



'The quality of
education is
outstanding and life
changing'

Ofsted, March 2019



Welcome

Welcome to Oak Bank School.

This is a happy, vibrant school with a wonderful energy to it. We believe that in order for a school to be successful it must be a motivating, happy and safe place to be. However, we make no excuses for having high expectations of both our staff and pupils! We encourage and nurture a strong sense of partnership between the school and the family and these things lie at the heart of pupil's journey, happiness and success at Oak Bank. Our aim is to make a difference for every child and we constantly pursue opportunities to help pupils grow, be prepared for their life in the future.

Oak Bank is situated in Leighton Buzzard; Central Bedfordshire, we are an Outstanding SEMH (Social, Emotional and Mental Health) Special School catering for up to 127 pupils from Year 5 up to Y13. Every Pupil has an EHCP (Education, Health and Care Plan).

Our School Aims are:

- to offer a safe and supportive environment within which pupils can develop to their full potential and live healthy, rewarding and independent lives;
- to maintain a positive school culture where pupils are motivated and challenged by high expectations and success is consistently celebrated;
- to provide exceptional expertise in assessing progress and recognising the smallest steps as well as large jumps in learning, and in using assessment to guide teaching directly;
- to provide highly effective and indispensable teamwork across the school community in which varied skills combine and best practice is readily shared;
- to promote the provision of ambitious and exciting opportunities through well-designed and individualised curriculum arrangements;
- to be widely recognised as a specialist centre where information, training and support is shared with parents, other schools, professionals and the wider community;

We hope the information provided in this pack helps answer some of the initial questions you may have about the school. If you would like further information, you can visit our website (www.oakbank.beds.sch.uk) where you find video and further information or don't hesitate to contact the school directly.

How Oak Bank can meet identified SEMH need?

At Oak Bank School your child will receive support to increase their engagement in learning this is underpinned by a whole school ethos characterised by:

- Every child being respected and treated as an individual
- being allowed
- All staff knowing children
- Incorporating restorative approaches, a focus on understanding not blame
- Continuous improvement, growth mind-set ethos
- Empowering pupils to take responsibility for their learning and preparing young people to be independent
- An environment that is predictable and reliable
- A holistic, interdisciplinary approach
- Activities designed to promote strong relationships with peers and staff
- Activities that are relevant to pupils

We achieve this by having small class sizes, a highly supervised environment, a high staff to pupil ratio and by building positive professional relationships.

School Ethos

The school aims to provide a positive school experience, good and mutually trusting relationships with staff, a safe, secure environment where routines are predictable, based on general principles of positive living, consideration for others, self-understanding and the cultivation of constructive interests.

We aim to create a nurturing environment, based on Maslow's hierarchy of need and the understanding of all staff that meeting basic needs ensures pupils are ready for learning.

All pupils are allocated a Keyworker, a trusted adult with whom pupils can build a positive relationship. This person is a consistent adult in the school whom pupils have regular access to, who lets the pupils they support know that they care.

Pupils start the day by being offered breakfast and an opportunity to talk with their Keyworker. The Keyworker can then determine if the pupil needs additional support or an adjustment made to their day.

Promoting good behaviour choices

'The system to manage pupils' behaviour is highly effective. Staff apply the rules and expectations consistently. Rewards are highly sought after and valued by pupils. As a result, most pupils make exceptional personal progress over time'. Ofsted April 2019

The implementation and consistent application of a behaviour policy based on positive behaviour management supports pupils in learning how to effectively manage their behaviour. Consequences of behaviour are clear and consistent. Monitoring of behaviour is through BehaviourWatch, which gives immediate feedback to staff and pupils to ensure consequences can be put in place quickly. Visual

reminders are promoted throughout the school. An enrichment programme daily linked to the behaviour policy helps pupils see immediate reward for positive engagement, behaviour and learning.

The Curriculum

‘The curriculum is interesting and wide-ranging. The external provisions pupils attend are thoughtfully matched to their interests’. Ofsted April 2019

The Curriculum at Oak Bank supports our vision to provide outstanding education, which is child-centred. Our fundamental belief is that every pupil has the potential for growth. We believe that by having high expectations and aspirations, all our pupils can learn and achieve. We aim to provide a curriculum that allows pupils the opportunity to learn and develop in a supportive and creative environment, in which there is a focus on recognising achievement and supporting progression and in which pupils feel safe and are happy. It aims to promote the social, moral, spiritual and cultural development of the pupils as well as their intellectual and physical development. We want our curriculum to engage pupils as active participants in their education.

