

PROSPECTUS



Oaktree
SCHOOL



Headteacher

Russell Davey

INTRODUCTION

Welcome to Oaktree School. If you are a parent seeking a place for your child, it is important that you receive as much information as possible to help you make the right decision about his or her school. We hope this prospectus will tell you everything you need to know, and there is plenty of additional information on the school's website - www.oaktree.enfield.sch.uk but please do not hesitate to ask if you have any questions or need further help in any way.

Vision and Values

At Oaktree, we realise that we have an essential role to play in shaping the lives of young people in our care. We aim for our students to leave happy and confident, with the talents and potential to go on to lead fulfilling and independent lives.

We aspire to offer the highest quality education delivered by our team of dedicated staff using quality resources, supported by a wide range of specialists.

We aspire to provide an environment that is welcoming, happy and caring that allows our students to feel safe and well looked after, encouraged in healthy living and given opportunities for personal development and academic progress.

In aiming to be 'the best we can be' all we do is underpinned by the following values:

B—be BRAVE in all you do

E—EVERYONE is treated the same

A—AIM high in all you try

R— RESPECT and care for each other

Fundamental British Values

Oaktree School will ensure that it actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

The values are officially taught through the Religious Education (RE) and Personal, Social and Health Education (PSHE) curriculum and are further nurtured through the school's ethos and promotion of spiritual, moral, social and cultural (SMSC) understanding.

THE SCHOOL

Oaktree is a maintained day special school for students with a wide range of complex needs. It is co-educational and caters for up to 95 children and young adults aged from 7 - 19.

The school was opened on June 15th 1965 and occupies a delightful site on Enfield's western boundary, close to open countryside. The building itself, which won a design award, is all on one level and comprises: ten classrooms, a therapy room, Food Technology, Art Room, a kitchen and a hall which doubles as a gym. The school has 2 minibuses which are used regularly for educational visits and school journeys. There was a new wing opened in 2008 which houses the Sixth Form and an additional kitchen. In 2016 we opened a state of the art Sensory Room.

Students follow a streamed curriculum throughout the school: on entry they are designated to a group according to their specific needs, within their key stage. These groupings take account of their abilities and social and emotional needs. Younger students follow a primary model with most lessons being taught by the class teacher and support staff. These groups spend a greater amount of time with their form tutors on basic subjects. Older students follow more of a secondary model with many lessons taught by specialist teachers.

In the Sixth Form our curriculum is tailored towards Independence and externally validated modules recognised by colleges and employers (OCR Life and living Skills, Entry Level qualifications) as well as developing their Preparation for Adulthood Outcomes within their Educational Health care Plans.



The main entrance

From Year 8 students work through a number of curriculum pathways on Tuesday and Thursday afternoons

Classes rarely contain more than twelve pupils and have the support of either one or two Learning Support Assistants depending on their needs.

We are increasingly outward-bound in our curriculum, due to the complexity of our student's needs. When they leave Oaktree our students will live and work in the community, so they learn to shop, to visit libraries and sport-centres, to visit shows, zoos and theatres and to access outside activity-centres. We intend to enrich their lives through an education which emphasises life-skills and experiences which enhance life.

ADMISSIONS POLICY

The Local Authority is responsible for allocating places at Oaktree School. These are offered to pupils with a wide range of complex needs (i.e. children with a variety of complex learning, communication, emotional and occasional physical difficulties), which prevent them from accessing the mainstream school curriculum.

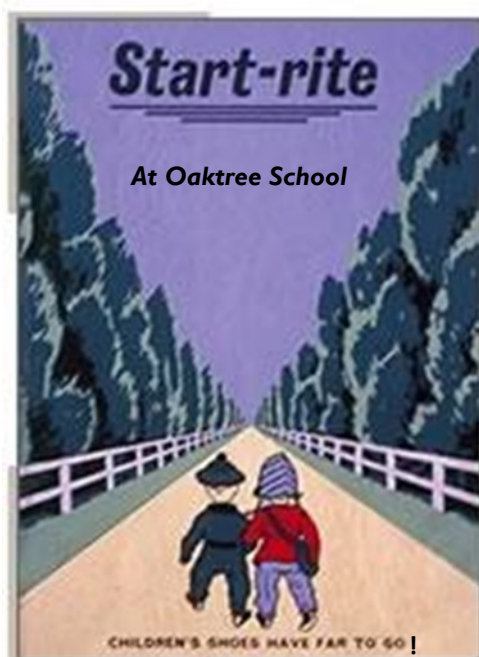
SEND POLICY

The school's Special Educational Needs and Disability (SEND) policy and Offer outlines the provision at the school to meet the very diverse needs of our pupils. It provides information on such things as the school curriculum; assessment, recording and reporting arrangements; admissions procedures; integration; parental involvement; complaints procedures; staff training and the Governing Body. A full copy of this policy is available on our website.

