

# OAKFIELD SCHOOL

## PROSPECTUS

### 2020/2021



Information relating to individual schools published in accordance with the Education Act 1996 and by Kingston upon Hull City Council and on behalf of the Governors of Aided Schools in Kingston upon Hull for admissions from September 2004.

**OAKFIELD SCHOOL  
HOPEWELL ROAD  
KINGSTON UPON HULL  
HU9 4HD**

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## SCHOOL CLASSIFICATION

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Co-educational Emotional, Social and Mental Health Needs, (ESMH), capacity for a 80 place day school with a term time 34 place residential provision.

**HEADTEACHER** - Mrs R M Davies

**ACTING HEAD OF CARE** – Mrs S Cockerline

**DEPUTY HEADTEACHER** – Mrs L Smith

## SAFEGUARDING TEAM

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**DESIGNATED SAFEGUARDING/MULTI AGENCY LEADS** - Mrs Jayne Oakley and Mrs Leanne Middleton

**DEPUTY SAFEGUARDING /MUTLI AGENCY CO ORDINATOR** - Mrs Joanne Jordan

## GOVERNORS

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NAME	GOVERNOR ROLE	DATE OFFICE ENDS
Mr Lee Morfitt - Chair	Health and Safety, Safeguarding, Teaching/Learning Homework, Curriculum and Finance	31/08/2022
Mr Brian Hick	Curriculum and Finance	06/11/2018
Mr Kenneth Jordan	Curriculum and Finance	28/08/2018
Ms Suzanne Wilson	Co opted	10/07/2021
Mr Noel Atley	Chair of Finance and Personnel committee	25/06/2022
Mr Huw Jones	Vice Chair and Chair of Curriculum and Standards committee	25/06/2022
Mrs Eleanor Batty	Curriculum and Finance	05/04/2021
Mrs Rachel Davies	By virtue of office	
Ms Maria Bannister	Clerk	

<b>Standard 20 Inspection</b>
Mr Roy Walker OBE
<b>Independent Visitor - Standard 2</b>
Anthony Bowsley (to commence duty as of January 2021)

**NUMBER ON ROLL: 97** (as of 16.12.2020)

## Aims

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### We aim

- ✦ to create a safe and secure learning environment in which high standards of behaviour and commitment are clearly expressed and realised;
- ✦ to create a culture of high expectations and success for pupils, providing a flexible curriculum that engages and motivates groups of pupils and individuals;
- ✦ to promote a sense of responsible citizenship in our pupils;
- ✦ to build a professional community of teaching and support staff within the school, developing leadership skills and teamwork;
- ✦ to build a capacity for futures thinking, problem-solving and planning and distributive leadership;
- ✦ to establish collaborative working with other schools;
- ✦ to support and facilitate inter-agency work as part of a broader community approach to learning;
- ✦ to establish and/or maintain and develop positive working relationships with parents and carers for the benefit of the child.

*In all these endeavours we will create a culture of pride in our school and raise its profile in the community and across the city. We will take opportunities to reward and celebrate our successes and will acknowledge and seek ways to rectify our mistakes.*

## Mission

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At Oakfield, we believe it is every pupil's right to expect excellent teaching of an enriched and engaging curriculum, in a safe learning environment, which will enable them to reach their full potential so that they become prepared for adult life.

- 📖 We believe that education is about acquiring good personal and thinking skills, developing communication and ICT skills; it is about becoming creative and reflective.
- 📖 We believe that education is also about developing self-confidence, maturing socially and emotionally and becoming independent, able to make sound lifestyle choices based on enquiry and reasoning.
- 📖 All our pupils will be treated fairly and with respect;
- 📖 We believe we should set challenging targets for both staff and pupils, building on strengths and striving for improvements.
- 📖 To promote high standards in lessons and behaviour, we will have effective systems for reviewing and developing our practice as part of our self-evaluation and quality assurance programme.

## VISITING ARRANGEMENTS

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Parents or carers of students who might be coming to Oakfield are welcome to visit the school beforehand to have a look round and talk to the Head Teacher or another senior member of staff. This is an opportunity to ask any questions you might have.

Parents or carers are always welcome into school, but it is usually wise to make an appointment first so that you can be sure of seeing someone.

## ADMISSIONS POLICY

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### Introduction

Admission to Oakfield School follows the guidelines laid out by the DFE (School Admissions Code, Dec 2014). In order to make admission into Oakfield School as smooth as possible, the Governors have an agreed procedure to complete before a new student would be admitted into school. These procedures are to allay any fears of transition; to familiarise students, parents and staff with each other; to collect and collate prior attainment information; to obtain basic family information; to discuss the home school agreement and to make sure that everything is done in such a way that changing schools is a positive experience and sensitively executed. Students enter Oakfield from establishments in Hull, North Lincolnshire, North East Lincolnshire, East Riding, North Yorkshire and other out of county authorities, and at all times of the school year.

### Criteria

Oakfield is a secondary, residential /day special school for pupils with Social, Emotional and Mental Health needs (SEMH). In order to attend Oakfield School pupils will have a special educational need that primarily relates to SEMH difficulties. They will have a statement of SEN or an Education, Health and Care Plan (EHCP) and they could also have other medical or learning difficulties.

Students that are admitted to Oakfield School must have an Education, Health and Care Plan (EHCP).

## SCHOOL DATES

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### SCHOOL TERM DATES – SCHOOL YEAR 2020/2021 – PUPILS

<b>Autumn Term</b>	<b>9<sup>th</sup> September 20 to 18<sup>th</sup> December 2020</b>		
Mid Term Break	23 <sup>rd</sup> October 2020 to 1 <sup>st</sup> November 2020	School Re opens	2 <sup>nd</sup> November 2020
End of Term Holiday	18 <sup>th</sup> December 2021 to 4 <sup>th</sup> January 2021	School Re opens	5 <sup>th</sup> January 2020

<b>Spring Term</b>	<b>5<sup>th</sup> January 2021 to 26<sup>th</sup> March 2021</b>		
Mid Term Break	12 <sup>th</sup> February 2021 to 21 <sup>st</sup> February 2021	School Re opens	22 <sup>nd</sup> February 2021
End of Term Holiday	26 <sup>th</sup> March 2021 to 12 <sup>th</sup> April 2021	School Re opens	13 <sup>th</sup> April 2021

<b>Summer Term</b>	<b>12<sup>th</sup> April 2021 to 23<sup>rd</sup> July 2021</b>		
<b>May Day (closed) Monday 3<sup>rd</sup> May 2021</b>			
Mid Term Break	28 <sup>th</sup> May 2021 to 6 <sup>th</sup> June 2021	School Re opens	7 <sup>th</sup> June 2021
End of Term Holiday	Friday 23 <sup>rd</sup> July 2021		

**The school day is from 9.00am to 3.00pm**

## STAFF TRAINING DAYS

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<b>Autumn Term</b>	Monday 7 <sup>th</sup> September 2020	Tuesday 8 <sup>th</sup> September 2020
<b>Spring Term</b>	Monday 4 <sup>th</sup> January 2021	
<b>Summer Term</b>	Monday 12 <sup>th</sup> April 2021	Monday 12 <sup>th</sup> July 2021
		Monday 26 <sup>th</sup> July 2021

## SCHOOL DISCIPLINE

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In order to maintain a safe and secure learning environment, our approach to all students is based on consistency. We will deal with issues sensitively, fairly and kindly; we will show understanding and seek ways out of difficult situations.