The school is committed to providing a broad and balanced curriculum, based on the National Curriculum for those pupils of compulsory school age. This is blended with opportunities for pupils to develop functional skills, social, emotional and independence skills and skills for working life as appropriate in line with the 14-19 Curriculum.

Key Stage 2 is a supportive setting that seeks to prepare children for Oak Bank school life. Classes are small and are supported by key specialised teaching staff with a breadth of primary school experience. There is a great emphasis on the development of language and communication, which is modelled by the whole staff team. Fun and enjoyment of learning is of high priority. The approach to teaching in all subject areas is to praise effort and engagement above attainment. We aim to develop a ‘Growth Mindset’ over a ‘fixed mindset’ in our young learners. As the children learn academically and socially they develop confidence, become responsive to others, learn self-respect and take pride in behaving well and in achieving.

In Key stage 3 we transition from the primary setting into the main school. Pupils are supported in their move towards a main school timetable. This is done by expanding the breadth of discrete subjects, increasing the variety of staffing and the teaching areas used.

This process is conducted with careful consideration as our year 7’s become more subject conscious. They will have learnt classroom expectations and will have increased their self-confidence as learners.

Year 8 and 9 develops subject knowledge across a broad range of subjects. Pupils are encouraged to explore their potential. Often gaining specialised subject knowledge in these years leads to potential pathways at Key Stage 4. High expectations are set for attainment outcomes using available data and progress at Key Stage 3.

Key Stage 4

In Key Stage 4, pupils focus on acquiring specialist knowledge and accredited outcomes in order to prepare for their next steps in education, training or employment. The Government require young people to either:

- stay in full-time education, for example at a college
- start an apprenticeship or traineeship or
- spend 20 hours or more a week working or volunteering, while in part-time education or training

In order to prepare for these next steps, all pupils in Key Stage 4 are expected to follow an accredited programme in all subjects to give them the widest variety of options at the end of Year 11.

In Key Stage 4, all pupils follow a curricular pathway which is then personalised to meet both their needs and future aspirations.

Key Stage 5

‘Students have aspirational and highly personal learning plans so that they can excel. They are provided with a highly personalised curriculum that meets their needs, providing suitable challenge and a clear progression pathway. Consequently, students who remain at the sixth form make consistently good and better progress’. Ofsted April 2019

In Key Stage 5 we provide a supportive education for our students wishing to continue their progress into adulthood. We help students to make positive contributions to their personal life, family and community.

By providing a continuation of our strong education and pastoral support we can give the appropriate students a more positive start to further education, skills for employment and life. Sixth Form students have access to accredited courses and learning which includes GCSE’s and recognised vocational qualifications to provide them with employment opportunities.

Personal Development

Personal development is an important component of Sixth Form. We recognise that students have reached a milestone in their lives where an independent lifestyle beckons. Becoming a well-rounded individual is about more than acquiring qualifications. Our curriculum at this stage is highly personalised and all students will engage with programmes that support their independence, social interaction and opportunities for recreation.

Personal property

All our pupils are advised not to bring personal items with them into school.

However, if pupils do bring in any personal items we will look after them for the time they are in school. When the pupils arrive in the morning they will be asked to hand over any personal belongings e.g. phone, keys, money. This also includes any forbidden items e.g. cigarettes. Items will then be locked away labelled with the pupil's name and kept secure for the day. Any items of outdoor clothing will also be hung up and locked in the pupil's cloakroom.

All items will be returned at the end of the day, unless confiscated for any reason, in which case items will be kept in the school safe until a parent or carer is able to collect in person.

Transport

There is no automatic entitlement for pupils with an Education, Health and Care Plan. However, transport may be provided by the local authority if you live further than the statutory walking distances which are:

2 miles from the school if they are under 8

3 miles from the school if they are 8 or older

The statutory walking distances are measured by the shortest available walking route.

If your child lives under the statutory walking distance but their needs would mean it was unsafe for them to walk even when accompanied by an appropriate adult, then transport may also be provided.

If you need to contact School transport please use the following contact details. Transport Commissioning and Entitlement Team.