STAFFING

We have a high commitment to in-service training for both teaching and support staff and maintain a good balance between the needs of the school and individual personal development.

We have additional support from outside agencies to support the needs of our pupils. These are: teachers of the learning and visually impaired, Educational Psychologist, Educational Welfare Officer, Social Services, Speech and Language and a member of Connexions who offer careers advice throughout the school. We also support the pupils with a wide range of therapies.



THE CURRICULUM

The school teaches the National Curriculum, broken down into small increments of learning from which we can measure progress. In the Sixth Form and from year 8, all learning is linked to externally validated modules recognised by colleges and employers.

Students are able to follow examination and accredited courses in Art, English, Maths, Science, Music and vocational/Independence skills through OCR Life and Living skills in Key Stage 3 and 4 as well as completing their agree Educational and Health Care Outcomes within all key stages.

Personal Development also forms a significant part of the curriculum at Oaktree and alongside academic targets we also set targets for social and emotional development. As our students get older we spend an increasing amount of curriculum time on learning the skills of being independent and preparing for adulthood (PfA)

All pupils learn about the outside world and are introduced to the idea of jobs and careers as early as possible. As they progress, they learn more about life in the community through visits and our outward-bound curriculum; through courses which prepare pupils for life in terms of Citizenship, Health Education and Careers Guidance.

Older students are taught about careers, and the Careers Advisor is a regular visitor to the school, offering advice and guidance on post-school placements (Youth Training, Further Education and employment) and support to students as they leave school. Some classes can follow a highly successful Enterprise curriculum, as well as gaining valuable experience of gardening on site in the Polytunnels and Environmental area.

English and Maths Homework is set regularly and is dependent on the needs of the students as determined by the class/subject teachers.

Assemblies are held weekly. They may be thematic, general, topical or designed to award the students for their achievements.

They provide opportunity to reflect and praise. Religious Education is also taught to all classes. Lunch is taken in the hall for all students over two sittings. School finishes at 3 pm



Environmental
area

TIMETABLE

09.00 – 09.25	Registration and book reading
09.25 – 10.10	Block 1
10.10 – 10.25	Morning Break
10.25– 11.10	Block 2
11.10 – 12.00	Block 3
12.00 – 13.00	Lunch
13.15 – 14.00	Block 4
14.00 – 14.50	Block 5

SEX AND RELATIONSHIPS EDUCATION

Sex and Relationships Education is provided for all pupils and reinforced/extended in the PSHE programme for secondary pupils. As well as being provided with factual information, pupils are encouraged to consider the moral, emotional, cultural and religious aspects of this sensitive subject. A copy of the school's policy on Relationships, Health and Sex and Education is available on our website at:

<https://www.oaktree.enfield.sch.uk/attachments/download.asp?file=2700>

If parents are unable to download the policy a paper copy will be provided upon request

Parents are invited to discuss any concerns they might have about the sex education programme before it is delivered.

SCHOOL TRIPS AND JOURNEYS

A number of visits to places of educational interest take place regularly each term as a reinforcement or stimulus to schoolwork. Trips to local shopping areas and Trent Park (our local park) also take place on a regular basis to help develop social and independence skills and prepare for adulthood .

CHARGING POLICY

Generally speaking, there is no charge for activities which take place during



school hours. However, parents may be invited to contribute towards the cost of outings, which can be prohibitively high, and to pay for ingredients/materials in Food Technology.

PASTORAL CARE

Oaktree represents a closely-knit, caring school community within which all people, regardless of their age, ability, gender, race or religion are treated as equals and expected to respect and care for others. Appropriate behaviour is encouraged and reinforced, and seen as the norm; inappropriate behaviour is the exception. Should a problem arise, or a pupil need extra support, this is dealt with swiftly through a clear and effective pastoral system. A copy of the school's behaviour policy can be requested.

