



Oak Field School & Sports College

Propectus 2014/2015

Wigman Road, Bilborough, Nottingham NG8 3HW

Head Teacher: Mr. David S. Stewart OBE BA (Hons) M.Ed. (Oxon) D.Litt.h.c. DL

T: 0115 9153265 F: 0115 9153264 Physio T: 0115 8835485 Health T: 0115

8835487 e:admin@oakfield.nottingham.sch.uk w:www.oakfieldsportscollege.org.uk



“This is an Outstanding School. There is a strong emphasis on what students can do”

OFSTED 2014

Mission Statement

Oak Field School and Sports College is committed to the advancement of inclusive education for all its pupils, through the development of active and creative minds. It supports a broad, balanced, engaging and rich curriculum in core and foundation subjects, such as liberal arts, humanities, physical education and the development of functional and life skills, including Work Related Learning.

“Life itself is the groundwork of education and training”
(Pestalozzi)

Oak Field promotes respect for diversity, promoting our pupils as global citizens. We encourage a sense of compassion and understanding of others, and a deep respect for human worth and dignity. We recognise and respect every member of the school community’s ethnicity, cultural and religious values and sexual orientation. We stress the importance of personal development of each child and young person, with reference to their learning, social emotional, physical, spiritual and moral education.

The School sees itself as at the heart of education within the City, working closely with other agencies in the City and County to ensure the very best outcomes for the pupils and their families. Its commitment to research and training ensures a healthy relationship with its local Universities and the Redhill Teaching School Alliance.

The School is committed to the tenets of the Every Child Matters Agenda.

“Students behave excellently and feel very safe in the supportive environment of this school”

OFSTED 2014



Our School

The Oak Field School is a City co-educational day school for children aged 3-19 years with special educational needs, in particular severe and profound learning difficulties and/or physical difficulties.

Number on Roll

1st September 2014: **150**

Head Teacher

Mr. David S. Stewart O.B.E. BA (Hons) M. Ed D Litth.c. DL

Oak Field School is divided into 3 phases

Early Years & Key Stage 1	3 classes including 2 units for early years
7-13	8 classes
14-19	7 classes

'Parents are very pleased with how open, informative and settled staff are and really value the care and support they give to their children'

2014

OFSTED

Parent Governors

Parents have an important part to play in the actual running of the school through the School's Governing Body. This is where parents and other people from the local community get together with teachers to decide what is taught, set standards of behaviour, interview and select staff and decide how the school budget is spent.



Oak Field School's Governing Body

Ms S Bustard	Chair	LA
Prof D Brown		LA
Mrs M Roberts OBE		LA
Mrs N. Rose		Parent
Mrs K Ferns		Parent
Ms J Hollingworth		Parent
Mr P Russ		Community Rep
Mr P White		Community Rep
Lt Colonel D Jones MBE		Community Rep
Dr J Dearden		Community Rep
Mr D Stewart OBE DL		Head Teacher
Mrs M Payne		Staff
Mr N Fudge		Staff
Mrs C Cunningham		Associate
Mrs P Lewis		Associate
Mrs V Wright		Associate

'Governors are very diligent and supportive'

OFSTED 2014



Admission arrangements

Oak Field School caters for children with Physical Disabilities, Severe Learning Difficulties and those with Profound and Multiple Learning Difficulties. Admission to the Oak Field School is through a Statement, which is issued by the Education Authority after a child has been assessed under Section Five on the 1981 Education Act. The age at which pupils are admitted varies and is dependent on the individual needs of each child. The catchment area is defined by the Authority as the City of Nottingham and the District of Broxtowe.

School discipline

At Oak Field School we want to make sure that everyone is happy. We aim to provide opportunities for pupils to widen their experiences and learning, to enable them to work and play together, to discover new things, to make things and last but by no means least, to behave well towards each other, their teachers and their parents at home, school and within the wider community. At Oak Field School we like to work alongside parents and carers to encourage children to develop as fully as possible. We are particularly concerned with good behaviour. We believe that good behaviour needs to be carefully developed. It is too important to be left to chance. We think that everyone learns best when they are clear about what they are supposed to do and when they are consistently encouraged to do it. The School maintains an anti-bullying policy.

School dress

There is no school uniform, but school fleeces, sweatshirts, polo shirts and T-shirts with the school logo are available at the school. It is recommended that children wear clothing with simple fastenings that can be dealt with easily. Shorts, t-shirts and plimsolls are required for PE and movement sessions. All clothes must be named clearly. The wearing of jewellery that could be easily lost is discouraged, and the school cannot take responsibility for items such as personal stereos.

