



The Beacon
Christopher Whitehead Language College





Headteacher's Welcome

Our aim at Christopher Whitehead is always to pursue excellence in all that we do. Back in 2021 staff had a vision to create a bespoke learning environment to support autistic students in Worcestershire. Fast forward two years and in September 2023 we proudly opened The Beacon, our enhanced mainstream autism base (EMAB). Creating this provision aligns with our inclusive ethos which has seen us achieve flagship school status having been awarded the Inclusion Quality Mark yearly since 2018.



I believe that The Beacon has been designed and staffed to provide an excellent bespoke education for autistic students. As we have grown, all staff at Christopher Whitehead Language College have been trained and have developed the tools to support our autistic students both in the Beacon and across our mainstream school.

I hope that our individualised learning plans mean our young people can find an educational pathway that is successful for them. I believe that our commitment to these young people will provide them and their families with excellent education and equally importantly a community to belong to.

I wish them all well in their Christopher Whitehead journey.

Mrs C Clark

Mission Statement

Our mission is to deliver high quality education to young people on the autistic spectrum, whilst ensuring a sense of belonging to Christopher Whitehead school and the community.

All students will be highly valued and given the **opportunity** to achieve their full potential

Students will be supported and encouraged to lead healthy and active lives, develop **social** communication skills and **emotional** awareness

Students will benefit from an inclusive ethos, excellent teaching and **bespoke** access to a broad and balanced curriculum that where possible caters for everyone.

Vision Statement

All students will be supported to access their learning and to thrive through bespoke **individualised** learning programmes

Develop an understanding that learning is a lifelong journey

Students will be supported to attain outcomes that help them to work towards becoming **independent** and responsible citizens.



Places at The Beacon

To be considered for a place in the EMAB, students must have a **diagnosis of autism spectrum disorder (ASD)** and an **Education, Health and Care Plan (EHCP)**. Places are allocated through the **local authority** following a consultation process, rather than directly with the school.

The Team

Currently the team is led by Mr Dan Court (EMAB SENDCO)

d.court@cwlc.email Tel: 01905 423906

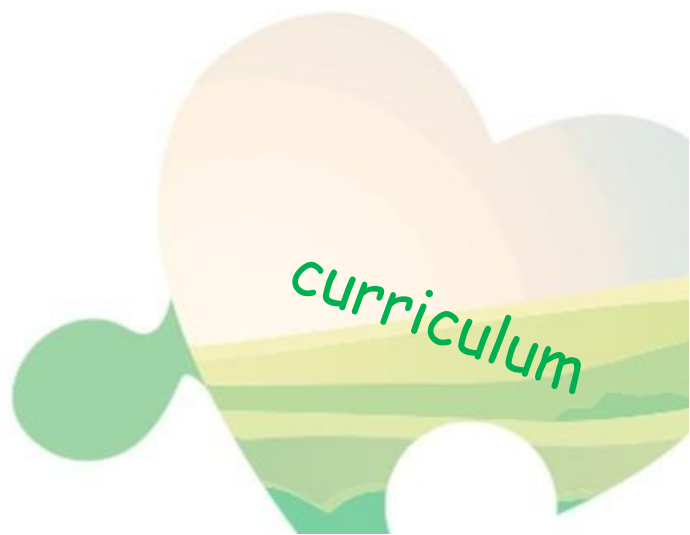
Dan brings over a decade of experience working with SEND students, including leading science in specialist settings for SEMH (Social, Emotional, and Mental Health) and ASD (Autism Spectrum Disorder). He has also served as a SENDCO (Special Educational Needs and Disabilities Coordinator) in mainstream education, where he developed a deep understanding of inclusive practices. Dan holds a Master's degree in SEND, with a dissertation focused on post-secondary transition for students with ASD. His expertise and passion for supporting young people with additional needs ensure that all students at the EMAB receive the highest standard of care and education

The Beacon is supported by a dedicated, highly trained team. Alongside the lead teacher, we have **five other experienced staff** - four specialist support staff and one admin member - all committed to helping every student thrive.

The Beacon team has received **bespoke training** in partnership with Worcestershire Autism and Complex Communication Needs Team ([CCN team website](#)). In addition, several **specialist teachers** deliver the curriculum to our students.

All school staff are trained to teach young people with SEND and have also received **specific autism training**, so your child is supported by people who truly understand their needs.

