



Oakdale School

To be the best we can be

**SCHOOL
PROSPECTUS
2017/18**

BASIC INFORMATION

about your school

NAME OF SCHOOL

Oakdale School

TYPE

Primary Special School for pupils with Severe and complex needs.

ADDRESS

Cheetham Hill Road
Dukinfield
SK16 5LD

TELEPHONE

0161-367 9299

FAX NUMBER

0161-367 9685

EMAIL ADDRESS:

admin@oakdale.tameside.sch.uk

WEBSITE

www.oakdale.tameside.sch.uk

FACEBOOK

www.facebook.com/oakdaleschool

CLASS DOJO

www.classdojo.com

MAINTAINED BY:

Tameside Metropolitan Borough Council
Education Department
PO Box 304
Ashton-under-Lyne
OL6 0GA

HEADTEACHER

Mrs Linda Lester

CHAIR OF GOVERNORS-

Mrs Michelle Bailey

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Dear Parents,

Welcome to Oakdale School, particularly if your child is coming to school for the first time. The school prospectus is written to share information about school, its aims, organisation and curriculum.

We hope you find its contents useful and relevant to the needs of your child and family.

The Governors, staff and I have a firm commitment to provide the highest quality education and care for all the children.

Education is a partnership we share with you, and we look forward to developing positive home/school links during your child's attendance at Oakdale School.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this prospectus is in line with the Equality Act 2010.

Yours sincerely

Linda Lester (Mrs)
Head Teacher

NB.
The information contained in our school prospectus is correct at the time of publication, though changes may occur during or beyond the current academic year.

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GOVERNING BODY OF OAKDALE SCHOOL

TERM OF OFFICE - FOUR YEARS

CHAIR OF GOVERNOR'S

Mrs Michelle Bailey

VICE CHAIR OF GOVERNORS

Mr Carl Hughes

HEADTEACHER GOVERNOR

Mrs Linda Lester

STAFF GOVERNOR

Mr C Osbaldeston

PARENT GOVERNORS

Mrs M Bailey

Mrs N Galley

AUTHORITY GOVERNOR

Mrs M Waterhouse

CO-OPTED GOVERNORS

Mrs T Tray

Mrs K Wray

Mr A Whitworth-McGregor

Mr C Hughes

Mr C Jones

Mr J Briggs

Governors are responsible for the general management of school. Responsibilities include the appointment and dismissal of staff; determining the school curriculum; the allocation and targeting of the school budget.

Governors are accessible to parents either directly by phone or through the school. The Governors Annual General meeting with parents held in the summer term also offers parents direct access to the whole governing body.

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OUR SCHOOL

Oakdale School is co-located with 2 mainstream primary schools.

It is a large purpose built school, offering foundation stage, KS1 and KS2 provision. External hard play areas complete the accommodation.

The school provides for 110 children between the ages of 2 - 11 years (Nursery to Year 6).

The Foundation Stage Unit has 2 classes; Chaffinch & Goldfinch. Each class has a distinct base with communal areas offering imaginative, creative and constructional play activities. A hard play area completes the Foundation stage provision.

There are 10 classes of children generally in Year 1 - Year 6 with well-equipped classrooms. There are a number of small teaching spaces in school designed for individual and small group work as well as Technology and Personal and Social Health Education resource bays.

School also has a large multi-purpose hall and a sensory processing area - The Atrium.

Therapeutic provision includes a hydrotherapy pool, sensory room and facilities for physiotherapy, occupational and speech therapy.

There are well equipped office facilities and a kitchen scullery that provide school meals via Yew Tree Primary School.

Oakdale has been accredited by the National Autistic Society in recognition of our practice in working with children with Autistic Spectrum Conditions.

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THE SCHOOL DAY

A Typical day in FOUNDATION STAGE UNIT

Children arrive at 8:50am and leave at 2:50pm. When children arrive in school they have the opportunity to prepare for the school day.