Security

All visitors and parents must report to Reception to sign in and receive a visitor badge. All main doors with access into school are fitted with keypads.



Our school

Session times

School starts at 8.55am and finishes at 3.40pm with 1 ¼ lunch break. Pupils have a 10 minute milk break in the classroom each morning. There is a 30-minute whole school assembly once a week on Friday mornings and departments may hold department assemblies during the week. Registration is completed during the first few minutes of the day. The pupils are fully supervised throughout the lunch break. consistently encouraged towards independence.

Transport arrangements

By arrangement, transport to and from school can provided for the children by the Local Authority where appropriate. Children are transported by minibus, coach and ambulance. Increasingly the students and families are encouraged to use their own or public transport. If the older pupils are capable of using public transport bus passes are provided. When students reach 16, arrangements are made for them to acquire public transport passes from the appropriate local authority, to assist in training towards greater independence.

The Transport Officer who deals with the students living in the City is Mr Rob Collier who can be contacted on (0115) 8761778 The Transport Officer who deals with the students living in the County is Linda Blaney who can be contacted on (0115) 9773493

Public transport

Nottingham City Transport Pink Line, Number 28 Bus from Upper Parliament in the City Centre is a frequent service into Bilborough. The bus stops opposite the school at the bus stop named Glaisedale Drive. Please contact the school for further details.

The Y28 also covers this route.

Parking

Limited parking is available on the school premises between 9.30am and 2.45pm. Before 9.30am and after 2.45pm the site must be clear for buses and ambulances. Parking is also available in the staff car park situated opposite the school entrance. Please notify the office if you have parked on the school premises.



Working with parents

Parents are welcome to visit the school at any time, but it is advisable to make an appointment first. Parents visit the school prior to a child's admission usually with a Support Teacher. Preschool children may be admitted on a part time basis and parents are welcome to attend sessions in the first instance. Regular parents workshops are held for parents of children already in school and parents have individual invitations to discuss their child's progress and future educational aims with the Head Teacher and class teacher annually. Admission to Oak Field School is arranged by the Authority. Whenever visiting school, please remember to report to the Reception or Main Office.

Keeping in touch with parents

- a) Parent Workshops – these are held regularly to keep parents up to date with their child's individual programme and to discuss any problems. Parents are encouraged to meet together to offer support.
- b) Home/School diaries and newsletters are used to keep parents informed and are particularly useful for those parents whose child is unable to speak. Parents are encouraged to follow the school homework policy.
- c) Parents are welcome to visit the school at any time to discuss the progress of their child or any difficulties they may be encountering. We also welcome parents to help with swimming, PE, toy library, equipment making etc.
- d) 'The Friends of Oak Field' is a social and fund raising body consisting of parents, staff and friends of the school. They work tirelessly to support the work of the school. Parents are urged to support them. They can be contacted at the school.

There is a Family Support Worker, Natalie Holliman, who is responsible for parental involvement. She is available to give extra support to parents when it is needed. Other staff are always willing to help.

The School maintains an anti-bullying policy





Specialist Sports College

Ability Nottingham



OfSTED

Our most recent inspection took place in March 2014. OfSTED classed our school as *Outstanding*

Healthy Schools Standard

The school has achieved Healthy School status at the Gold Standard



International School Award

The school has held the International Award since 1999

e-Twinning



Artsmark Gold Award

The School has been awarded the Artsmark Gold award by the Arts Council of England

Quality Mark



Youth Sports Trust

Gold Partner

Career Mark



The Teaching Awards



Subjects

Areas of the curriculum include the following:

Communication and Language
Pre-Reading and Reading Skills
Pre-Writing and Writing Skills
Pre-Number and Number Skills
Technology – Information Technology,
Design Technology
Housecraft – Domestic and Cookery
Skills
Art
Music
Environmental Studies
Religious Studies
Personal and Social Education

Humanities – History and Geography
Physical Education
Swimming
French
Science
Social Skills – Community Living
Sexuality Education and Relationship
Education
Outdoor Education and Pursuits
Dance
Drama
The Sensory Curriculum

The wide range of ability of the pupils and students means that the curriculum is delivered in any appropriate manner in accordance with individual needs. We endeavour to ensure an enriching curriculum and parents are invited to attend meetings in regard to curriculum. We aim to pursue a spiral curriculum constantly reinforcing learning and extending knowledge. Age appropriateness is fundamental to our teaching in an all age school.