## BEHAVIOUR

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Oakfield has a carefully thought out Discipline and Behaviour Management Policy which all students need to follow. This policy is shared with new students and their parents or carers prior to admission. It describes the agreed routines, expectations, procedures and practices that have been adopted by staff and Governors. If difficulties ever arise, we like to involve parents or carers so that together we can work out the best solutions. If damage is caused deliberately, the school will ask for a financial contribution for the repair. We do discourage pupils from bringing in personal possessions, as these may be broken. Unfortunately the school will not accept any responsibility for a pupils personal possessions if damaged nor will the school replace items broken.

## DISCIPLINE AND BEHAVIOUR MANAGEMENT

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The processes used at Oakfield School are laid out in detail in the document "Discipline and Behaviour Management Policy". Pupils' behaviour is managed through the application of clear rules, processes and consequences agreed with young people as being in everyone's best interests.

Positive behaviour is highlighted and rewarded as a key management strategy and the response to misbehaviour emphasises reparation, restitution and education in pro-social behaviour rather than sanctions. As far as possible, pupils are given responsibility and assistance to develop and manage their own feelings and behaviour rather than relying on the imposition of an imposed management framework.

There are clear guidelines for all staff on the range of rewards and a hierarchy of sanctions that may be used. Sanctions are always kept to the minimum necessary.

Oakfield School runs a Friday Rewards System, which supports the vision statements to raise self-esteem, tackle behaviour problems and encourage a positive work ethic; all students will have their achievements and endeavours recognised. Verbal praise plays an extremely important part in these aims. How we speak to students effects how they perceive themselves.

This rewards system operates across the whole school alongside all other schemes designed to improve the learning environment for our pupils.

The rewards scheme is designed to provide opportunities for all our pupils to experience success and to raise their self- esteem.

We endeavour to engage pupils in friendly conversation about interests and hobbies before tackling academic or behavioural issues. We ask students to describe their problems and give time for them to express themselves. This can then be the starting point for any self-improvement process. Raising some pupils' self-esteem is often a pre requisite to raising their academic achievement or improving their behaviour.

At the end of each term the children participate in end of term rewards.

These rewards indicate the successful term each child has had by gaining over 2,000 point per each 6 week term. Some of the activities on offer are Big Fun, Go Karting, Laser Quests, Cinema and other various activities

E praise rewards System - this system is for extra recognition for achievement the pupils have made, again these are points achieved and are converted into prizes. The pupil can achieve by excelling in positive behaviour around the school.

Epraise is the national school rewards platform. "Praise Points " are awarded in line with a school's rewards policy and redeemed against relevant rewards. A unique and innovative solution, designed to support student recognition, increase student engagement and drive positive learning outcomes.

## ANTI BULLYING / RACISM

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Oakfield School strives to create an environment where young people can be supported in addressing their educational, emotional and social needs and strive towards their full potential.

All forms of bullying/Racism interferes with achieving this aim. Therefore, such behaviour will not be ignored. The staff team will be proactive in their use of the strategies and systems in place to address bullying/Racism at all levels. While providing opportunities for change for those who are bullying and those who are bullied.

Bullying happens when one person exerts some form of power, in a negative and /or oppressive way, over another person. Bullying is an abuse of power and Oakfield School has a robust and clear policy to deal with this.

### Vision Statement

At Oakfield School we will meet the needs of each and every child, promote positive values and aim to make every day enjoyable and rewarding. We will work in partnership with parents, families and our community to provide a calm, safe and nurturing environment where people respect each other and feel happy, secure and valued.

We encourage children to aim high in everything they do. We believe in developing individual talents and celebrating success in all aspects of school life. Our lessons, supported by new technologies and extracurricular provision, will nurture curiosity, inspire a love of learning, foster independence and equip our children with the skills they need for the future.

By having high expectations and a relevant, creative curriculum, we will bring out the best in everybody.

### Equal Opportunities Statement

At Oakfield we do not discriminate against any child or adult on the grounds of race, disability, gender, age, gender reassignment, pregnancy, maternity, religion or belief, sex or sexual orientation. We embrace the individuality of all our community members and comply fully with The Equality Act 2010.

## COMPLAINT PROCEDURES

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Oakfield School has a detailed Complaints policy and procedure that is available to all pupils, families, staff and external agencies. Young people attending Oakfield School have the complaints procedure explained to them so they understand how to make a complaint. Complaints can arise in three ways, from a young person/parent/carer, from a member of staff or from an outside agency.

The emphasis at the first stage of a complaint is on problem solving by staff and their managers. The aim is to address concerns and solve problems at the earliest stage. It is however, important to respect the rights of pupils to have their complaint investigated further if they are not satisfied with initial attempts to resolve the problem. They may also make a complaint to the Local Authority or Ofsted.

Where a complaint is received from a member of staff this is referred to a senior manager and attempts are made to resolve this at a local level. If the member of staff is not satisfied with any resolution the complaint will be processed through the schools Grievance Procedure.

If the complaint emanates from an outside agency it would be handled by one of the Senior Leadership Team in the hope that it would be resolved by discussion between the parties.

## GOVERNORS' DUTIES

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As part of its legal duty, and after consulting with the whole school community, the school's governing body has drawn up a statement of principles and has agreed a set of aims.

**Those that relate directly to behaviour and discipline are as follows:**

- ✦ to create a safe and secure learning environment in which high standards of behaviour and commitment are clearly expressed and realised;
- ✦ to create a culture of high expectations and success for pupils, providing a flexible curriculum that engages and motivates groups of pupils and individuals;
- ✦ to promote a sense of responsible citizenship in our pupils;
- ✦ to support and facilitate inter-agency work as part of a broader community approach to learning;
- ✦ to establish and/or maintain and develop positive working relationships with parents and carers for the benefit of the child;
- ✦ to establish collaborative working with other schools.

## PARTNERSHIP WITH PARENTS

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Central to our work at Oakfield is partnership work. One of our aims is to establish and/or maintain and develop positive working relationships with parents and carers for the benefit of the child.

Parent Governors are elected by parents and carers to represent them in the decision-making process. They can be contacted through school.

We have developed strong links with parents and carers. These are some of the ways in which we do this:

- ✦ Individual termly education planning meetings
- ✦ Individual Annual Reviews (Education, Health and Care Plan)
- ✦ Emotional Wellbeing Team liaison with Parents
- ✦ Newsletters
- ✦ Links made by our own Multi-Agency Co ordinators
- ✦ Home visits by our school Team
- ✦ Questionnaires on issues of importance
- ✦ Invitations to school activities and meals within the Residential Provision
- ✦ Information booklets, (e.g. on health issues)
- ✦ Regular contact with home
- ✦ Parenting Support Groups

Parents are asked to make a commitment to the school's Discipline and Behaviour Management policy by reading "Our Commitment to working together"

## Parenting Groups

Oakfield School are fully committed to ensuring that all parents feel supported and listened too. This year we introduced a new initiative with the school parenting group.

When a parent has a child with an additional needs their world can be filled with many unanswered questions, sometimes they feel isolated and worried about their child. By introducing our parent group is a great way of preventing anxieties. They are able to work not only with the staff group but other parents. They find answers and a source of reassurance and understanding and realise they are not alone and other parents are feeling and experiencing the same difficulties.

The parent groups can share information about the needs of their children, school services, local policies, funding sources and emotional support and much more.

Two groups of identified parents/carers consisting of around 10 parents in each group

Parent Support Groups Meet in one of our residential houses - 1 mornings per term.

Following on from this we will be looking at introducing other agencies, local charities, staff within school to discuss areas that may be beneficial to the parents and child.

-  Aim Higher
-  Food for life
-  Women's Aid
-  Homeless Charity

## EXTRA CURRICULAR ACTIVITIES

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We extend teaching beyond the classroom and lesson times so that we can provide an all-round learning environment. For example, we have a Breakfast Club for students on arrival each morning. At break and lunch times, students are able to choose from a range of activities; these include individual and team games and sports, ICT, music, art and personal care.