You can contact the team directly at mab@cwlc.email





Nurturing Environment

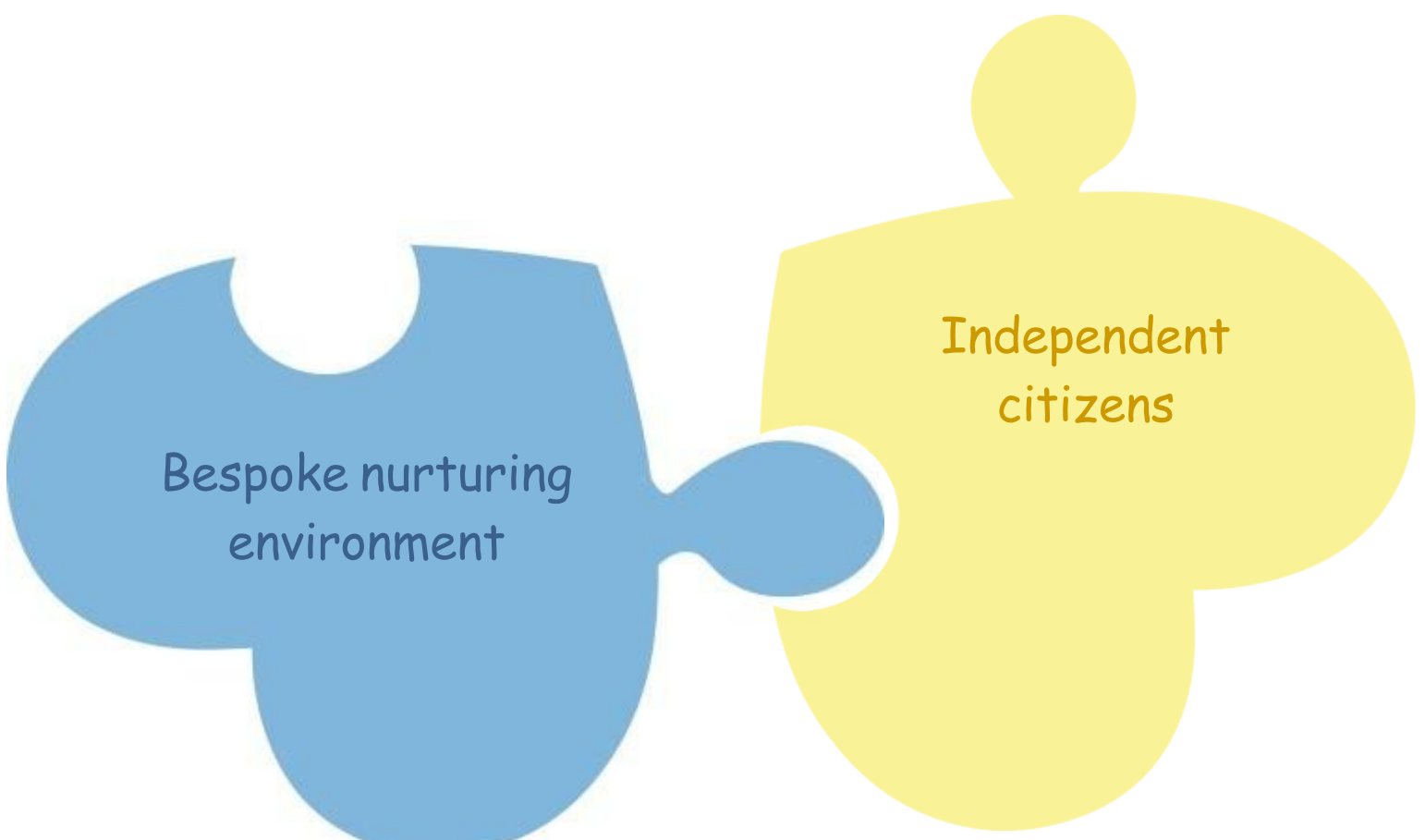
The Beacon is a carefully designed, nurturing space within the secondary school, created to support autistic students in feeling safe, understood, and ready to learn. We recognise that every young person is unique, and our environment reflects that with calm, structured support tailored to individual needs.

The base includes two autism-friendly classrooms and two sensory breakout spaces, offering quiet, low-stimulation environments where students can focus, regulate, or take a break when needed. A separate entrance to the school allows your young person to avoid busy crowds at the start and end of the day, helping reduce anxiety and create a positive transition.

