Cambian

Oakwood School

Specialist Day School for SEMH
(Social, Emotional & Mental Health)

Mixed Gender
5-16 years
Up to 39 Weeks

Welcome

Welcome to Oakwood School, an Independent Special Educational Needs School providing high-quality, personalised education for pupils aged 5–16 with a range of needs, including Social, Emotional and Mental Health difficulties, Autism Spectrum Condition (ASC), histories of trauma, attachment difficulties and behaviours that challenge.

Our success is founded on a trauma- and mental health-informed approach, combining high expectations with a deep understanding of each individual student's needs.

At Oakwood School, all young people are supported to develop the skills and confidence needed to become independent and resilient individuals. Our curriculum is carefully designed to promote these qualities, with a structured focus on key concepts that build learners' independence over time.

Student Profile

- Mixed Gender 5-16 years

Pupils may be diagnosed with or present with:

- Social, Emotional and Mental Health difficulties
- Challenging behaviour
- Likely history of placement or family breakdown
- Attachment difficulties
- History of trauma

The Cambian Group is one of the UK's largest providers of specialist behavioural health services for children and young people. While our work spans many specialist disciplines, we are united by a clear and shared purpose: to enable every student to achieve their personal best however that may be defined for them.

At Cambian Oakwood School, we believe that education should extend far beyond academic success. Our vision is to nurture self-esteem, confidence, respect, and empathy, equipping our pupils with the skills they need to become active and positive members of their communities.

Cambian Oakwood School is an independent specialist day school for children and young people aged 5–16 with Social, Emotional and Mental Health (SEMH) needs. Many of our pupils present with additional needs, including attachment difficulties, autism spectrum conditions, and the effects of trauma. A number have experienced disruption in their previous education and arrive with a history of placement breakdowns or negative school experiences. Most pupils are placed by Local Authorities and have an Education, Health and Care Plan (EHCP).

Our school is guided by our core values of Engage, Empower, Aspire, Achieve and Excel, underpinned by a strong moral purpose: to help every learner realise their potential. We are committed to creating an environment where pupils feel safe, understood and motivated to succeed. Through inspiring, personalised learning experiences, we support young people to build resilience, independence and ambition.

Oakwood provides a highly specialised, child-centred environment where pupils can rebuild confidence, re-engage with learning and make meaningful progress socially, emotionally and academically. Our approach places emotional wellbeing at the heart of everything we do, and Thrive profiling on entry allows us to tailor support precisely to each individual's needs.

Our curriculum is broad, balanced and flexible, designed to reflect pupils' interests and aspirations. Alongside core academic subjects, we offer a rich blend of creative, cultural, vocational and personal development opportunities. Pupils are supported to achieve a range of recognised qualifications, including GCSEs, Functional Skills, Entry Level certificates, ASDAN, AQA units and vocational awards. Our dedicated and highly skilled staff team combine high expectations with compassion and understanding, fostering a nurturing environment in which every achievement is recognised and celebrated. Learning extends beyond the classroom through enrichment activities, work experience, educational visits and opportunities to engage with the wider community.

We know that strong partnerships are key to success. We work closely with parents, carers, Local Authorities and external professionals to ensure a holistic approach, always keeping the needs of the child at the centre of our work.

I hope this prospectus provides a clear sense of our values, our vision and the opportunities available at Oakwood School. You are warmly invited to visit us during the school day, and I look forward to welcoming you to our school community.

Mark Hazlehurst – Head Teacher

Meet the Team

Mark Hazlehurst
Headteacher

Angela Vickers
School Administrator

Point of Contact
DSL in School

Stephen Bloore
Deputy Head Teacher,
Primary Curriculum Lead
& DSL

Gary Nolan
Secondary Curriculum
Lead and DSL

Alex Williams
Relationships, Attendance
and Pastoral Lead

Cliff Richardson
Teacher

Bradley Hunter
Teacher

Anna Mercer
Teaching Assistant

Sam Godsall
Teaching Assistan

Holly Gibbons
Teaching Assistant

Rosita Kidd
Teaching Assistant

Dylan Jones
Instructor

About Our School

Many of the pupils that attend Oakwood School have previously struggled to engage in education and their experiences of education has been negative.

