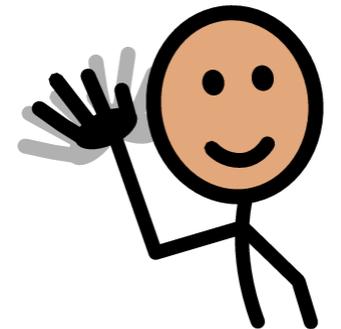




OAK TREE SCHOOL

Nurturing potential, encouraging independence



Meet the Team



Abigail Davis
Headteacher



Cassia Minette
Assistant Headteacher



Chloe Jenner
Speech and Language
Therapist

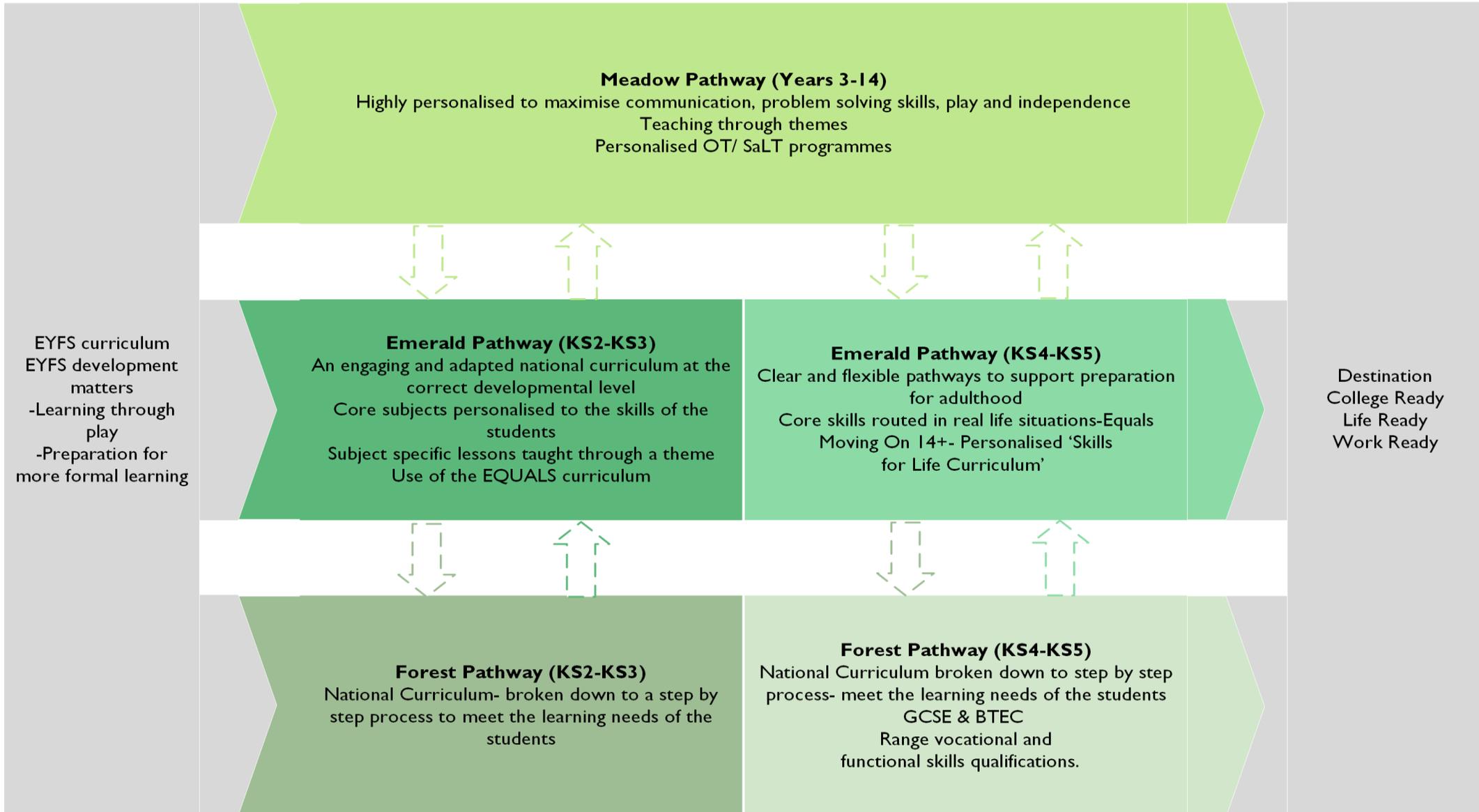


Kerri Wiseman
Business Manager

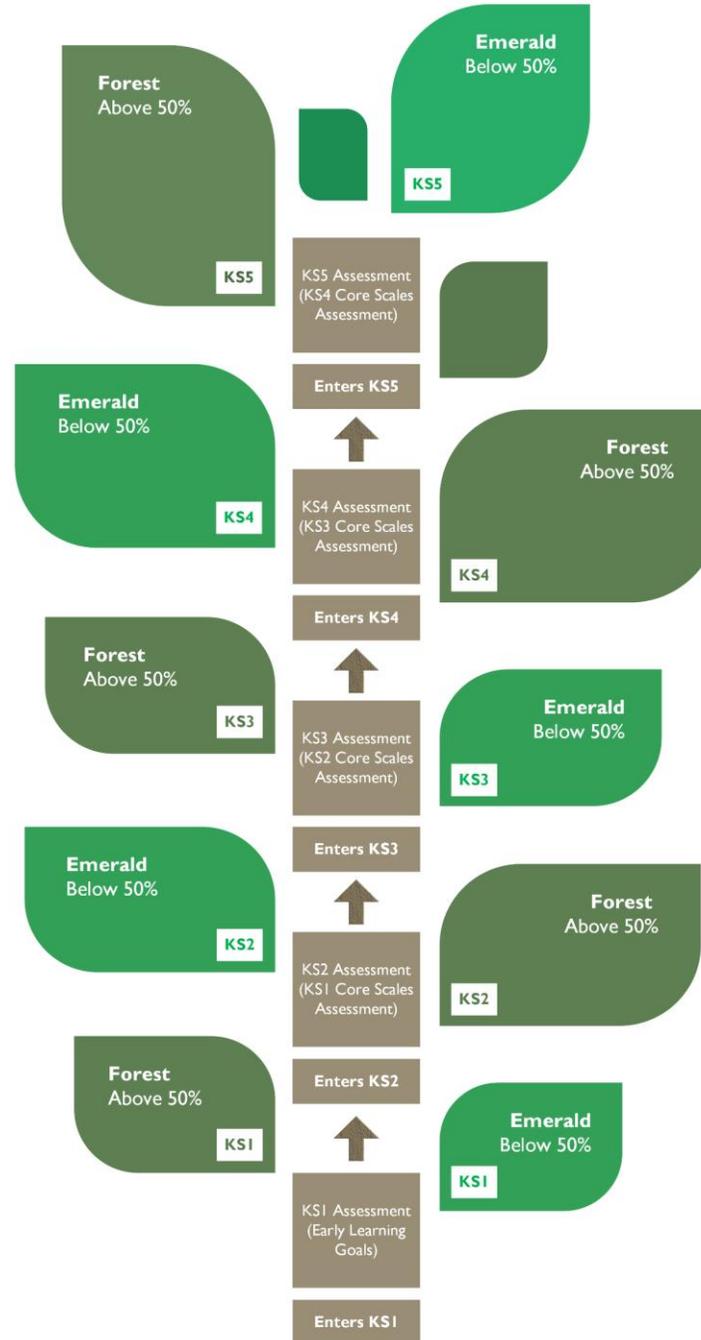
Curriculum



OAK TREE
SCHOOL

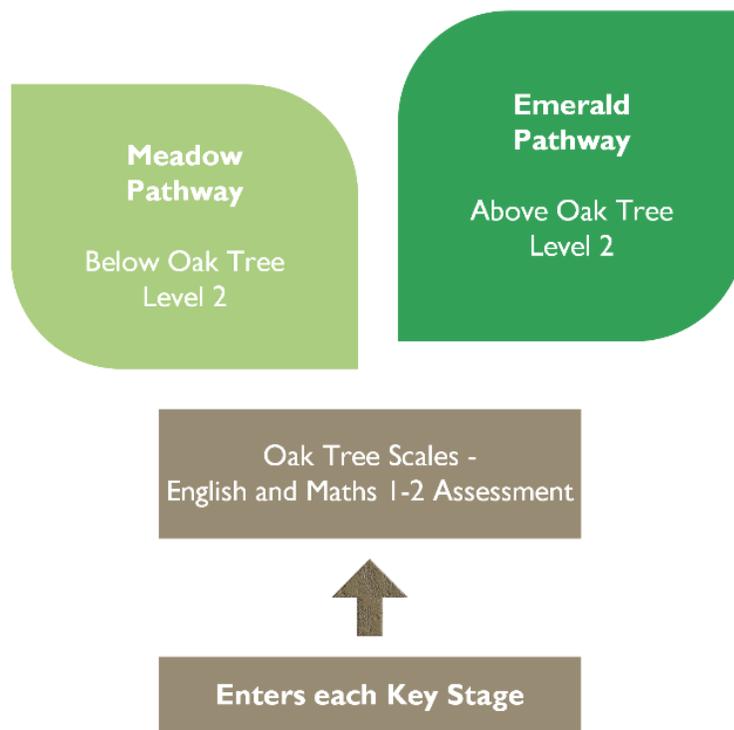


Forest/ Emerald



Curriculum

Emerald and Meadow Baseline Assessment Pathway



Timetable

Primary	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00	Breakfast club				
9:00-9:15	Circle Time/ ready to learn	Circle Time/ ready to learn	Circle Time/ ready to learn	Circle Time/ ready to learn	Circle Time/ ready to learn
9:15-9:30	Attention Autism	Attention Autism	Attention Autism	Attention Autism	Attention Autism
9:30-10:00	Reading/ Phonics	Reading/ Phonics	Reading/ Phonics	Reading/ Phonics	Reading/ Phonics
10:00-10:15	Snack / My Independence	Snack / My Independence	Snack / My Independence	Snack / My Independence	Snack / My Independence
10:15-10:30	Playtime				
10:30-10:35	Sensory circuits	Sensory circuits	Sensory circuits	Sensory circuits	Sensory circuits
10:35-11:05	My Communication, Language & Literacy	My Communication, Language & Literacy	My Communication, Language & Literacy	My Communication, Language & Literacy	My Communication, Language & Literacy
11:05-11:35	My Thinking: Maths	My Thinking: Maths	My Thinking: Maths	My Thinking: Maths	My Thinking: Maths
11:35-11:55	My Play & Leisure	My Play & Leisure	My Play & Leisure	My Play & Leisure	My Play & Leisure
11:55-12:00	My Independence/getting ready for lunch				
12:00-12:20	Lunchtime				
12:20-12:50	Outside play				
12:50-13:00	My Independence				
13:00-13:30	Relaxation/Yoga	Relaxation/Yoga	Relaxation/Yoga	Relaxation/Yoga	Relaxation/Yoga
13:30-2:00	My Creativity: Art/Drama/Music	Physical Development	My Independence: Cooking (kitchen)	The World About Us: Geo/Hist/RE (Topic) OUT IN THE COMMUNITY	Enrichment
2:00-2:15	Activity break	Activity break	Activity break	Activity break	Activity break
2:15-2:45	My Creativity: Art/Drama/Music	My Thinking: Science	My independence	The World About Us: Geo/Hist/RE (Topic) OUT IN THE COMMUNITY	Golden Time
2:45-3:00	Reflection / Reading				

Timetable

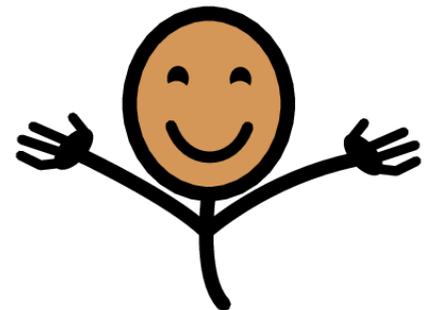
Secondary- Forest	Monday	Tuesday	Wednesday PPA:	Thursday	Friday