The welfare of our pupils is of paramount importance, and all staff are legally required to inform the designated member of staff for Child Protection of any marks on, or injuries to, a pupil which cannot be easily explained. It is the duty of the designated teacher, after consultation with the Headteacher, to inform Social Care if it is felt the child is at risk. This policy operates in all Enfield schools.

Our food technology room



Our outdoor adventure playground



SCHOOL UNIFORM

Our school uniform, which should be worn by all pupils, is kept deliberately simple so that it is both affordable and easy to obtain. On the practical side, wearing a uniform not only makes life a lot easier when getting ready for school, it also means that pupils are more readily identified (and therefore safer) during school trips. It has the additional benefit of helping children to take pride in the school and in their appearance, and ensures they look no different from their mainstream counterparts.

Please note: school uniform does *not* include the wearing of make-up or jewellery (studs, necklaces, rings etc.); although one small sleeper ring per ear is permitted providing it is small enough to prevent little fingers passing through it. The rule on jewellery is for obvious health and safety reasons as well as the fact that the school cannot be responsible for its loss. The school uniform consists of:

black or grey trousers/skirt

white shirt/blouse or polo shirt

black jumper or sweatshirt

black shoes

The 6th form students do not wear school uniform. However all 6th form school outfits should be appropriate for school. This is not an exhaustive list but students should not wear clothing that contains offensive messaging, the same rules apply to the wearing of jewellery that apply in the rest of the school. The final decision on what constitutes appropriate apparel rests with the Headteacher



Polo shirts and sweatshirts embroidered with the school motif are available from the school. These are of high quality and very reasonably priced.

Students also require a P.E. kit, which should consist of:

Shorts and an appropriate T-shirt

trainers or plimsolls

black tracksuit trousers

swimming costume/swim shorts (for pupils in groups 1-3)

A towel and shower items are also required for wet sports.

SCHOOL RULES

The school has seven Golden Rules, which are clearly worded so that all students will understand them:

- We are kind and respectful
- We always tell the truth
- We look after our belongings and school
- We listen to others and take our turn
- We always walk quietly around the school
- We ask for help when there is a problem
- We always try to do our best

N.B. It should be pointed out that Oaktree is a non-smoking environment and smoking by adults and students is not allowed on the school premises.

STUDENT ABSENCE

We attach great importance to providing a happy, caring and stimulating school environment, in the belief that this will encourage the maximum possible attendance from our pupils. We cannot, after all, teach them if they are not in school (although we do send work home for pupils who are absent for prolonged periods - following hospital treatment, for example). Parents are asked to ensure that their children never miss school unless this is absolutely unavoidable i.e. for medical reasons such as sickness, doctors' appointments etc. Taking pupils out of school during term-time is not permitted, unless in exceptional circumstances.



PARENTAL INVOLVEMENT

It is essential that close links are built between home and school, and that parents and teachers support one another, if children are to receive the very best of help. For this reason parents are always encouraged to share the knowledge and understanding they have of their children. Parents' evenings, social events and coffee mornings/afternoons play an important part in fostering parental involvement with the school. We also encourage daily/weekly communication through a home/school book which can be looked at daily and is signed weekly.

We appreciate that parents may need the opportunity to share their worries, so time is always made available for them to come in and talk with an appropriate member of staff.

FRIENDS OF OAKTREE SCHOOL (FoOS)

Parents are encouraged to support FoOS which runs half termly Coffee Mornings, often with speakers invited to talk about topical issues around SEND. They also help raise funds for the school for special treats and equipment.



INFORMATION/COMMUNICATION

As parents, you are entitled to be kept fully informed about all school activities affecting your child's education. Two parents/carers meetings take place each year, which provide an opportunity to discuss your child's learning. At some point in the year we also hold an annual review or EHCP conversion which involves a meeting between class teachers, parents, your child and other professionals. We look at the students' statement and assess progress made towards its objectives. Targets are set in an Individual learning Plan (ILP) which are reviewed termly.

There are also various social occasions for parents to attend during the year, including a Christmas and Summer show, a Presentation Assembly and Sports Day in the summer term. These are important opportunities for both students and parents, to meet and socialise, and celebrate progress and achievement.