Morning and afternoon sessions always begin with circle time, a very important part of the day. This time provides opportunities for discussion, early numeracy, early literacy and communication.

The day progresses to enable children to use inside and outside areas to develop and practise skills. We believe that young children learn best through play, structured to best support their needs.

During each daily session, there are two opportunities for snack time. Snacks are varied and as healthy as possible and the children are encouraged to try new things.

In F.S.U. children will get ready for lunch at 11:30am followed by a play session before commencing the afternoon activities. In main school lunchtime starts from 11:30am and children will either eat in the hall or in the quiet dining space and a play session before continuing the afternoon activities.

From 2:30pm children prepare for home / school transport and end the session with stories and / or songs.

The times of the school day vary slightly from class to class with regard to breaks and lunchtime arrangements.

In general the school day is organised as follows:

FSU and KS1 DEPARTMENTS

Total teaching time is: 21 hours 30 mins

From 8.50am Arrival and preparation for school day

9.00 - 9.30am	Personal. Social Education and Registration
9.30 - 10.30am	First Morning Session
10.30 - 10.45am	Snack-time
10.45 - 11.00am	Playtime
11.00 -12.00pm	Second Morning Session
12.00 - 12.30pm	Lunchtime
12.30 - 1.00pm	Playtime
1.00 - 2.10pm	First Afternoon Session
2.10 - 2.20pm	Snack-time / Playtime
2.20 - 2.50pm	Second Afternoon Session
2.50 - 3.15pm	Preparing for home and school transport

KS2 DEPARTMENT

Total teaching time is: 22 hours 40 mins

From 8.50am Arrival and preparation for school day

9.00 - 9.30am	Personal. Social Education and Registration
9.30 - 10.30am	First Morning Session
10.30 - 10.45am	Snack-time
10.45 - 11.00am	Playtime
11.00 -12.00pm	Second Morning Session
12.00 - 12.30pm	Lunchtime
12.30 - 1.00pm	Playtime
1.00 - 2.10pm	First Afternoon Session
2.20 - 2.50pm	Second Afternoon Session / Snack
2.50 - 3.15pm	Preparing for home and school transport

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STAFF AT SCHOOL

HEADTEACHER:	Linda Lester
DEPUTY HEADTEACHER:	Tina Tray
TLR:	Valerie Meadowcroft
SCHOOL BUSINESS MANAGER:	Debra Ollerenshaw
SCHOOL ADMIN TEAM:	Ann Hewitt, Josie Littlewood Andrea Blunt & Sarah Challenger
I.T. TECHNICIAN:	Martyn Heyes
SITE MANAGER:	Craig Collins

OAKDALE SCHOOL

TEACHERS

TA3

TA2

Victoria Jarvis
Tracey Vincent
Kathryn Radford
Anna Evans
Michelle Williams
Rachel Hindle
Corin Travis
Rebecca Dewsbury
Liza Clay
Jill Stewart
Stephanie Chamberlain
Nicholas Jordan
Sally Baker

Tracy Murphy
Debbie Wild
Rachel Elliott
Anita Pinnington
Emma Lloyd Jones
Victoria Morton
Cheryl Hallworth
Lorretta Halpin
Maxine Dandy
Helen Davies
Bernadette Bailey
Colette Thomasson
Marie Hart
Jean Lloyd
Amanda Connor Williams
Julie Leah

Sophie Hague
Katie Waterhouse
Corinne Peacock
Colleen Barnett
Nadine Turner
Leigh Brayshaw
Teresa Roberts
Shelley Loomes
Sue Carroll
Debbie Silcock
Carly Picken
Stacey Burgess
Judith Leith
Nadia Holian
Gemma Barbour
Marie Moores
Janet Holmes
Amanda Ollerenshaw

Angela Fieldhouse
Chris Osbaldeston
Stephanie Roberts
Linda Lee
Nikki Collier
Gail Codling
Shelley Barnes
Emma Roberts
Lindsey Brooks
Cindy Robertson
Victoria Dale
Sophie Clayton
Jen Acton
Louise Dale
Helen Hanna
Caroline Lee
Joanne Hammond
Kym Seel