8:30-9:00	Breakfast club				
9:00-9:30	Tutor time (CLL/ PD focus)	Enrichment day -Cooking activities -Sports activities -Arts and crafts -Horticulture activities -STEM learning			
9:30-10.30	Maths	Maths	Maths	English	
10:30-10:45	Playtime/Snack				
10:45-11:30	English	English	English	Maths	Enrichment day (as above)
11:30-12.20	Science	PE	Performing Arts	Science	
12:20-12:40	Lunchtime sitting 1				
12:40-1.05	Outside play				
1.05-1.35	Form activities				
1:35-2:00	Personal Development	Science	Music	PE	Maths
2:00-2:45	RE	DT	ASDAN challenge	Art	Golden Time
2:45-3:00	Reflection / Reading				

Timetable

Secondary- Emerald	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00	Breakfast club				
9:00-9:30	Tutor time (CLL/ PSHE focus) <i>*Soft start- allowing children to spend time throughout the school to ensure they are regulated</i>	Tutor time (CLL/ PSHE focus)	Tutor time (CLL/ PSHE focus)	Tutor time (CLL/ PSHE focus)	Enrichment day -Cooking activities -Sports activities -Arts and crafts -Horticulture activities - STEM learning
9:30-10.30	My Thinking - Maths/ Literacy <i>*This will be around the child's interests for example learning through sports</i>	My Thinking - Maths/ Literacy	My Music/Drama (Creative Arts) <i>*Berkshire Maestros and Make sense theatre company</i>	My Thinking - Maths/ Literacy	
10:30-10:45	Playtime/Snack				
10:45-11:30	World I live in: Humanities <i>*Journey around the world/ understand the world around them- ensuring it is meaningful</i>	My Physical Well- Being	My Outdoor School - Horticulture activities	World I live in: Humanities	Enrichment day (as above) <i>*Children will move between activities each week</i>
11:30-12.20	World I live in: Science	My Communication	My Physical Well-Being <i>*Dance groups- developed by dance teacher coming into the school</i>	My Communication	
12:20-12:40	Outside play				
12:40-1.05	Lunch time sitting 2				
1.05-1.35	Form activities - PSHE				
1:35-2:00	My Communication - <i>*Debating/ talking about the world around them/ philosophy/ story telling</i>	My Yoga / Arial yoga	Out in the community <i>*Time out to develop travel training and life skills and generalizing skills taught from core subjects</i>	Food tech / life skills	ASDAN/ BTEC Challenge
2:00-2:45	My Art	My Independence: RSE		World I live in: Science	Golden Time
2:45-3:00	Reflection / Reading				

