



A special school dedicated
to educating pupils with
autism aged 4–18

Prospectus



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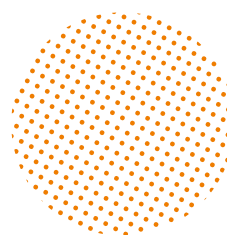
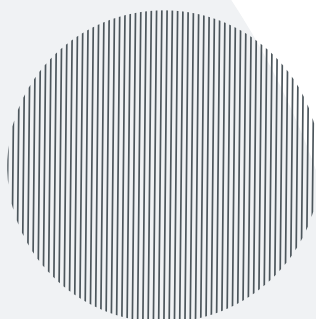
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“

It's wonderful to witness the
pupils becoming the young
adults we hope they will be.”

The Rise School teaching assistant

Welcome from the head of The Rise School



It is a privilege to be the head of The Rise School and to be part of such a positive and purposeful school community of pupils, staff and families. Thank you for considering us as the next step in your child's educational journey.

Our pupils are among the most vulnerable children in society. We are passionate in our desire to see them blossom, develop the confidence and strategies to overcome the challenges associated with autism, and achieve success in life.

In all the work that we do here, we use a School-Wide Positive Behaviour Support framework. With that as our guiding principle, we pursue two goals of equal importance for our pupils: excellence in academic and social progress.

In our vibrant learning community, we work together to equip our young people with the academic qualifications and personal skill-set needed to thrive in the world, socially, emotionally and, in time, in the workplace.

We offer pupils the best of both worlds: special needs provision combined with a curriculum guided by, and reaching beyond, the national curriculum.

In addition to English, maths, science, art, computing, food technology, history, music and physical education, we offer subjects intended to help our young people develop positive mental and emotional health. These include yoga, mindfulness and a range of activities designed to nurture wellbeing.

Our approach has recently led to two notable measures of success. First, three out of our first group of 13 Year 11 pupils achieved grade As in their IGCSE English qualification. Second, The Rise School has been awarded Gold Status in the inaugural year of the Carnegie Mental Health Awards – in recognition of the work we do to cultivate wellbeing in our community.

I really do hope you choose The Rise School and look forward to meeting you and your child in the near future.

In the meantime, for the latest news about The Rise School, please visit our website. For a genuine flavour of day-to-day life here, try our social media channels.

A handwritten signature in black ink that reads 'Helen Ralston'.

Helen Ralston
Head of The Rise School



Vision and values

Our vision is to create a vibrant learning community. We offer a model of best practice for children with autism and social communication needs who can learn under a broadly age-related curriculum.

In practice, this means:

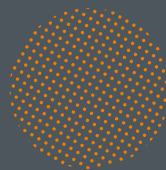
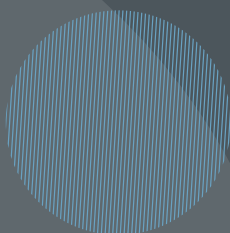
- Children and adults are happy to come to school every day and are proud of what they achieve.
- Parents and carers are confident that their children are safe, happy and making good progress, and that their voices are heard.
- All pupils are given the support and challenges they need to learn and succeed in the world beyond school – their quality of life is key.
- All staff create consistently positive learning experiences that engage and challenge all pupils.

Our values

Our values underpin all that we do at The Rise School. They were chosen in a collaborative process that involved all our staff and pupils.

We teach our values explicitly and celebrate them frequently.

We know that our pupils will face challenges in their life, but we're confident that, with the right strategies and attitude, they can flourish.



Ambitious about Autism Schools Trust

The Ambitious about Autism Schools Trust (previously known as the Autism Schools Trust) is a multi-academy trust that runs and supports the development of new special schools where children and young people with autism can learn, thrive and achieve.

The Rise School was set up by the Ambitious about Autism Schools Trust in 2014 as a special school dedicated to educating pupils with autism aged 4–18. It was designed to be inspirational and transformational, offering a broad and challenging curriculum in an environment with high expectations and a close focus on the individual.

The Ambitious about Autism Schools Trust currently works with local authorities and local groups who share our commitment to developing high-quality, evidence-based schools for children with autism. Through new partnerships, we will support the growth of the Trust and support more children and young people with autism.

