on/off-site voluntary work**

Learners are able to negotiate these 'landscapes' through the structure of their timetable. The Dart Programme encourages appropriate measures of independence and autonomy and organises educational experiences around the medical and therapeutic needs of the individual.

The day commences with self-organisation which encourages learners to engage for themselves in the transition between their residences and the school and college setting. This might involve the collection of items they need or independent travel between locations.

The main elements of the day consist of Creative, Daily Living Skills, Physical and Social Skills, as described above. The day ends with self-evaluation which gives the learners an opportunity to consider their experiences and identify successes ahead of the transition back to their residences.

Timings are approximate with individuals themselves determining the pace or otherwise of their progression between the various elements of their programme.

Where appropriate, individuals may achieve accreditation via the OCR Life and Living Skills scheme.



Budding radio presenter Sammi enjoying her time on-air!



Please visit
www.wescfoundation.ac.uk
for the full list of academic and vocational courses

VI Outreach Services

// We are a dynamic Outreach team who relish our involvement with staff and learners in a variety of settings. //

WESC Foundation's Outreach Services support visual impairment in mainstream and special schools, colleges and universities. The specialist support we provide to these schools, colleges and universities can include: staff training, physical access audits and other development activities, plus joint funding bids and further research.

Our network of partnerships includes a range of Further and Higher Education (FE/HE) providers to support young people and adults in the wider community. This support can include practical classroom advice for staff and learners, mobility and orientation training, independence skills, Braille, ICT, access technology, specialist VI Occupational Therapy input and CVI assessments.

We currently provide the Visual Impairment Advisory Service and Access Technology Advisory Service to Torbay schools and have partnership agreements with the following education providers:

- ⇒ Cornwall College
- ⇒ Dawlish Community College
- ⇒ Exeter College
- ⇒ Guernsey Education
- ⇒ Maynard School
- ⇒ New Fosseway Special School
- ⇒ Somerset College
- ⇒ University of Exeter

As part of our Outreach Services we also offer split placements with schools and FE colleges. This is where the learner attends the school/FE college for the main part of their studies and they also attend WESC Foundation for a period of study, which includes specialist skills such as independent living, employability, mobility and orientation, access technology and Braille.

WESC Foundation Outreach Services are available to Local Authorities and individual schools, colleges and universities.

All-year-round residential placements (AYRP)

// A comprehensive package of support. //

We offer all-year-round (52 weeks) residential placements in which young people and adults benefit from an individualised care package and enrichment programme that supports skills development.

The placements focus on transition and empowering young people and adults by offering:

- ⇒ opportunities to develop independent and work related skills in preparation for living in the community
- ⇒ flexible programmes covering independent life skills tailored to the unique requirements of each individual
- ⇒ work experience in our Social Enterprise charity shops and voluntary network

Our tailored curriculum focuses on providing relevant skills for each individual. Training and care are provided by our own care team, mobility and orientation specialists, occupational therapists, physiotherapists, speech and language therapists, music therapists and registered nurses.



transition development enrichment technology support independence

Mobility and orientation

“ We want all our children and young adults to access their environment as independently as possible. ”

Mobility or habilitation training is an essential element in the development of independence and personal autonomy. Training is tailored to the individual and is based on a comprehensive initial assessment of skills and needs. Training programmes range from increasing young people’s awareness of different environments, to supporting individuals in becoming efficient independent travellers in the community. Training is delivered on a one-to-one basis by qualified Rehabilitation (ROVI) and habilitation specialists.

We offer:

- ⇒ assessment of individual needs and skills
- ⇒ individual mobility and independence training for young people throughout the school and college
- ⇒ experience of busy environments both in the local and wider community
- ⇒ experience of travel by public transport
- ⇒ systematic route tuition according to individual need
- ⇒ development of low vision strategies and skills
- ⇒ liaising with a range of local agencies
- ⇒ environmental audits
- ⇒ providing awareness training sessions to local employers

Transition

“ We make the transition to adult status a smooth and positive experience. ”

Our organisation prides itself in supporting young people to their chosen destination through a comprehensive transition programme. This could be an internal move from school to college, to our adult provision or into the community.

In order to make this process a smooth and positive experience a plan is devised involving the young person, their family, external supporting agencies and where appropriate the new provider.

A programme of visits and exchanges into the new environment ensures the young person is fully prepared for their next location. The process facilitates sharing of all information including the care plan, mobility programmes, health issues, and therapy needs.