Oakwood School's mission is to raise learner's confidence and self-esteem through an inspiring and engaging curriculum; to enable learners to see the benefit of education helping the learners to develop creative and enquiring minds; to support learners to develop social and emotional skills and give them a sense of ambition so that they can meet their academic potential and make a positive contribution to the community.

We believe that education is the key to success. We aim to dismantle barriers to learning through the Trauma Informed Schools approach, incorporating The Thrive approach to support positive outcomes, leading to greater integration with community and society.

Each learner will be engaged in a learning programme that is appropriate to age and ability. Baseline assessment is used to formulate learning goals and a curriculum targeted to the needs of the individual, Literacy and Numeracy at the core. For older pupils there are opportunities to follow a range of accredited courses, plus embrace work experience to enable focus on post 16 goals.

Pupils' progress and achievement are constantly monitored in order to adapt teaching and learning with further support or to stretch and challenge our students accordingly.

School Vision

Our vision is to nurture self-esteem, confidence, respect, and empathy, equipping our pupils with the skills they need to become active and positive members of their communities

Our core values of **Engage, Empower, Aspire, Achieve and Excel.**

Engage
Empower
Aspire
Achieve
Excel

Curriculum Intentions

Curriculum Intent, Implementation and Impact

The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent); for translating that framework over time into a structure and narrative (implementation) and for evaluating what knowledge and understanding pupils have gained against expectations (impact).

Historically our students have struggled to access a traditional formal curriculum (within mainstream and generic specialist school settings); a creative, more bespoke and cultural based approach enhances the curriculum offer (through broader curriculum themes containing Vocational Education, Outdoor learning and Enrichment Opportunities). We put great value on pupils being the best they can be while acknowledging their limitations and knowing how they learn best, ensuring that preparation for adulthood objectives are reflected within our curriculum from the youngest of learners.

Our pupils may have a range of learning needs but primarily, many students have missed large aspects of their education prior to attending Oakwood School and so they often begin their education here with attainment levels and skills that are significantly below average (for their age and starting points).

The aim and values of Oakwood School are focused on maximising every individuals' potential to develop into a confident, secure, well-adjusted and skilled young person who will make a positive contribution to society and live as independent a life as possible.

Oakwood School delivers a differentiated curriculum, which is closely aligned with our pupils' levels of ability, interests and aspirations. It is broad, balanced, and relevant to needs and designed to have integrated therapeutic support as necessary and a focus on developing resilience and preparing pupils for the next stage in their lives. This specialist curriculum is tailored to our pupils' individual needs and based on a person-centred planning framework.

Educational and emotional support (THRIVE)

As a School Community, we are working with the Thrive approach and pupils have access to our Thrive practitioner when they require it.

The Six Principles of Thrive (below) are engrained in our daily practice:

1. Common Language
2. Needs-Led
3. Shared decision making
4. Proactive prevention and promotion
5. Partnership working
6. Outcome informed

The Thrive Approach

- Thrive helps adults prepare children and young people for life's emotional ups and downs.
- Thrive is rigorus, targeted and measured.
- Thrive supports you with how to be and what to do to help children to engage with life and learning.

Impact Evaluation

- Significant improvement in social and emotional wellbeing through developing the Thrive Approach across the whole school.
- Children feel happier and safer in school and enjoy their learning.
- Improved attainment levels, gap closing and more children closer to ARE by making expected progress or better (R80% W72% M78%).
- Significant improvement in emotional literacy, self-esteem and behaviour across the school.
- Reduce number of children needing 1-1 support.
- Increased attendance from 92.5% to 95.4%.

Trauma Informed UK

Oakwood School is a Trauma Informed UK recognised school that offers a supportive environment, where all staff are trained in various techniques to successfully work with vulnerable young people who may display a wide range of emotionally triggered behaviours. Students have access to personal tutors and support workers to aid them in developing strategies and mechanisms to assist individuals to access and unlock their potential.

Opportunities for peer work, increasing self-esteem and confidence are built into the curriculum, these include enrichment opportunities, sport and tutor sessions.

All learners in entrance are profiled by the schools Thrive Practitioner and therapeutic interventions are offered as per need.