The Rise School is governed by Ambitious about Autism Schools Trust. The Board of Trustees consists of people with the skills, competencies and perspectives we need to govern the school.



**Ambitious
about Autism**
Schools Trust





Our curriculum

“

We are really pleased with our son's progress, socially and academically. He enjoys going to school and is sad when it is the holidays. We feel very lucky that our son is part of The Rise School.”

Parent

Our curriculum

The Primary and Secondary school curriculums are divided into key areas that allow learners to develop the academic and social skills necessary for success.

Our fourth core subject is the social curriculum, which is essential for the holistic development and wellbeing of our young people.

Our Primary school is made up of five classes, each with a different teacher who delivers the majority of the curriculum. Specialist teachers are responsible for subjects such as physical education, yoga, music and art.

Students in the Secondary school study a suite of qualifications that balances academic rigour with other important curriculum offerings. We enable pupils to achieve across a range of academic and vocational qualifications that best suit their learner profiles and needs.



English

The Rise School is ambitious about the content we offer our pupils, much of it echoing what is taught in mainstream schools.

Initially, in the Primary school, we deliver the Read Write Inc Phonics programme so that pupils can confidently understand texts. They then move on to the Ruth Miskin Literacy and Language programme. This allows pupils to read a wide selection of accessible, fun and well-written fiction and non-fiction to develop their reading and writing skills.

In the Secondary school, pupils study a central text per term – this may be a great novel, such as ‘Wonder’ by R.J. Palacio or classic plays by Shakespeare, such as ‘A Midsummer Night’s Dream’. They also study related non-fiction and poetry, and develop writing skills such as empathic, persuasive or descriptive writing.

English is central to the curriculum at The Rise School for a number of reasons:

- It unlocks pupils’ access to all other areas of the curriculum.
- GCSE English (or equivalent) is a core qualification needed to enjoy opportunities beyond school.
- To take part in society, it is essential to be functional in English.
- Reading great stories and literature is an important way to learn about ourselves, others and the world around us.

From Year 9, pupils study language and literature components side by side so that they can sit IGCSE Language and, where appropriate, IGCSE Literature also. The Literature course includes ‘Of Mice and Men’, ‘An Inspector Calls’, ‘Macbeth’ and a range of poetry. In all years, they focus on spelling, punctuation and grammar, because it is essential that they can express themselves accurately and effectively.



Maths

At The Rise School we have developed a robust Primary to Secondary maths curriculum that enables pupils to make progress, building on and revisiting material learned in previous years.

We encourage pupils to follow a specific approach to mathematical reasoning and use their maths skills in their daily lives.

At Primary school, we encourage pupils to develop fluency through practice and repetition in the four mathematical operations: addition, subtraction, multiplication and division. We also ensure they understand the order of operations in maths and the general principles of shapes, space, data and algebra.

The reasons for developing a maths curriculum specific to The Rise School are to:

- ensure pupils receive positive messages about maths and build their confidence
- ensure that pupils use their numeracy skills across the curriculum
- achieve high standards and set age-related expectations across the school
- set out the school's agreed approach to the teaching of numeracy skills across the Primary and Secondary schools
- identify where pupils need additional support through the Dynamo Maths programme and intervention teaching and learning assistants.



Science

Science is an important part of the curriculum here at The Rise School. Science helps us to understand the world around us. Everything we know about the universe, from how trees reproduce to the structure of atoms, is the result of scientific research and experiment.

We have built a challenging and engaging curriculum across all key stages. We focus on learning through practical work and are proud of our well-resourced science department.

At all key stages, we actively encourage science learning outside the classroom through visits to the Natural History Museum and the Science Museum.

Key Stage 2 Primary pupils follow the Science National Curriculum, with lessons twice a week. They focus on learning through practical and experimental work across a range of topics, including: living things and habitats in biology; reversible and irreversible reactions in chemistry; and electricity and light in physics.

At the end of Key Stage 3, pupils begin the Entry Level Certificate in Science, then move on to the Entry Level Further Certification in Science. These courses lay the foundation for those pupils able to move on to Combined Science GCSE in Year 11.





Art

Arts and culture are truly celebrated at The Rise School. We tailor lessons so that all pupils can explore the arts in their own way to meet their individual needs.

All pupils take part in weekly art and design lessons. They work on the process of creating art mindfully by exploring different mediums, including paint, oil pastel, sculpture, printing and photography.