Tel: 0300 300 8339

Email: school.transport@centralbedfordshire.gov.uk

Staff List 2022-2023

Senior Leadership Team

Peter Cohen	Executive Head
Philip Collier	Head Teacher
Rachael Freer	Deputy Head
Samantha Bowen	Deputy Head
Samantha Clayton	Assistant Head/Head of 6th Form, Post 16, External Provision and Voc. Ed

Extended Leadership Team

Stephanie Carty	Chief Financial Officer
Chris Evans	Site Manager
Martine Phillips	Head of CEIAG and Qualifications
Jan Redding	Outreach & Strategy Lead
Christine Longfils	Senior Teacher/Head of English
Victoria Doughty	Senior Teacher/SENCo

Teaching Staff

Mohammad Amir	Vicki Kemp
Steve Ball	Brian Lalor
Paul Batchelor	Anna Larkins
Edward Berko	Laura Lavery
Catherine Billingham	Angelo Lazzara
Pete Blaxley	Kayleigh Neale
Steven Brinkman	Chris Polley
Hayley Brooks-Lampard	Lisa Record
David Chapman	Muhammad Shah
Hayley Chewter	Nick Sheldon
Katie Draper	Jamie Stead
Liz Goldney	David Trendell
Stephen Heavisides	Charlie Warby
Claire Kelly	

Teaching Assistants

Amanda Aleong	Bailey Hearne
Azim Begum	Sacha Hitchman
Michelle Billington	Charmaine Isley
Donna Cole	Daniel Jenkins
Amber Cootes	Maia Johnson
Laura Coppin	Lisa Kearney
Kirsty Cristofoli	Delia King
Michael Davis	Kaydia Lister-Seaton
Sophie Day	Sarah McLynn
Kimberley DeNoronha	Mike Parkes

Sarah Dias
Melania Dobroaia
Lisa Downing
Conor Drosihn
Carly Dyer
Elizabeth Fitzgerald
Samantha George

Johanna Sach
Abigail Sheppard
Chiler Spackman
Hannah Sweeney
Jackie Turner
Matthew Wainer
Morgan Winter

Home Tutor/External Staff

Lisa Baker
Tamara Gordon
Terri Smith
Linda Callaghan
Sarah Drake-Hammond

Home School Tutor
Home School Tutor
Home School Tutor
External Provision Support
External Provision Support

Behaviour Support Team

Rachael Pirotta
Wesley Nottingham
Curtis Cutler
Sam Hubbard
Shaun Nottingham
Samantha Tansley
Abbi-Louise Halfpenny
Katherine Feander

Operational Behaviour Lead
Lead House Behaviour Support Worker
Behaviour Support Worker
Behaviour Support Worker
Behaviour Support Worker
Behaviour Support Worker
Behaviour Support Worker
Lead KS2 Behaviour Support Worker

Office/Support

Amanda Taylor
Nikki Beaney
Susie Bigrave
Lynette Grogan
Michael Gurney
Dave Marden
Terena Connolly
Marion Kilner
Julie Drosihn
Diane Rankin

External Provision, CEIAG, Post 16, and Exams Coordinator
Office Administrator
Finance Assistant
Human Resources Manager
ICT Technician
ICT Technician
Kitchen Manager
Kitchen Assistant
Office Administrator
Office Administrator

Safeguarding and Student Support Team

Hayley Blount
Rory Day
Heather Ellams
Jacqui Sewell
Olivia Goldney
Leanne Cresswell

Safeguarding Lead Professional
Deputy Safeguarding Officer
Intervention Coordinator
Intervention Coordinator
Autism Support Worker
Family Engagement Officer

Ian Ball
Amy Knight
Stephen McConnell
Dr. Faye Bellanca

Well-being Mentor
Well-being Mentor
Pastoral Manager & Enrichment Lead
Clinical Psychologist

Facilities/Cleaners

Lewis May
Kodone Blount
Alisha Coull
Kyle Cutler
Mandy Harris
Chad Killoran
Felicity Wren

Site Supervisor
Cleaner
Cleaner
Cleaner
Cleaner
Cleaner
Cleaner

Structure of the School Day

	Monday - Thursday		Friday		
Time	Mins	Activity	Time	Mins	Activity
9.45-10.10	25	Breakfast/Key worker	9.45-10.10	25	Breakfast/Key worker
10.10-10.50	40	Lesson 1	10.10-10.50	40	Lesson 1
10.50-11.30	40	Lesson 2	10.50-11.30	40	Lesson 2
11.30-12.10	40	Lesson 3	11.30-12.10	40	Lesson 3
12.10-12.30	20	Lunch sitting 1	12.10-12.30	20	Lunch sitting 1
12.10-12.50	40	Lesson 4A	12.10-12.50	40	Lesson 4A
12.50-1:10	20	Lunch sitting 2	12:50-1:10	20	Lunch sitting 2
12.30-1.10	40	Lesson 4B	12.30-1.10	40	Lesson 4B
1.10-1.50	40	Lesson 5	1.10-1.20	10	Tutor
1.50-2.25	35	Lesson 6	1.20-3.00	100	Enrichment
2.25-3.00	35	Enrichment			

School Uniform

We are proud of our school and as such we expect all pupils to wear our school uniform.

