



OAKFIELD SCHOOL

Welcome to Oakfield School
Prospectus



**EMPOWERING PUPILS,
CREATING OPPORTUNITIES**

Oakfield School

Welcome to Oakfield School

Oakfield School is committed to providing all pupils with an outstanding education that promotes choice, independence, and community integration. Learn more about our school and what sets us apart by exploring our website.

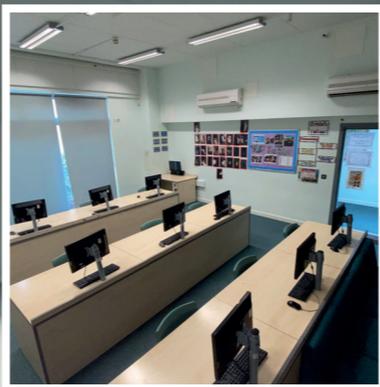
For years, the caring community of Oakfield School has educated pupils with Social, Emotional and Mental Health difficulties. We provide an individualised approach that offers support and facilitates attainable opportunities for all.

Every programme that the school offers enhances the lives and expands the futures for all of our pupils as well as their families.

For more details, or to schedule a visit to our school, please get in touch today, we would love to hear from you!

Mrs R M Davies
Headteacher





A **UNIQUE LEARNING**
ENVIRONMENT

Oakfield School

Oakfield School is a co-educational school for both day and residential pupils who have Social, Emotional, and Mental Health difficulties. The school is a mixed-gender school for pupils between the ages of 11 and 16 years who have an Education Health Care Plan for special educational needs.

The school can accommodate a maximum of 110 pupils and has a Residential Provision that can accommodate up to 34 pupils.

Oakfield School opened in January 2013 as a purpose built Residential Special School which meets the needs of our pupils, with an extensive range of facilities including a gym, ICT rooms, fully equipped independent living skills areas, design and technology facilities, medical room, recreational areas and 6 residential houses.

The school is situated in east Hull and is easily accessible by road and public transport.

Equal Opportunities

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

Mission Statement

At Oakfield School, 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.

Aims

Oakfield School aims:

- 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 future 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.

Curriculum

Curriculum

Our school curriculum encompasses all opportunities for learning within the school day. 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.

Our Curriculum:

- 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, thorough 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; and
- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school.

Learning is a partnership between adults in school, parents/carers, pupils and the wider community.

The ethos of the school is reflected in a curriculum model based on experiencing success and helping each pupil to gain self-respect, self-confidence, self-reliance, self-esteem and the realisation of realistic ambitions.

Key Stage 3:

To aid transition from primary, our Year 7 pupils are taught in a Nurture Class, in a primary model. From Year 8, pupils follow a secondary style model where pupils move around the school for all subject specific learning.

By the end of Key Stage 3, we aspire that all pupils have:

- increase in knowledge of key literacy and numeracy skills shown through class assessment and formal termly assessments;
- increased engagement and motivation in lessons;
- increased attendance; and
- reduced number of incidents (Physical Management)

Key Stage 4:

In the summer term, Year 9 pupils begin transition to KS4 and can make subject choices for Year 10 and Year 11 (this includes vocational courses at various 14-16 colleges).

During KS4 pupils follow two-year courses leading to GCSE examinations, or alternative accreditation, including BTEC courses.

We also offer a work experience placement for all those in Key Stage 4 in order to help prepare them for life beyond school and to aid in their respective career choices

By the end of Key Stage 4 we aspire that all pupils realise their ambition in relation to:

- Higher education and/or employment – including exploring different employment options, such as support for becoming self-employed and help from supported employment agencies
- Independent living – enabling people to have choice and control over their lives and the support they receive, their accommodation and living arrangements, including supported living
- Participating in society – including having friends and supportive relationships, and participating in, and contributing to, the local community being as healthy as possible in adult life

Extended Days

Extended Days provides an extended learning experience for pupils with consistent, clear, and structured boundaries to help them engage with the daily routines and expectations of Oakfield School.

We provide enriching opportunities, engaging activities and social experiences to help pupils, who attend the school with their development and progress within the school.

We help improve attendance working closely with our internal Attendance Team.

We provide support for families through regular contact with the Extended Days staff.



Residential Provision

Our Residential Provision is a safe and secure environment where pupils can feel at home, relax and feel supported, enabling them to learn and achieve.

The Provision supports the school by providing a 24-hour wrap around curriculum. This enhances pupil achievement and attainment within the school.