Tailored to each class/ child

- Regulation time- movement breaks/sensory garden/ sensory room
- Shorter lessons/ activities
- Reward time
- Regulation time- sensory garden/ sensory room
- My Independence time- Increased
- Communication and Language- reading/ comprehension or functional communication

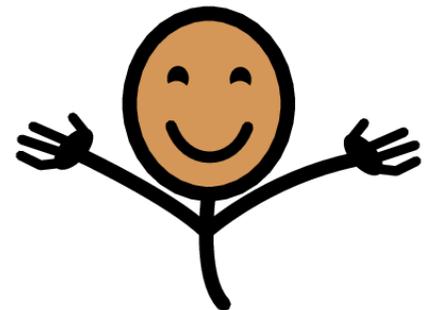


Curriculum

- Year 7- begin BTEC- all levels differentiated
 - Work skills
 - Personal Growth and wellbeing
- Year 9- all children achieve at **least** entry level 1. Moving onto level 1/2 or GCSEs- core subjects
- Later specialisms- BTEC Catering, PE, Land based studies, Dance, Music and D of E

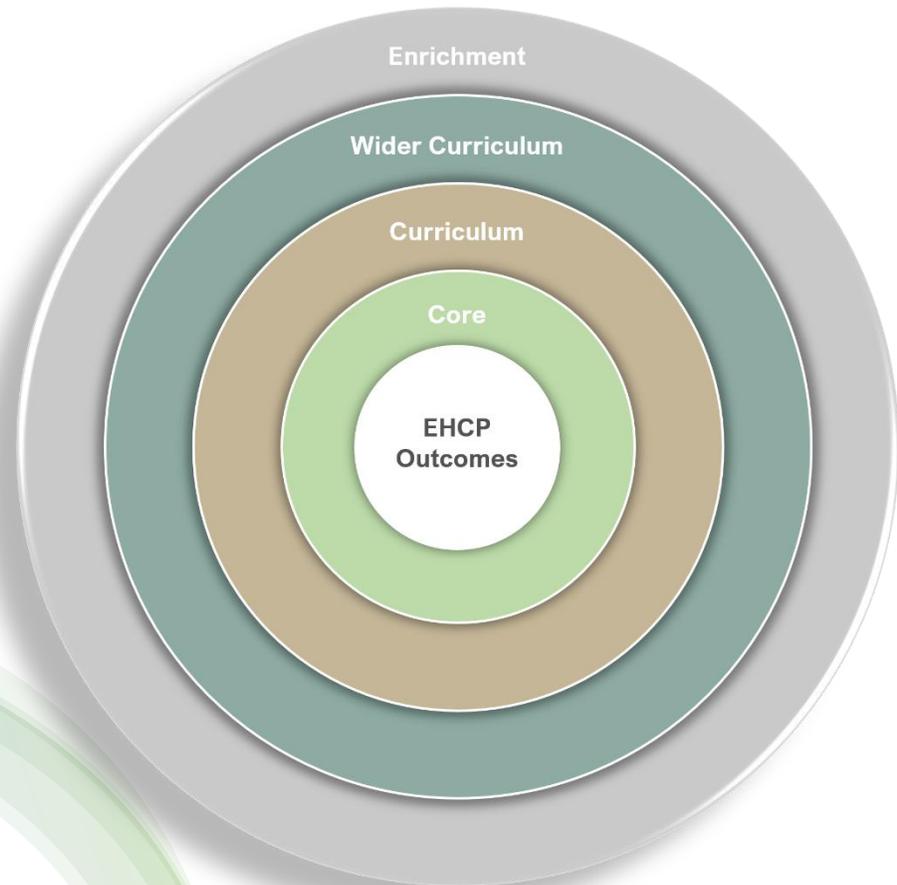
Curriculum

- Thera-build approach
- Rebound therapy
- Arial Yoga
- Canine Therapy
- SaLT/ OT
- Behaviour intervention meetings and plans





Personal Development



Core

- PSHE lesson
- RSE lesson
- Personal Learning Intention Maps

Enrichment

- Parent Workshops
- Student Council
- Healthy lifestyles week
- Anti bullying week
- Charity Events
- Assemblies
- Berkshire Maestros
- Supported Internships
- Proms
- Clubs
- Residential
- House Captains
- Oak Tree Dance
- SOS feeding therapy
- Mental Health Support
- Youth Council
- Projects
- Make/ Sense Theatre
- Performances
- STEAM week

Curriculum

- Maths
- EYFS
- Communication and Language
- Literacy
- Science
- PE & Physical Development
- Music
- Art
- Drama
- Dance
- Science
- Preparation
- Moving on 14 + Curriculum
- Personalised Skills for life
- EQUALS curriculum

Wider Curriculum

- BTEC- PGWB, Work skills
- City & Guilds- Hospitality/ Horticulture
- Functional Skills
- Work Placement
- Work Ready Days
- Work Experience
- OT/ SALT/ physio
- Out in the community trips
- Activity week
- Gird
- Market day stalls
- Arts award
- Sensory Circuits
- Duke of Edinburgh
- Girls group



Oak Tree Approaches

Communication

All pupils must have:

1. A motivation (a reason) for communicating
2. A means (a method) of communicating
3. Someone (a partner or partners) to communicate to.

Because these three are SO fundamental, we have set them out as the 3Ms - motivation, means and mate.

10 forms of communication including:

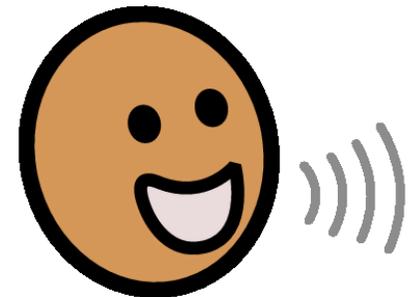
Imperative communications

Dynamic communications

Narratives

Formal social interaction

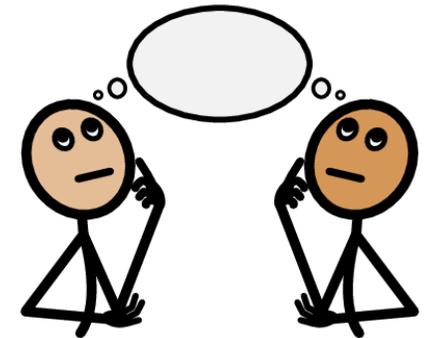
Peer to peer communications



Oak Tree Approaches

Thinking and Problem solving

- **TIER 1 - Memory building**
 - Introduce the task.
 - Repeat the task so that learners understand what is required to complete the task.
- **TIER 2 Sabotage!! - Recognition of a problem**
 - The learner needs to recognise that something is different or that a required element of the task is not to hand.
 - The LEAST that should happen is asking for help from a member of staff.
- **TIER 3 Independent solutions**
 - Recognise the problem and that the problem can be resolved without asking a member of staff for help
 - Evaluate this one solution
 - Question whether the same problem can be avoided in the future.
- **TIER 4 Generalisation**
 - Recognise that a solution to a similar but unrelated problem can be adapted
 - Recognise that there may be several possible solutions to the problem, including asking peers for help
 - Evaluate whether the solution chosen was the best one.
- **TIER 5 Self-belief and self-confidence**
 - Be secure in their choice of solution even when challenged by a member of staff or someone the learner considers to be in authority
 - Recognise that there might be no solution and be secure in this choice when challenged
 - These might be considered to be higher order or problem solving skills but they are essential in the long term to truly enable learners to be independent.