Pupils discover a wide range of artists and movements, and expand their learning through exciting trips to Tate Modern and the Design Museum. They can also take part in artist workshops led by external working artists throughout the academic year.

There is an annual art show which showcases art work created by The Rise's pupils over the summer term.

The Primary art curriculum focuses on introducing pupils to the formal elements of art: line, colour, shape, texture, pattern, value and form. Pupils also explore the art world by completing projects on art history and art in the community.

The Secondary art curriculum allows pupils to develop further their understanding of the formal elements of art and includes additional trips and workshops.



Computing

We follow a bespoke computing curriculum broadly based on the National Curriculum. Pupils gain skills and knowledge in computer science, IT and digital literacy.

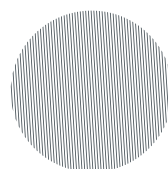
In computer science, pupils learn a range of skills covering algorithms, decomposition and computational thinking. They are introduced to various programming tools, including block-based languages such as Scratch, and textual languages such as Python.

In IT they learn how to use different types of software, including: the Prezi app for presenting information on a range of topics; and the advanced functions of spreadsheets to create self-marking tests.

In digital literacy, we extensively cover e-safety, e-confidence and online reputations and behaviours, as well as more practical skills such as touch typing.

At Key Stage 4, we deliver the OCR iMedia course. This is a Level 1 and Level 2 (GCSE equivalent) qualification covering practical skills such as the creation of digital graphics and multimedia products; and knowledge in areas such as copyright law, health and safety, hardware and software, and file types.

We have an extensive co-curricular offer and run a very popular weekly computing club. Recent topics have included coding, robots, animation and digital photography. We have also arranged off-site visits to e-safety conferences and recently ran a one-day, on-site workshop in virtual reality.





History

The inclusion of history in the curriculum is part of our core commitment to pupils learning under a broad, balanced and age-appropriate curriculum. We believe that history is a vital part of an all-round education and much more than simply studying events from the past.

In the Primary school, pupils begin to study history through topic-based lessons. They develop their skills during KS3 and, where appropriate, will be entered for GCSE history in Year 11.

Through history, pupils come to understand how and why society is the way it is, and how we, as informed citizens, can learn from the mistakes of the past and make better choices for the future.

Through the study of history, pupils:

- learn about unique historical principles such as 'causation' and 'significance'
- learn useful skills that transfer to other subjects in the curriculum, such as the ability to compare, describe, analyse and evaluate
- can express and justify their opinions
- acquire useful skills for the workplace, such as critical thinking, and weighing up pros and cons before making a reasoned decision.



Music

We encourage pupils to be inquisitive and creative through music. By learning music, they can learn to be creative and expressive, and discover how to collaborate with others in activities such as school plays.

Music brings our community together and we are proud to showcase our pupils' talents in regular performances.

Instruments taught include the piano, ukuleles and guitars.

In Key Stages 1–3, pupils have weekly music lessons with a specialist subject teacher. Our specially designed curriculum balances performing, composing, listening and appraising skills across a breadth of musical styles.





Physical education

Our Primary physical education (PE) curriculum develops pupils' fundamental movement. This is the building block for the more complex and specialised skills needed to take part, confidently, in different games, sports and recreational activities throughout life.

Our Secondary PE curriculum covers rules and regulations in various individual, team and inclusion sports, including football, hockey and netball.

We offer a diverse range of sports so that pupils can discover what they like and gain enough knowledge to take part now in recreational community activities and later on in life.

We also arrange weekly swimming sessions with qualified swim instructors at the local leisure centre. Our aim is to improve all pupils' water competency, so that they can anticipate, avoid and survive common potential drowning situations.

Lessons cover water safety awareness, basic swimming skills and helping others.

PE is integral to pupils' health and wellbeing.

Pupils have access to our fully equipped, on-site gym, and we have specially designed our PE curriculum to:

- provide health benefits through regular physical activity
- build confidence and self-esteem
- support good mental health
- highlight the importance of health and nutrition
- help develop transferrable skills that can be used in and out of the classroom: self-discipline, teamwork, leadership and co-operation
- develop water competency through weekly swimming sessions.