## RELIGIOUS AFFILIATIONS

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The School is not affiliated with any particular denomination. However Oakfield School is committed to enabling pupils to pursue their own religious and cultural beliefs. The Residential Managers will ensure each pupil is encouraged to specify his or her own religious and/or cultural preferences. Families/Carers/Advisors may be able to assist if the pupil agrees. All reasonable steps will, thereafter, be taken to ensure each pupil is afforded the opportunity to pursue their religious and/or cultural beliefs in an atmosphere that is supportive and enabling and wherever possible in the company of likeminded individuals as preferred and including attending religious services, identifying suitable venues for religious observance and following any specific regimes in terms of meeting spiritual needs. The school will not promote any particular form of religious beliefs but will provide support, guidance and information on a range of religious and cultural followings. Where necessary, staff will be trained in the awareness of others cultural and religious beliefs and should ensure they respect the pupils rights and choices

## SCHOOL DRESS

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The school dress code is based on self-awareness and self-esteem. Although there are no uniform requirements, students are encouraged to come to school clean and tidy, wearing clothes suitable for weekday activities.

It is expected that suitable games and sports clothes will be provided for PE. Jewellery can cause a risk to the student's safety, and for these reasons, jewellery must not be worn in certain lessons, e.g. PE, Science and Technology.

Students will be asked to remove any jewellery considered to be dangerous. In order to protect floor surfaces, shoes with pointed heels are not allowed. The Health and Safety Policy is available for reference.

## MEALS

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School meals are offered on a daily basis at a cost of £2.30 per day or £11.50 each week.

Parents who are eligible for school free meals should ask at their child's initial interview for an application for free school meals.

Menus are planned on a weekly basis and are designed to provide a varied and nutritionally balanced diet. Menus are provided in a format appropriate to individual need.

Pupils' personal and cultural preferences are catered for by direct consultation and/or naturalistic observation on a daily basis by the staff responsible for meal preparation. (dietary requirements, there will be a form for parents to complete in order for the school to meet their child's requirements)

Meals are normally taken in the dining area on a communal basis, however provision can be made for pupils to eat in another room, if they have difficulties eating in a public area. Food is presented in an appetising way to encourage enjoyment.

## KEYWORKERS ROLES AND RESPONSIBILITIES

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The Senior Management Team will allocate a Keyworker to each child/young person; their work will be overseen by a Senior Childcare Officer, Residential Manager and Key stage Coordinators.

In identifying suitable named people, the race, religion, culture, gender and preferences of the child/young person must be taken into account.

It may be that the child/young person will themselves identify those staff, with whom they feel most comfortable to fit these roles.

In no way does this compromise the role of the Keyworker, as it is the responsibility of all staff to communicate and record appropriately on each young person with whom they have contact, using the assigned Keyworker as the focal point.

## STAFF TRAINING

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Our school is committed for each member of staff to grow and develop in all aspects of their career.

In order for these areas to be developed you will be required to attend supervision sessions with your designated Line Manager once each half term.

However, Staff are also encouraged to approach Line Managers with any issues and or difficulties they may have. During these sessions you will also be discussing the pupils, house/ school's record keeping; personal issues any other matters arising.

These sessions are recorded/ documented and a copy is placed in your personal file. Will be required to sign and date them as a true and accurate record of the discussion. You will also be required to sign and date the supervision record log.

Once your training and development needs are identified, these are passed on to CPD coordinators and Leanne Smith (Deputy Head - Strategic Senior Leadership Team) and Sarah Cockerline (Acting Head of Care).

## MEDICAL CARE

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### Admissions Process

As part of the admissions process, parents/carers will be asked to share all relevant information relating to the young person's health and medical history. This information will be documented and shared in the students online diary, Risk Assessments and across the staff team via emailing system and staff meetings.

### Prescribed Medicines

We will never accept medicines that have been taken out of the container as originally dispensed nor make changes to dosages on the instructions. Parents will be asked to complete a M3 form giving permission for staff to administrate medication to their child.

All medications needs:

- The child's name
- Prescribed dose
- Time
- Expiry date
- Written instructions on the packaging

### Short Term Medical Needs

If parents are requesting the school to administrate short time medication a M5 form must be completed prior to any medication will be given. This form is available on request.

### Procedures for a pupil becomes unwell

If a child becomes ill at school they should be taken to the medical/first aid room to be assessed. If necessary the parents may need to be contacted for them to go home and the necessary transport arrangements made. If the parents cannot be contacted the child should remain within the medical / first aid room, made comfortable and appropriately supervised until parents/carers are informed.

When a young person who is boarding is taken ill they will initially be cared for in the residential house whilst a decision is made as to whether they can remain at school or whether they need to return to the care of their parents/carers. Where this is necessary arrangements need to be made and transport arranged.

If a child who boards becomes unwell during the night they will be supported by staff and if necessary a doctor will be called. If considered appropriate the parents/carers will be contacted in the morning and arrangements made to transport the child home. If the condition is serious the parent/carer may need to be contacted during the night.

A pupil with a prior condition which deteriorates, e.g. epilepsy or diabetes, will be assessed and the necessary medication/action taken. Parents will always be contacted in these situations

## CHILD PROTECTION AND MULTI AGENCY LIAISON

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The Safeguarding of pupils are given the highest priority at Oakfield School. Safeguarding and promoting the welfare of children is **everyone's** responsibility.

The school has two Designated Safeguarding Leads Jayne Oakley and Leanne Middleton with a Deputy Safeguarding/ Child Protection Coordinator Joanne Jordan who are responsible for addressing any issue which may in any way relate to Child Protection and Safeguarding.

Jayne Oakley, Leanne Middleton, Jo Jordan, and Sam Hodgson form the Multi Agency Team within Oakfield School.

Our Child Protection procedures are in line with the 2001 Regulations and are also consistent with the local policies and procedures agreed by Hull City Council and Hull Safeguarding Children Partnerships. We ensure the provision of mandatory training for all staff in the prevention of abuse, recognition of abuse, dealing with disclosures or suspicions of abuse and our child protection procedures.

Procedural guidance for staff demonstrates the systems required in order to protect children and minimise the risk of abuse whilst the child is living at the school.

Our Safeguarding / Multi Agency Team have good links with other agencies and will liaise as and when appropriate.

All procedures follow local authority guidelines on Child Protection in Residential Schools (Children Act 1989). Ofsted will also be notified of any child protection issue. The parents/carers of any child involved in a child protection issue will be notified of all developments by the school, if this is appropriate. The placing authority will also be informed.

## COMMUNICATION SYSTEMS – PARENTS/CARERS

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Building a positive working relationships with parents/carer is vital. Oakfield School have strong communication systems place as this is imperative to ensure all channels of communications are open:

It is essential that staff ensure that feedback is given to parents/carer.

Staff are to ensure that Parents/Carers are kept informed of their child's progress and wellbeing.

Weekly contact is made by staff, however if there has been a significant development/situation regarding their child a staff member will contact them.

It is paramount that parents/carers are kept informed, if we are unable to contact parents/carers the admin team will send a text to parents/carers through teachers 2 parents system on your behalf.

All communications with parents/carers are documented within the pupil's online diary (ensuring that staff have ticked the parent/carers contact).

If the pupil has Social Care involvement the Safeguarding Leads/Child Protection Coordinators will be responsible for contacting not only Social Care but other relevant Agencies.