Within the base, students have access to a kitchen area for drinks and snacks, self-contained toilets for added privacy and comfort, and a growing collection of personalised, autism-friendly resources that support learning, emotional wellbeing, and social development.

We are located next to the school's wider SEND provision, giving our students access to additional sensory rooms, SEND-adapted classrooms, and a peaceful sensory garden — all within a supportive and understanding community.

Our dedicated staff are highly trained in autism and SEND support, and we also offer access to counselling services for emotional and mental wellbeing. Above all, our goal is to work closely with you to ensure your young person feels safe, valued, and able to thrive both academically and personally.



Bespoke nurturing
environment

Independent
citizens



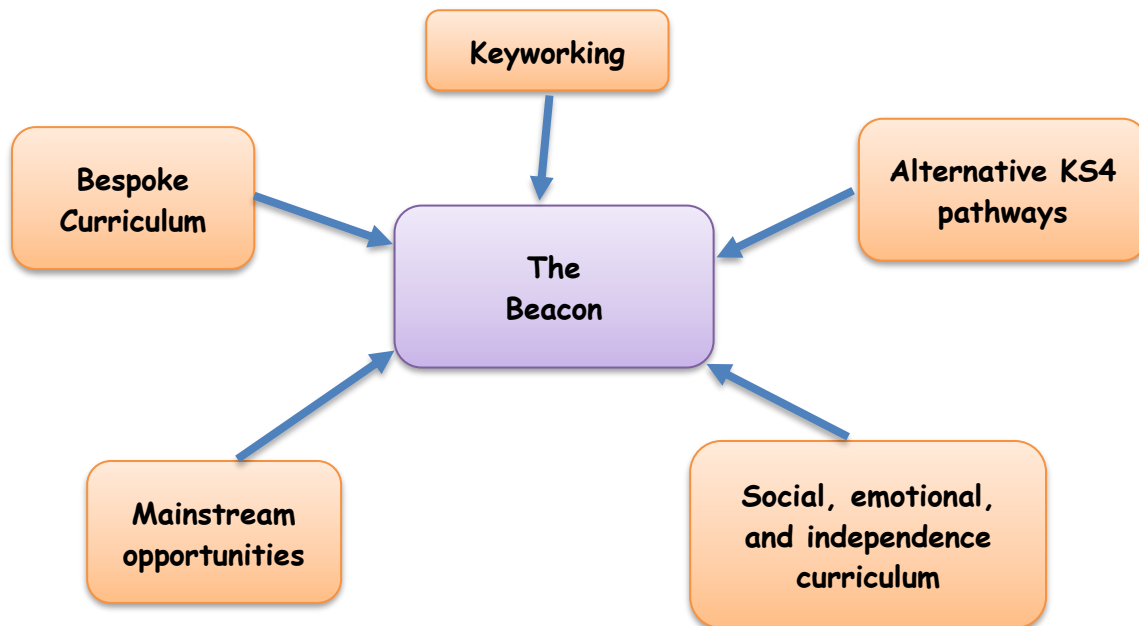
The Beacon Curriculum

We understand that choosing the right provision for your young person is an important decision. Our enhanced mainstream autism base is designed to offer a safe, supportive and ambitious environment where students can thrive both academically and personally.

Every student follows a **bespoke, individualised curriculum** taught in **small groups**, allowing us to meet their specific learning needs. Your young person will benefit from **specialist teaching** and the support of a **highly trained, experienced team** who understand autism and are committed to helping each young person succeed.

We offer carefully planned opportunities for students to **join mainstream lessons** with the right support in place, as well as **alternative pathways and qualifications** to prepare them for post-16 education, training or employment. Alongside academic learning, we deliver a strong focus on **social skills, emotional development and independence**, ensuring your young person gains confidence and life skills for the future.

Regular **keyworking sessions** and ongoing **home-school communication** mean we work closely with you and your young person, creating a true partnership to support progress and wellbeing.





Timings of the School Day

The Beacon daily structure broadly follows the whole school day with adaptations at the start and end of the day to support easier transitions between home and school.

