

**Oak Field School – Curriculum Statement**  
**“Life itself is the groundwork of education and training” (Pestalozzi)**

**“Students benefit from extremely broad opportunities and experiences” OFSTED 2014**

**Areas of the curriculum include the following:**

Communication and Language Geography	Humanities – History and
Pre-Reading and Reading Skills	Physical Education
Pre-Writing and Writing Skills	Swimming
Pre-Number and Number Skills	French
Technology – Information Technology, Design Technology	Science
Living	Social Skills – Community
Housecraft – Domestic and Cookery Relationship	Sexuality Education and
Skills	Education
Art	Outdoor Education and
Pursuits	
Music	Dance
Environmental Studies	Drama
Religious Studies	The Sensory Curriculum
Personal and Social Education	

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.

## 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 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

## **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	Athletics
Dance	Outdoor and Adventurous
Pursuits	
Games	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	Short Tennis
Karate	Athletics
Boccia	Sailing
Basketball	Canoeing
Mini Lacrosse	Orienteering

There is a hydro pool for those with physical needs or younger pupils. Other pupils access Harvey Haddon for weekly swimming sessions.

Oak Field has a reputation for providing a high quality and stereotype-breaking Work Related and Enterprise Learning. Students take part in, and work towards, real work placement opportunities with local employers and school colleagues. The school believes it's really important for young people with disabilities to know that they are valued and can make a valuable contribution to their community.

Students throughout the school experience and explore work-related learning, from early Design and Technology projects and visits to places

of work, to participating in and developing our live student run business, The Welcome Cup Café. A Work Related Learning Trainer is employed specifically to support students in gaining confidence and skills with local businesses and opportunities.

Local college link courses help students understand their options for the future and develop their independence. The school's 'Futures' Personal Advisor works closely with all students aged 14-19, supporting them in their progression through school and beyond.

## Early Years & Key Stage 1

The EYFS & Key Stage One consists of 3 classes catering for pupils in the Foundation Stage and Key Stage 1 (Years 1&2). Pupils are placed in the class which best supports their access to learning e.g. physical management and development, independence skills, curriculum delivery style and pace of learning, rather than chronological age. The Foundation Curriculum and individual pupil assessment at the end of the Foundation Stage informs learning for pupils as they transition in to Key Stage 1.

All pupils receive a broad, balanced and rich curriculum where learning is encouraged through active involvement. The Early Years focus for learning is primarily on the three key areas of Communication, Physical Development and Personal, Social and Emotional Development - establishing the early building blocks of skills, knowledge and understanding in these areas. Pupils are supported to apply their learning progress in these areas to functional independence in their daily life as well as to make progress in the more formal aspects of English, Maths, Understanding the World and Expressive Arts.

Pupils are offered an enriched curriculum that includes trips to the theatre and in-school theatre and dance performances, donkey therapy and visits to local community facilities.

## 6<sup>th</sup> Form Curriculum

Many 6<sup>th</sup> Form students enjoy the increased opportunity to negotiate their own personalised learning within targeted areas of the curriculum. Student and staff teamwork which supports them to pursue their individual enthusiasms and interests. Popular lessons are Men's and Women's Groups (Health, Sex and Relationships groups), Performing Arts, Computing and Enterprise projects. Equally, practical English, maths challenge students to become more independent in their understanding and skills.

Within 6<sup>th</sup> Form, students can add units to their ASDAN Personal Progress and ASDAN Personal and Social Development qualifications (gained in KS4). Additionally 6<sup>th</sup> Form study OCR Performing Arts, Arts Award, OCR Entry Level PE and Art, Student First Aid and Level 2 Food Safety.

Where appropriate students can also study on the pre-vocational and vocational college link course. These have included Animal Care, Hair and Beauty and Catering and Hospitality. These are led in work places or training environments. This year's course, Catering and Hospitality is at Trent Bridge Cricket Ground in their professional catering and hosting facilities.

Reflecting our Sports College designation and our passion for being healthy, PE and Sports are regular timetabled activities for 6<sup>th</sup> Form. Students with physical disabilities can expect to swim each week and take part in regular physical skill, posture and muscle development sessions led by education and physiotherapy team members

Classes for Planned Dependent Living 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 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 a light room and solar visualisation area. 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 team work takes place with nurses, physiotherapists, occupational therapists and speech therapists. Physiotherapy is integrated into the curriculum for all the students and for specialist approaches such as motor learning, physiotherapists not only advise but also join in teaching sessions.