Oak Tree Approaches

Play and Leisure

For those who are at the earliest stages of intellectual development, play, and playing games 'are not time out from real work; they are the most intensive developmental work you can do' (Nind and Hewett, 2001; p66).

Functions Of Play

- experience interaction with others
- learn about social interaction
- practice and develop social communication
- encourage in the making of friendships
- learn new skills in a safe environment
- explore own body and senses
- develop kinaesthetic senses
- explore the surrounding world
- develop a safe understanding of emotions of both self and others • develop fine and gross motor skills
- develop flexibility of thought
- develop Theory of Mind
- develop Central Coherence



Oak Tree Approaches

Therapeutic Approach

Oak Tree School recognises that our pupils may have experienced a form of trauma and therefore struggle to access the curriculum provided.

For these pupils we will ensure:

- Multidisciplinary team approach with parental input
- Transition support and plan including home visits and support
- Low demands
- Input is based around PLIMS



Personal Learning Intention Maps (PLIMS)

<p>My Communication - Communication and Interaction</p> <p>I will be able to be an active participant in a conversation with a peer, taking on board their views</p>	<p>My Thinking - Cognition and Learning</p> <p>I can complete a short activity not of my choosing with a motivating next step</p>	<p>My World Around Me - Community and Independence</p> <p>I will prepare myself for the day, knowing which belongings to pack.</p>
<p>My Creativity</p> <p>I can use the correct tools to tolerate touching different materials</p>	 <p>OAK TREE SCHOOL</p>	<p>My ICT</p> <p>I will order the shopping from the supermarket website</p>
<p>My Body & Independence - Sensory and Motor</p> <p>I will be able to use appropriate sensory strategies from my personal toolbox in relation to the Zone of Regulation that I am feeling</p>	<p>My Play & Leisure Social Emotional and Mental Health</p> <p>I can work cooperatively with a peer to complete a given task</p>	<p>My Personal Development</p> <p>I can follow instructions to be a class helper</p>

Personal Learning Intention Maps (PLIMS)

from dependent		INDEPENDENCE				to independent	
Child completes the task independently							
I gave my child support throughout the task. I did this by using spoken help/hand gestures/guiding him/her using my hand.		I still needed to give my child help, but it was less so than before. I can see he/she needs less support.			I only needed to give minimal support for my child to complete the task independently. He/she needs more practice though to ensure he/she is secure in completing the task.		My child can complete the task without my help. I may give spoken encouragement, but I do not need to give any prompts/help related to steps of the task.
1	2	3	4	5	6	7	8
9		10					
from approximate		FLUENCY				to accurate	
Child reaches a level of mastery combining speed and accuracy							
My child's skill is approximate (inexact) and in order for him/her to succeed, the task has been broken down/heavily adjusted.		My child's performance in the task is more purposeful and coordinated but isn't accurate enough to be successful in the task.			My child starts the task with little hesitation. His/her skill level is accurate enough to succeed in the task, but there is still ways in which could improve in it.		The skill is smooth and accurate. There are no 'minor improvements' to be made.
1	2	3	4	5	6	7	8
9		10					
from inconsistent consistent		MAINTENANCE				to	
Child maintains competency over time through repetition. He/she remembers how to do a task after a break							
The skill has been observed on one occasion only.		The skill is observed on more than one occasion but only intermittently/from time to time.			The skill is reliably repeated but may need refreshing after my child has not completed the task in a while.		The skill has been consolidated and maintained over time. It is remembered after a break.
1	2	3	4	5	6	7	8
9		10					
from single context context		GENERALISATION				to many	
Child achieves mastery in different settings or contexts with different stimuli or different people							
My child can demonstrate the skill in one single environment, with the same person/people.		The skill is repeated but with some minor changes in where/when and who he/she does it, and the materials/resources we use.			The skill is demonstrated in different places with different people, with different resources or materials.		My child can adapt the skill when we are in a new situation that changes the demand of the task.
1	2	3	4	5	6	7	8
9		10					



Personal Learning Intention Maps (PLIMS)

<p>My Communication - Communication and Interaction</p> <p>I will be able to be an active participant in a conversation with a peer, taking on board their views</p>	<p>My Thinking - Cognition and Learning</p> <p>I can complete a short activity not of my choosing with a motivating next step</p>	<p>My World Around Me - Community and Independence</p> <p>I will prepare myself for the day, knowing which belongings to pack.</p>
<p>My Creativity</p> <p>I can use the correct tools to tolerate touching different materials</p>		<p>My ICT</p> <p>I will order the shopping from the supermarket website</p>
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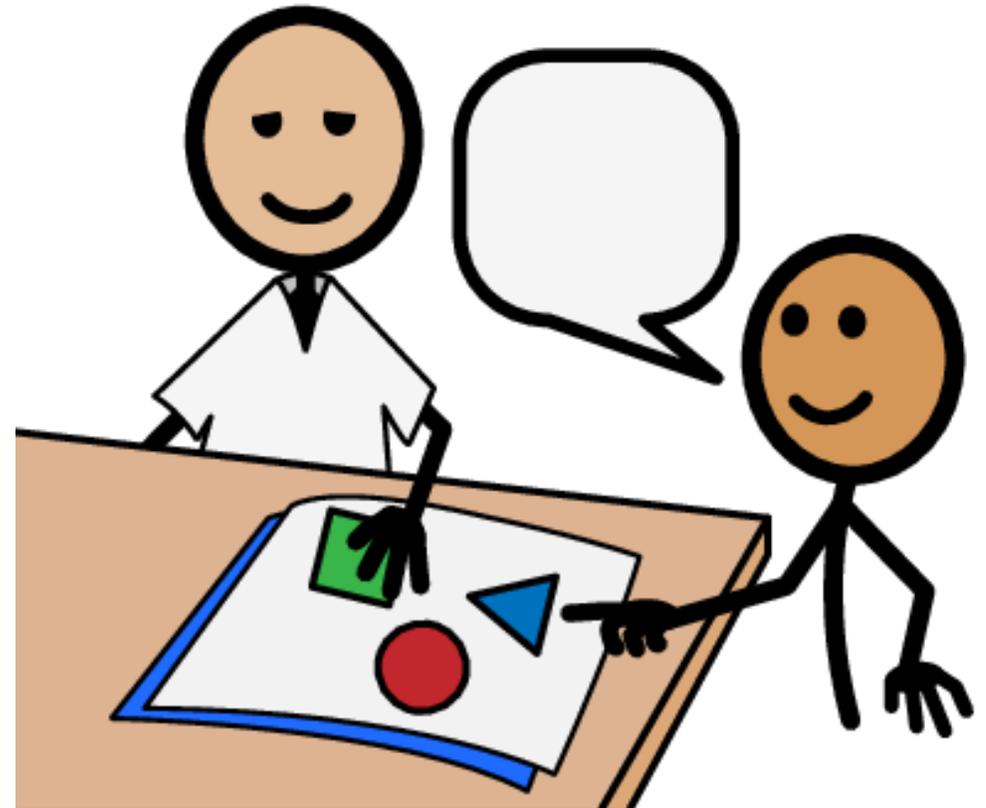