“ WESC have gone over and above to make sure Emily’s transition has been as easy as possible. Thank you. You have one very happy student and a very happy mum! ”

Ofsted Care
July 2016

“ Young people’s health and well-being is promoted. Aids and adaptations are provided to promote their independence. This includes specialist equipment for eating and drinking, pouring drinks and cooking meals. This promotes their confidence and self-esteem. ”



Miles learning his way around the kitchen

Skills and Knowledge for Independent People (SKIP)

“ Innovation through developing the skills and knowledge required for independent living. ”

SKIP is a unique US designed and Dutch developed programme. It supports young people and adults with visual impairment to realise their potential and increase their independent living skills. On joining WESC each young person has a personalised programme covering living skills such as:

- independence at home
- workplace situations
- mobility
- relationships with others
- money management
- health needs
- risk management

Following assessment, achievement targets are set in order to measure progress.

Adult services: learning to live

“ Building confidence and self-esteem through learning and skills. ”

Our adult activity programme is designed to promote independence and continue the development of skills. It is designed to meet the goals and aspirations of the individual. Activities from our SKIP programme are further enhanced by targeted and timetabled enrichment sessions such as: art, pottery and music, as well as community access, cookery, cleaning, washing, sailing and residential trips.

Adults also have access to a broad education curriculum, rehabilitation, therapy programme options, supported volunteering and work related practices to support them in building confidence and gaining independence.

Adult Day Centre

We also have an Adult Day Centre which offers help and support to people aged 19+ who are blind or visually impaired. We offer a varied timetable of stimulating activities to facilitate social contact. The aim is to give people the skills and support they need to live as independently as possible.

Activities can be accessed on the half or full day programme or bought by the hour. More information can be found on our website www.wescfoundation.ac.uk.



90% of learners achieved in subject targets across school and college

Source: WESC internal data

Health professionals

// The therapists and nursing team deliver consistently high quality care to residential young people. //

Therapy

We assess young people's therapeutic requirements prior to entry. A therapy and health programme is devised to support all aspects of their daily life.

Our skilled on-site therapists support physical development and sensory needs using a range of techniques and specialist equipment including communication aids.

Specialist on-site clinics deal with the provision of orthotics and wheelchairs. A multi-professional Dysphagia team supports those with complex eating and swallowing difficulties. The therapy provision includes a hydro pool, gym, trampoline (rebound), a sensory integration room, as well as specialist bikes, tandems and adapted tricycles.

Nursing

The nurses and enabling teams actively promote a person-centred approach to medication. We work closely with each young person to support those who are able to self-medicate. The nurse team contribute to multi-professional working to offer an holistic approach to health issues, including sexual health and relationships, healthy lifestyles, and nutrition.

Clinics

Young people and adults have access to a number of services including:

- ⇒ general practitioner
- ⇒ consultants e.g. paediatrician
- ⇒ ophthalmologist, optometrist and orthoptist clinics
- ⇒ dietitian
- ⇒ audiometry
- ⇒ orthotic
- ⇒ wheelchair

Health appointments can also be made off-site. The nurse and therapy teams work together with the young people and other staff to develop independence and encourage them to take responsibility for their own health and well-being.

Social enterprises: learning to work

“ We are committed to offering real employability skills and getting more people with visual impairment into sustainable work. ”

Our Social Enterprise department helps prepare learners for life after WESC, instilling in them the self-confidence, belief and skills necessary to aid transition into adulthood.

We believe that every learner, regardless of disability can function and contribute to society and have a positive impact upon the world around them.

We create and offer new opportunities and experiences for our young people, with emphasis placed on their abilities, by structuring a working and learning programme specifically tailored to meet the personal development needs of each individual.

It is our aim to provide stimulating experiences, that will push the boundaries of their capabilities, challenge and stretch their own perceptions of what they can and can't do and inspire others by their achievements.

We provide training in real working environments, supported by qualified managers/trainers, who encourage each learner to progress to meet their full potential.

The WESC Social Enterprise portfolio currently consists of a number of fully functioning retail outlets around Exeter and Devon, a new horticultural project, and a registered online Ebay shop, which is managed and supported by WESC learners and adults with sight loss.

We work with a number of organisations who offer WESC learners workplace opportunities – please visit our website for more information on work placements.

We are also developing a range of apprenticeships in a variety of occupational areas at WESC in liaison with Further Education Colleges.

“ The Braille till technology in the social enterprise charity shops has enabled me to gain independence whilst working in the shops. I would like to thank WESC Foundation for developing the technology. ”



WESC learner Susan enjoying her work experience at one of the UK's biggest supermarket chains

abilities impact integr

Research and Development

// Research supports our work and enables us to understand the barriers we need to overcome to make learning more accessible. We work with key universities in pioneering this research. //

Education for the visually impaired has traditionally been all about eye integrity and eye efficiency, but we now know the brain plays a much more important role in perception and sight.