## EDUCATION, HEALTH AND CARE PLAN

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Pupils that have a Education Health Care Plan (EHC) will annually have a review of their achievements/progress they are making at the school. Prior to this meeting parents, carers and social worker (If applicable) will be given opportunity to complete a parental views forms, if support is required to completed these the Multi Agency Team will make an appointment to visit you at your home or at the school Generally the Schools Special Educational Needs Coordinator (SENCO) - Sam Hodgson will chair these meeting alongside a member of the teaching Staff and Child Care Staff. It is vital Parents/Carers or Social Services if applicable attend so that a whole view of progress or possible difficulties are identified. All written reports are sent out to Parent/Carers prior to the annual review, this gives more opportunity for them to highlight their concerns or state how well their child is doing.

## EDUCATIONAL VISITS

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Safely managed educational visits with a clear purpose are an indispensable part of a broad and balanced curriculum and a vibrant part of Oakfield as a successful school. They are an opportunity to extend pupils' learning and enrich their appreciation and understanding of themselves, others and the world around them. They can be the catalyst for improved academic performance, a lifetime interest or in some cases professional fulfilment. They are to be encouraged.

Every pupil at Oakfield has the opportunity to benefit from educational visits. This should form a significant part of the work undertaken with pupils during normal school hours, supporting the curriculum wherever practical. In addition, educational visits will form the basis of much of the evening activities programmes planned to support the identified needs of pupils.

All staff that are involved with the visits process should have access to the EVOLVE website.

Governors will be informed of all residential and adventurous visits and will have oversight for the visits process in accordance with LA guidance.

## CURRICULUM POLICY

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The Oakfield curriculum encompasses all opportunities for learning within the school day. Ranging from timetabled lessons, recreational times and lunchtimes provide valuable opportunities to develop appropriate interactions between year groups, teaching groups and adults. This is central to the promotion of quality relationships, attitudes, appropriate behaviour and the general quality of life.

### The Curriculum of Oakfield School:

- 🌱 guarantees a defined set of educational experiences;
- 🌱 seeks to achieve a coherent progression between key stages;
- 🌱 allows for equality of opportunity and the realisation of individual potential;

- ✿ allows pupils to achieve within the scope of the National Curriculum;
- ✿ seeks to provide, through well-designed schemes of work, a worthwhile educational experience for all with measurable attainment and progression;
- ✿ is subject to a programme of audit, monitoring, evaluation and review;
- ✿ features in the Performance Management Cycle.
- ✿ promotes the spiritual, moral, cultural, mental and physical development of pupils at the school

Learning is a partnership between adults in school, parents, students and the wider community. The ethos of the school is reflected in a curriculum model based on experiencing success and helping each student to gain self-respect, self-confidence, self-reliance, self-esteem and the realisation of realistic ambitions.

### Curriculum Monitoring

- ✿ Effective teaching and learning will arise from a sequence of curriculum audit, evaluation, monitoring and review, which takes place in the context of whole school policy and development planning. Such procedures take account of current trend, legislation, local authority policy and the needs of other students.

We undertake:

- ✿ examine each area of experience in terms of what it is and why we teach it;
- ✿ produce a syllabus for each Key Stage which indicates progression between them and beyond
- ✿ develop our schemes of work linked to National Curriculum Programmes of Study for NC subjects
- ✿ develop our schemes of work linked to local authority and government guidelines for alternative areas of educational provision
- ✿ have a clear policy for assessment
- ✿ record and report attainment and progress to appropriate audiences at appropriate times.
- ✿ Accredit all student achievement under nationally recognised schemes whenever and wherever possible

While we are a school for young people with social, emotional and mental health difficulties, we also have a significant number of students with additional learning difficulties. Pupil's emotional and social progress is monitored using the schools Personal and Social Profile and is supplemented by their IBEC, formulated by school and residential staff, which involve both students and their parents/carers in the planning and target setting process. In addition, within the context of Oakfield School, we will identify those students who are gifted or talented and make every effort to ensure experiences are offered to further develop these attributes.

### Personalised Learning Program

For those pupils unable to access a main school curriculum the school will provide an alternative learning programme that can meet their individual needs, whilst still accessing core subjects. The pupils will gain vocational qualifications and all providers are quality assured in order to ensure their suitability and progress.

## CURRICULUM MODEL

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### KEY STAGE 3

At Key Stage 3 all students study English, Maths, Science, Information Communication Technology (ICT), Art and Design, Design and Technology, Humanities (Geography, History and Religious Education), Physical Education, E-Safety, Lexia, Maths Symphony PSE and Year 9 Outdoor Education Programmes.

## KEYSTAGE 4

At Key Stage 4, all students study Maths, English, Science, PSE, ICT, PE, Princess Trust (Yr11), Preparation for Working Life and Duke of Edinburgh (Year 10). In addition to this, all students are expected to study a Humanities (Geography or History). Students are then entitled to opt for up to one of the following subjects Art, Creative IMedia, Food Technology or Design Technology.

Alternative accredited courses are made available to some students depending on their individual needs.

## WORK EXPERIENCE

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Work related Learning has been an entitlement to all Key stage 4 pupils since 2004. All pupils have this opportunity. This experience is covered by section 560 of the Education Act 1996, as amended by section 112 of the schools Standard and framework Act 1998. These Acts allows the students to go on work experience at any time during their last 2 years of compulsory education.

Oakfield's Work Experience Co-ordinator is Doreen Ricketts. She will work in partnership with a external provider to ensure placements are sought for all our students, she will liaise with the provider and with the placements.

We work in partnership with external providers who will sought placements for the pupils and carry out all the necessary checks of the placements we are using such as Health and Safety, DBS's, etc

Pupils in Year 10 undertake work experience in a one-week period during the summer term. The aim of the work experience programme is to prepare the students for the opportunities, responsibilities and experience of adult working life and to offer the following benefits:

- an insight into the world of businesses
- a realistic idea of what a working day involves
- Can relate what they have learnt in school to the world of work.
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## COLLEGE PLACEMENTS

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We work in partnership with Hull College and East Riding College 14-16. This partnership is to provide Key Stage 4 pupils specialist vocational training such as 'Motor Mechanics', 'Construction' and 'Hair and Beauty'. These vocational courses allow pupil to develop essential skills in a chosen career whilst still working towards GCSE's in school. If a pupil wishes to undertake this type of education, a taster day at the college is organised in which the pupil attends and is supported by Oakfield School Staff. Depending on the need of the child depends how long this support is provided whilst the pupil is at college. 14-16 college placements allows pupils to have a clear progression route into further and higher education

## CURRICULUM MONITORING

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Effective teaching and learning will arise from a sequence of curriculum audit, evaluation, monitoring and review, which takes place in the context of whole school policy and development planning. Such procedures take account of current trend, legislation, local authority policy and the needs of other students.

We undertake to;

- examine each area of experience in terms of what it is and why we teach it;

- 🌱 produce a syllabus for each Key Stage which indicates progression between them and beyond
- 🌱 develop our schemes of work linked to National Curriculum Programmes of Study for NC subjects
- 🌱 develop our schemes of work linked to local authority and government guidelines for alternative areas of educational provision
- 🌱 have a clear policy for assessment
- 🌱 record and report attainment and progress to appropriate audiences at appropriate times.
- 🌱 accredit all student achievement under nationally recognised schemes whenever and wherever possible

Oakfield is an accredited exam centre of AQA, OCR, EDEXCEL, WJEC, NOCN, NCFE, and Princes Trust.

### Personalised Learning Program

For those pupils unable to access a main school curriculum the school will provide an alternative learning programme that can meet their individual needs, whilst still accessing core subjects. The pupils will gain vocational qualifications and all providers are quality assured in order to ensure their suitability and progress.

### Teaching Groups

Students are generally organised by age ability and social dynamics in Key Stage 3.