TA 4

Dawn Quarmby
Zoe O'Brien
Jane Young

TA1

Bhavenben Chauhan
Katie Frost
Jemma Hines
Louise Pinnock
Chantelle Tiffany

Olive Myers
Rachel Hewitt
Tracey Sidebottom
Meeta Mistry

MULTI-DISCIPLINARY SUPPORT TEAM

A multi-disciplinary support team of Professionals attend school on a sessional basis, offering therapy, health care and specialist educational support. They are:

MEDICAL OFFICER

Clinics are held regularly. Children's medical needs are reviewed on a regular basis. Paediatrician may see any child on request from parents/staff.

SCHOOL NURSE

Nurse Dawn Bennett-Painter attends school medicals. She provides a valuable link with other medical agencies i.e. health visitors, clinics and offer support/advice to parents and staff as necessary.

ORTHOPTIST

Orthoptists attend school regularly and assess children's vision. Support/advice is offered to parents and staff as needed.

VISUALLY IMPAIRED SERVICE

The VI service visits school weekly on a sessional basis and offers one to one teaching to children and support and guidance to staff.

HEARING IMPAIRED SERVICE

Visit school weekly and offer specialist individual teaching to children and advice/support staff.

THERAPY SUPPORT

PHYSIOTHERAPY

Physiotherapists, provide physiotherapy support and treatment to the children.

Treatment techniques vary and therapists select the best and most appropriate one for each child. Each child has a treatment programme so that therapy can be ongoing throughout the school day and is reinforced in a variety of activities.

A visiting orthotist works closely with the physiotherapists and children in school are provided with specialist footwear and surgical appliances as an assessed need.

Hydrotherapy is also an essential part of the curriculum for some children. The atmosphere is relaxed and fun and some children are able to achieve a degree of mobility in the water that is not possible on land. The physiotherapist will advise on exercises/activities for individual children. Swim wear and a towel to be provided by families.

SPEECH THERAPY

Speech and language therapists provide speech therapy support and advice to children in Oakdale School.

Children are seen routinely and individual speech therapy programmes are drawn up in consultation with class teachers and monitored/reviewed regularly. Close liaison with staff and parents is positively sought to ensure the optimum progress of each child.

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There is a strong commitment to a total communication approach. One or a combination of augmentative systems supports language, wherever this would be beneficial. Systems used include signing, objects of reference, photographs, symbols, high and low tech communication aids and use of computers, iPads etc.

Therapy and advice for children who have difficulties with feeding and swallowing is also regarded as a high priority, and the speech therapists offer support and advice to teaching/care staff and parents.

OCCUPATIONAL THERAPY

Treatment concentrates on a holistic approach to meet each child's needs. Occupational therapists also focus on appropriate seating arrangements for children in consultation with other colleagues i.e. Physiotherapist and support for sensory processing needs for some children.

CHILD & ADOLESCENT BEHAVIOUR SUPPORT TEAM

The Behaviour Support Team offer specialist advice and guidance for school and parents.

ADDITIONAL SERVICE LEVEL AGREEMENT

Oakdale has a Service Level Agreement with the PCT for additional Speech and Language Therapy and Occupational Therapy.

This agreement has been used to support class needs, the general learning environment, inset training and intervention groups.

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Our Vision

Our Vision

“To be the best we can be” supporting pupils to progress, achieve and aim high.

Our Mission

Create a happy, safe, effective learning environment To work closely with families to support pupils learning across the home and school environments To provide a fun, warm, safe yet challenging learning environment. To ensure all pupils are healthy, active learners. We believe that the pupils should be at the centre of their learning

Our Inclusion Principles

“Equally different, differently equal”.

Our Ethos

The child is the centre of everything we do and we support them to be the best that they can be.

Every moment is a learning opportunity.

