Oaklands Centre Available Provision (Oaks Base)

The environment, staffing and routines available to all pupils as part of the Oaklands Centre's universal provision.

Environmental/ General Provision

- Full-time teaching in small classes of approximately eight pupils
- A specialist teacher and three specialist teaching assistants in each class, with a usual staffing ratio of one adult to every two pupils
- All staff trained and experienced in supporting autistic and other neurodivergent pupils, including differences in learning, communication and information processing
- A safe, secure environment
- Physical layout/ building designed to reduce sensory overload (acoustic dampening, dimmable lights, muted décor, shading for all windows, multiple spaces)
- Clearly zoned classroom areas with clear purposes and expectations
- Re-regulation spaces
- Predictable timetables, lesson structures and activity routines
- Consistent routines for transitioning between activities and spaces and advance preparation for foreseeable changes
- Individual timetables, step-by-step task schedules
- One-to-one support to learn routines and boundaries during initial transition period
- Pictures, symbols and other visual prompts for learning and communication
- Inclusion whole-school activities (assemblies, special events, sports days, pupil committees, volunteering, PTA events etc)
- Close contact with families and adjustments to school support in response to concerns
- Support for transition to secondary setting in Year 6

Universal provision

Everyday teaching and support available to all pupils in the Oaklands Centre.

Cognition and Learning	Communication and Interaction
• A specialist Centre curriculum designed for neurodivergent pupils, adapted to each class • Short blocks of learning, with breaks for rest or physical activity • Explicit instruction and scaffolding for all learning • Visual prompts and clear modelling for all learning tasks • Support with organising tasks that involve several steps • Short, clear language for learning, with visual support where needed • Frequent practice/ over-learning of key skills • A personal workstation in the Centre • Alternative methods to record learning: individual Chromebooks, Google Classroom and other digital learning platforms, voice typing. • Recording of pupils' ideas by an adult when typing is unsuitable for the task	• A strong focus on communication and language development • Teaching of vocabulary for new topics and ideas • Adult support for social interactions • Support for joining in with others, interacting with peers and developing friendships • Frequent short opportunities for conversation practice with peers, with adult support as needed • Opportunities to talk about learning with classmates • Adapted language to reduce pressure for pupils who find demands difficult
Social, Emotional and Mental Health	**Sensory and Physical**
• Frequent periods with fewer adult demands and access to regulating activities • Continuous access to quiet spaces for re-regulation • Extended playtimes to facilitate time in a natural environment and active play • All playtimes can be in the Centre's play areas in a small group • Weekly Personal Development class lessons using the PERMAH framework to learn emotional and social literacy, develop wellbeing and promote access to enrichment • Weekly practical Personal Development opportunities	• Adapted uniform arrangements • Lunch in the Centre in groups of eight, with help with eating where needed • Calm classrooms designed to reduce sensory overload • Access to sensory aids throughout the day • Daily outdoor play in a natural setting, with equipment for building, climbing and swinging

Targeted provision

Additional support selected according to each pupil's needs.

Cognition and Learning	Communication and Interaction
• Additional 1:1 phonics: Little Wandle/ Little Wandle Catch Up/ Little Wandle SEND • Programme-based literacy support for dyslexia (reading and spelling difficulties): Sound Foundations, Toe by Toe, Word Hornet • Programme-based maths support for dyscalculia (difficulties with numbers): Plus 1, Plus 2 and precision teaching (short, repeated practice of specific skills) • TEACCH strategies, including structured workspaces, visual instructions and clear routines • Programme-based support with understanding texts and inference: Black Sheep, Language for Thinking • Sentence-building support using Colourful Semantics (colour-coded prompts) • Errorless/ precision learning: carefully supported practice to avoid repeated errors • Access to mainstream curriculum opportunities with support (lessons, trips, visits)	• Lego Therapy for communication, turn-taking and working together • Programme-based support with understanding and using language: Black Sheep, Word Aware, Language Steps, Wordless Books: Sentence and Narrative Skills • Programme-based social communication support: Talk About, Socially Speaking, Comic Strip Conversations and Social Stories • Access to mainstream social opportunities with support (play times)
Social, Emotional and Mental Health	**Sensory and Physical**
• Programme-based emotional literacy support: Blob Tree, My Brain, Margot Sutherland books • Programme-based cognitive behavioural therapy (CBT) for managing anxiety and emotions: Starving the Gremlin programmes • Theraplay activities for developing relationships through shared play • Additional Zones of Regulation work on recognising and managing emotions • Time-limited one-to-one support as part of a transition programme to support learning in a small group • Support for attention needs, including ADHD (inhibition training/ attention span development exercises)	• Individual eating arrangements/ support for eating • Provision for special or restricted diets • Toileting/ personal hygiene support • Sensory Circuits: a planned sequence of movement activities for readiness to learn • Activities for fine motor skills, including hand and finger control/ handwriting • General occupational therapy (OT) activities: Sensory Circuits, TACPAC (touch and music), sensory room activities, messy play • Individual sensory diets: adapted seating, sensory aids, heavy work, balance work, sensory room time

Specialist provision

Highly personalised support for individual pupils, available where pupils are open to other services.

Cognition and Learning	Communication and Interaction
• Dyslexia support in line with a pupil's dyslexia assessment report	• Speech and language therapy (SaLT) in line with a pupil's NHS care plan
Social, Emotional and Mental Health	**Sensory and Physical**
• Interventions recommended by an Educational Psychologist (EP) • Interventions based on dialectical behaviour therapy (DBT) for managing strong emotions	• Occupational therapy (OT) in line with pupil's NHS care plan • Individual toileting support, with involvement from the Children and Young People's Continence Service • Diet diversification, with involvement from an NHS Dietitian • Specific medical support, with involvement of NHS

Provision that is not available:
• Structured Forest School sessions • Animal Therapy • Alternative Provision (on or off-site) • Intensive therapeutic input (e.g. for trauma-based difficulties) • Therapist delivered play/ music/ art therapy • Full-time, on-going 1:1 support • Entirely child led/ interest led/ play based curriculum • A highly personalised, individual curriculum (e.g. bespoke provision delivered in a separate space to peers)