### Spiritual Moral Social Cultural (SMSC)

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils

SMSC is an important part of the Oakfield Curriculum which is embedded within the fabric of the school. Oakfield has six theme days throughout the year, which enables the pupils to experience a full day of deeper learning. During the year pupils will engage in the following days:

Oakfield operates theme days:

- 🌱 Culture
- 🌱 E Safety,
- 🌱 Arts
- 🌱 Wider Community
- 🌱 PSE
- 🌱 RE

Along with the six themed days, pupils also have tutor time every day, enabling group discussions of key topics and following discussion power points each week. Tutor time allows pupils to have a safe and relaxed environment every morning to discuss key topics.

SMSC is part of all lessons in Oakfield which are delivered daily as well as tutor time

In addition, the school has provided seminars for the school council and other cohorts on radicalisation, which are delivered by trained Police officers. This is planned throughout the year.

The SMSC coordinator, plans, supports staff in delivery and evaluates the school thematic days and monitors the quality and impact of the Tutor programmes.

This rigor enables the following:

- 🌱 Students to develop their self-knowledge, self-esteem and self-confidence;
- 🌱 Students to distinguish right from wrong and to respect the civil and criminal law of England;

- 🌳 Students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- 🌳 Students to acquire a broad general knowledge of and respect for public institutions and services in England;
- 🌳 Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- 🌳 Respect for other people; and
- 🌳 Respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
- 🌳 Through ensuring pupils' SMSC development, Oakfield demonstrates its ability to promote fundamental British values



## HOMEWORK

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Oakfield defines homework as educational work or activities that occur outside of the normal school timetable, and that homework is valuable in motivating and extending the pupils' ability to work independently.

To give pupils the opportunity to develop their basic skills where appropriate. Most importantly in extending and enriching the curriculum. Many of our students at Oakfield School have not enjoyed a positive educational experience prior to admission, resulting in low self-esteem and a feeling that no matter how hard they work they will not make progress. Some of them have experienced long breaks in attendance at any formal educational establishment or very erratic attendance patterns. Their ability to commit themselves to a structured curriculum is often impaired because of their many and varied negative experiences both in and out of school. Homework is set on a weekly basis (handed to pupils on a Monday and due in on Friday – before 9.00am) for core subjects (English and Maths) and one additional subject.

## OUTDOOR EDUCATION PROGRAMME

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Outdoor Education is fully embedded into the Year 9's curriculum. We believe that we all have undiscovered potential. We aim to create moments when everyone can see and believe in themselves as never before and translate such moments into lessons for every day.

We believe in the power and intensity of learning through adventure in the outdoors. As a means in bringing out the best in pupils.

We hold a deep appreciation of the balance between risk, reward and responsibility. We want pupils to have a real experience with powerful, positive and memorable outcomes.

We aim to encourage pupils physically and mentally while nurturing a spirit of respect and compassion.

In Outdoor Education pupils focus will be on learning and the impact that this has on an individual. This is achieved through skilful staff working inspiring and challenging pupils through a structured process.

Pupils will experience a personal journey which will be experiential and transferable as part of this process pupils will review and reflect on their achievements.

Pupils will participate in a wide range of activities where skills are built progressively.



These include but are not limited to Mountain Biking, Bushcraft, Climbing, Orienteering, Journeying, Kayaking and Navigation skills.

Within these, there is opportunity to work towards national recognising awards such as NIBAS and Go Mountain Bike Award. The learning experience are split into hard skills regarding the activity taking place as well as soft skills relating to personal development

In addition Oakfield School offers pupils opportunities to achieve and develop confidence and self-esteem through hands on learning experiences outside the classroom environment.

## OAKFIELD SPORTS DAY

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The annual sports day event was again a massive success this year. It engaged the vast majority of the school in an entire day of sporting activities. Every pupil found a role; whether it be competing, handing out drinks/refreshments, to simply encouraging other pupils. The day included four different areas, led for eight different members of staff. Activities included 'Ultimate Games', 'Tough Enough', track and field and an inflatable assault course.

Each year pupils were rewarded for their individual abilities, effort and behaviour, the culmination of the points achieved on the day and achievements recognised by medals, Vivo points, media and praise from staff.

## THE ROLE OF PARENTS

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We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- 🌱 key workers perform home visits at the end of each term to explain pupils progress and achievement throughout that term;
- 🌱 sending regular termly reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- 🌱 explaining to parents how they can support their children with homework.
- 🌱 We believe that parents have the responsibility to support their children and the school in implementing school policies.

**We would like parents to:**

- 🌱 ensure that their child has the best attendance record possible;
- 🌱 ensure that their child is appropriately dressed and equipped with the correct PE kit;
- 🌱 do their best to keep their child healthy and fit to attend school;
- 🌱 support the school with lost learning time, due to pupils returning to lessons late or leaving lessons.

## SCHOOL AND RESIDENTIAL COUNCIL / STUDENTS VOICE

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### THE FOUNDATIONS FOR A SCHOOL /RESIDENTIAL PUPIL VOICE

Pupil voice has become more prevalent over the last two years and in particular since the schools last Ofsted inspection last year where a strong emphasis was put on pupils having a voice within Oakfield School. Pupils voice can come in many different ways and environments, ranging from individual key workers, one to one sessions, a collective children’s meeting within the house, a child having a debrief session post incident and residential /school meetings.

All these take a lead in allowing children individually or collectively to have a say and have an input on how they are cared for, how to move the provision forward and empower children to build on their interpersonal skills allowing them the confidence to speak about their wishes and feeling.

### IN SUMMARY

The Oakfield school councils are only a small part of the pupil’s voice agenda and will be an ongoing development over the next two to three years. However, with staff participation, promotion, commitment, this will be an evolving ethos which in turn will only benefit the provision we are striving to provide. Both the school and residential will work collaboratively with the school council so we can adopt and promote a whole school approach.

Our mission statement is **“OPINIONS COUNT! HAVE YOUR SAY!!**

### School Council–Houses of Parliament Visit

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On the 19<sup>th</sup> March 2019, six school council reps visited the House of Parliament in London to enhance their knowledge and further raise their political awareness. This trip was also to recognise the positive work that the pupils do within the school council to holistically work together for the benefit of their fellow peers. The trip was run in conjunction with Hull Children’s University.

It was an early start, boarding the train at 7.00. The train journey lasted 2hr 30 minutes. Once in London we travelled to the Houses of Parliament and had a tour. After the Houses of Parliament, we took a short walk and boarded a river cruise.





For the majority of the pupils they had not been to London before and they were well behaved and a credit to the school.

Photos taken by Year 9 pupils

This year 2020 was a little different we recently took part in the UK Parliament Week and held a whole-school ballot as a part of this.

All tutor groups view a power point about democracy and how the UK parliament works.

They then took part in a ballot to choose (theoretically) the next UK leader.

The choices were Boris Johnson, Donald Trump, Nicola Sturgeon or Mr Lee Thompson (Head of Curriculum)

No biased but Mr Lee Thompson won.

### Humberside Night Challenge 2019

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Every year the pupils take place on a night challenge. This event is supported by volunteers from Humberside Police, Humberside Fire and Rescue Services, the Maritime, coastguard, Yorkshire Ambulance, and 4 x 4 response services.

This event challenges the pupils physical endurance, reliance and problem solving abilities.

The evening is filled with activities and serenades, which is always enjoyed by all.

### DUKE OF EDINBURGH

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The Duke of Edinburgh's Award Programme (DofE) is the world's leading achievement award for young people. It aims to create a world where young people can reach their full potential whatever their circumstances and to succeed regardless of any barriers.



The year 10 pupils participate in the Duke of Edinburgh Award over an academic year, with 1 day a week.

There are four sections to the award;

Physical - Pupils will participate in activities such as Rock Climbing or Mountain Biking.