We start with the child and their family and work in partnership

Our Commitment to Children

- To empower our pupils by equipping them with the communication and functional skills to be as independent as possible.
- To develop and support self-expression.
- To celebrate all successes and develop problems solving skills.
- To be respectful.
- To support pupils to be emotionally resilient and to learn from their mistakes.
- To ensure that all pupils have a “voice”
- To encourage all pupils to develop independence and autonomy.
- To encourage and support the health and well-being of all pupils.
- To ensure pupils feel safe & engaged.
- To celebrate achievements.
- To recognise that pupils are equally individual, individually equal.
- To start with children’s interests & strengths progress to develop wider goals.

Our Commitment to Parents / Carers / Wider Community

- To encourage parents to share more information about the children’s home, families and extended families
- To develop trusting relationship
- To ensure that parents & carers are active partners in developing their child’s unique potential at school and at home
- To encourage and support parents by empowering them to find their own workable solutions.

Our Commitment to staff

- To nurture / encourage the hard work and commitments of staff and offer support for career progression.
- To support the professional development of all staff.
- To support the emotional and physical and mental health and well-being of all staff.

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Our Priorities

Establish collaborative working between school, families and to create strong roots for growth
 To enable the children to be as independent and self-reliant as possible
 To ensure children are taught purposeful and functional skills
 EXCELLENCE for all

Every moment a learning opportunity
 Working together we can all achieve more - Education, Health, Social Care
 To ensure the curriculum is relevant to the individual

Mission Statement

A happy place

This is a welcoming, friendly, bright and happy place where our children feel secure, where independence and self-esteem is promoted and where they enjoy growing up and developing their unique potential.

This is an inclusive school where all are treated equally regardless of gender, disability, race or culture.

Excellent education

Education at this school is the blend of excellence and enjoyment. Our children are treated as individuals and teaching and learning is differentiated to take account of individual need.

High expectations

Our children are encouraged to aim high.
 Progress, achievements and success are celebrated.

Partnerships

Parents / families and the wider community are seen as equal partners with the school and we encourage involvement in school life.

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SCHOOL AIMS:

We aim:

1. To be an inclusive school and ensure that everyone is given equality of opportunity and treated fairly.
2. To promote and achieve high standards by ensuring that teaching and learning is of the highest quality.
3. To acknowledge that all children are individuals and teaching and learning is differentiated to take account of individual needs. We will celebrate small steps of success and progress.
4. To provide well for children's care, health and safety.
5. To provide well for children's physical, emotional social, spiritual, moral and cultural needs.
6. To ensure that all children benefit from a rich, broad, balanced curriculum presented in interesting, exciting and imaginative ways and they are supported to make connections between subjects to develop and reinforce key concepts.
7. To enliven and enrich the curriculum by visits, visitors and the extensive use of the environment.
8. To help children understand the key skills they need to develop in order to make progress
9. To support each child to develop an effective communication system.
10. To support each child to be as independent as possible in personal and social skills and to encourage that independence, self-confidence and responsibility by contributing to the community.
11. To make parents, governors and the wider community equal partners with the school and to involve them in the evaluation of its progress
12. To ensure this school is a welcoming, friendly, bright, lively, happy place where children feel secure and enjoy being in school.

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CURRICULUM

At Oakdale we recognise the importance and value of providing a curriculum which is balanced and broadly based to ensure each child fulfils their unique potential. We work hard to prepare children for future life, promoting spiritual, moral, cultural, mental and physical development.

However, the curriculum must be accessible and relevant to children.

The whole curriculum at Oakdale includes a much broader offer in terms of therapy, work on specific areas of development such as attention and independence and a focus on priority areas such as developing communication.

At Oakdale we believe that we are:-

- Continually evolving and improving assessment and teaching to facilitate the best learning and progress for Oakdale children.
- Embedding and integrating work with all agencies.
- Extending the knowledge of all staff.
- Sharing what works.
- Continually reviewing our “offer” and modifying and individualising as and when appropriate.
- Continually improving facilities, resources and the environment.