Communication is vital to us. We have a weekly newsletter which comes out on a Thursday, which is full of important information about up and coming activities. We also produce a colourful termly magazine with articles from staff on highlights of the term.

Parents receive a copy of their child's timetable at the beginning of the school year. Should you require more detailed information, about such things as schemes of work or the curriculum being followed, they are available on our website. Alternatively, you can contact the school to arrange a convenient time to come in and view them. Similarly, inspection copies of school policies, reports about the school etc. will always be made available to you.



THE GOVERNING BODY

The school has a very supportive Governing Body committed to the education and welfare of pupils, and the development of the school and its staff. The Governing Body membership can be found on our website.

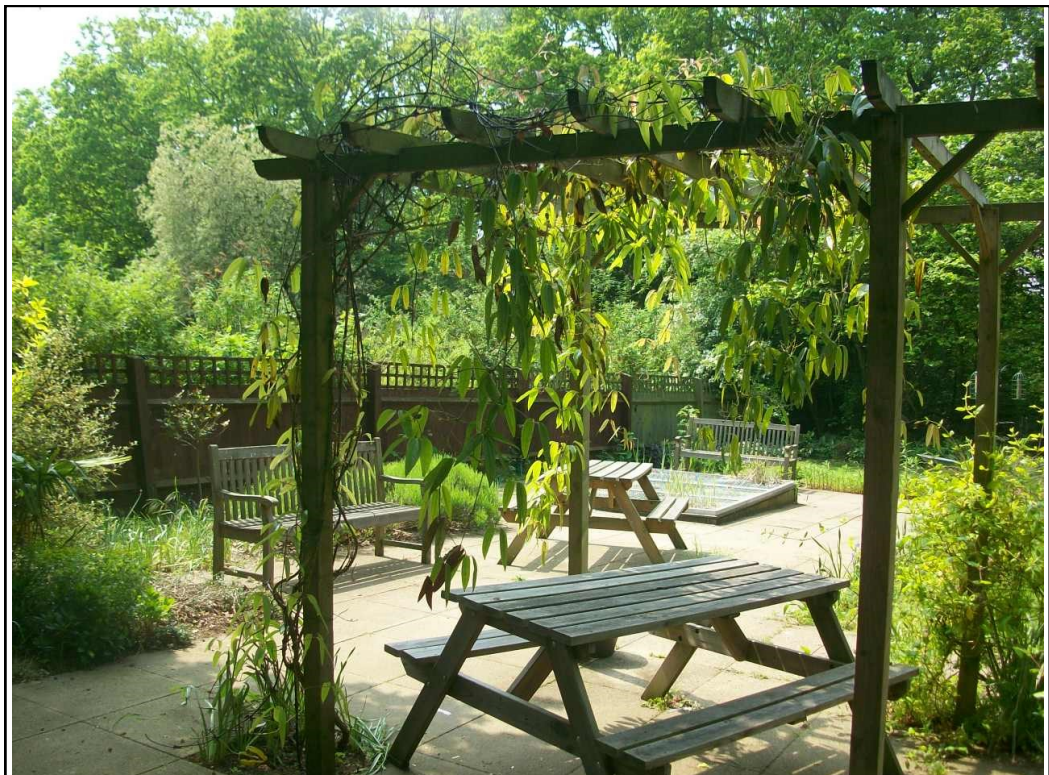
A number of governors are regular visitors to the school and play an active part in fund-raising and social events on top of the many other duties and responsibilities



COMPLAINTS PROCEDURES

Our aim is to work closely with parents to ensure we offer the highest quality of education for their children. It is therefore essential that any concerns parents may have about the curriculum (or the school in general) are listened to and resolved satisfactorily. In the first instance, parents are encouraged to speak with their child's class teacher or the subject teacher in order that concerns can be dealt with as informally as possible - and the vast majority of concerns are resolved at this level. Should this not be the case, parents should make a formal complaint, in writing, to the Headteacher. In the unlikely event of concerns not being satisfactorily resolved in this way, parents should contact the Chair of Governors and ultimately the Local Authority.

Parents should be assured that time will always be made available to listen to their worries, and that they will be informed of the action that has been taken once matters have been investigated.





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