OAK TREE
SCHOOL

Nurturing potential, encouraging independence



MAIDEN ERLEGH
TRUST



Speech and Language
Therapy provision



Chloe Jenner

Speech and Language Therapist

Working full-time, Monday-Friday, at Oak Tree School

Email:

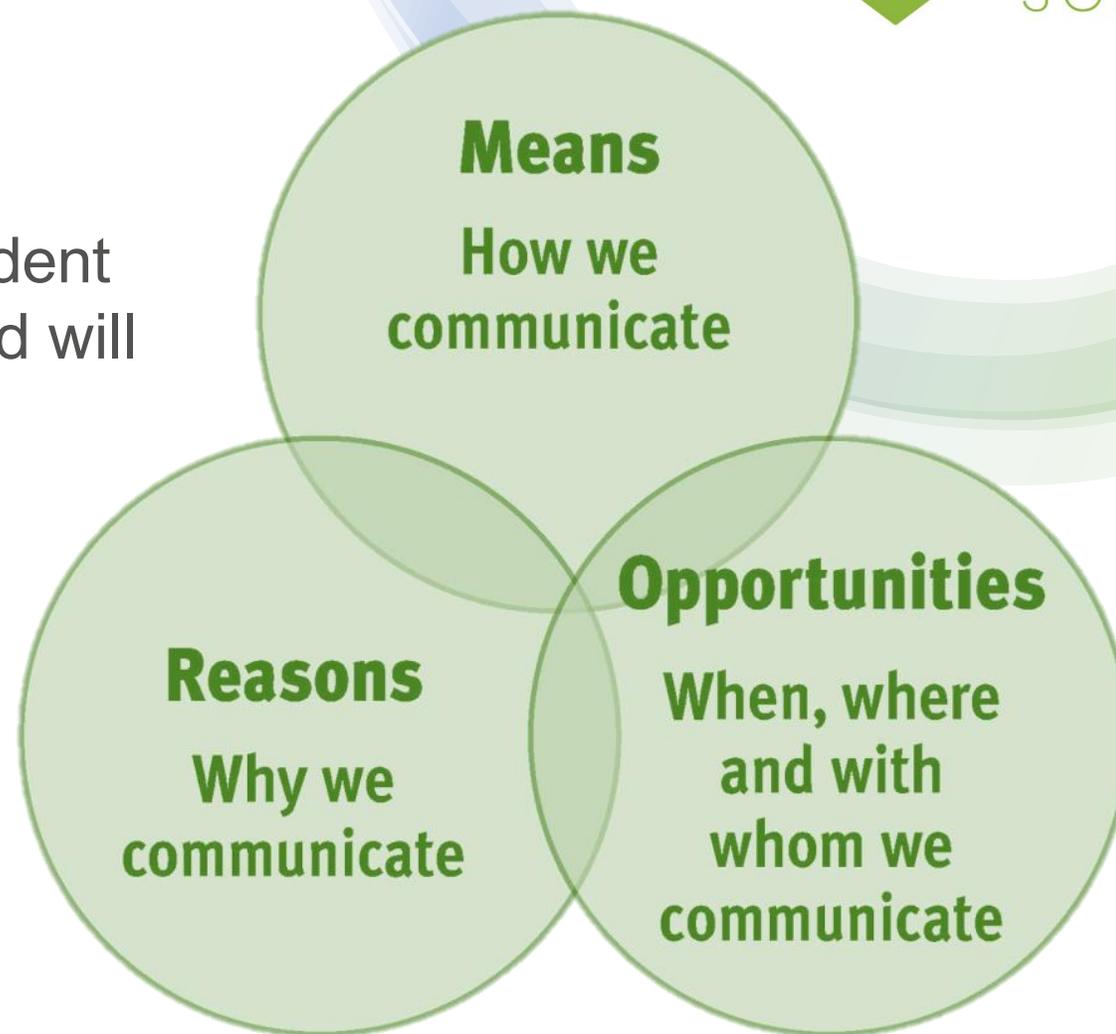
c.jenner@maidenerleghtrust.org

SaLT input will be person-centred, strengths-based and play-based (experiential).

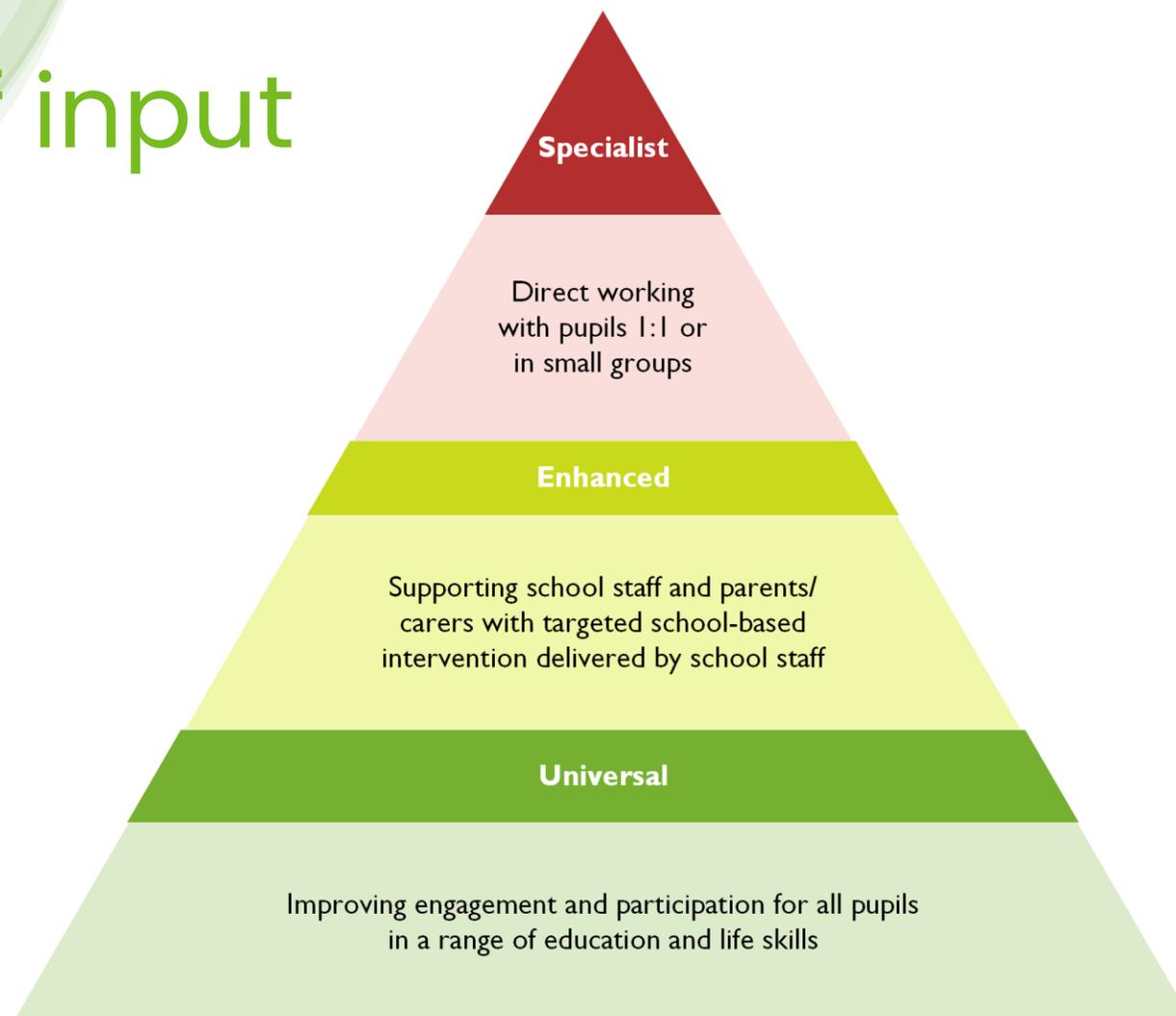
SaLT aim

All students will become independent and functional communicators and will be able to communicate