TRAUMA INFORMED UK™ SCHOOLS

Referral Process

Admission into the school can happen through referral for a care placement within the Cambian Group. Oakwood School is part of a holistic package including care, education, health and therapy. Oakwood is also open to accepting day students. To initiate the assessment process, local authorities and/or children's services departments make formal requests for a placement. Parents should involve their local authorities at an early stage. This ensures that visits by local authority educational psychologists or other professionals can be arranged to ascertain the appropriateness of the school for each prospective student. Referral paperwork made available by local authorities, and supporting documents such as your child's EHCP are read by the Headteacher and members of the Senior Leadership Team and if we feel that Oakwood is able to meet your child's needs, we will arrange to meet with your child and invite them to visit our school.

Management of Behaviour

We aim to promote good behaviour through a supportive and consistent approach which includes the use of positive encouragement, rewards and incentives. At all times the school will celebrate success and reward good work and behaviour. Our approach is to ensure that students with challenging behaviours are cared for in ways that are sensitive to their needs and to provide safeguards for teachers, teaching support and carers charged with this responsibility.

Rewards

At Cambian Oakwood School, positive behaviour and strong learning habits are actively recognised and celebrated. Pupils are rewarded for demonstrating our core values and meeting the high expectations we set, through a structured points-based system that promotes consistency, motivation and pride in achievement.

As pupils accumulate points, they work towards a range of reward levels, Bronze, Silver, Gold and Platinum, providing clear and meaningful milestones that recognise sustained effort, positive attitudes and engagement in learning. Pupils are encouraged to take ownership of their progress, selecting rewards they wish to work towards and celebrating their success when these are achieved.
In addition to daily recognition, pupils who consistently demonstrate positive learning behaviours and commitment are acknowledged through weekly rewards. Exceptional work and achievements are also celebrated publicly, with certificates and displays that highlight success and build confidence.
To further recognise sustained effort and progress, pupils have the opportunity to participate in half-termly reward trips, celebrating their achievements alongside their peers. Through this approach, we aim to foster a culture of respect, motivation and aspiration, where every pupil feels valued and encouraged to succeed.

Careers Education and Guidance

All key stage 3 and key stage 4 students will receive careers guidance, including appropriate input from the local careers teams. Students can also access work experience where appropriate that support achievement of other vocational qualifications. KS2 children are given the opportunity to explore interests and look at aspirational career choices and the tools needed to achieve these goals.

Achievement and Progress

Our focus is to support all students to realise their potential and start the journey in their learning. Progress and achievements are recorded for each student and reports are regularly sent to carers and local authorities. The school acknowledges achievements at all levels, whether in lessons, particular activities or the actions of students, and we will celebrate these achievements on a regular basis.

We will provide written reports on a termly basis to carers providing information on progress and attainment and there are opportunities for carers to attend open days to discuss pupil progress.

The school's general academic performance, including exam results, inspection reports will be published and made available to the extended school community. Regular reviews are conducted with social workers, virtual schools and other local authority agencies when required.

The Curriculum

Progress and Assessment

Students will follow a wide and varied curriculum, dependent upon their individual educational needs. For key stage 4 students this can include GCSE, Functional Skills, and Entry Level to Level 2 accredited courses. Initial and diagnostic assessment is through BKSB, with GL Assessment to support all round potential attainment. Ongoing assessment is teacher led through teacher assessment and standardised tests.

Curriculum Enrichment

We actively promote opportunities for students where appropriate to engage in experiences that broaden their skills and knowledge through educational visits, work experience and school talks. Students are encouraged to make positive contributions to society in many ways and Oakwood School will look to build positive community links.

Key Stages 1, 2 and 3

Learning is differentiated according to ability in core subjects in Key Stages 1, 2 and 3 and considers the particular barriers and vulnerabilities of each learner. The balance between cross-curricular themes and subject-specific ones will depend on the engagement and interest of the learner, but assessment and tracking will in all cases relate back to National Curriculum progression. Where appropriate, early entry into accredited programmes such as Entry Level or Functional Skills will be arranged in order to engage and motivate.