At Oakdale School we aim to provide an ethos and environment which is conducive to the learning of all our children.

- Where children are valued and are able to achieve their maximum potential
- Where children become as independent as possible and learn for life
- Where children are able to progress and celebrate their achievements.
- Where children develop their autonomy and are supported to exercise their choice and learn about the value of communication, listening, sharing, self esteem and negotiation and compromise.

This can only be achieved through a curriculum that is broad, balanced, relevant, differentiated and provides for;

- The needs of all children
- The needs of specific groups of children e.g. ASC, SLD and PMLD
- The particular needs of individual children e.g. therapy, including physio, occupational and speech therapy.

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WHAT WE DO AT OAKDALE

ASSESS.....

The needs of children with severe, profound and complex challenging difficulties including Autism. Oakdale has achieved Autism Accreditation which means we provide an appropriate learning environment and learning opportunities to meet the needs of pupils with ASD

ENABLE.....

Children with learning, physical and sensory difficulties to develop as high a level of personal independence as they are capable of.

OFFER A STRUCTURED AND STIMULATING EDUCATIONAL ENVIRONMENT WHICH PROMOTES.....

- intensive early years education with inclusion opportunities.
- a broad, balanced and differentiated curriculum entitlement that is complemented by therapeutic programmes of work.
- specialist facilities including hydrotherapy pool, sensory room, science, design and technology areas and a sensory processing area and rebound therapy..
- access to therapy, including speech, occupational and physiotherapy.
- specialist staff including teachers, teaching assistants and therapists with a range of experience and qualifications.
- good home/school links
- opportunities for children to have links with mainstream primary schools.
- access to sporting and recreational activities.
- opportunities to enjoy and contribute to life both in school and in the wider community.

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STARTING SCHOOL

ADMISSIONS

All children entering Oakdale School have special educational needs and enter school either under assessment arrangements or with an EHCP (Educational, Health and Care Plan).

School admits those children who principally require a special curriculum focused on the key areas of communication, self-help, physical, social and personal development.

The school policy on SEN and Teaching & Learning is available via the school office and website.

Admissions are agreed in consultation with the Local Authority.

Initial visits to school by new children are arranged on an individual basis with the Head and Deputy teachers.

Further class planned visits are made in consultation with class teachers.

Admissions into school can be staggered during a child's first half-term ensuring a smooth and gradual transition into school. All children are attending school by half-term. Parents are kept well informed about how their child is settling at school and we will work closely with families until this has been achieved.

EARLY YEARS OUTREACH TEAM

The Early Years Outreach team supports children who have been identified by the **Early Years Special Educational Needs Panel** of the Local Authority. They do this by working closely with families and other professionals to ensure a smooth transition into Foundation Stage and by offering a range of stay and play and opportunity groups.

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SCHOOL ORGANISATION

ORGANISATION

Foundation Stage

There are two Foundation Stage Unit classes staffed by teachers, and teaching assistants and small group and individual teaching is provided. Co-location with Yew Tree School nursery means that there are opportunities for inclusion. The nursery years are a child's first contact with school, and the initial emphasis is to welcome each child, as an individual, into a supportive, secure and stimulating educational environment.

KEY PERSON

In line with guidance on the Early Years Foundation Stage each child has a named key person. Your child's named key person is the class teacher.

Children work with all staff in the Foundation Stage Unit team. This provides opportunities to build relationships between adults and children, encouraging children to feel secure within the nursery environment.

The Foundation Stage curriculum offers experiences in:

- ❖ PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT
- ❖ COMMUNICATION AND LANGUAGE
- ❖ LITERACY
- ❖ MATHEMATICS
- ❖ UNDERSTANDING THE WORLD
- ❖ EXPRESSIVE ARTS & DESIGN

STATUTORY ASSESSMENT

Multi Agency Initial Assessments take place during the first term of admission. Relevant professionals write independent reports which are collated to provide a basis for discussions with parents and to provide contributing evidence for a referral for statutory assessment for an EHCP. Parents make a valued contribution to this process.