Volunteering - Pupils will participate in an exciting conservation project to help preserve and improve green spaces in the local area.

Skill - Pupils will have the opportunity to learn or improve on existing skills in activities these could be such as Fishing, DIY or Cooking.

Expedition - During the summer term to conclude the award pupils will take part in a practice expedition and then a two-day expedition, this will involve journeying for six hours each day.

The DofE has a positive impact on young people's lives, in terms of their personal development and employability, and on wider society, from charities gaining active and engaged volunteers to businesses hiring work-ready recruits.

The aim being these programmes of study is to promote the holistic development of all pupils fostering resilience, confidence, independence and creativity.

For More information about the Duke of Edinburgh Award please visit <https://www.dofe.org/> or contact the school.

## CAREERS

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The careers programme includes careers education lessons via PSE and Employability lessons, careers guidance activities (group work and individual interviews), information and research activities (in the Connexions Resource Centre), work-related learning (including one weeks' work experience), action planning and recording achievement. Careers lessons are part of the school's Personal Development programme and are monitored by the school's Personal and Social profile, as well as externally via the Employability course. Other focused events, e.g. a Higher Education Fair and Theme Days are provided from time to time. Work experience preparation and follow-up take place in careers lessons and other appropriate parts of the curriculum.

## CLIMBING WALL

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Oakfield School has a newly build 14m long climbing wall. This is an exciting new initiative for both educational and residential times. The main focus of the wall is to offer the pupils a new learning space. Climbing is a lifelong activity that captures the interest of young pupils. Here pupils can increase their cognitive skills such as problem solving, decision and judgement making skills. Staff can offer multiple cross curricular activities in a highly versatile unique learning space. Through climbing pupils get the opportunity to push both physical and mental abilities in a fun, and challenging environment.

We are a accredited assessment centre for a scheme called NIBAS (National Indoor Bouldering Award Scheme). This is a UK wide scheme designed to accredit and celebrate individual achievement in the climbing environment. The scheme is administered by the Association of British Climbing Walls Training Trust (ABCTT). This scheme is fully inclusive and each award is a lifelong achievement for the pupils.

## OFF SITE PROVISION

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### Our Aims:

- \* To ensure that the provision commissioned is of a high standard
- \* To ensure value for money
- \* The placement provides the need for each individual student

Before we agree to use an offsite provision we visit the provision and see what they have to offer and what they can offer the pupils that attend Oakfield School. We then request an outline of the course, copies of risk assessment, insurance details, DSB numbers, copies of safeguarding certificates and a completed SLA's. Once the discussion has been made for a student to attend the provision we ask for parental permission and we take the students for an induction.





Our off – site provision coordinator - Clare Platten over sees the quality assurance process supported by the deputy head teacher. This staff member also has responsibility for developing links with the new providers, building the relationships with their staff and monitoring the placement.

Relationships between staff, students, and the quality and standards of the work produced. She also maintains regular contact and communication with parents and provisions. Each student produces a file of evidence illustrating the work they have completed on their offsite placements and both students and staff complete a pro forma to evidence progress made.

Our Head of curriculum will also visit the placements termly to ensure the work is age/ability appropriate and to ensure that providers are fulfilling their obligation to provide the highest level of education and support to all students involved.

Our Head of Care will also visit these provisions to check Health and Safety and Risk Assess the establishment.

The majority of students are fully engaged in the main school setting, accessing a full range of subjects with the goal of achieving GCSE qualifications or equivalent.

### Qualifications offered

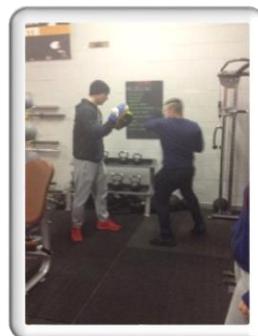


- 🌳 CSkills Level 1 certificate in Multi trade construction activities
- 🌳 PSD E3 – level 1
- 🌳 Functional Skills/GCSE Maths and English
- 🌳 BTEC PE
- 🌳 Skills to employment
- 🌳 Stable Management
- 🌳 Animal care short programme
- 🌳 First Aid
- 🌳 Principles of coaching and sports leaders

- 🌳 NVQ Animal management – apprenticeship at pets from home linked with Bishop Burton

### Impact

- 📄 Improved attendance
- 📄 Promotes self esteem
- 📄 Promote Engagement
- 📄 Extends social skills
- 📄 Working in a community
- 📄 Improved academic achievement



## EMOTIONAL WELLBEING TEAM

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The Emotional Well-being Team offer proactive intervention to pupils, helping pupils with social and emotional difficulties to recognise, understand and manage their emotions, to increase their well-being and success in school.

-  Keys to good communication
-  Recognising and managing feelings
-  Self esteem
-  Understanding and managing anger
-  Friendship skills
-  Social skills
-  Supporting children through loss and bereavement
-  Drawing and Talking Intervention



Our Emotional Wellbeing Team meet regularly with CAMHS to discuss assessments, planned programmes for individual pupils. Each morning the Emotional Wellbeing Manager meets up with the Child Protections/Multi Agency Coordinators.

The team offers Drug Intervention and Anti social behaviour as programmes. Open door policy. These sessions take place in department that consists of three rooms which consists of a sensory room, creative room and a more relaxed open space all with a trained member of the team. As a team we have the flexibility to offer an open door policy which enables us to see pupils whilst in crisis.

The emotional wellbeing team offer parent support programmes to all parents whilst their child are engaged in planned programmes. Home visits will take place to parents to offer and devise a planned support/ guidance programmes for parents.

The programmes are especially designed to meet each individual needs. These sessions take place in our fully equipped sensory rooms with a trained member of the team.

#### Key programmes:

-  Anxiety/ worries
-  Bereavement/ Grief Circles
-  Anger Management (Crucial Skills)
-  Empathy
-  Therapeutic Story
-  Autism Programme
-  Problem Solving Programme
-  Time to Talk Programme
-  Lego Intervention
-  Responsibility and Choices
-  Relationships



## Emotional Wellbeing

**Oakfield School was awarded the Headstart Hull Mark of Excellence in December 2019**

The HeadStart Hull Mark of Excellence demonstrates to children, young people, parents, carers and professionals that an organisation recognises the importance of supporting children/young people's emotional health and well-being and has taken the practical steps required to provide this support in their school.



## RESIDENTIAL PROVISION AT OAKFIELD SCHOOL

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We will provide choices and challenges in order to maximise potential and build upon strengths and interests.

All the members of the school community are valued equally and work in partnership with parents, carers and the wider community

We will work within a supportive school framework to promote and celebrate individual success, integration into the wider community and prepare students for life after school.

The Oakfield Residential Educational provision opened in January 2013.

Its purpose is as follows:-

- ✿ The purpose of a residential provision and a education setting joined is to ensure that the needs of our pupils are met.
- ✿ To support identified pupils within the Oakfield's cohort that require additional support of a 24 hour curriculum to enable them to engage in learning, achieve and thrive
- ✿ To use the 24 hour curriculum to work through issues with the young person and family.
- ✿ To learn the skills to be a group/team member in a range of contexts. These can then be practiced at home and brought back to review, ideally with their families.
- ✿ To develop independent learning skills.

The staff who work in the residential provision provide personalised learning support to identified students by providing a more social skills curriculum through the planning and delivering of experiences .

The residential childcare staff also work within the main school setting to support the teaching and learning environment during the school day.

The provision consists of 6 houses. This offers flexibility to meet the needs of different cohorts of students. At present five of the houses provide residential care for the students who reside in their houses. They address the targets identified in Personal Social Profile (PSP) Individual Behavioural, Education Care Plan (IBEC) and work with the teaching staff in supporting the personalised learning programmes for some students, through planned programmes which are monitored and reviewed regularly by the student, the families/carers and the staff involved.