“Students benefit from extremely broad opportunities and experiences”

OFSTED 2014



Subjects

The Arts

The Arts within Oak Field School holds a central position in the curriculum. It allows students to work creatively and independently often setting their own standards and criteria. The Arts is understood to include fine arts – painting, drawing, printing, sculpture, textiles etc. – music, dance, drama and the creative use of language. These subjects are a valuable means of expression for many students, sometimes allowing them the highest form of expression that they achieve. This is not only worthwhile in its own right but can provide a basis for development in other subjects. Often through the Arts students actively learn about other subjects: English, Maths, Humanities. Involvement in Arts subjects allows students the opportunity to visit galleries, visit the theatre and participate in out-of-school workshops and activities.

The School holds the Artsmark Gold Award

Sex Education

‘One of the school’s strengths is in sex education for students with physical or learning difficulties’
OFSTED 2014

As part of the School’s health and relationship education, there is a comprehensive sex education programme. This is organised to be age appropriate and sensitive to the needs of individual pupils, after consultation with parents. The Governors oversee the work in this area by parents, teaching staff, and community representatives. Parents are welcome to discuss any aspects of the programme and there are regular information and discussion meetings for parents.

The curriculum promotes healthy living and endeavours to give skills to improve self-protection. For further information please see the Sex and Relationship Policy. Parents have the right to withdraw their child from Sex Education although at KS3 & 4 there are elements that are statutory. As a school we would recommend that all children and young people undertake this education as part of life skills and personal safety



Religious Affiliations

The School is not affiliated with any particular religious denomination.

Religious Education

- a) This is in accordance with the Local Education Authority agreed syllabus
- b) The School will make arrangements for parents to exercise their right of withdrawal of their children from religious worship or instruction
- c) There is a multi-faith aspect for assemblies and moral education

Residential

Oak Field School provides a range of residential experiences for Outdoor Pursuits and Environmental Education for all pupils throughout the school year. Trips to local and national places of interest and theatre visits are offered as evening activities on a regular basis.



Subjects

P.E./Sport

Physical Education plays an important role in the School's curriculum. The School's policy is to ensure that all students receive a broad and balanced physical education programme which is relevant to the individual student's physical, mental, sensory and emotional state. The whole school follows the guidelines set out in the National Curriculum to encompass the following basic activities:-

Gymnastics
Dance
Games

Athletics
Outdoor and Adventurous Pursuits
Swimming

Close liaison with the Leisure Services, Sports for the Disabled and Nottingham Outdoor Education ensures that students are able to partake in a wider variety of sporting activities. These are held either as one day events or six week courses and have included such activities as:

Fencing
Karate
Boccia
Basketball
Mini Lacrosse

Short Tennis
Athletics
Sailing
Canoeing
Orienteering

Horse riding is also a popular activity in Lower School and there are also some opportunities for older students. there is a hydro pool for those with physical needs or younger pupils. Other pupils access Beechdale baths for weekly swimming sessions.



Work-Related & Enterprise Intellectual (WRL)

Students throughout the school experience and explore work-related learning, from early DT projects and visits to places of work, to participating in and developing mini enterprises such as our 'Welcome Cup' cafe which the students run each Wednesday, Thursday and Friday. The 6th Form Office Skills Group which supports some of the school office administration (including processing the school's publications orders. FE Taster courses in a range of vocational skills give many of the 14-19 year-old students the opportunity to explore areas such as Catering, Painting and Decorating, Sign-Making and Floristry, and Animal Care. Work experience is found within school and beyond.

Work Experience beyond is well managed and students are supported in a wide range of settings, from local shops and businesses to multi-national companies. The Local Authority and the University of Nottingham also provide opportunities. There is a full time Work-Related Worker in school who co-ordinates the training and support of students. Feedback from employers is very positive.



The School

The organisation of education

The Oak Field School has three main teaching groups, all including classes for pupils with profound disabilities.

1. Early Years and Key Stage 1
2. 7 – 14 (Key Stages 2 and 3)
3. 14 – 19 (Key Stage 4 and Sixth Form)

'The Early Years Foundation Stage is Outstanding because staff understand these children's needs very well'

OFSTED 2014

Early Years & Key Stage 1

The EFS & Key Stage 1 consist of 3 classes catering for students in the Foundation Stage, and years 1 & 2. All pupils receive a broad and balanced curriculum where learning is encouraged through active involvement.

In the Early Years, the emphasis is initially on the development of the senses and self awareness before pupils are introduced to the more formal aspects of Pre-Reading, Writing and Math skills.