The post admission report and meeting with parents focuses on pupil and parent views and a person centred approach to support next steps on individual educational targets for each child and actions for the future short and long term.

For further information see: <http://www.tameside.gov.uk/localoffer/families/ehcp>

TRANSFER INTO PRIMARY SCHOOL

Even if your child has a nursery place and is awaiting assessment it is important that you apply for a mainstream school place. If your child is then offered a special school place you will need to inform the mainstream school that you no longer require that place.

Children offered an assessment place at Oakdale will not automatically get a place at Oakdale School. This is a Local Authority decision.

You will need to complete on-line an application for a reception placement via:

www.tameside.gov.uk

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Further information help and support can be obtained from SENDIASS. The website for SENDIASS is <http://www.tameside.gov.uk/sen/parentpartnership>

KS1 DEPARTMENT

ADMISSIONS

The majority of children transfer into school from the Foundation Stage Unit. A small number enter school following attendance at other provision following a full assessment. A small number of children may enter school on an assessment place.

ORGANISATION OF RECEPTION / KEYSTAGE 1

Class sizes are supported by staff teams of a teacher and teaching assistants level 2 & 3.

Children are grouped according to their needs in order to ensure that the environment provided is the most appropriate to maintain progress.

Teaching is mainly in small groups and through individual work. Staff teams work closely with therapists regarding the individual needs of the children. Parents are welcomed into school both informally and on a formal basis. Home / school links are aided by a class Dojo. More information on the class dojo can be found at <https://www.classdojo.com/en-GB/#LearnMore>

CURRICULUM

A thematic approach to curriculum delivery has been adopted with additional subject teaching in English and Maths.

Every child has individual learning outcomes which are based on their individual educational and key priorities. These are addressed throughout teaching and learning opportunities.

KEY STAGE 2 DEPARTMENT

Children usually move into the KS2 Department at 7 years of age. A small number enter school following attendance at other provision following a full assessment. A small number of children may enter school on an assessment place. The distribution of ages across school determines class groups, though flexibility is used to ensure that positive and viable classes are created. Teaching is mainly in small groups and through individual work.

CURRICULUM

A thematic approach to curriculum delivery has been adopted with additional subject teaching in English and Maths.

Every child has individual learning outcomes which are based on their individual educational and key priorities. These are addressed throughout teaching and learning opportunities.

TRANSFER INTO SECONDARY SCHOOL

Following consultation with parents/professionals, most children in Oakdale will transfer to Cromwell School, the LA secondary school for children with severe/profound/complex learning difficulties. When a child's needs are considered to be best met elsewhere alternative provision is sought either within or beyond the borough boundaries.

ASSESSMENT

We assess each child according to his or her needs using a combination of resources including termly pupil progress meetings, IEP tracking, PIVATS for core subjects (Based on P scales which have been designed to assess children's achievements in the stages leading up to national curriculum level 1) and teacher assessment and observations.

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We use moderated teacher assessments to gauge levels of attainment and assessments take place three times a year.

(Please refer to the Approaches to Assessment, Recording and Reporting policy on the school website for further information)

At the termly pupil progress meetings key priorities and next steps are discussed and new IEPs are established.

Parent views are a vital part of the process of assessment and review and parent priorities are discussed at termly meetings and at our annual Back to Basics Day in February.

BEHAVIOUR AND DISCIPLINE

School has school rules regarding behaviour, and uses rewards and sanctions to clearly indicate approval/disapproval. This includes the use of good work / effort badges (presented in assembly or from a member of the Senior Leadership Team) and a token system in class e.g. stars stickers. Withdrawal of privileges is only used in very rare instances to demonstrate disapproval as long as children have the appropriate level of understanding.

Children are expected to show honesty, politeness and kindness.