Food technology

In our specialist food technology room, pupils learn the all-important life skill of home cooking. At a weekly cooking club, young pupils get to explore sweet and savoury recipes, as well as their own favourite recipes.

Learners who have achieved the BTEC Level 1 Award in Home Cooking Skills can progress on to the BTEC Level 2 Award in Home Cooking Skills and Food Hygiene certificates.

In Key Stage 3 and Key Stage 4, pupils develop the skills that lead to the BTEC Level 1 and Level 2 Awards in Home Cooking Skills:

- the knowledge, understanding and confidence to cook meals at home
- an understanding of how to economise when planning a meal
- the ability to transfer skills learned to different recipes
- the ability to inspire others by sharing that knowledge.



Social curriculum

“

A fantastic school that will enable my child to reach his full potential.”

Parent



Social curriculum

The Rise School places equal focus on academic and social progress. We know that for our pupils to be successful, they need a curriculum that extends beyond the traditional subjects offered in mainstream schools.

Our fourth core subject is our social curriculum, which is equal in importance to English, maths and science.

In the Primary school, pupils have two lessons per week of Personal, Social, Health and Economic (PSHE) education. In the Secondary school, they have two citizenship lessons per week. In both phases, pupils have one yoga and one Weaving Wellbeing lesson per week.

Personal, Social, Health and Economic Education/ Citizenship

PSHE and citizenship are more than just subjects – they are life lessons. They inform pupils and empower them to become advocates of important issues. They help pupils be more informed and open minded.

Pupils also learn about their rights and responsibilities. They receive important lessons in using critical thinking in relation to the media and the economy.

In Key Stages 1, 2, 3 and 4, pupils have two weekly lessons. These cover a range of areas: physical changes, friendships, democracy, law and justice, and global issues such as nuclear weapons and civil disobedience.

Pupils engage in debates about important current affairs topics and are encouraged always to challenge the idea and never the person.

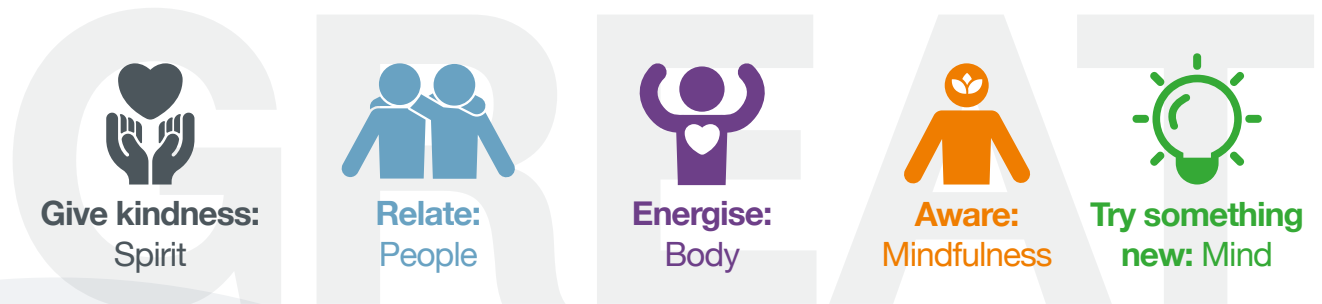
Visits to places such as the Houses of Parliament and the Court of Justice also enhance pupils' learning.

Weaving Wellbeing programme

The Rise School is a place where all members of our community feel valued and flourish.

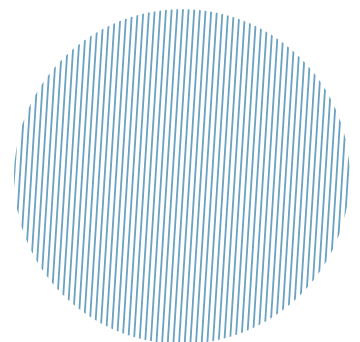
The five G-R-E-A-T wellbeing rays are evidence-based strategies from the field of positive psychology. They have been shown to boost mental wellbeing.

The five rays express our G-R-E-A-T wellbeing values



We provide opportunities for all members of our community to engage with these rays through our Weaving Wellbeing programme.

Weaving Wellbeing is a Personal, Social, Health and Economic Education programme designed to teach children skills and strategies for maintaining positive mental health. The skills are based on current research in the field of positive psychology.