There is regular input from Physiotherapists, Occupational Therapists and Speech Therapists.

All pupils are invited on educational residential visits to help develop independence and self care skills.

Parents are encouraged to visit the classes to discuss the child's progress with staff, or just come to join in. A home/school diary keeps parents in touch with the activities of the week.



7 – 14 Key Stages 2 & 3

Students follow a robust, dynamic and flexible curriculum based on Key Skills (Literacy, Numeracy, ICT, Science, Personal/Thinking Skills), Life Skills (Food and Design Technology/Home Management, Community, Environment, Leisure), the Arts, and Sport, enhanced by RE, PSHE, Citizenship, Humanities/Cultural Studies and, for many students, MFL (French).

Students are grouped in key-stage groups where their individual needs can best be met – this might be in a group of 8-10 students with a teacher and teaching assistant (TA) or, for those with profound and multiple learning difficulties (PMLD), in a group of 4-5 students with a teacher, TA, and Pupil Assistant (PA); there is also some flexibility across key stages to meet individual need and there are opportunities within the timetable for inclusive practice across groups within the school, and with students from local mainstream schools, both in curricular time and in clubs and activities at lunchtimes.

There is a strong emphasis on personalised learning and on developing self awareness, self esteem and self and peer advocacy.



The School

'The Sixth Form for Outstanding. Activities are very practical and prepare all the students extremely well for life and learning, both now and in the future'

OFSTED 2014

14-19 Key Stage 4 & 6th Form

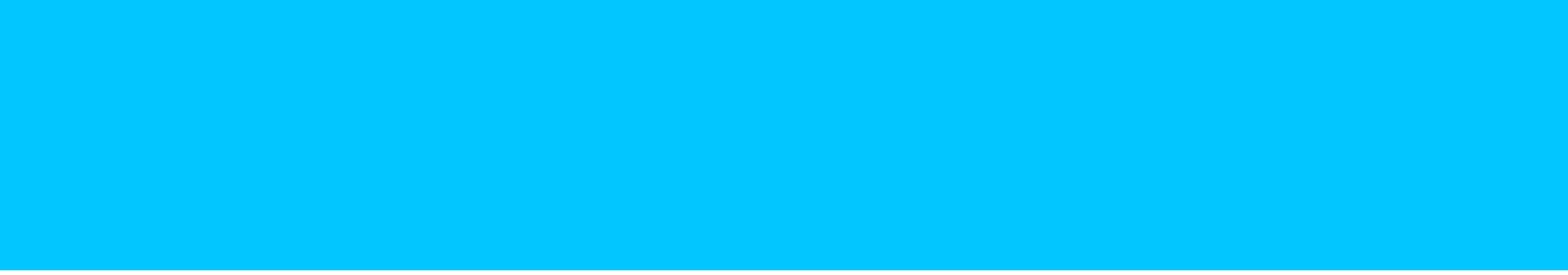
The whole of a young person's learning should be working toward the young person entering the adult world with greater confidence and skills. In particular, the curriculum of 14-19 phase at Oak Field is all about preparing the young person for transition. There is an increasing focus on work-related intellectual both in school and the wider community. This can be a very anxious time for families and the young person. There are people at hand to help. Clearly there are school staff who are working daily with the young people but there is also the Transition Team with advisers from Futures and Adult Social Care. The Transition Nurse, Louise Payne is there to help with health issues for the school leaver.

Accredited courses for KS4 and Sixth Form include OCR, GCSE Expressive Arts, Entry Level Art and PE, ASDAN. The school is always looking at new appropriate accreditation for the students.

Many 6th Form students especially enjoy the increased opportunity to negotiate their own personalised learning within targeted areas of the curriculum and the sense of student and staff teamwork, which supports them to pursue their individual enthusiasms and interests.

They are particularly enthusiastic about the Men's and Women's Health/SRE Groups, ICT and digital media projects and sports leadership courses. Residential visits, and visits in the community during the day and evening help to enhance the young person's confidence.





The School

'Leaders use their very positive partnerships with a wide range of organisations'

OFSTED 2014

Community Based Learning

Community Based Learning is an essential element of the 14-19 phase.

A range of opportunities to increase student awareness of the facilities and services within the local community are provided throughout the week, either as part of a modular accredited course or as a discreet activity.

Each student undertakes activities within the community most appropriate to him or her. This might include carrying out tasks within the local community or City of Nottingham, using public transport facilities, visiting public access buildings such as leisure centres, the library, museums, local health centres, other schools and accessing local shopping facilities within the community.