Residential pupils are supported throughout the school day by the residential staff, giving them the extra support that they may require. A 24-hour wrap around curriculum helps support and improve attendance, achievement and attainment within the school and provision.

The Provision provides a social education, which has a major impact on cognitive development which includes: social, emotional, behavioural, self-esteem, confidence, relationships building and independence.

The Provision provides enriching opportunities, engaging activities and social experiences, to help children develop and progress at the school.



PINE
HOUSE



HAWTHORNE
HOUSE



WILLOW
HOUSE



CEDAR
HOUSE

Emotional Wellbeing

Emotional Wellbeing

At Oakfield School, we have recognised, that to offer the best possible provision we needed to allow some of our pupils to access Emotional Wellbeing Support if and when required.

We have a qualified team who can offer support in the following areas:

- Understanding and coping with feelings about ourselves and others.
- Developing self-esteem and positive interaction with others.
- Being emotionally literate helps young people to focus on their learning.

Emotional Wellbeing Team

The Emotional Wellbeing Team offer a proactive intervention to pupils who require support.

Supporting pupils with Social and Emotional difficulties to recognise, understand and manage their emotions. This will increase their wellbeing within the school environment.

Here are some of the areas the team may focus on:

- Recognising and managing feelings and emotions.
- Self-esteem.
- Understanding and managing anger difficulties.
- Friendship and relationship skills.
- Therapeutic stories.
- Social development skills.
- Supporting a child through loss and bereavement.
- Keys to good communication.

Our programmes have the flexibility to accommodate the range of needs of our pupils.

Benefits to pupils:

- Feel supported by having allocated time and being listened to.
- Develop greater awareness.
- Learn to talk about difficulties.
- Develop coping strategies.
- Interact more successfully with others.
- Feel better and confident about themselves.

How does Emotional Wellbeing work? What things could their work include?

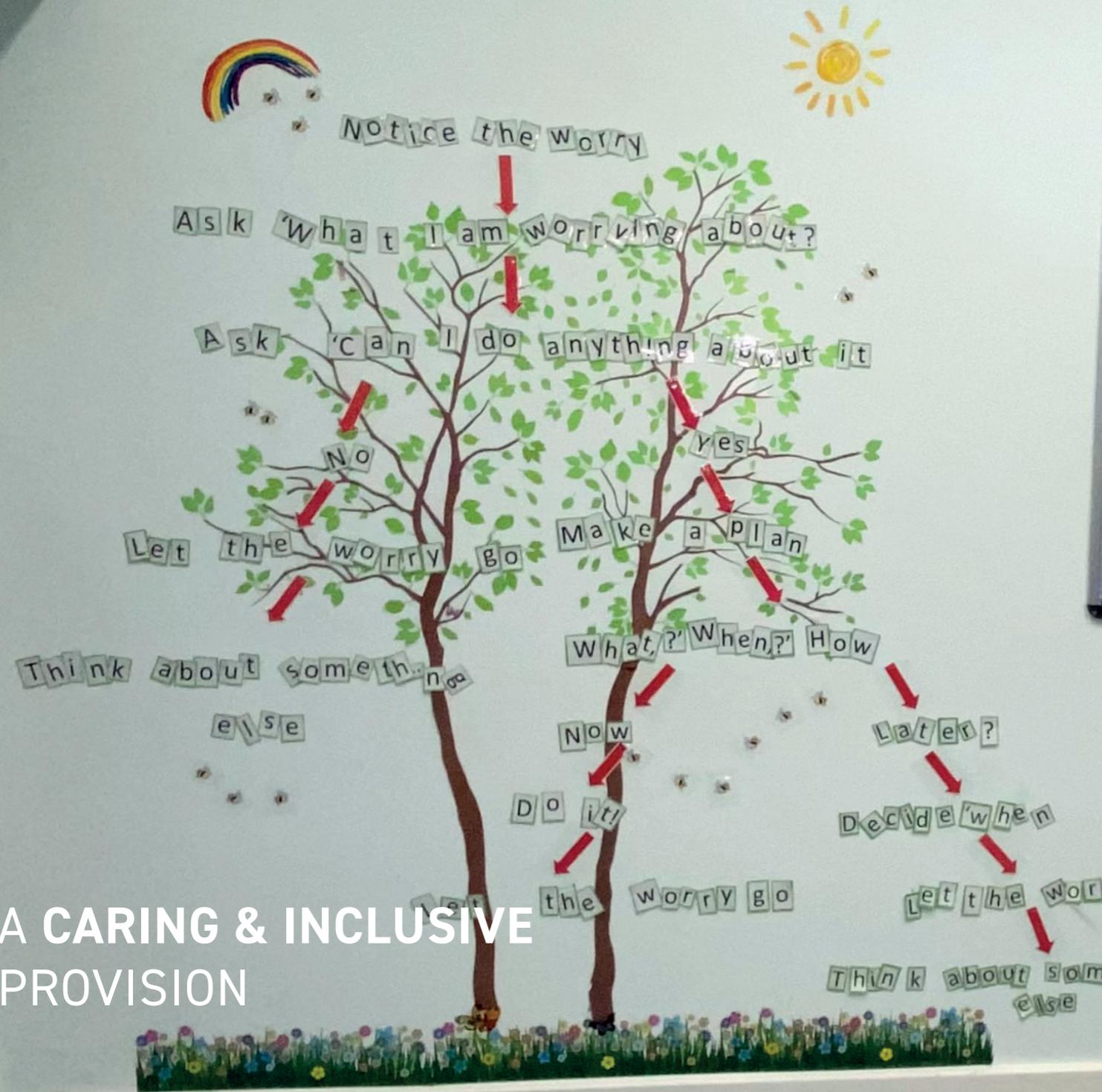
- Regular sessions during the school week for approx. 30 to 40 minutes.
- Sessions can be individual or in small groups, and tailored to the pupil's individual needs.
- Sessions can be enjoyable and may include a range of resources.
- Sessions include time to talk and relax.
- Pupils progress will be reviewed routinely within the Emotional Wellbeing Team.
- Emotional Wellbeing Provision is accessible to all pupils throughout the school day.