We work to provide the highest quality of residential care within a relaxed, caring and supportive environment staff encourages the children/young people to have a good attitude to their education and develop confidence and the ability to reflect and 'own' their behaviour.

Across the day we use a restorative approach to problem solving and resolving disagreements



# Oakfield Schools Extended Day Provision

## The Ethos

The Oakfield School Extended Day focuses on offering complex young people with an EHCP valuable, life enriching experiences. Improving pupils levels of Educational Achievement through the extracurricular, diverse activities. It's through the detailed planning and delivery of these activities that pupils are able to identify, understand and except their emotional and social needs. Pupils will be able to develop strategies to manage their behaviour with the support of an empathetic, experienced Extended Provision Team who constantly monitor the pupil's progress and adapt the learning experience to suit the pupil's individual needs. Therefore enabling pupils to accomplish their full potential by providing a platform to succeed.

## Aims of the Extended Provision

- ✓ Work collaboratively with School and the Boarding staff to provide an extended learning experience for pupils.
- ✓ Consistent, clear, and structured boundaries for Pupils to help them engage with the daily routines and expectations of Oakfield School.
- ✓ Provide enriching opportunities, engaging activities and social experiences to help pupils, who attend Oakfield either daily or have a residential placement, in their development and progression within Oakfield School.
- ✓ Help improve pupil's attendance working closely with the attendance team.
- ✓ Provide support for Families through regular contact with the Extended Provision Team.
- ✓ A bespoke assessment programme that evaluates, monitors and evidences development and progression through the EPSP (Extended Pupil Social Profile) focusing on the following areas;
  - Social Interaction and Emotional Development
  - Independence and Personal Development
  - Activity based Learning and skills
  - School Interaction and Development
- ✓ There will be a planned Activity Based curriculum offering opportunity for Learning and Skill development.
- ✓ Plan and evaluate pupil's individual progress against the EPSP and target specific areas of their Social and Emotional development.

- ✓ Offer pupils a familiar space to help them manage their emotions and in a relaxed, nurturing environment, liaising with the EWB Team to ensure a consistent approach.

## REWARDS IN RESIDENTIAL

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Rewarding positive behaviour is an essential part of improving behaviour, and developing self-esteem, and internal motivation. Rewards help to reinforce positive behaviour, and encourage young people to display it more frequently, and they send clear messages about which behaviours are desirable.

Staff are always seeking to take opportunities to reward good behaviour, both formally and informally. In the residential provision, care staff support the school in all their reward schemes and initiatives.

They will make reference to and praise 'points' awarded during the school day, use them to determine privileges in the evenings, and provide reward activities on a Friday afternoon, as well as at the end of each half term.

In addition to supporting the reward systems employed during the school day, residential houses create individualised rewards schemes. These can cover a range of objective types e.g. Individualised targets; IBEC targets; independence targets; house and routine targets; specific behaviours or challenges e.g. homework or attendance.

They are created within houses to take account of individual needs, house dynamics and interests. The terms of reward systems are clearly laid out, and care is taken to ensure that they are understood by young people involved.

The rewards given are selected in conjunction with young people's ideas, to encourage engagement with reward systems. The creative use of reward systems as a behavioural management strategy is treated with positivity and enthusiasm, and is valued by staff and young people alike.

## RESIDENTIAL – NEW VIRTUAL BABY PROGRAMME

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This year the residential provision has introduced the Virtual baby programme. The aim of this program is to highlight the changes a baby can make to the young women's quality of life. The Virtual Baby Programme educates the reality of becoming a 'young' parent. It lends itself to provide a true experience of what teenage pregnancy can entail. Problems such as; sleep deprivation, missing out on social activities, being unsure why the baby is crying, learning how to cope financially as well not having personal time to carry out daily tasks. Another aim is helping our pupils understand and recognise the complexity facing parenthood and how the emotional state can be effected from becoming a young parent. To ensure our pupils can truly appreciate the emotional pressures from parenting our 'Emotional Wellbeing Team' has agreed to support and work alongside the virtual baby project.

A learning booklet will be provided to each pupil participating in the programme, this booklet clearly sets out expectations along with a daily diary of issues the face throughout the day. All data will be collated as evidence of the effectiveness of this programme and the achievements the pupils have accomplished.

Once the pupils have successfully completed The Virtual Baby Program, they will be awarded 1,000 School Vivos and a certificate acknowledging their hard work and determination. This project can also be listed to your child's future Curriculum Vitae (CV) to highlight personal accomplishments.

## RESIDENTIAL MEALS PROVISION

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Residential children eat within their houses each day; lunch and teatime meals are prepared by the Residential Cook. All meals provided are according to the Food Standard Guidelines so a Healthy and Nutritious meals are

provided to the pupils. Before any food preparation/handling, residential childcare team will complete a Food Hygiene Course.

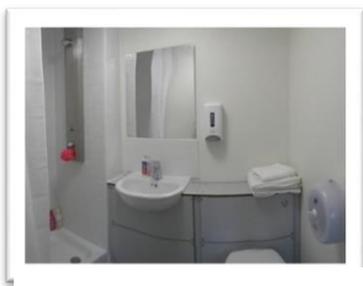
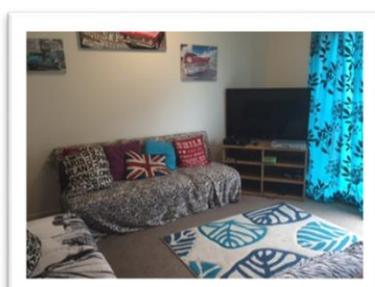
Menus are planned on a termly basis and are designed to provide a varied and nutritionally balanced diet. Menus are provided in a format appropriate to individual need.

Pupils' personal and cultural preferences are catered for by direct consultation and/or naturalistic observation on a daily basis by the staff.

Pupils are provided with a options form to choose there preferences from the following weeks menu.

A record of diet and variations is maintained on the menu records.

Special diets and/or weight reduction/ gain diets, food intolerant/ allergies are only introduced after consultation and agreement with the pupils', medical representative and parents/carers. Where appropriate recording systems are put in place, and monitored by the Residential Manager.



## RESIDENTIAL / SCHOOL CAMPING EXPERIENCE

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Once a year the staff at Oakfield, work endlessly to provide a fun packed week of adventure for the children.



## RESIDENTIAL C.O.P.E QUALIFICATION

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### The provision Residential Year 11 pupils

In order to enhance our pupil's skills, knowledge and independence in daily living, we have recently introduced an Asdan programme for our year 11 pupils.

The Certificate of Personal Effectiveness (CoPE) enables students to:

- 🌱 develop and demonstrate a range of personal, key and employability skills
- 🌱 broaden their experience
- 🌱 manage their learning in a variety of real-life contexts

### What is CoPE?

The Certificate of Personal Effectiveness (CoPE) is ASDAN's flagship qualification and offers an imaginative way of accrediting young people's curriculum enrichment and extra-curricular activities, allowing centres to certificate a wide range of personal qualities, skills and achievements, as well as introducing new activities and challenges.

Detailed information about the qualification is available on the [CoPE qualification page](#).

The module titles are: Communication; Citizenship and Community; Sport and Leisure; Independent Living; The Environment; Vocational Preparation; Health and fitness; Work-Related Learning and Enterprise; Science and Technology; International Links; Expressive Arts; Beliefs and Values; Combined Studies (this module allows you to mix and match a combination of challenges from other modules).