A large number of students are able to take advantage of our broad Work Experience Scheme placements in both the school and the community. Students are encouraged to support local, national and international charities. This wide and diverse curriculum aims specially at meeting the needs of the students and recognising that the students are now young adults.

'Achievement is Outstanding because activities are highly imaginative, engaging and suitable'

OFSTED 2014



Curriculum to support pupils with Profound & Complex Needs

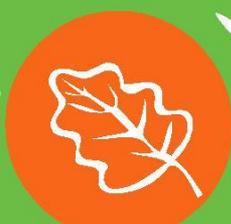
Classes for pupils with profound and complex needs provide a highly specialised education designed to take into account learning, visual, hearing and physical needs and related medical conditions. Classes have a high staff-pupil ratio and teachers, teaching assistants and pupil/student assistants have expertise in a large number of specialised methods and approaches to teaching.

After skilled observation each child is assessed precisely to enable individual programmes to be devised to ensure an appropriate and relevant education. The timetable can be adjusted to take into account individual needs due to medical conditions and there is a facility for tired or sick pupils to rest.

Since many of the pupils have difficulties with communication due to hearing, speech and visual disabilities, there are a wide range of 'object and sensory' referenced communication approaches used and the most appropriate is chosen for each pupil. There is also an emphasis on the sensory curriculum in that the senses of taste, sight, smell, touch and learning are developed not only to help pupils understand the environment but also often to compensate for sensory impairment. For pupils with a visual impairment there is a large resource of equipment including light systems, fibre optics, starboards and light and solar visualisation areas.

Similarly, for pupils with a hearing impairment, a resource including sound monitors, sound operated walls and a range of sound effects is available. Education staff in these classes work alongside health staff and ongoing teamwork takes place with nurses, physiotherapists, occupational therapists and speech and language therapists.

Physiotherapy is integrated into the curriculum for all the pupils and for specialist approaches such as motor learning, physiotherapists not only advise but also lead therapy sessions and/or join in teaching sessions. The expertise of staff, therapy input and specialised equipment means the classes for these pupils can provide a relevant education for students with learning difficulties and any other sensory or physical disabilities.



Other Agencies

'Teamwork with health specialists is particularly strong and effective'
OFSTED 2014

Health Staff School Contact Tel. No. 0115-9299501

School Medical Officers attend on a regular basis. Dr Liz Marder is the school's Consultant Paediatrician, other paediatricians attend weekly.

Social Workers regularly attend school.

There is a nursing service with nurses and a nursing assistant – Stacey Birley, Kathryn Harley and Alison Tait, Nurses, and Sarah Lucy, HCA. They are always willing to help and give advice.

There is a physiotherapy service in school led by Mrs. Viv Wright. Pedro boots and other aids are all fitted in school.

There is also an Occupational Therapist who gives advice on fine motor and co-ordination problems who works with the staff and children. The Senior Occupational Therapist is Mrs. Sue Richardson.

Full support on language programmes is given by the Speech and Language Therapy service. Mrs Rachel Kirk is the lead Speech and Language Therapist in the School.

All health staff are employed by the Health Service. Therapy is given when appropriate and in close liaison with family and school staff. At times direct therapy work will be done by the therapist; at other times they will advise and review as appropriate.

Additional educational support is provided for those with multi sensory impairments. Hearing aids are taken care of and there is individual support to all hearing impaired children.



Other Agencies Supporting The School

1. The school has contact with an Education Welfare Officer who is often able to help with a wide variety of problems.
2. The school has access to educational psychologists. Any pupil experiencing emotional problems may be referred to the educational psychologists after consultation with parents if it is thought that this could be helpful. Our school psychologist is Russell Hounslow.
3. Medical examinations are held in school twice each week. Parents are always invited and can discuss any problems of a medical nature with the School Medical Officer.
4. The Disabled Persons Act workers maintain regular working contact with the school.



Other Agencies

The Care of Children

Pastoral Care is fundamental to the work with children and is the responsibility of each Head of Department in close consultation with the Head Teacher. If you have any cause for concern please ring the Head Teacher. Health problems of any kind as well as medication information should be referred to the Head Teacher as “in loco parentis”. On a daily basis most health care will be carried out by health staff, but the Head Teacher is ultimately responsible.

Dinners are provided on the school premises with a cafeteria service for senior pupils with multi choice. Asian meals and dietary needs can be provided.