The chart below, adapted from weavingwellbeing.com, shows the main topics included in the Weaving Wellbeing programme.



Weaving Wellbeing aims to allow children to learn about and practise specific behaviours and activities linked to wellbeing, in an interesting, child-centred and age-appropriate way. The children are encouraged to practise the skills, strategies and activities, to see how they feel about them, and how useful they find them.

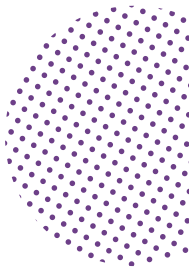
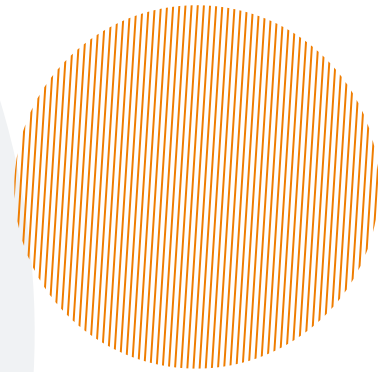
In this way, children learn how to become creators of their own wellbeing. Over the course of the programme, they learn how to weave all of the elements of wellbeing into their everyday life.

Yoga

Yoga supports our pupils to develop a positive sense of self and increases body awareness. In yoga lessons, pupils focus on four key aspects: calmness, flexibility, strength and co-ordination.

Yoga also provides essential relaxation time, allowing pupils to recharge physically and mentally.

In all Key Stages, pupils have at least one yoga lesson a week in a specialist room. We aim to help pupils develop self-regulation skills such as finding calmness or using breathing to combat anger or fear. These can be added to their 'toolkit' and used in all aspects of their lives.





Sixth Form

The Rise Sixth Form has been purpose built for 32 pupils, both internal and external, and will build on the success of The Rise School. All pupils will have an Education, Health and Care Plan, and a diagnosis of Autism.

Our vision is to prepare our pupils thoroughly for adulthood, employability, apprenticeship or university.

To achieve this, The Rise Sixth Form staff will provide a high-quality wraparound curriculum, including courses such as life and employability skills, that places as much emphasis on social outcomes as it does on academic success.

Pupils will have access to the wide variety of courses on offer at West Thames College, attending lessons alongside West Thames pupils.

They will also receive the kind of specialist support for pupils with autism that only schools such as The Rise School can offer.

The Rise School pupils will study in The Rise Sixth Form base between lessons and on days when they have no lessons in the main college.





Ambitious
Approach

Ambitious Approach: How we deliver our curriculum



We believe all children and young people with autism have a right to the best education that meets their needs and enables them to learn, thrive and achieve. When they leave our settings, we want them to find employment, go on to further education or training, and live fully as part of the communities of their choice.

Our Ambitious Approach across all our educational settings is person centred, values based, trans-disciplinary and underpinned by a School-Wide Positive Behaviour Support framework.

All children and young people at The Rise School have an Education, Health and Care Plan that outlines their aspirations, outcomes, needs and support. We regularly and comprehensively monitor, evaluate and report on progress.

We offer a broad, balanced and relevant curriculum. They have access to a range of qualifications and non-accredited learning, according to their interests, desired outcomes and abilities.

We also place importance on nurturing and supporting the wellbeing of all our learners and fostering as much independence as possible.

We work with parents and carers in a partnership that works for the child or young person and their future plans and hopes.

We also value the voice of our learners in decision-making about their future. As communication can be difficult for many of them, we invest in the skills and resources that allow them to take part in a variety of ways.

The safety and security of our learners is paramount. We have in place robust child and adult safeguarding policies and processes.

We are constantly developing, searching for and open to new ethical and evidence-based approaches that help our young people. We share our experiences and knowledge with others to enhance expertise in the field of autism education.

The Rise School is subject to Ofsted inspections, which are published online by Ofsted and on our website.



