



Parents' Handbook

Safe - Secure - Successful



Welcome

I would like to extend a very big welcome and thank you for your interest in Oastlers School.

Oastlers School will become a centre of excellence. Feeling safe, secure and successful is at the heart of the school ethos. We do this by providing an innovative learning journey that is taught by highly qualified, skilled teachers alongside our specialist care team who are on site and available to give additional support and guidance.

We have a proven system of rewards and incentives, underpinned by strong structures and boundaries so that everyone develops self-belief and sees themselves as a positive learner. We understand that your child may not have enjoyed school, but we are committed to replacing any negative experiences or sense of failure with success.

Our school has new state of the art facilities with first class resources. Our well planned curriculum and highly committed staff team believe that 'Every Child Matters'. Together we can shape an experience sure to prepare your child for a very bright future indeed.

By working with you we are confident that we can bring about positive change. If you have not yet had the opportunity to visit the school, you, our parents/carers, are more than welcome to contact me and arrange a visit.



Lyndsey Brown

Lyndsey Brown
Headteacher

Mission Statement

This school will lay the foundations for life by offering a positive, rich learning journey for our school community. It will be characterised by high standards in literacy and numeracy offering a rich, broad and balanced curriculum leading to GCSE or similar outcomes. Our Post-16 Study Programmes provide a platform for further education, training or employment. This will be carried out in a happy, safe, secure and supportive atmosphere.

Oastlers is a fully inclusive school where all are treated equally and given equality of opportunity regardless of gender, special needs, disability or race.

To achieve this we will:

- Be committed to the holistic development of every individual in the school community
- Support the development of skills to ensure all our learners can access knowledge, promoting the notion of a continuous learning journey
- Unconditionally value every one, respecting their dignity irrespective of individual difficulties
- Nurture individual strengths
- Promote an ethos of high expectations
- Offer a curriculum that is fit for purpose, that is challenging and accessible to all
- Equip every learner with the skills for life
- Provide a safe and stimulating learning environment
- Adopt a 'can do' attitude towards learning
- Secure collaboration with partners that will support the needs of every individual
- Develop a child-centred approach to learners, enabling them to overcome any barriers
- Develop a school that is respectful of all cultures where everyone is valued equally

“Success will be promoted and progress and achievement rewarded.”



Admissions Criteria

All referrals to the school will be made by the Local Authority on behalf of children who have a Statement of Special Education Needs for Emotional, Social and Behavioural Difficulties.

Bradford's Special Education Needs Service (SEN) will do this following assessment procedures outlined in the 1993 Education Act. Referral information to the school will include the Statement of Special Education Needs with additional specialist professional reports as appropriate.

An offer of a place will be based on the following relevant information:

- Copy of Statement of Special Education Needs
- Information provided during Statutory Assessment
- A risk assessment
- Previous educational records
- School is confident that it can meet the needs of the individual learner
- Learner and family agreeing to the placement

We want to be confident that we can meet the needs of all learners. However, there will be some individuals for whom the school will not be suitable, those with autism for example, or others with complex needs that the school is unable to meet. In this instance SEN will seek to place those learners in a more appropriate setting.

For information about matters relating to SEN, please contact
the SEN Team on 01274 385955

Alternatively, you can contact Parent Partnership Service
on 01274 481183

Safeguarding

- We take all matters of Child Protection extremely seriously.
- Our comprehensive Child Protection Policy is designed to provide information and guidance for parents or carers on the procedures we follow in relation to safeguarding.
- Concerns about Child Protection should be directed to our 'Named Person' - Joanne Taylor.
- All our staff have extensive training in Child Protection.
- Those responsible for recruitment have completed 'Safer Recruitment' training.
- All allegations will be reported to the Local Area Designated Officer (LADO).
- All confidential documents relating to Child Protection are stored securely and are only accessible by the 'Named Person' and Senior Leaders of the school.
- Team Teach trained.
- Team Teach tutoring available in school.

“Safety and security don’t just happen, they are the result of collective consensus and public investment. We owe our children, the most vulnerable citizens in our society, a life free of violence and fear.”

Nelson Mandela - former President of South Africa

An Innovative Curriculum

At Key Stage 3, in Year 7, our learners are taught in small class groups. During this time the emphasis is on developing key skills, particularly literacy, numeracy and computing.