As a parent/carer you can help by informing the school/Key Worker of any issues affecting your child.

For more information on the provision, please contact the school to speak with a member of the Emotional Wellbeing Team.



A CARING & INCLUSIVE PROVISION



Admission Process

Admission Process - Step by Step Guide

1. Referrals are sent to Oakfield School via the Hull City Council SEND Team for consultation.
2. On receipt of the referral, it will be considered by the Strategic Senior Leadership Team (SSLT). This may involve a visit to the pupil at their current education provider or at home.
3. A consultation letter will be sent to the Hull City Council SEND Team.
4. Oakfield School acknowledges that parents and carers have often been through a lengthy process in the past and in recognition of this, the school will aim to advise the SEND Team of the outcome as quickly as possible. However, in a small number of cases, if the decision is uncertain then rather than make the wrong decision it may be more appropriate to delay a decision whilst more information can be obtained, and school/home visits are carried out.
5. Prior to the commencement of the placement, initial paperwork will be completed at home by parents/carers and the Admissions Officer. Parents/carers and the pupil will visit the school, information will be gathered from the pupil's previous placement and the SEND Team will be informed of the placement and start date.
6. On their first day of admission, the pupil will be given information about the school and its expectations and will have the opportunity to spend time with some of the staff.
7. Within 8 weeks of being on roll, a review meeting will take place. At this meeting, the finding of the school's initial assessment is shared and discussed with the pupil and their family. The first Individual Behaviour and Care Plan is written, along with the individual Risk Assessment and Positive Handling Plan.

In order to enrol with Oakfield School, pupils will have a Special Education Need that primarily relates to Social, Emotional & Mental Health (SEMH) difficulties.

Pupils will have an Education, Health and Care Plan (EHCP) and they could also have other medical or learning difficulties.



**A JOURNEY TO A
BRIGHTER FUTURE**



ADDITIONAL MEANS OF CONTACT

Contact with the School

For further information about Oakfield School, please visit our website:

www.oakfieldhull.co.uk

Additional Contacts:

Parents/carers lead busy lives so we have provided you with additional means of contact.

SENDCo:

Mr S Hodgson
SamHodgson@oakfieldhull.co.uk

Safeguarding & Multi-Agency Coordinators:

Mrs L Middleton
LeanneMiddleton@oakfieldhull.co.uk

Mrs J Oakley
JayneOakley@oakfieldhull.co.uk

You are welcome to make contact with the school to discuss any issues or arrange a visit.

Contact with the Headteacher:

Mrs R M Davies BEd (Hons)

Headteacher
Oakfield School
Hopewell Road
Hull
HU9 4HD

admin@oakfieldhull.co.uk
Tel: 01482 854588

Our school and residential policies are available on the school website:
www.oakfieldhull.co.uk





**We would
love to hear
from you**

Mrs R M Davies BEd (Hons)

Headteacher

Tel: (01482) 854588

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 @SchoolOakfield