Enrichment

Learning outside the classroom

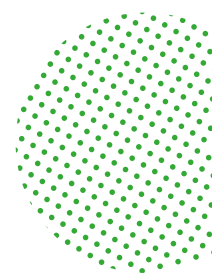
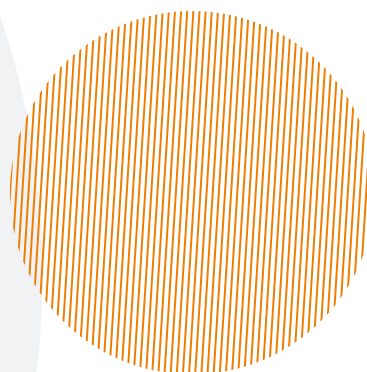
Here, at The Rise School, we believe that every pupil should have the chance to leave the classroom and experience enriching opportunities in the world outside. In this way, they learn the vital social skills needed to become active and responsible members of society by:

- meaningful learning through real-life, hands-on activities
- improving pupils' capacity and motivation to learn
- developing vital social skills in the community
- improving qualities such as resilience, confidence and self-esteem.

We have a team dedicated to making sure all pupils benefit from these high-quality opportunities. Each term, each class enjoys:

- two educational visits to natural sites, galleries, museums, sporting venues or other public attractions
- one reward trip.

We also organise visiting workshops and provide opportunities to learn in one of our outdoor learning areas, with our vegetable planters or with our school guinea pigs.



Duke of Edinburgh's Award

The Duke of Edinburgh's Award (DofE Award) is a voluntary, non-competitive programme of activities for anyone aged 14–24. More than 100 top UK employers have endorsed the DofE Award because it equips young people with work-ready skills such as team working, resilience, communication and drive.

Our pupils in Key Stage 4 work towards the Bronze DofE Award and can devise their own programme within the four chosen areas of development:

- **physical** – improving an area of dance, sports or fitness
- **volunteering** – undertaking service to individuals or the community

- **skills** – developing practical and social skills, and personal interests
- **expedition** – planning, training for and completing an adventurous journey in the UK or abroad.

The flexibility of the DofE Award allows our pupils to tailor programmes to their individual needs and abilities in a non-competitive environment, developing transferable skills for school and beyond.



Extracurricular clubs

After-school clubs at The Rise School are an additional asset that enriches our curriculum and allows new friendships to flourish. Activities are rotated on a termly basis to offer new experiences and give all pupils a chance to join a club.

In keeping with our school structure of eight pupils per class, there are eight places for each activity, and pupils may attend two clubs per week.

Activities are available to Primary and Secondary pupils in separate clubs and, where appropriate, to all pupils in the same club.

Our clubs provide fun opportunities to indulge passions, develop skills further or try something new. Popular club activities include computing activities, from iPads to robots, cooking, football, science experiments, chess and board games or mindful colouring.

After-school clubs run from 3pm to 4pm on Mondays to Thursdays; a healthy snack is provided for pupils from 3pm to 3.15pm.

Our trans-disciplinary team

One of the benefits of The Rise School is its specialist team. Our trans-disciplinary team roles include:

Qualified teachers responsible for delivering the curriculum

Speech and language therapists (SaLTs) who support learners to develop their communication and social skills

Occupational therapists (OTs) who help pupils to manage sensory issues and develop functional life skills