- White polo top with the school badge
- Navy V-Neck jumper with the school badge or
- Navy V-neck Cardigan with the school badge
- Black school trousers (No jogging bottoms or denim)
- Plain black school shoes or black trainers

PE Kit

- Navy polo top with school badge
- Black tracksuit bottoms
- Black Shorts (optional)
- Black lightweight jacket (optional)
- Appropriate trainers

Level 2

Level 2 pupils will initially wear the same uniform as above with the badge indicating Level 2 status; we have agreed for any girls that reach Level 2 they will also be able choose to wear black skirt and thick black tights.

We provide all pupils with their first 2 polo shirts, a choice of outer garment and PE Kit free of charge.

If you require further uniform, you can download a form on the website (Parent's Section) and send it into the school office or speak to your child's Keyworker.

Lunch arrangements

All pupils are welcome to eat lunch in the school dining room; either their own packed lunch or a meal provided by the school's catering staff. School lunches are charged at £1.80 per day (£9 per week). Payment must be made to the school office at the start of every week in cash, or cheque payable to 'Oak Bank School'.

Key stage 2 pupils eat in their own area.

Arrangements can be made for pupils requiring a special diet for health or religious reasons and a vegetarian meal is always available.

Free School Meals

Your child will get a free school meal if you receive a qualifying benefit, and your child is either at school, studying in further education or at a Sixth Form college.

Qualifying benefits to receive free school meals

The qualifying benefits to receive free school meals for children in Year 3 and over are:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part IV of the Immigration and Asylum Act 1999
- The Guarantee element of State Pension Credit
- Child Tax Credit (provided you are not also entitled to Working Tax Credit, and your annual gross income does not exceed £16,190 as assessed by Her Majesty's Revenue and Customs)
- Working Tax Credit run-on (paid for 4 weeks after you stop qualifying for Working Tax Credit)
- Universal Credit (during the initial roll-out of this benefit)

How to apply for free school meals

If you think you meet the free school meals eligibility criteria, you need to call the Local Authority on 0300 300 8306. When you call to apply for free school meals, please have the following information ready:

- National Insurance numbers and dates of birth for you and your partner
 - Dates of birth for your children
 - If you receive support from the National Asylum Support Service, your NASS number
-

Medication in school

To ensure the information we have in school remains up to date and accurate we ask all parents and carers of children with a medical condition to help us by completing a Medication Information and Record Form for their child.

Please make sure you inform us of any changes to your child's medication or medical condition. This includes any changes to how much medication they need to take and when they need to take it.

Paracetamol

In order to administer Paracetamol, we must have written authorisation from the child's parent/carers. If we do not gain written authorisation, we will be unable to administer the medication.

The school can supply the paracetamol, but any other medication must be supplied by the parent/carers with the pupil's name clearly printed on the box.

The information provided will be kept confidentially in school.

How to contact us

Oak Bank School
Sandy Lane Leighton
Buzard Bedfordshire
LU7 3BE

Telephone: 01525 374559

Email: schooloffice@oakbank.beds.sch.uk

In the first instance please contact the school by the details above, which is the main school office.

If you would like to speak to your child's Keyworker or a specific teacher, please ask the office staff.

If you would like to come into school to see to speak to a member of staff, please make an appointment with the school office.

Out of school hours there is an answer machine on the above number.

Teacher to Parent Call

The school uses Teacher to Parent Call to make first day responses or to send relevant information and messages to you; these will come to your mobile phone via text message. If we have your email address we will also send this information via email.

Information about the school can also be found on our School website page and Facebook.



'Pupils rebuild their trust and desire to learn. They flourish, gaining confidence and self-esteem'

Ofsted, March 2019



'Adults are highly trained to meet the needs of individuals. Many go above and beyond the expectations of their roles to ensure that pupils attend school and achieve extremely well'

Ofsted, March 2019

Sandy Lane, Leighton Buzzard,
Bedfordshire, LU7 3BE

T: 01525 374 559 F: 01525 850 482

E: schooloffice@oakbank.beds.sch.uk

W: www.oakbank.beds.sch.uk