Child Protection Governor: Dr. Jackie Dearden

Child Protection Teacher: Kathleen Cross

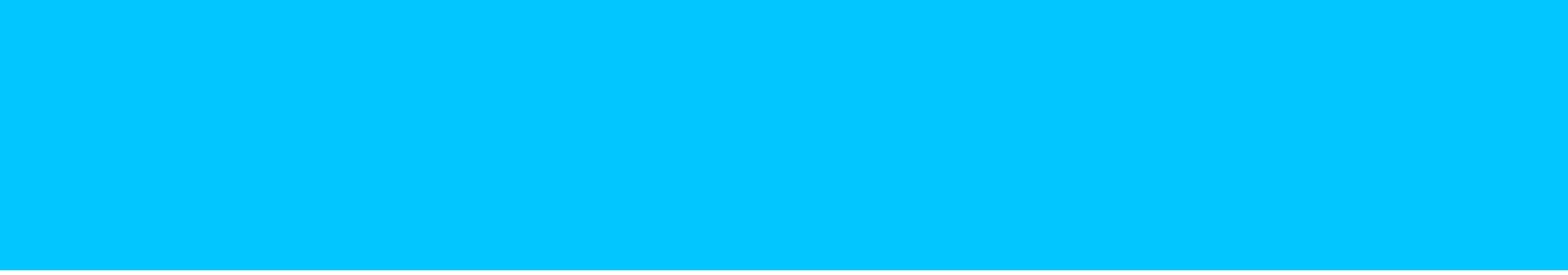
Child Looked After Teacher: Kathleen Cross

Specialised provision & support available to the school

Pupils with English as a second language are supported in a variety of ways.

Educational Psychologists visit to support children and staff with special behavioural techniques and give advice to parents.





Extra Curricular Activities

‘Opportunities and experiences organised by the school have an excellent impact on the lives of current and previous students’

OFSTED 2014

Old students association

The School has a thriving Old Students Association which has its own age appropriate programme of activities on offer throughout the year. This includes residential weekends, discos and Barn Dances, restaurant visits and fund raising activities. Students of 16+ are also members of the Association and are invited to join in these activities. This network provides an invaluable link for ongoing support for both ex-students and families alike.

In conjunction with Fun Days in Nottinghamshire a drama group ‘Nottingham Theatre of Citizens’ and a dance class are held on a weekly basis at College Street, Arts Centre.

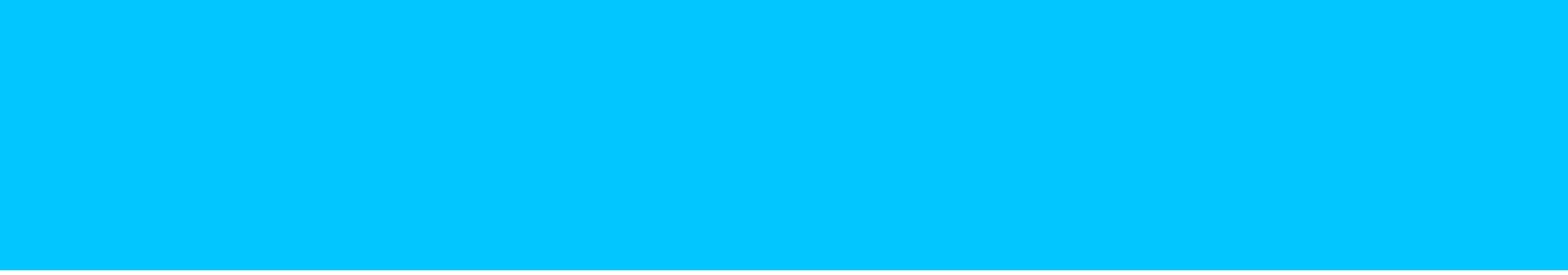
Up Cycle Social Enterprise

Up Cycle is Oak Field’s School co-operative for post-sixteen and adult learners. The co-operative based in the City Centre offers invaluable work experience and work-related learning whilst providing students the opportunity to gain accreditation in gardening and participating in a business model.

Our activities include:

- **Upcycle or re-sell unwanted items** We will take your unwanted items* such as books, clothes, toys, music and much more. and then upcycle them or sell them on eBay. **(Subject to item and condition)*
- **We help you to sell an item on eBay** We offer an assistant service where we will list and sell the item on your behalf. This service is perfect if you have something you wish to sell on eBay but just don’t have the time or know how to.