Monday - Thursday

Arrival: 9 am

*R & R: 9-9.40

Lesson: 9.45-10.45

Break: 10.45-11.15

Lesson: 11.15-12.15

Lesson: 12.20-1.20

Break: 1.20-1.50

Afternoon Session: 1.50-3.00

Home: 3.00

*Registration and emotional Regulation

Friday

Arrival 10am

*R & R: 10 - 10:45am

Break: 10:45 - 11:15

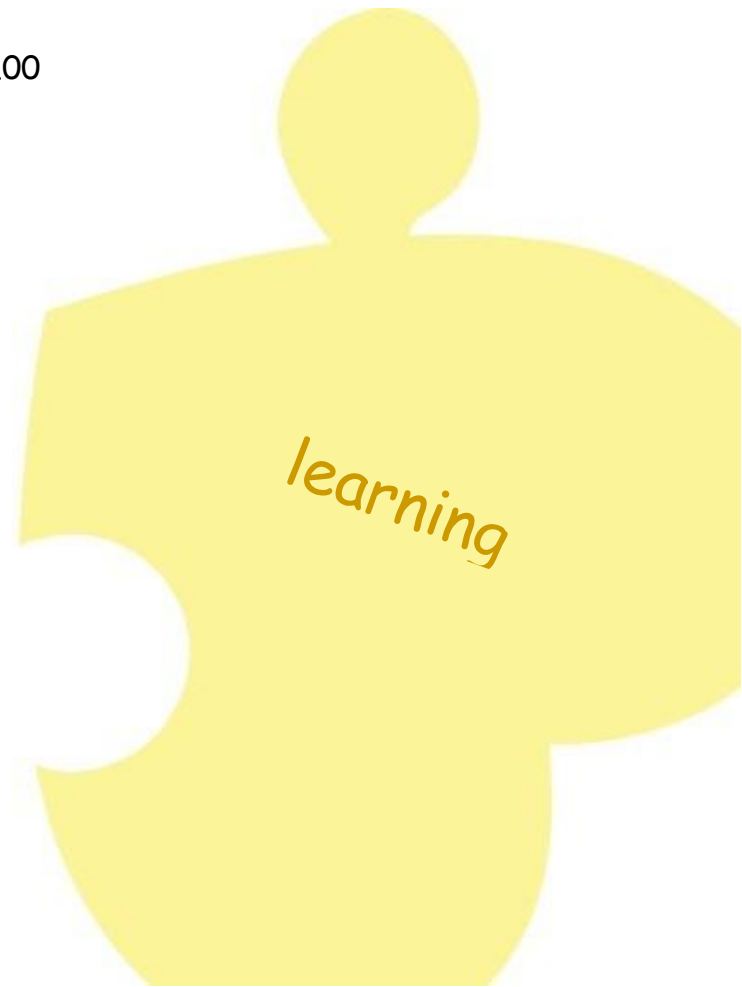
Lesson: 11.15-12.15

Lesson: 12.20-1.20

Break: 1.20-1.50

Afternoon Session: 1.50-3.00

Home: 3.00





Transition

We plan every move individually, with extra support to make it smooth, positive, and meaningful. Parents/carers and the young person are fully involved at each step. Our staff know how important this transition is and work closely with you to get it right.

Transition Pathway (starting at The Beacon)

Home Visits/ visits to current

Student/ Parental Voice
(creation of student passport and
introduction to current students)

Information about The Beacon
(welcome leaflet)

Visits to The Beacon

Phased start at The Beacon

Transition Support moving from KS4- KS5

Year 9: annual reviews will change to preparation for adulthood with changes to EHCP. Educational psychologist advice may be sought

Year 10: work experience opportunities discussed with home, students, careers officer and Beacon staff. Support offered to access placements settings

Year 11 Autumn: annual reviews to take place in the autumn term to plan post-16 placement, visits to future placements, students to access open days, involvement of staff from the future placement at the annual review, liaison with WCF about plans for next steps

Year 11 Spring: Transition planning with future placement, current placement, parents/carers, and student

Year 11 summer: Implementation of transition plan



Home-School Liaison

We know how important regular, clear communication is between home and school. Every student has a designated **keyworker**, who meets with them every two weeks in a relaxed setting to talk about the past and upcoming weeks. Your child's keyworker also contacts home fortnightly and is your **main point of contact**, making sure questions are answered and information is shared quickly.

In addition to the general school bulletin, families receive a **weekly autism base bulletin** with any changes or updates. We also host a **termly coffee evening** for parents, carers and students to meet staff, ask questions and share ideas.

We hold **annual reviews and termly SEND reviews** to keep you informed about your child's progress, and staff are on hand to **meet and greet at the gate** before and after school, providing a friendly face and open communication every day

If you have any queries, please contact the team at mab@cwlc.email