- What they want
- To whoever they want
- Whenever they want
- Wherever they want
- However they want

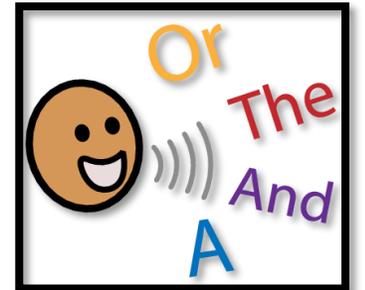
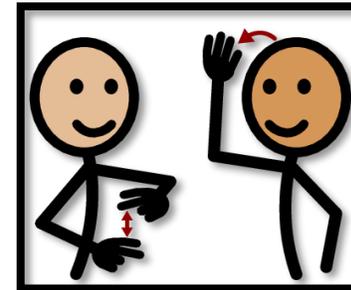
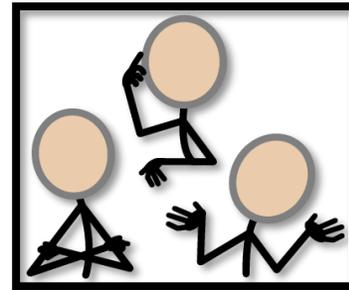
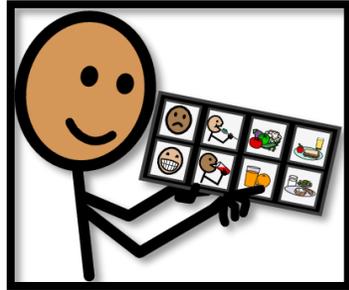
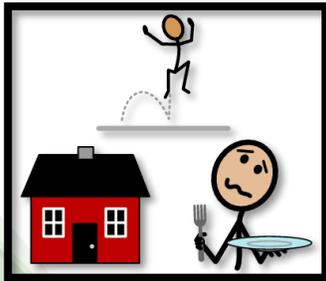


Tiers of input



Universal provision

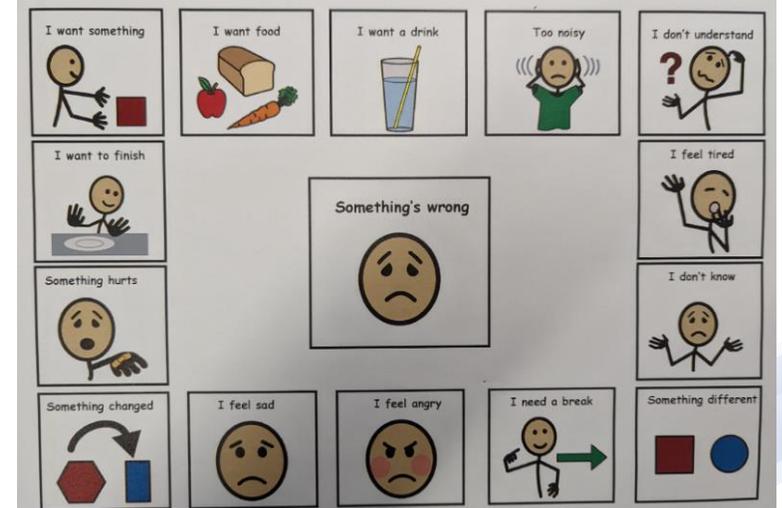
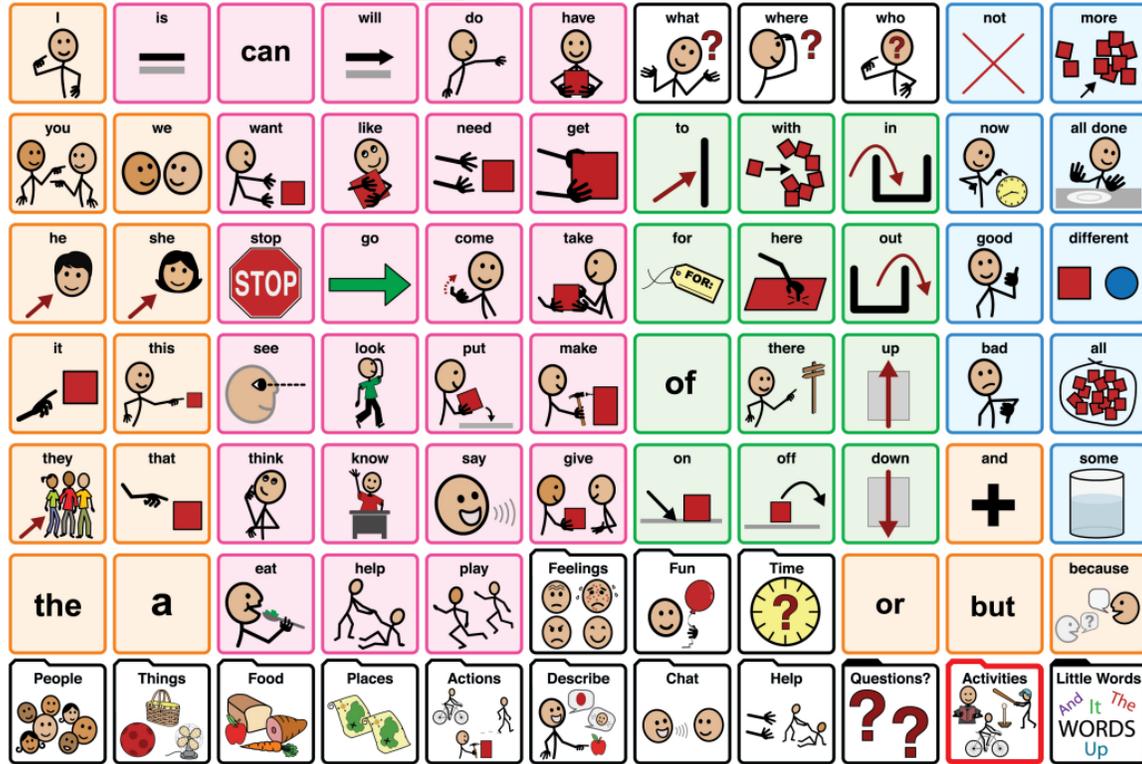
- Curriculum design.
- Communication Friendly Environment.
- Total Communication Approach - children at Oak Tree will highly benefit from visuals.
- Staff training and implementation of taught approaches into everyday practise.