School has a specific Positive Behaviour Management Policy relating to children with complex challenging behaviour and applies set guidelines and strategies on an individual basis in close consultation and agreement with parents.

Class teachers liaise closely with the senior staff in school regarding pastoral support for children.

S.E.N POLICY

Every child at Oakdale will either already have a statement of special educational needs or EHCP or are undergoing assessment following admission to school.

The EHCP will specify the type of school and curriculum needed including any therapeutic programmes of work.

Our policy on Special Educational Needs includes information with regard to admission, identification and assessment arrangements for children.

It also contains information about resources in school, and partnership links with parents and in-service training for staff.

The SEN policy includes information about individual education plans, developing integration links and meeting the needs of parents and professionals, as they influence the progress of children in school.

Copies of the SEN policy are available via the school office or on the school website.

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Pupil Premium

Pupil premium brings additional funding into school to support the needs of children who are looked after or who are in receipt on FSM (Free School Meals).

Details of how this is spent and its impact are available on the school website.

Sports Premium

We use sports premium to fund a special school sports coordinator whose role is to work with children across school.

Details of how this is spent and its impact are available on the school website.

GENERAL INFORMATION

TRANSPORT

Transport to and from school may be provided by the Local Authority. Taxis and minibuses are used. All vehicles have an escort who supervises children en route. Parents should liaise with escorts re: pick-up and drop-off times.

Children are admitted to school from : 8.50am onwards

Children leave school from : 2.50pm onwards

Arrangements for transport are the responsibility of Integrated Transport Unit, Tame Street, Stalybridge SK15 1ST. Tel Number: 0161 342 3205 / 3691. Email: itu@tameside.gov.uk

PARKING

For the safety of all children there are a limited number of parent parking spaces at Oakdale School. For parents who bring their child to school there are specific arrangements and guidelines to be followed. These are available from the school office.

OUT OF SCHOOL ACTIVITIES

Educational half-day visits out of school are arranged by teaching staff to offer concrete learning experiences for children. Visits are linked into the particular theme classes are working on.

School also organises full day visits, outdoor education and community based visits.

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CHARGES AND REMISSIONS

School operates a charging and remission policy in respect of educational visits/activities both in and out of school (available in the school office for inspection). Parents are asked to make voluntary contributions to school to cover the costs of out of school visits. The terms of any request will make it clear that there is no obligation to contribute similarly that no pupil will be treated differently according to whether or not a contribution has been made.

INSURANCE ARRANGEMENTS

The LA insurance policy regarding out of school visits is circulated to all parents of children on admission to school. Please see general information booklet for further information.

Parental consent to school visits is required.

SAFEGUARDING AND CHILD PROTECTION

The school has a statutory duty under local Child Protection Procedures to investigate and report upon matters relating to the overall welfare of its children.

This requirement forms part of the Local Authority Procedures for dealing with child abuse and is not a matter for the discretion of individual members of the school staff. The school's Child Protection and Safeguarding Policy is available for inspection on request and on the school website.

KEEPING IN TOUCH

Sometimes we need to contact you during the school day; therefore contact details are essential and it is important you inform us of any changes.

We operate a texting service, where we can send you important information / reminders e.g. should school be closed due to bad weather or Annual Review discussion meeting reminders. It is very important that you provide us with an up to date mobile phone number so we can contact you as required.

We also use Class Dojo which is an online service that allows teachers and parents to share news, photos, celebrations and achievements

If the needs of your child changes during the year e.g. health issues or personal circumstances it is important that you keep us informed.

DUTIES OF PARENTS

Every parent has a duty to ensure that his/her child receives full time education by regular attendance in school. The school year consists of 190 days.

Please see the school attendance policy for further information. This is available on the school website or from the school office.

ABSENCE

1. Illness - A phone call should be made to school on the first day of your child's absence giving a reason why they are absent and if known how long for. This should then be followed up with a note on the day when your child returns to school giving the reason for the period of absence. If you have not informed school we will contact you to find out the reason for your child's absence

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2. Dental/Clinic/Doctor/Hospital appointments - School should be notified at least one day before the absence.

