



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES OFFER

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Overview for Parent Information

How We Support Children/Young People with Special Educational Needs or Disabilities

Our Vision

At Oaktree, we are committed to shaping the lives of the young people in our care. We provide a welcoming environment with professional, caring staff and access to specialist help. We aim to deliver high-quality education, develop each pupil's talents, and support them to lead fulfilling, independent lives.

We aim to:

- Offer a broad, balanced, and differentiated curriculum.
- Maximise potential across academic, social, emotional, physical, and moral development.
- Promote respect for all individuals.
- Recognise individual strengths and achievements.
- Support communication skills and interpersonal development.

Parental involvement is key to achieving these goals.

Our Connections Approach

Our practice is rooted in building strong, trusting relationships. Staff are trained to be emotionally attuned and responsive, creating a calm and nurturing space where children feel safe and understood. This approach supports co-regulation and social development and aligns with trauma-informed practice and the ARC (Attachment, Regulation, and Competency) framework.

Positive Behaviour Support and Trauma-Informed Practice

We use a Positive Behaviour Support (PBS) model and trauma-informed practices to create a safe and predictable environment. We identify the reasons behind behaviours and teach pupils alternative, constructive ways to express themselves. Staff use empathy and consistent boundaries to help pupils build emotional regulation and positive relationships.

Type of School

Oaktree is a special school for pupils aged 7–19 with complex needs across Key Stages 2–5.

Ofsted

Oaktree's last Ofsted inspection was in **July 2023**, where the school was graded **Good**.

Identifying Special Educational Needs

All pupils joining Oaktree have an EHCP.

How We Support Pupils

We remove learning barriers and provide equal access to the curriculum. Provision is based on the EHCP and is regularly assessed through pupil work, feedback, and learning journals. Pupils have measurable targets across academic, social, emotional, and communication areas. Staff work collaboratively across education and therapy teams. Differentiated lessons include the use of Makaton, ICT, and visual aids.

Adapting Our Teaching

We have small classes and high staff-to-pupil ratios. Lessons use visual, sensory, and hands-on methods to engage learners. Staff implement EHCP advice to personalise learning. Our experienced team continuously adapts teaching to support individual needs.

Resource Allocation

Resources are tailored to individual and group needs. Class and subject teachers determine appropriate resources.

Monitoring Progress & Parental Communication

Parents are updated through Annual Reviews, parent consultations, reports, and home-school books. Homework links to class themes. Concerns are addressed swiftly with targeted intervention. Parent training is available via speech and language therapists, and coffee mornings offer peer support and access to external agencies.

Monitoring of progress is carried out by class teachers and by subject-specific teachers who focus on specific areas of the curriculum such as; food technology, science, art and PE.

Supporting Health and Wellbeing

Our pastoral team includes child protection officers, the head of pastoral care and the medical lead. We work with health and wellbeing professionals, including nurses, therapists, and psychotherapists. Pupils take part in physical activities, healthy eating lessons, and extracurricular sports. We partner with outside agencies to support wellbeing, social inclusion and positive mental health.

External Support Services

We work with physiotherapists, OTs, psychotherapists, nurses, peripatetic music teachers, theatre and drama groups, swimming pools, sports foundations, social services, CAMHS (Child and Adolescents Mental Health Service), the careers service, and dieticians.

Staff Training

All staff are trained to work with pupils with SEN. Ongoing professional development includes Makaton, White Rose maths, Read Write Inc, First Aid, and PRICE (Protecting Rights In a Caring Environment). Interventions include literacy and maths support, as well as social and therapeutic groups such as ELSA (Emotional Learning Support Assistant), mentoring, Sensory Circuits, and Fit Club.

Inclusion in Activities and Trips

Trips enrich academic and social learning. High staff ratios and thorough risk assessments ensure safety. Pupils also participate in work experience and reward trips to build confidence and community engagement.

Our School Environment

Our one-storey site includes outdoor spaces, a horticulture zone including polytunnels, an interactive zone, and dedicated play areas. Facilities include accessible toilets and assistive tools like adapted cutlery and communication devices.

Preparing for Transitions

Prospective families visit the school and receive a guided tour. New pupils attend taster sessions and transition visits. Staff liaise with current schools to ensure smooth transitions. From Year 10, careers planning and visits to post-school provisions support pupils' next steps. We work closely with social services and adult services to coordinate transitions.

Parent Involvement

Parents are engaged through homeschool books, direct contact with staff, regular phone calls, coffee mornings, events, and governance. Regular headteacher letters and our website keep families informed.

Contact Us

Parents can contact the school at any time to speak with staff.

Key Staff:

- **Louis Wells** is the **Headteacher**.
- **Ricardo Morais** is the **Deputy Headteacher**
- **Sarah Cox** is the **SENCO**.