Uses for a Total Communication Approach

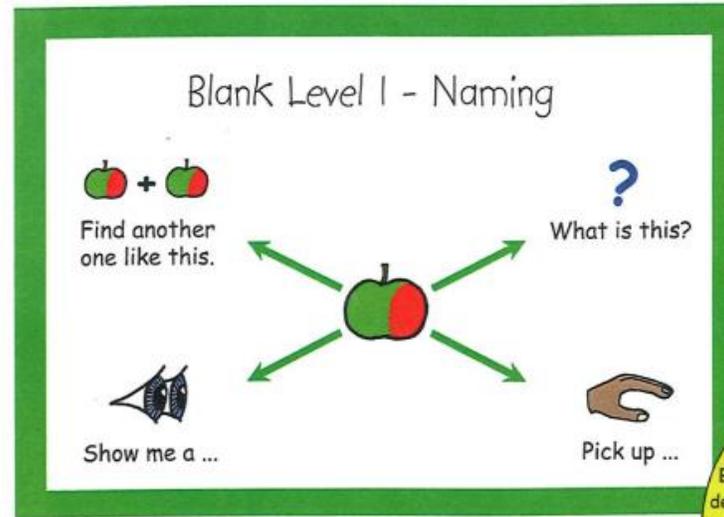
Difficulties with communication	Difficulties with emotional regulation
Understanding of language	Anticipation of change
Helps with processing	Helps with processing
Supports attention	Clear instructions
Alternate and additional ways to communicate	Alternate ways of communicating needs

Total Communication Approach



BLANKS Levels

Blank Level 1 - Naming



Find another one like this.

What is this?

Show me a ...

Pick up ...

The diagram shows a central apple with four arrows pointing outwards to these four prompts. Above the apple is a plus sign and two smaller apples. To the left is a hand icon, and to the right is a question mark.

Blank Level 2 - Describing



Function - Show me something you eat?
- You cut an apple with a _____

Who?

What... doing?

Where?

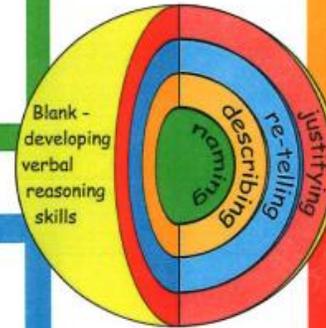
Things together -

Sorting - Tell me another fruit

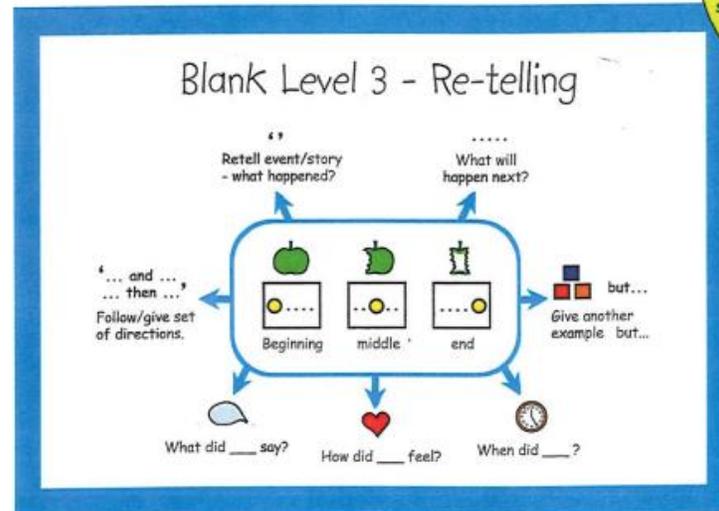
Describing words

Colour? Size? Texture? Shape? Quantity?

The diagram features a central person eating an apple. Arrows point from this person to various prompts: 'Who?', 'What... doing?', 'Where?', 'Function...', 'Things together...', and 'Sorting...'. Below these, a box labeled 'Describing words' has arrows pointing to 'Colour?', 'Size?', 'Texture?', 'Shape?', and 'Quantity?'. To the right, there are icons of a fork and knife, and a small grid of colored squares.



Blank Level 3 - Re-telling



Retell event/story - what happened?

What will happen next?

Follow/give set of directions.

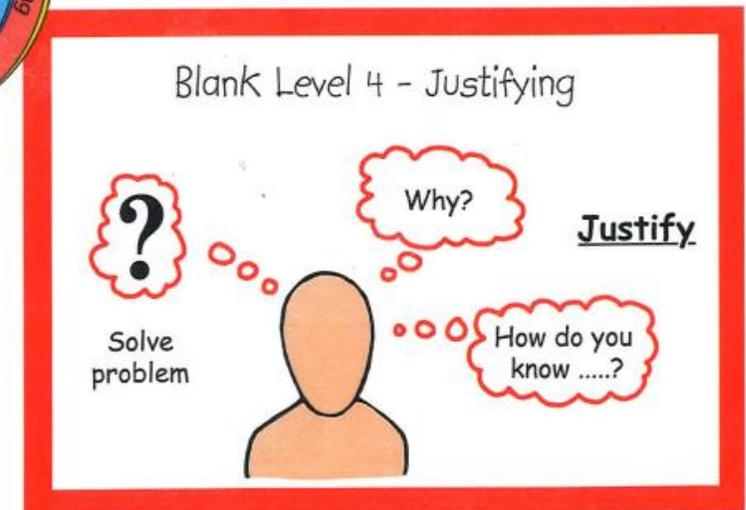
Beginning middle end

Give another example but...

What did ___ say? How did ___ feel? When did ___?

The diagram shows a central box divided into three sections: 'Beginning' with an apple, 'middle' with a leaf, and 'end' with a clock. Arrows point from this box to various prompts: 'Retell event/story...', 'What will happen next?', 'Follow/give set of directions.', 'Give another example but...', 'What did ___ say?', 'How did ___ feel?', and 'When did ___?'. There are also icons of a hand, a heart, and a clock.

Blank Level 4 - Justifying



Solve problem

Why?

Justify

How do you know?

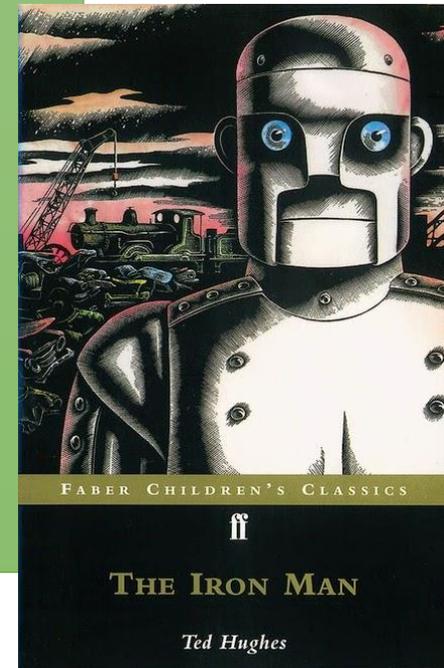
The diagram shows a person's head with three thought bubbles. One bubble contains a question mark and the text 'Solve problem'. Another bubble contains 'Why?'. A third bubble contains 'How do you know?'. The word 'Justify' is written to the right of the person.