This knowledge has deepened and broadened our understanding, by providing insights into the relationship between the brain and sight. Central to our philosophy of education is a commitment to keep our knowledge in line with the latest international research and development.

We believe in securing the most technologically advanced hardware and software for use with our learners, and training all our staff effectively in new thinking and technologies.

Among our current areas of expertise are:

- ⇒ **Sensory Integration Therapy, which is a way of working on the individual's ability to process sensory information effectively**
- ⇒ **Neurological Visual Impairment. We have a neuroscience based approach to curriculum and timetabling and a range of other techniques to which we are currently applying an action research approach**
- ⇒ **Low Vision Aids (LVA), which support learning and lifeskills. These include magnifiers, task lighting, and reading aids which enhance near and distance vision**

Neurological Visual Impairment CVI Range* assessments

WESC Foundation is able to offer 'CVI Range' assessments to families, local authorities or other agencies who want to gain a better understanding of a young person's functional vision and have some positive suggestions and strategies for making the most effective use of that vision. Assessments are conducted by our staff who are qualified and experienced in the education and habilitation of young people with a visual impairment.

⇒ If you would like to find out more about CVI Range assessments contact the Head of VI Specialist Services on **01392 454288**

* Lantz (2007)



ity research transition

Accommodation

// A top quality home-from-home. //

WESC Foundation offers a range of accommodation comprising self-contained flats and houses where young people can experience independence in a supported environment.

Each area contains a shared kitchen, dining area, lounge, and laundry, making it easy to socialise with peers while attending to day-to-day life skills.

Young people have individual bedrooms and are encouraged to personalise and make these spaces their own. All residential areas are designed and planned to assist young people and adults to function effectively in their living space.

All young people take part in enrichment activities which supports their achieving individual targets. These include: cooking, budgeting, shopping, planning meals, self-help, money management, and other independence skills.

Our in-house catering team assists with meal preparation and is available to prepare meals and special diets as required.

We are also developing partnerships to provide off-site opportunities for supported living.

Supported housing

WESC is able to offer supported housing environments in one of our four satellite homes in the Exeter area. These specially adapted VI environments provide the perfect opportunity to transition into living in the community.

Leisure and social activities

// Socialising and making friends is an integral part of the WESC experience. //

Enrichment activities such as trips to the beach, wheelchair dancing, tenpin bowling, horse riding, sailing, and residential trips abroad are fun and enjoyable. Young people are encouraged to use these opportunities to develop skills and knowledge.

Facilities at WESC are accessible to all and include: swimming pool, hydro pool, trampoline, cycles and trikes, sensory garden, gym and many other activities linked to their individual programme of development and mobility.

Braille and access technology support is available during evenings and weekends.

Gruffydd improving his functional vision through a Cerebral Visual Impairment (CVI) activity



Family and partnership working

“ We actively support families and community groups affected by visual impairment. ”

Family group

The Family Group is for parents of pre-school visually impaired children who live locally. The group meets once a week and provides parents with support and advice from specialist members of WESC staff and the opportunity to meet together in a relaxed environment to share their experiences.

Sessions can include the following activities:

- themed sensory activities
- light room for sight stimulation exercises
- water therapy sessions
- early years mobility and therapy advice
- music and play
- art and crafts
- coffee and chat

We also work with other community groups such as MoorVision parents association, housing associations, corporate partners, local authorities, commissioners and the NHS.

Tollards Training Centre

“ Our commitment to life-long learning leads us to effectively train and develop our own staff. ”

Tollards Training Centre is a professional development centre for WESC Foundation. We are dedicated to the provision of quality training and development to maintain and enhance the currency of professional knowledge and skills. Tollards Training Centre also has superb fully equipped conference rooms and catering facilities which are available to hire at an extremely competitive rate.



For more information about hiring Tollards Training Centre call **01392 454200**

96% achievement in accredited vocational subjects

Source: WESC internal data

“ Our daughter is visually impaired and our lifeline has been the family group at WESC Foundation. They have provided us with a fun but safe environment for her to play. The extra input from outside sources is invaluable because this is the only weekly input from visually impaired specialists that we get. Thank you very much. ”



Where we are

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Equality statement

WESC Foundation is committed to equality and diversity. We welcome applicants regardless of racial, ethnic or national origin, religion or beliefs, disability, sexuality, age or responsibilities for dependants. We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults.

If you need this information in a different language or in another format such as Braille, audiotape, large print or on a CD please contact: kgaulton@wescfoundation.ac.uk.



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WESC Foundation is a company limited by guarantee.

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