Moving into Year 8 and beyond, all our learners will be taught in specialist areas by highly skilled teachers and tutors.

Alongside delivering the National Curriculum, learners will be given the opportunity to experience a number of vocational subjects. Importantly, the social, spiritual and cultural development of our community is paramount.

At Key Stage 4 our learners will be working towards GCSE or equivalent outcomes.

At Key Stage 5, alongside our Study Programmes, our learners will develop key life skills.

Our curriculum is designed to:

- Provide maximum opportunities to learn and achieve
- Ensure Social, Moral, Spiritual and Cultural experiences
- Prepare learners for national testing
- Ensure learners achieve approved qualifications
- Enable smooth transition into further education, training or employment



“Happy children achieve their potential in a caring and supportive environment.”

Recreation and Leisure

“Healthy Mind + Healthy Body = Healthy Child”

To achieve this we ensure all our learners access healthy and nutritious food to support physical development and brain function, alongside offering sporting activities both on and off site.

Our qualified PE teacher offers a wide range of physical activities, indoors and outdoors, making the most of our extensive facilities.

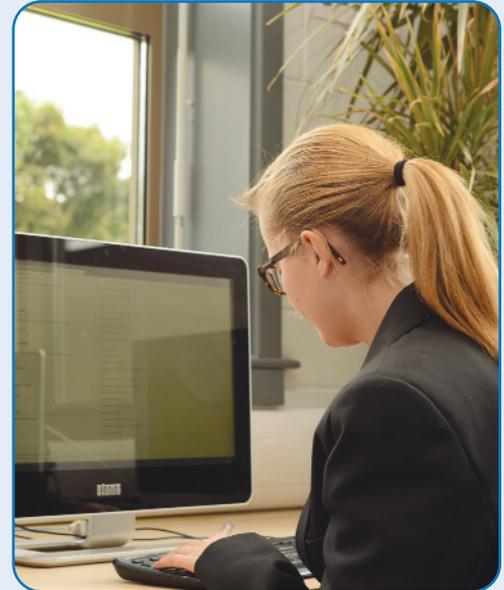
We encourage extended participation in recreation and leisure activities both in and out of school, believing that membership of teams and clubs in the wider community will enhance the learning experience that is Oastlers.



Learner Voice

We support the right of all our learners to be consulted and listened to about the key decisions that affect their lives. In order to achieve this, they will be given opportunities to practice those skills through the school's 'School Council' and small group sessions addressing wider issues that impact on their communities.

We believe that our learners should develop critical thinking skills so that they are protected against exploitation in all its forms. Today's world is a complex place where our children not only need to be able to navigate but to question and analyse information presented to them via social media. We aim to ensure all our activities involve the voice of our learners so that they are empowered to make positive change.



Parent Voice

The voice of parents / carers is also valued and we positively encourage parents and carers involvement in the schools 'Parent Forum'.

- You can make a difference to the lives of our learners.
- You can make a difference to our school and our community.
- **To do this you have to be involved!**

Please keep an eye on our notice board, or our website - www.oastlers.com - for details about how you can get involved.



PHSCE and Citizenship

Oastlers School meets its statutory duties for Personal, Health, Social & Citizen Education (PHSCE - September 2014) through the delivery of a balanced and broad-based curriculum that allows learners to develop spiritual, moral, social and cultural awareness.

The school delivers PHSCE lessons as a discrete strand of weekly lessons to all year groups, including the statutory units of SRE (sex and relationship education) and Drugs Education. Learners access Drugs Education and advice through access to a specialist external provider, thus ensuring that content is relevant and current for each year group across the school.

At key stage 4 (years 9, 10 and 11) learners experience discrete lessons of both PHSCE and Citizenship, which creates additional opportunities for them to develop skills that prepare them for the challenges, demands and responsibilities of adult life, including an awareness of financial planning and budget management.

All learners in the school access opportunities to develop their understanding of diet and a healthy lifestyle through PHSCE, with additional content delivered through Physical Education and Food Technology.