BLANKS Levels

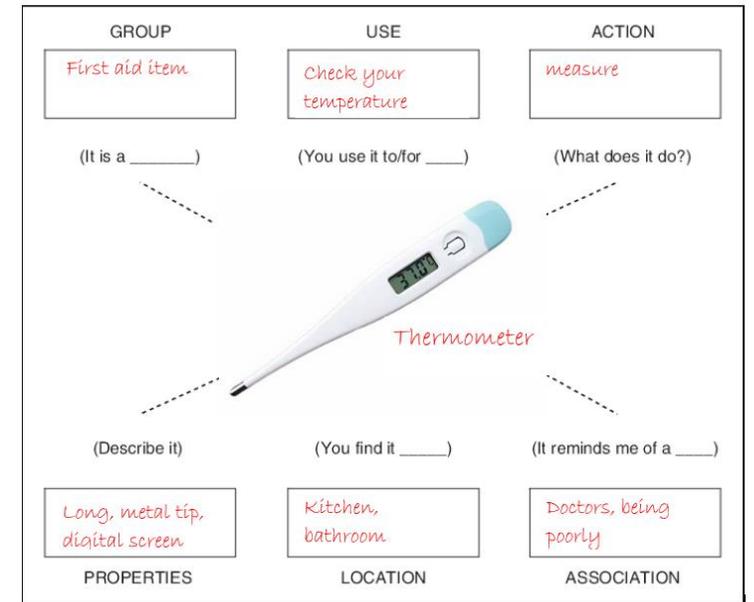
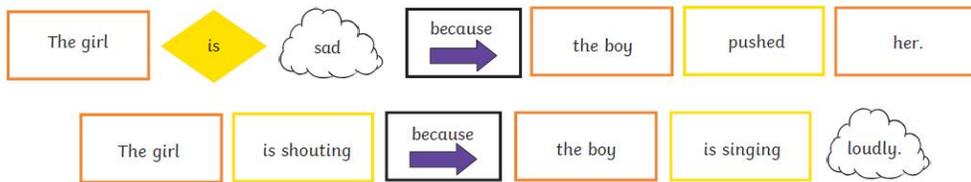
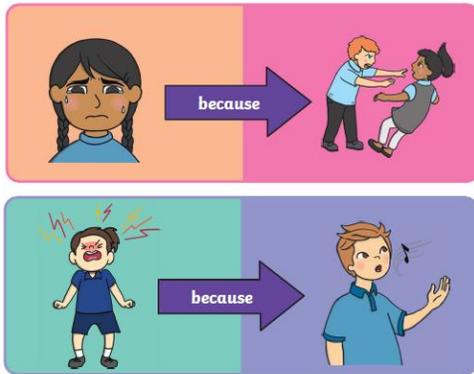


OAK TREE
SCHOOL

Level 1	Level 2	Level 3	Level 4
Who is that?	What colour is the digger?	What's going to happen next?	How else could they move the earth?
Show me the digger	How many farmers are there?	What might the Iron Man be feeling now?	Why does Hogarth feel guilty?
Point to the stars	What is the Iron Man doing?	How are the owl and the mouse the same?	What would happen if the farmers' plan does not work?
	What is pushing the earth?		



Enhanced provision - examples for secondary



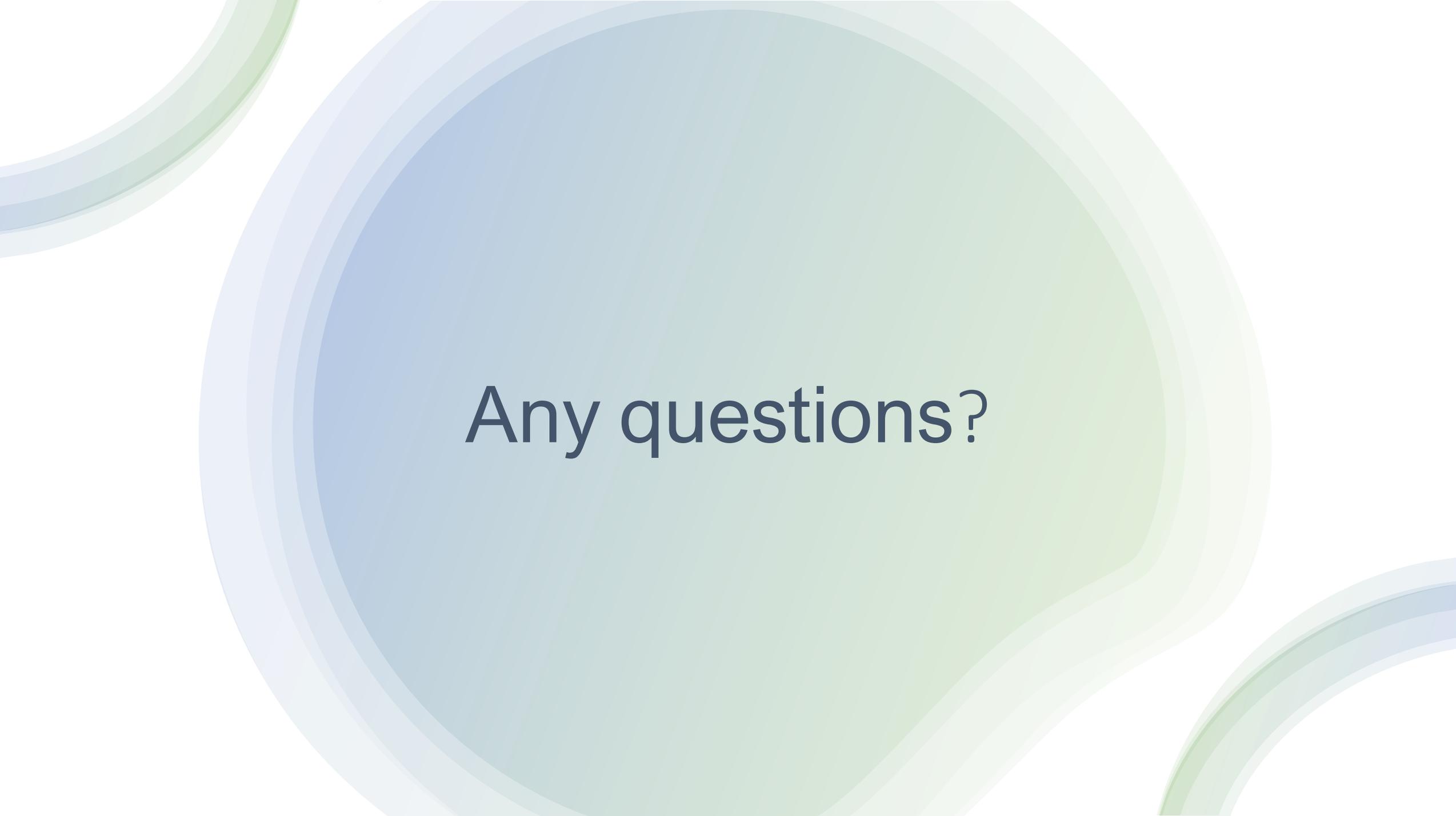
1. Hello 	2. I want to buy this please 	3. Listen for price 
4. Hand over money 	5. Take your change 	6. Thank-you 

Specialist provision

1:1/pair intervention as specified in their EHCP.

Students may be eligible for blocks of specialist provision, based on:

Where the therapist's expertise together with the agent of change will significantly support the student's development.	The need for developing new skills in a 1:1 environment before generalisation in class.
The need for highly specific intervention not deliverable by class teams.	The student presents with Speech Sound Disorder or very delayed speech sound patterns.



Any questions?