DINNER MONEY

Dinners currently cost £2.13 per day, £10.65 per week (this may change and we will inform you if it does increase) and is payable on Monday mornings in an envelope clearly marked with your child's name and class. Parents in receipt of Income Support are eligible for Free School Meals and can obtain the appropriate form from the School Office or Education Dept.

CLASS MONIES

Parents are asked to pay £1.50 per week to support costs for snack and/ or consumable sensory activities.

SCHOOL FUND

The school PTFA hold fund raising events on behalf of school.

Parents who choose to send in a donation to school fund can do so at any time, weekly or otherwise - please enclose with your child's dinner money if weekly.

JEWELLERY

Jewellery is not allowed in school.

MEDICATION

The school policy on the administration of medicines is available through the school office or on the school website.

Children requiring medication in school daily and for emergency purposes must have dosages and details of medication on the appropriate medical form.

In general, antibiotics are not administered in school, but may be given in discussion with class teachers and with your written permission. Medication can only be given if it is in the container in which it was dispensed by the pharmacy and clearly marked with your child's name and information regarding dosage.

SCHOOL UNIFORM

A voluntary school uniform exists and is worn by most children.

BOYS

WINTER UNIFORM

Royal Blue V Necked Sweater
White or Pale Blue Polo Shirt
Grey Trousers
Black/Navy Shoes

OR

Royal Blue Tracksuit
with school emblem
or sweatshirt

SUMMER UNIFORM

Royal Blue V Necked Sweater
White or Pale Blue Polo Shirt
Grey Trousers (short or long)
Black/Navy Shoes

GIRLS

Royal Blue 'V' necked Sweater
White or Pale Blue Polo Shirt
Grey Skirt or Trousers
Black/Navy Shoes

OR

Royal Blue Tracksuit
with school emblem
or sweatshirt

Royal Blue 'V' necked Sweater
White or Pale Blue Polo Shirt
Grey Skirt or Trousers (short or long)
Black/Navy Shoes

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OR
Tracksuit Bottoms
White or Pale Blue Polo Shirt
(short sleeves)

OR
Tracksuit Bottoms
White or Pale Blue Polo Shirt
(short sleeves)

PHYSICAL EDUCATION

A white T-shirt and navy shorts and a pair of pumps should be sent into school. Some children use the hydrotherapy pool in school. We will inform parents of these children who will also need swimming trunks / costume and a towel.

All clothing must have your child's name clearly written on.

SCHOOL AND THE COMMUNITY

Parental involvement in school is welcomed and appreciated. Some parents help in class, with swimming lessons and on educational visits.

School links have been established with Yew Tree and St. Mary's Primary Schools and children have enjoyed reciprocal seasonal visits and planned educational activities.

Educational visits into the community are part of our curriculum and strong links have been made with local churches, school, colleges, community and recreational facilities (Hyde Leisure pool, Longendale Gym and Donkey Sanctuary) and local towns and businesses. School is fortunate that we have volunteers and students who work closely with children under staff direction.

COMPLAINTS PROCEDURE

In accordance with the Education Reform Act 1988, school follows Tameside procedure for the consideration of complaints about the curriculum and school related matters.

If any parent wishes to make a complaint against the school details of the complaints procedure are available from the school office, on the school and Local Authority websites.

<http://oakdale.tameside.sch.uk/> or <http://www.tameside.gov.uk/schools/complaints>

If the complaint is still not resolved a further referral can be made to the Secretary of State.

PUBLIC ACCESS TO DOCUMENTS

Policies and information are available on the school website, these include;

1. Admissions Policy
2. Charging Policy
3. Behaviour Policy
4. Complaints Procedure
5. School Prospectus
6. Governors Information
7. Pupil Premium & Sports Premium

Should you require any further information, please contact the school office.

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