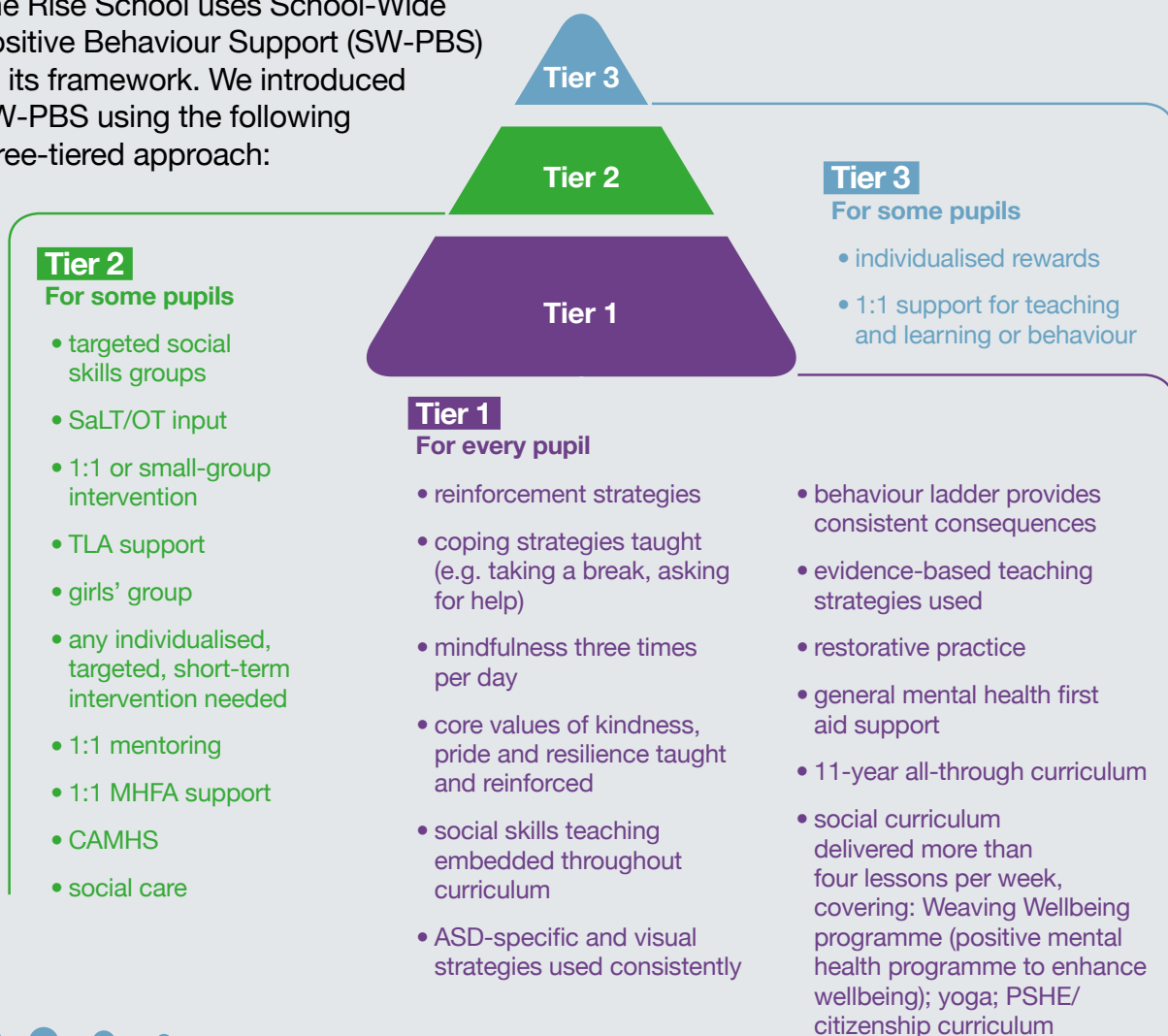
Behaviour specialists who work with pupils to overcome behaviours of concern that could create barriers to learning

Teaching and learning assistants (TLAs) who support pupils with their learning and behaviour.

We want the team of adults around your child to be the very best they can be. Therefore, we invest significantly in a wide range of training and continuing professional development for all staff.

School-Wide Positive Behaviour Support

The Rise School uses School-Wide Positive Behaviour Support (SW-PBS) as its framework. We introduced SW-PBS using the following three-tiered approach:



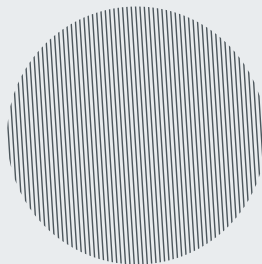
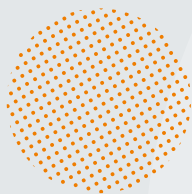
Our school culture has been defined by our core values: Be Proud, Be Resilient and Be Kind. Staff, pupils and families voted on and agreed these values. We teach skills that demonstrate these core values and make sure they are reinforced in everything our pupils and staff do, and in all interactions with families.

Pupils reflect on and consider how they can demonstrate these values at school, at home and in the wider community.

We use the three-tiered support framework shown in the diagram to make sure all pupils learn new skills that will enhance their quality of life. Our aim for all of our pupils is that they lead their lives as independently as possible, with the least number of restrictions.