Key Stage 4

Students have the opportunity to engage in a more qualification focused curriculum tailored to individual needs. This includes academic qualifications and opportunities to engage in vocational subjects. Students can gain qualifications at GCSE, Functional Skills and Entry Level to Level 2 accredited courses

Work Experience

Where possible we will offer work experience placements to support Key Stage 4 learner's employment and vocational skills. All placements are dependent upon risk assessment outcomes and are pre-planned.

Curriculum Model

KS2

Core Subjects	Additional Subjects
• English • Mathematics • Science • History • Geography (Topic) • Religious Education • Art and Design • Physical Education • Outdoor Education • Citizenship/PSHE/Careers • ICT • Music • Creative Arts • Reading/Spellings/Phonics	**Form Time –** The first lesson of each day to check in, plan the day, overcome emotions and plan for potentially difficult moments in the day. Using of MOMO half termly and where appropriate – weekly. **Design and Technology** **Food, Health and Hygiene** **Outdoor Education (where applicable)** **Sign Language** **Topical languages** **Pupil Voice –** An opportunity at the end of the week to reflect on actions and emotions, decide on improvements and review using the WWW/EBI method. **School council –** An opportunity to explore weekly topic subjects such as what is going on in school/the world and explore using questioning and research, developing an understanding and knowledge between reliable and unreliable sources. Pupil voice is heard.

KS3

Core Subjects	Additional Subjects
• English • Mathematics • Science • History • Geography (Topic) • Religious Education • Art and Design • Physical Education • Outdoor Education • Citizenship/PSHE/Careers • ICT	**Form Time –** The first lesson of each day to check in, plan the day, overcome emotions and plan for potentially difficult moments in the day. Using of MOMO half termly and where appropriate – weekly. **Design and Technology** **Food, Health and Hygiene** **Outdoor Education (where applicable)** **Pupil Voice –** An opportunity at the end of the week to reflect on actions and emotions, decide on improvements and review using the WWW/EBI method. **School council –** An opportunity to explore weekly topic subjects such as what is going on in school/the world and explore using questioning and research, developing an understanding and knowledge between reliable and unreliable sources. Pupil voice is heard.

KS4

Core Subjects	Additional Subjects	
• English • Mathematics • Science • Humanities • ICT – Embedded Skills • Physical Education • Outdoor Education • Citizenship/PSHE/Careers • Reading	**Form Time –** The first lesson of each day to check in, plan the day, overcome emotions and plan for potentially difficult moments in the day. Using of MOMO half termly and where appropriate – weekly. **Art and Design** **Music** **Design and Technology** **Theatre Arts / Drama**	**Employability skills (NCFE)** **Food and Nutrition (NCFE)** **Community project work** **Sustainability project work** **AQA units – Subject specific** If a young person shows interest in a career path, we will endeavour to support our learners with a bespoke curriculum that can acquire accreditation to support an application to further education.

Additional Information

Safeguarding Culture of Oakwood

At Cambian Oakwood School, safeguarding is at the heart of everything we do. We are committed to creating a culture where pupils feel safe, supported and listened to, and where all staff take collective responsibility for promoting their welfare.

Our approach to safeguarding is underpinned by a strong culture of vigilance, professionalism and reflection. Staff are expected to remain professionally curious, seeking to understand the lived experiences of our pupils and recognising that concerns may present in a range of ways. All concerns are taken seriously and responded to promptly, with clear procedures in place to reduce risk and safeguard pupils from harm.

We work closely with a range of external agencies and make timely referrals where required, contributing to effective multi-agency working in order to secure the best possible outcomes for children and young people. The school follows local safeguarding procedures and national statutory guidance, recognising its role as a referrer rather than an investigating body.

Safeguarding is everyone's responsibility. All staff, visitors and volunteers are required to understand and adhere to the school's safeguarding and child protection procedures at all times. All individuals within our school have the right to feel safe, secure and protected from harm.

Parents and carers should be aware that the school has a duty to safeguard and promote the welfare of pupils. This may involve sharing information and working in partnership with other agencies where there are concerns about a child's safety or wellbeing.

The school has a trained Designated Safeguarding Lead (DSL) and Deputy DSLs who are responsible for leading safeguarding practice across the school and providing advice and support to staff.

The school is committed to the highest standards of safer recruitment. All staff are subject to enhanced Disclosure and Barring Service (DBS) checks and receive regular safeguarding training to ensure their knowledge and practice remain up to date.

