

## Parkview

NARRATOR: Parkview Special School in Lisburn caters for children and young people with severe learning difficulties, aged from three to 19. We are looking specifically at the Extended Education Centre for post-16 pupils.

UNA BRENNAN: In Parkview, we strongly believe that our pupils have a contribution to make to the community in which they live. And in the Extended Education Centre the focus is on developing people's strengths and addressing needs with an emphasis on teaching meaningful skills, so that when they leave school, pupils can lead as full and independent a life as possible.

NARRATOR: The school has developed an in-house accredited Passport Programme. Passport stands for Promoting Achievement, Self-confidence and Self-esteem through Provision of Opportunities for Real-life Training. The programme does exactly as it says. The staff create real-life training opportunities to develop practical skills and enhance self-confidence.

UNA BRENNAN: From an early age, pupils are encouraged to take responsibility for classroom tasks which allow them to progressively develop a degree of independence.

MATTHEW: Excuse me, do you want to buy a tub of fruit?

STUDENT: Melons and grapes.

MATTHEW: All right, okay.

UNA BRENNAN: By the time the pupils reach the Extended Education Centre, they are ready to take on more demanding and challenging jobs and roles. And one of the real-life training opportunities we create is Parkview Cafe.

BARBARA BENNETT: The school cafe which operates one morning per week is a safe, secure and challenging work environment that allows EEC students to practice a wide range of work skills.

SARAH: I'm Sarah. I work in the cafe. I put my hair up, rinse my hands, put the dishwasher on, put my apron on, get out the tea towels, get out the dish cloths, clean the work tops, get the kitchen all right, and get the equipment out.

I love working in the cafe. The waitress goes round to all the tables to get the orders, then brings it up to the kitchen staff. And then I prepare the food.

BARBARA BENNETT: These skills attach to a number of roles which are allocated on a rota basis. Meet and greet customers, waiting on tables, food and drinks preparation in the kitchen, cashier, and cleaning and clearing tables. The learning intentions and outcomes of running the café dovetail with many objectives of LALW.

NARRATOR: A senior pupil talks us through his work schedule.

BOY: I'm the cashier. I take the money from the classes as they arrive. It's 30p for each pupil. I write the receipts. I get help to count the money. We use the money to buy things for the cafe.

NARRATOR: Of course, it's not just the workers who benefit from the cafe. Customers from other classes enjoy it too.

RUTH SMITH: The pupils in my class have really benefited from coming in to the cafe. They've learned to interact with students from the EEC and how to behave appropriately within this environment. Our hope is that they will then be able to transfer these skills into other settings.

BARBARA BENNETT: It's a very busy, but a stimulating and enjoyable environment in which students can develop initiative, thinking skills and personal capabilities. Cross-curricular skills are naturally and easily integrated into planning and into activities. EEC students are involved in work skills in a relatively pressurised work environment that they clearly enjoy and from which they learn a great deal.