All pupils benefit from our Tier 1 support, which includes:

- autism-specific strategies and good practice – e.g. using visual support consistently across the school
- teaching all pupils coping strategies such as: being able to ask for help when needed; or asking to take a five-minute break from a task, instead of engaging in disruptive behaviour to avoid a lesson
- teaching mindfulness and yoga weekly, and integrating mindfulness into classrooms a minimum of three times per day during registration, following morning break and lunchtime
- teaching a dedicated wellbeing programme (Weaving Wellbeing), which focuses on increasing skills of resilience, perspective taking, positive relationships and identifying strengths
- using restorative practice as an approach to prevent incidents between peers, resolve peer conflict and repair harm to relationships when conflict occurs; teaching pupils about each other's perspectives to build empathy and understanding; and to recognise mistakes as learning opportunities for growth
- using 1:1 mental health first aid and mentoring support to increase self-esteem and maintain pupil wellbeing and mental health.



Keeping our pupils safe

All staff at The Rise School have a responsibility for the safety and wellbeing of our pupils.

We take seriously our responsibility to safeguard young people at risk. We have designated safeguarding leads and robust practices in place to ensure pupil safety.

Our safeguarding policies and our Preventing Extremism and Radicalisation Policy, which protects young people from extremism and radicalisation, can be found on our website.

The Rise School has three designated safeguarding leads: our assistant head (pastoral), assistant head (curriculum) and our family liaison officer.

Parent and carer support

If our pupils are to make good progress socially and academically, parental participation and engagement are essential. There are frequent formal and informal opportunities for parents and carers to feel supported and engage with us as a school community. These include:



Class webpages

These are updated regularly with news and information from each of the classes.



Annual review

This formal review of the pupil's Education, Health and Care Plan is an opportunity to review progress towards the outcomes set out in the plan and set new targets for the year ahead.



Community events

All parents and carers are invited to attend a range of fun events throughout the year, e.g. Curry and Quiz Night.



Celebratory events

All parents and carers are invited to celebrate the achievements of our pupils, e.g. Sports' Day, Family BBQ, Arts Exhibition and the Christmas Production.










ParentMeet

There are four ParentMeets each year, focusing on a variety of topics, from sharing information on our core curriculum and ways to support learning at home, to strategies for the wellbeing of parents, carers and pupils.

Admissions

We arrange visits for parents and carers during the first observation, as part of the application process.

If it appears from the initial enquiry from a local authority that a placement at The Rise School may be suitable for the prospective child, the following procedure then takes place:

-  1. The prospective pupil will be invited in to be taught alongside the school's current cohort of pupils in core subject lessons.
-  2. While the prospective pupil is in lessons, the parents will be invited to have a tour and given further information about The Rise School.
-  3. Following the initial observation, if it is felt that the school may be able to meet the prospective pupil's needs, the school will invite the pupil to spend three days being taught alongside the school's current cohort of pupils.
-  4. Following assessment of the prospective pupil, a recommendation is made to the local authority either to offer a place or outline why it feels it is not able to meet this pupil's individual needs.
-  5. If there is a place in the year group and the school feels that the prospective pupil's needs can be met, a formal offer is made in writing to the child's local authority.
-  6. Once the place has been accepted in writing by the local authority, and if the year group is already full, the school will place the prospective pupil's name on a waiting list.
-  7. Prospective pupils may enter the school at any time during the school year. When a start date has been established, the school will plan for the pupil's integration into the school.
-  8. Prior to entry, parents and pupils will be required to sign a home-school agreement.





Contact us

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Ambitious about Autism is the national charity for children and young people with autism. We provide services, raise awareness and understanding, and campaign for change. Through TreeHouse School, The Rise School and Ambitious College we offer specialist education and support.

Our mission is to make the ordinary possible for children and young people with autism.



Ambitious about Autism Schools Trust is an exempt charity in England and Wales and a registered company: 08335297.

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How to find us

We are located on the same site as Spring West Academy.

Public transport

Tube – Hatton Cross, then either 285 or 490 bus to Browells Lane and five-minute walk.
90 bus to Feltham – Leisure West and eight-minute walk

Bus – 285 from Kingston or Heathrow to Browells Lane, 90 from Northolt to Feltham Leisure West, 490 from Richmond or Hatton Cross to Browells Lane, 117 from West Middlesex University Hospital or Staines to Feltham Station, and 235 from Brentford or Sunbury to Feltham Station

Train – 10-minute walk from Feltham station

Travelling by car

We have on-site parking, but this needs to be booked prior to visiting.