Learners participating in the Oastlers curriculum have daily opportunities to develop their understanding of risk, and to develop strategies to manage this. They are supported in recognising inappropriate and risk taking behaviours, and the possibility of exploitation, including through use of the internet and social media. Both the PHSCE and Citizenship strands of our curriculum support the school's commitment to safeguard its learners.

“Good relationships between our school and the community give our learners a greater chance of success.”

Care, Control and Behaviour Support

The school recognise and understands that from time to time our learners are unable to manage their emotions. Sometimes this leads to crisis. At this point our learners may even lose control of their emotions altogether resulting in a situation that is unsafe. To help support such a situation:

- All our staff are fully trained in 'Team Teach' de-escalation techniques, an approach adopted by the school, accredited by the British Framework of Learning Difficulties.
- The school has a beautiful sensory room which offers a calm, relaxing setting for learners to remove themselves to, or be taken to, when privacy is required or to maintain the dignity of a learner when he/she becomes distressed.
- The use of our gymnasium will be offered to any learner who is in need of an alternative at a time of heightened anxiety or distress.
- We also have our library and other 'chill out' rooms where learners are able to 'self refer' to when in need of space to reflect on their behaviour.
- We believe we have a range of responses that will suit all our learners. Our continued guidance and support provides the best possible practice on a daily basis, supporting young people to become more confident and competent in their management of 'challenging' behaviours.
- The emphasis in our rooms is to provide a place of comfort and security, with little or no distraction, to aid the recovery process.
- A range of therapeutic interventions are available in school to provide enhanced support for those with complex emotional needs.

Restrictive Physical Intervention

Restrictive Physical Intervention is deployed to help restore self control to the learner, within the shortest period of time possible, with the minimum use of force, and as a last resort. Our staff will only engage in this activity when our risk assessment of a given situation is so serious that a learner is at risk of harm or seriously risks the health and safety of others.

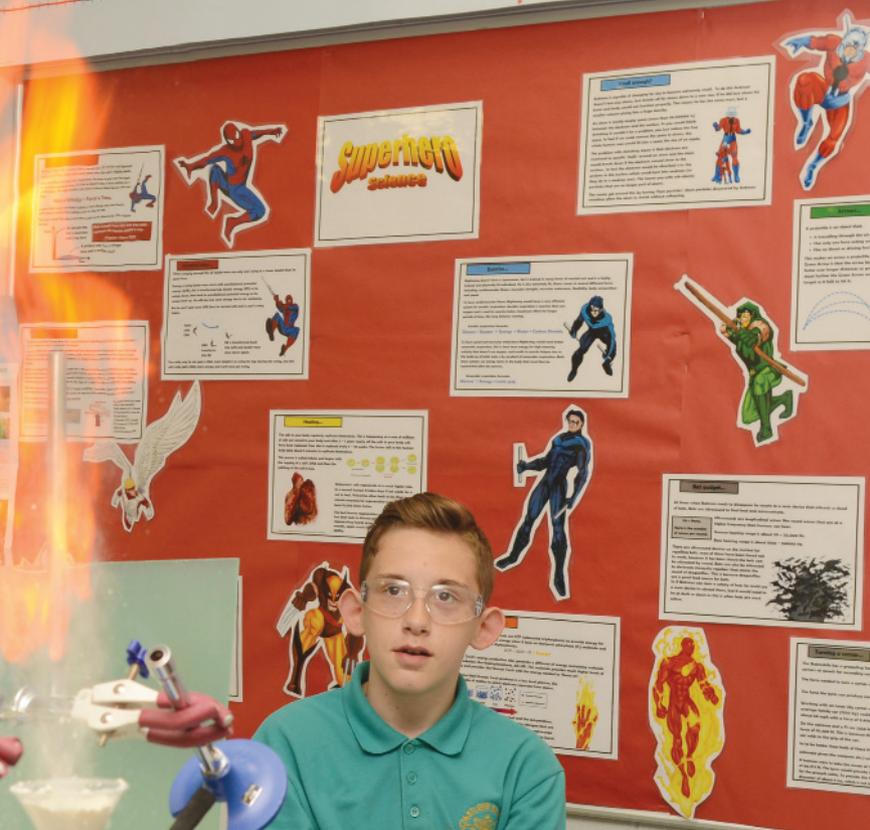
Complaints or Concerns

- The school operates a formal complaints procedure. A copy of this is available on request.
- We trust you will be confident that any complaint or concern will be handled within the school in a confidential and professional manner.
- Any person who has a complaint or a concern about the school, or anyone in it, is encouraged to share it with a member of the school staff in the first instance.
- The Headteacher and the Governing Body will always be available to discuss any complaint or concern.
- Feedback on all complaints is given as per policy.