Charging & Remission Policies

General Principles

Nottingham Children and Families is committed to the principle of free education at the schools it maintains and believes that central to this principle is an entitlement curriculum to which all pupils should have free access as of right. The authority's schools are resourced accordingly. It is not expected, therefore, that schools will charge for activities, which have been wholly funded by the authority.

The authority recognises, however, the significant contribution schools make to the range of experiences offered to their pupils in organising activities, which take place wholly or mainly outside normal school hours. The Board accepts that in these special circumstances it may be necessary for a school to seek voluntary financial contributions from parents if the expenses of a particular activity cannot wholly be contained from within the funds normally available to the school.

In arranging activities for which a voluntary parental contribution may be sought, the authority expects its schools to bear in mind whether the contribution is reasonable and will be within the scope of the majority of parents of pupils at the schools.

The authority expects its schools to operate within the law and not charge for those activities for which, legally, no charge may be made. Within these legal constraints, however, the authority recognises that each school Governing Body is responsible for its own charging and remissions policy. The authority would wish to encourage school governing bodies, in determining their policies in this respect, to be mindful of the financial circumstances of pupils and their parents. The authority would also wish to remind school governing bodies that pupils may be assisted, at their discretion, from the school General Allowance or other funds at their disposal.



Charging Policy

Where an activity is paid for from funds at the disposal of governing bodies, the decision to charge for that activity and how much is the responsibility of governing bodies. Costs relating to the remissions for children of families in receipt of Income Support or Family Credit for activities provided from funds at the disposal of governing bodies, have been included in the ASB.

In recognition of its commitment to free education, the authority does not normally charge pupils or parents for any school based activity which it directly organises, except in the circumstances described below.

Examination Fees

The authority will expect parents to pay for the public examination entry of pupils at its schools who are being entered for a public examination at the request of the parents and where the examination is one for which the pupil has not been prepared at the school or if the examination is not one which is prescribed in regulations made by the Secretary of State for Children, Schools & Families.

If a pupil fails, without reasonable cause, to complete the examination requirements of any public examination, prescribed or otherwise, for which the authority has paid, or is liable to pay, an entry fee, the authority will seek to recover the fee involved from the pupil's parents.

The authority will, however, fully remit those examination fees payable by a parent when a pupil fails to complete the requirements of a public examination if the Director of Children and Families is satisfied that the cause of the pupil's failure to complete the examination requirements was reasonable. The Director of Children and Families has been given the discretion to determine each such case on its individual merits. As a general guide, however, the payment of examination fees would only be remitted if a pupil was prevented from completing the examination requirements because of illness or some other very exceptional circumstances.



Charging & Remission Policies

School Governing Body Responsibilities

The responsibility for charging for other activities for which charges are permitted under the Education Act 1996 rests with each individual school governing body, although the authority would expect that in determining their charging policies school governors will be mindful of the general principles set out in this document and in the local authority's Entitlement Curriculum.

Maintained Performing Ensembles

The authority from time to time provides courses, rehearsals and other appropriate activities for those registered pupils at its schools who are members of the various music ensembles maintained by the Board. A range of similar activities is organised for registered pupils who participate in various performance activities organised by the authority.

Pupils participate in these activities on a voluntary basis and the authority reserves the right to make appropriate charges in the following circumstances:

Residential Activities Held During School Hours

Participants must obtain permission to be absent from school from the school governing body or a nominated representative. Charges may be made at the discretion of the authority for the board and lodging element of any residential activities, which take place during school hours. Any such charge will be calculated by reference to the actual cost of providing board and lodging for each participant. Any remission arrangements for activities of this type will be at the discretion of the Director of Children and Families, except in the case of participants whose parents are in receipt of Income Support or Family Credit in respect of whom the authority will remit any charges in full.



Activities held outside School Hours

Charges may be made at the discretion of the authority for these activities. Any such charge will not exceed the actual cost of providing the activity, divided equally by the number of participants in the activity.

The cost of other participants in the visit will not be included in the charge. The charge may, however, include an appropriate element for the following, as appropriate:

- i) Travel costs;
- ii) Board and lodging costs;
- iii) Non teaching staff costs;
- iv) Materials, instruments and other equipment;
- v) Entrance fees to places of interest;
- vi) Insurance costs;
- vii) The expenses only of any participating teachers contracted to provide the activity.

Any remission arrangements for such activities will be at the discretion of the Director of Children and Families.

Education Units

The authority maintains a number of Units, such as Pupil Referral Units for children with behaviour difficulties, which are not attached to a specific school. The charging and remissions policies for any activities arranged for registered pupils attending these Units are set out in the document attached as Appendix I to this statement.