A full copy of the Safeguarding and Child Protection Policy is available from the school office on request or on our school website.

Policy Documentation

The following policies and information are available to all carers, local authorities and students/prospective students as well as Chief Inspectors, Secretary of State or Independent Inspectorate upon request.

- Arrangements for Admissions
- Behaviour and Discipline
- Complaints Procedures
- Anti-bullying
- Health and Safety
- First Aid
- SEN/EHCP and Welfare
- English as an Additional Language
- Complaints Procedure
- Safeguarding Policy Statement
- Child Protection Policy
- The Role of the DSL Policy
- Child on Child Abuse Policy
- Filtering & Monitoring Policy
- Managing Low Level Concerns Policy
- Absent from Education Policy
- School Safer Recruitment Policy
- Managing Contextual Risks to Children Policy

Equal Opportunities and the School Values

Policy Statements

At Cambian Oakwood School, we are proud to be part of the CareTech Group and are guided by its purpose: to create extraordinary days, every day for the individuals we support.

Equal Opportunities and Values

We are committed to providing an inclusive environment where all pupils, staff and visitors are treated with dignity, respect and fairness, regardless of race, gender, disability, sexual orientation, religion or background. Everyone within our school community should feel safe, valued and able to fully participate in school life.

Our approach is underpinned by CareTech's values, which shape everything we do:

- **Person-centred** – recognising that every pupil is unique and tailoring support to meet individual needs
- **Friendly** – creating a warm, respectful and supportive environment
- **Positive** – promoting confidence, celebrating achievements and encouraging progress
- **Empowering** – enabling pupils to develop independence, make choices and take an active role in their learning
- **Innovative** – continually developing our practice to improve outcomes for all learners

Through these principles, we foster a culture where diversity is celebrated, equality of opportunity is promoted, and every pupil is supported to thrive, succeed and contribute positively to their community.

Health and Safety

The school health and safety policies and practices comply with national guidance and ensure the wellbeing of all young people, staff and visitors. All members of staff are aware of their responsibilities covering health and safety at work and will have undertaken required mandatory training as appropriate. Young people are encouraged to act safely and participate in a range of positive activities. The school environment is monitored regularly to ensure safety of all.

First Aid

The school's first aid policies and practices comply with the Guidance on First Aid for Schools' Best Practices Document published by DFE. It outlines its statutory responsibility to provide adequate and appropriate first aid to pupils, staff parents and visitors and to ensure that the procedures are in place to meet that responsibility. Full stocked first kits are available on site and are taken on school outings. School will ensure that staff trained in administering first aid is always available to provide treatment in line with their training. A written record is kept of all first aid that is administered on the school premises and as part of a school related activities.

Safeguarding

At Oakwood School, we endeavour at all times to provide a safe and welcoming environment where all children are respected and valued. It is our priority to safeguard and promote the welfare of children. Our approach to safeguarding is based on the following principles:

- All young people have an absolute right to be free from abuse, neglect or exploitation, and a responsibility not to abuse or exploit others.
- All staff (carers, teaching, support, and ancillary) have the responsibility to be aware of the safeguarding issues and a duty to report and refer any concerns.
- Young people are best kept safe when professionals work effectively together and share responsibility for protective action.
- Where there are concerns about a young person's safety, unconditional confidentiality cannot be guaranteed and will not be offered. As required by the law, we will pass on any information that give rise to concerns about a child's welfare including risk from neglect, physical, emotional or sexual abuse.
- Staff will be proactive and take positive steps to inform young people of their rights to safety and protection and the options available to express their fears or concerns.
- When young people make allegations of abuse or neglect or exploitation they will always be listened to, have their concerns taken seriously and where appropriate, thoroughly investigated.
- The staff team is trained to provide appropriate levels of supervision and support.

Special Education Needs

Where pupils have an Education, Health Care Plan (EHCP) or additional needs, the school's designated teacher will ensure that all entitlements are met and goals are supported as part of the individual mapping process. Goals from EHCP will be used to formulate targets that are monitored daily and reports are submitted to placing authority to inform the review process. Students requiring additional support or for whom there are gaps in their education, targeted intervention are put in place in order to increase their functioning levels.