“Bringing together learners to be the best that they can be.”



Pupil Premium

The Government provides additional funding to all schools as a grant called 'Pupil Premium' to support specific groups of children including; Looked After Children, children from families on low incomes who are eligible for Free School Meals (or have been at some point during the last six years) and children whose parents are in the Armed Forces. The funding is to address the known inequalities between outcomes of these children and their peers. It is to help raise standards for these groups and ensure they achieve their very best, particularly in literacy and numeracy.

Oastlers School is highly committed to raising standards and we are able to provide a highly individualised curriculum offer to support the government's agenda. The extra funding the school receives supports numerous initiatives and activities that enhances learning today and prepares for learning in the future. At Oastlers we are passionate about progression which means we need to be clear about pathways not only in school but where our learners move onto once statutory education is complete.

Currently the amount awarded to those eligible is approximately £935 per person per year. The money reaches the school following schools census. The government allows schools the freedom to use the money in ways they know best to support individual learners according to their own individual needs but below are examples of how Oastlers has spent some of the money to date.

- Purchase of specialist ICT equipment and software
- Purchase of specific resources for literacy and numeracy
- Staffing to support literacy and achievement
- Development of the schools literacy/numeracy workshop
- 1:1 support and small group interventions
- After school revision class
- Mentoring
- Counselling and the development of our therapeutic interventions
- Cultural activities and experiences
- Enrichment activities – outdoor education/residential opportunities
- Home school liaison
- Specialist music tuition

The school produces an annual report on Pupil Premium. The document can be found at: www.oastlers.com

Are you eligible for Free School Meals?

Could you be eligible for Free School Meals? It is not just for people who are unemployed and it is a straightforward process. You can check with the Benefits Service if you can apply and your child may benefit from the Pupil Premium as a result! Not only that, your child will receive healthy meals at school every day (a saving of almost £400 per year!)

If you think you could be entitled please complete the Free School Meal application form at:

www.bradford.gov.uk/schoolmeals in the first instance. You will get an immediate response informing you if you qualify or not.

For further advice please contact:

The Benefits Service
Brittania House
Hall Ings
Bradford
BD1 1HX

Call: 01274 432772

Open Monday-Thursday 8.30am-5.00pm and
Friday 8.30am-4.30pm

If you are in any doubt or need help in contacting the Benefits Team, please contact the schools Education Social Worker, Joanne Taylor on 01274 307456 who will be happy to help.



SEN and Oastlers Local Offer (SEND)

The changes in the Children and Families Bill affect the way children with special educational needs (SEN) are supported in school. The new approach begins in September 2014 and places learners at the centre of planning. The key principles of the new legislation are:

- 1 Young people and their families should be involved in discussion about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
- 2 Education, Health and Care Plan (EHCP) will replace statements of special education needs. New assessments for additional education needs will follow from September 2014 (existing statements will remain in force until all children and young people have completed the transition, which will be within three years).

At Oastlers School we believe we are well placed to adopt these changes and look forward to working with our parents/carers to bring about the reforms.

Oastlers is a school for children with social, emotional and behavioural difficulties aged between 11 to 18 years. Learners at Oastlers are usually within Range 5 to 7, as defined in the schools Threshold of Need Matrix. Oastlers admits children from across the Bradford district.

Oastlers School upholds children's right to education. We recognise the child as an individual and acknowledge that children's needs change over time and require flexibility in our approach.

Our offer, therefore, is designed to ensure that barriers to equal access in our school are removed or overcome. We have brought about an offer that will provide opportunities for successful outcomes but one which provides support, encouragement and flexible resources to keep our community safe.

Our school motto is 'Safe, Secure, Successful'. We welcome engagement from our parents/carers and wider support agencies to bring about safe, secure and successful learners of Oastlers so that they are well prepared for the future both as learners and citizens.



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