Charging & Remission Policies

Remission Policy

The authority has determined the following policies which particular or wholly remit certain charges, which may be payable by pupils and their parents. Eligibility for assistance under the remission policy set out below is, unless otherwise indicated, restricted to pupils attending educational establishments maintained by the Nottingham City Council and in certain cases is only available to those pupils who actually live in Nottingham.

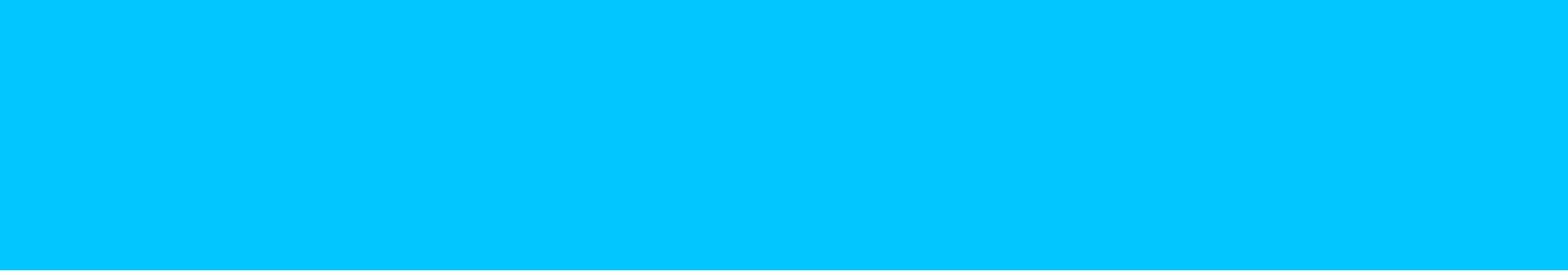
Sports Clothing

The authority's Clothing and Footwear Scheme provides for income related assistance to be given towards the cost of a pupils clothing, including sports clothing, where the pupil's parents are eligible for assistance under the terms of the scheme. Only pupils who live in Nottingham are entitled to assistance under this scheme.

Environmental Education

The authority provides a range of both day and residential environmental education centres for the use of schools. Residential and camping opportunities are made available on a charged basis. Day centre provision is provided at no cost to visiting schools. Financial assistance to schools wishing to take pupils in receipt of free school meals is provided by remission of accommodation fees at the residential centres and assistance with travel costs at the day centres in respect of those pupils. Appropriate advice is provided to schools in relation to charging policies for school visits within the requirements of the 1996 Education Act.





Attendance

September 2013 – July 2014

The number of unauthorised absences in the year as a percentage of the total number of possible attendances in that year. Years 1-13: 0.2%

Of 140 pupils, 8 of these had unauthorised absence of one or more days at some point during the year.

The number of pupils' authorised absences in the period 1st September 2013 – July 2014 equates to 9.2% of absence. The majority of this time was for medical appointments or illness.

Taking into account the authorised absence for long term illness and medical appointments due to the nature of the students the attendance was 97.86%

September 2013 – July 2014

Number of Students completed GCSE Expressive Arts Course August 2014	9
Number of Students Awarded Entry Level 1 Certificate in Art in August 2014	6
Number of Students Awarded Entry Level 1 Certificate in P.E. in August 2014	8
Number of Students Awarded Entry Level 2 Certificate in P.E. in August 2014	1



ASDAN Personal Progress Entry Level 1 Award	23
OCR Functional Skills Entry Level 1	6
Number of Registered Pupils at or near the end of KS1	4
Number Exempted from Assessment under Section 18 or 19 of 1988 Act KS1	4
Number of Registered Pupils at or near the end of KS2	8
Number Exempted from Assessment under Section 18 or 19 of 1988 Act KS2	8
Number of Registered Pupils at or near end of KS3	9
Number Exempted from Assessment under Section 18 or 19 of the 1988 Act KS3	9
Number of Registered Pupils at or near end of KS4	15
Number Exempted from Assessment under Section 18 or 19 of the 1988 Act KS4	15



Oak Field School & Sports College

Propectus 2014/15

Wigman Road, Bilborough,
Nottingham NG8 3HW
Head Teacher: Mr. David S. Stewart OBE
BA (Hons) M.Ed. (Oxon) D.Litt.h.c. DL

T: 0115 9153265 F: 0115 9153264
Physio T: 0115 8835485 Health T: 0115
8835487 e:admin@oakfield.nottingham.sch.uk
w:www.oakfieldsportscollege.org.uk