Students will produce a **portfolio of evidence** to demonstrate their achievements. Students must also demonstrate competence at Level 1 or 2 in the six CoPE skills units:

- Introduction to Working with Others
- Introduction to Improving own Learning and Performance
- Introduction to Problem Solving
- Planning and Carrying out a Piece of Research
- Communication through Discussion
- Planning and Giving an Oral Presentation

## RESIDENTIAL FARMERS MARKET – ACHIEVING BRONZE AWARDS FOOD FOR LIFE

### OAKFIELD SCHOOL RESIDENTIAL WAS AWARDED FOR THEIR HEALTHY FOOD ACHIVEMENTS

Oakfield School has been awarded the Food for Life Bronze award for its healthy and climate-friendly food culture.

The school is working with Food for Life to transform the school's food culture and that of its local community, by connecting the children with climate-friendly and healthy food.

As part of the Bronze award scheme, Oakfield School serves seasonal school meals, 75% of which are freshly prepared by experienced school cook. The school also gives every pupil the opportunity to visit a farm, cook and participate in food growing activities during his or her time at school, and pupils and parents are involved in making improvements to the school's menu and dining experience.

# congratulations



## INDEPENDENT PERSON

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Oakfield has an Independent Visitor, very experienced in residential childcare, who visits regularly and can be contacted directly by the children on the mobile number provided, if the children wish to do so. He is also accessible to the children who do not reside. There are posters with details of who the Independent Visitor is and how to contact him are displayed each house and in the school.

Policies and Procedures are in place to meet the National Minimum Standards 2015 for Residential Special Schools.

## ATTENDANCE – IS KEY TO SUCCESS

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Oakfield School is committed to providing a full and efficient education to all pupils and embraces the concept of equal opportunities for all.

- ✿ We will endeavor to provide an environment where all pupils feel valued and welcome.
- ✿ For a child to reach their full educational achievement a high level of school attendance is essential.
- ✿ We will consistently work towards a goal of 100% attendance for all children. Every opportunity will be used to convey to pupils and their parents or carers the importance of regular and punctual attendance.
- ✿ Parents and Carers have a legal responsibility to ensure that their child/ren attend school regularly and punctually.
- ✿ School attendance is subject to various Education laws and this school attendance policy is written to reflect these laws and the guidance produced by the Department for Education and Skills.
- ✿ Each year the school will examine its attendance figures and set attendance/absence targets. These will reflect both national and local attendance targets.
- ✿ The school will review its systems for improving attendance at regular intervals to ensure that it is achieving its set goals.

## SUPPORT FROM THE SCHOOL

- ✿ Oakfield have rewards and certificates for all children that receive a 100% attendance and children with most improved attendance are also recognised for their achievements.
- ✿ The School will work with you to build an attendance contract and /or put into place agreed rewards and sanctions to encourage your child to attend more regularly.
- ✿ The attendance team has weekly meetings to monitor individual pupil's attendance.
- ✿ If your child's absences becomes a cause for concern, you will be visited by one of our Attendance Team to support and advise you on ways forward.

## PUPILS INCENTIVES

The E praise system is for extra recognition for achievements the pupils have made, the points achieved and are converted into prizes.

Also this point/awards can be achieved by excelling in positive behaviour around the school and it is also linked with school attendance incentives.

Epraise is the national school rewards platform. "Praise Points " are awarded in line with a school's rewards policy and redeemed against relevant rewards.

A unique and innovative solution, designed to support student recognition, increase student engagement and drive positive learning outcomes.

- ✿ The pupils will receive 1,000 praise points per term for 100% attendance and 5,000 praise points for a full academic year of 100%
- ✿ Oakfield School very much recognises/appreciates the complexity of some of our pupils and that certain individuals make every effort to attend school, however due to vital medical circumstances /or exceptional circumstances their attendance unfortunately suffers, we feel within these circumstances pupils have a right to be praised and awarded for their Attendance and will be offered 500 praise points per term and 1,000 praise points per full academic year in accordance to their attendance.
- ✿ In addition to this, pupils are also recognised for the most improved attendance over the term and full academic year, these pupils will receive 250 praise points per term and 500 praise points per full academic year for their attendance.

## CERTIFICATE AWARD PRESENTATION

At the end of each term we celebrate all our pupils' achievements over the term. Pupils are awarded with a certificate for their attendance.

- 🖼 100% attendance
- 🖼 95% plus attendance
- 🖼 Effort to attend when faced with of extreme difficult situations
- 🖼 Most improved attendance
- 🖼 Certificates for Tutor and Residential Houses who have achieved the highest attendance over the term.



## ARTSMARK AWARD

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Over the past 3 years pupils and staff at Oakfield School have been celebrating, after joining the **Artsmark Award**. Artsmark is Arts Council England's award for schools that champion the arts and strive for excellence in their provision. It celebrates schools that embrace the arts across the curriculum and make the arts come alive for pupils. It is a badge of distinction for schools who engage children and young people in the arts.

Panel and we are delighted to inform you that Oakfield has been awarded an Artsmark Silver Award. Congratulations



## CONGRATULATIONS



**Artsmark  
Silver Award**  
Awarded by Arts  
Council England



## CURRICULUM

### Exam Results/Pupil Progress

At Oakfield School we work hard to prepare all of our pupils for their exams and help them to achieve their full potential.

### GCSE RESULTS

- 13/14 (92%) passed English. Highest Grade was a '5'
- (13/14 (92%) passed Maths GCSE Highest grade was a '5'
- 4/4 passed dual award Science GCSE. 3/4 pupils achieved a grade '4'.
- 3/3 pupils passed Art and design GCSE (3D design). Highest grade was a '4'.
- 1/1 pupils passed Art and Design GCSE (craft and design). Grade '3'.
- 8/8 pupils passed Geography GCSE. Highest grade was a '4' (2 pupils achieved this).

### Exam Analysis for GCSE'S

Year		Percentage of pupils achieving 5 A-G's including English and Math's
2014/2015	11/16 pupils	69%
2015/2016	8/14 pupils	57%
2016/2017	4/7 pupils	57%
2017/2018	6/9 pupils	66%
2018/2019	9/12 pupils	75%
2019 /2020	4/14 pupils	29%

\*Pupils achieving 5 or more GCSE's decreased in 2019/20, this is due a more broad curriculum being offered (to meet the needs of all learners) which included ASDAN FOOWISE, Employability, NOCN and various college courses.

For more information about the performance of Oakfield School, please visit the Department for Education website to view the national school performance tables.

<https://www.compare-school-performance.service.gov.uk/school/118140?tab=secondary>

## SCHOOL PERFORMANCE INFORMATION PUPILS DESTINATIONS

- 🌳 East Riding College
- 🌳 HYA Training
- 🌳 Learning 4 Life
- 🌳 Wilberforce College
- 🌳 Orchard Training
- 🌳 Raceway Training
- 🌳 Denholme Farm
- 🌳 Hull College

## ASSESSMENT AND QUALIFICATION REFORM

The GCSE grading system has changed nationally over the last few years. The old system of grades, A\*-G, has been phased out and replaced with a new grading system of 1-9 (9 being highest)

There is no direct equivalence between the number grades on the new system and the letter grades on the old system, but for comparison purposes the following (based on information from Ofqual) may be useful

New 1-9 Grade System	Old A* - G Grade System
9	A**
8	A*/A
7	A
6	B
5	B/C
4	C
3	D/E
2	E/F
1	F/G

There is no direct equivalence between the number grades on the new system and the letter grades on the old system, but for comparison purposes the following (based on information from Ofqual) may be useful



## DISCLAIMER

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The information given in this Prospectus was valid in December 2020. It is possible that there could be changes affecting either the arrangements generally described in this document or any particular part of it before the start of the school year 2020/2021 or in the subsequent years. Parents wishing to contact an individual member of staff or Governors named in this document are advised to check the details with the school beforehand.

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