Bullying and Harassment Statement

Cambian Oakwood School has a zero-tolerance approach to bullying and harassment. Such behaviour is not accepted and is always taken seriously.

Bullying is defined as behaviour that is intentionally hurtful, repeated over time and may involve an imbalance of power. It can take many forms, including physical, verbal, emotional or online (cyberbullying).

Any concerns or reports of bullying are acted upon promptly. Incidents are investigated thoroughly, appropriate action is taken, and ongoing monitoring ensures that the behaviour has been effectively addressed and does not reoccur.

The school places strong emphasis on creating a safe, respectful and inclusive environment, where pupils feel confident to speak out and know they will be listened to. Preventative work, including the promotion of positive relationships, respect and tolerance, is embedded across the curriculum and the wider life of the school.

Further details can be found in the school's Anti-Bullying Policy, which outlines the procedures in place to prevent and respond to bullying.

Young People who have English as an Additional Language (EAL)

The school welcomes and values the cultural, linguistic and educational experiences that students with EAL bring to the school. We implement school wide strategies to ensure that EAL students are supported in accessing the curriculum. Our aim is to help EAL students to become confident and fluent in English, in order to be able to fulfil their academic potential. We seek appropriate help where a student does not have sufficient command of spoken or written English to enable them to engage with learning and other adults.

Drug Education Policy Statement

Drug Education is part of the KS3 and KS4 curriculum. Within PSHE and science the following elements of drug education will be taught:

- · How the misuse of solvents, tobacco, alcohol and other drugs affects health
- · That the body's natural defences may be enhanced by immunisation and medicines
- · How smoking affects lung structure and gas exchange
- · The effects of solvents, tobacco, alcohol and other drugs on body functions.

Religious Education Statement

Religious Education is drawn from Individual lessons and through integrated humanities schemes of work and mindful of all types of religion within a multi-cultural society. The school aims are to:

- Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain.
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- Develop the ability to make reasoned and informed judgments about religious and moral issues with reference to the teaching of the principal religions represented in Great Britain.

Enhance their spiritual, moral, cultural and social development by:

- Developing awareness of the fundamental questions of life raised by human experience, and how religious teaching can relate to them.
- Responding to such questions with reference to the teachings and practices of religions and to their understanding and experience.
- Reflecting on their own beliefs, values and experiences in light of their studies.
- Develop respect for other people's right to hold different beliefs.
- Develop a positive attitude towards living in a society of diverse religions

We respect the right of parents who may wish to withdraw their child from any activity that involves actual religious worship.

We are committed to a policy of equal opportunities for all young people, staff and others who come into contact with the school, regardless of their protected characteristic: gender, sexual orientation, age, disability, ethnicity, colour, religion or cultural background.

Everyone visiting, working or learning in the school should feel welcome, secure and confident at all times. They should also feel valued and able to participate fully in school life.

We all know that there will be times when students, carers or placing authorities will want to give us feedback about our school and we are happy to hear from you. If you feel that you would like to make a comment, let us know about something you were pleased with or a way in which we did not meet your expectations, please contact the school via the contact details located at the end of this prospectus.

A complaints procedure allows for both formal and informal complaints. Informal complaints can be dealt with quickly, while formal complaints can be made in writing. Our full complaints policy is available, upon request. This policy is designed to help you raise your concerns and ensures your complaint will be listened to and dealt with fairly. Should you wish to complain further or if you feel you are unable to contact the school, please contact the Director of Education via the details at the end of this prospectus.

The Proprietor

The proprietor of the college is Farouq Sheikh, Chair of the CareTech Board. The representative of the Proprietor of the school, whose address for correspondence during both term times and holidays, is:

Andrew Sutherland
Managing Director Education,
4th Floor, Parkview
82 Oxford Road
Uxbridge
UB8 1UX.

The telephone number on which the representative of the proprietor may be contacted is 07701 314 378.

Placements

To discuss a placement in confidence, call us on 01743 850840
Email: **Angela.Vickers@cambiangroup.com**
Cambian assessments are conducted free of charge by a team of dedicated assessors.

Contact

Regional Lead
Rob Mcconomy
Email: rob.mcconomy@cambiangroup.com