



Oakdale School

To be the best we can be

**SCHOOL
PROSPECTUS
2022/23**

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 Tina Tray

CHAIR OF GOVERNORS-

Mr Clive Jones

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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

Tina Tray (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

Clive Jones

VICE CHAIR OF GOVERNORS

Michelle Bailey

HEADTEACHER GOVERNOR

Mrs Tina Tray

STAFF GOVERNOR

Mrs Helen Davies

PARENT GOVERNORS

Mrs A Mattison

Mrs M Hughes

AUTHORITY GOVERNOR

CO-OPTED GOVERNORS

Mrs Michelle Bailey

Mrs K Wray

Mr C Jones

Mr J Briggs

Mrs B Lamb

Mrs S Rodway

Mrs R Hindle

Mr P Rippon

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.

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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 145 children between the ages of 2 - 11 years (Nursery to Year 6).

The Foundation Stage Unit has 4 classes; Chaffinch, Magpie, Rosefinch & 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 11 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, cycling track, and quiet work spaces with sensory processing areas in most classes across school.

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 St Pauls Hyde Primary School, via Robertson's.

Oakdale has been accredited by the National Autistic Society in recognition of our practice in working with children with Autistic Spectrum Conditions. We also have achieved the Gold Award Vision Friendly Mark for the vision friendly practices which have been embedded across the curriculum using a holistic approach.

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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

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 - 2.40pm	Personal & Social Education / Communication
2.40 - 3.15pm	Preparing for home and school transport

KS2 DEPARTMENT

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 - 2.40pm	Personal & Social Education / Communication
2.40 - 3.15pm	Preparing for home and school transport

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 children 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 following a referral process.

ADDITIONAL SERVICE LEVEL AGREEMENT

Oakdale has Service Level Agreements for additional Speech and Language Therapy, Physiotherapy, Occupational Therapy and school counsellor.

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 Our Curriculum is available via the school office and website.

Admissions are agreed in consultation with the Local Authority **only**.

All transition visits to school by new children, home visits and attendance for preadmission meetings are arranged on an individual basis with the SENCO and Early Years Outreach lead, following consultation agreement with Tameside SEN team.

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 four 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 foundation 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

A multi Agency 6 monthly EHCP review takes place during the first term of admission for all pupils who are in their Nursery or Reception Year Group. Relevant professionals will be invited to attend or may write independent reports which are collated to provide a basis for discussions with parents. The 6 monthly EHCP review 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, ensuring that the EHCP outcomes, needs and provision are correct. Parents make a valued contribution to this process.

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

TRANSFER INTO PRIMARY SCHOOL

Even if your child has a foundation stage 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 and teacher assessment and observations. We use moderated teacher assessments to gauge levels of attainment and assessments take place three times a year.

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(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/or annual review meetings.

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 an 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 cared for by the local authority 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 different and relevant projects across school, each year, to support the physical development of our pupils, water skills/swimming and engagement in competitions, where appropriate.

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.

HAND WASHING, RESPIRATORY HYGIENE AND SOCIAL DISTANCING

We will be asking the children to regularly wash their hands with soap and water and to use the sanitiser, with the support of staff. There are lots of visuals and social stories to support the children.

Where possible children and staff try to support social distancing. However due to the nature of the needs of our children this is difficult. We aim instead to manage the risk, by minimising the contact and other approaches such as managing class bubbles.

Masks and other PPE are not needed during the school day by the staff, except during personal care time and any specific medical procedures.

We will be promoting good respiratory hygiene. There will be tissues in school to support the children.

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CLEANING

As I'm sure you're all aware, cleaning continues to be key whilst 'Living with COVID'. Throughout lockdown and wider opening we have prided ourselves on a high standard of cleaning to support keeping our children and staff safe. We will continue to have very high expectations and standards for our daily cleaning of the school.

Throughout the day we will have a member of staff that will clean the frequently used areas across school such as door handles and the door hand plates and will ensure that the PPE in each class is well stocked.

Throughout the day class staff will ensure enhanced cleaning of resources, desks and work chair trays to reduce the risks.

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 use ParentMail and Class dojo online services to communicate with parents, 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. In addition Class Dojo allows school, 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.

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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. If you have not informed school we will contact you to find out the reason for your child's absence
2. Dental/Clinic/Doctor/Hospital appointments - School should be notified at least one day before the absence.

DINNER MONEY

*Dinners currently cost **£2.68 per day, £13.40 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 or via ParentMail Payments section. 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 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. Parents will be encouraged to administer medication at home e.g. 3 x daily would be better dealt with at home. However, should pupils require a dose of medication at school or 4 x daily this will be accommodated provided written permission has been received.

All medicines must be brought into school in the possession of a responsible adult. We must be aware of any medicines that are coming into school. It is important for children that come into school via SEN transport, to share that medicine is in the child's bag, so that the escort is aware and that the bags can then be safely stored on the bus. All class staff will sign in the medicines and put in lockable cupboards and sign out to send home in the child's bag or hand across to parents at the end of the day.

No medicines should be sent in the bags or possessions of pupils without transport escort or school staff knowledge.

All medicines brought into school must be handed immediately to a member of class staff to be signed in or handed to reception for signing in if after 8.50am school start time.

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.

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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

OR

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

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

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 and Ken Ward Centre) and local towns and businesses. School is fortunate that we have volunteers and students who work closely with children under staff direction.

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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 Information
2. Charging Policy
3. Behaviour Policy
4. Complaints Procedure
5. School Prospectus
6. Governors Information
7. Pupil Premium & Sports Premium
8. SEN Policy
9. Recording, Reporting and Assessment Policy

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

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