

# Chestnut

Oakwood's Designated Provision (DP)



# Oakwood Academy

Part of **KINGS ACADEMY TRUST**

# Process

Why

- Understand pupil cohort (SEND and associated learning characteristics)
- Establish Vision and Intended outcomes

## Vision determines the destination

'Goal oriented mental construction that guides people's behaviour. Vision is a picture of the future for which people are willing to work' (Seeley, 1992)

How

- Strategies to support the intended outcomes
- Curriculum, Phases, Structure and Coverage/Appropriateness

**Culture is what gets you to your destination**  
Culture happens every day, is modelled and demonstrates values.  
Staff collectively enact the vision through collaboration

What

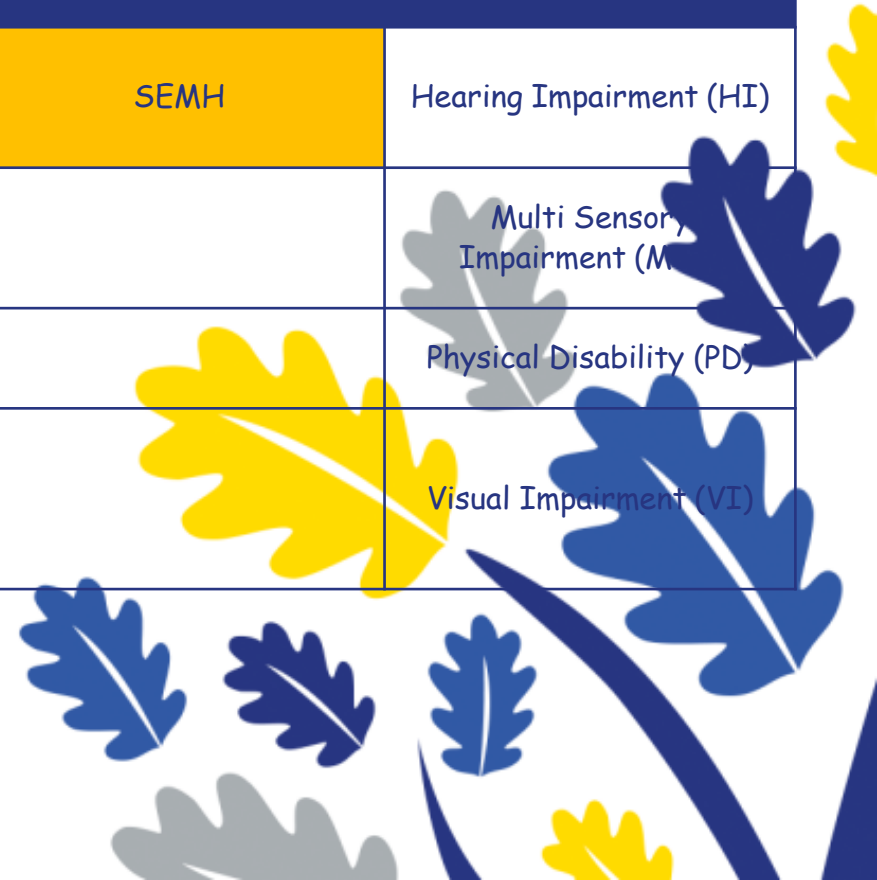
- Lessons
- Interventions



# Introduction

- Children's SEN are generally thought of in the following four broad areas of need and support. These are:
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health
  - Sensory and/or physical needs
- However, individual children often have needs that cut across all these areas and their needs may change over time. For instance, speech, language and communication needs can also be a feature of a number of other areas of SEN, and children with an Autism Spectrum Disorder may have needs across all areas

Cognition and learning (C & L)	Communication and interaction (C & I)	Social, emotional and mental health (SEMH)	Physical / medical and sensory (PMS)
Profound and Multiple Learning Difficulties (PMLD)	Autism Spectrum Condition (ASC)	SEMH	Hearing Impairment (HI)
Severe Learning Disability (SLD)	Speech, Language and Communication Needs (SLCN)		Multi Sensory Impairment (MSI)
Moderate Learning Disability (MLD)			Physical Disability (PD)
Specific Learning Difficulty (SPLD) - i.e. ADHD, Dyslexia and Dyspraxia			Visual Impairment (VI)



# The Teachers Guide to SEND (Natalie Packer Book)

For each area of need, some of the more common characteristics and associated behaviours a pupil *MAY* display are highlighted, as are some of the difficulties they *MAY* face.

The purpose of highlighting potential barriers to learning is in order to use this information as a starting point to gain a good understanding of each child in order to develop their individual capacity to learn.

ASC is a complex lifelong development disorder that affects the way a person experiences that world around them, communicates and related to others.

It is thought of in terms of a continuum, ranging from mild to severe and can affect individuals in many different ways.

**Did you know? Statistics vary but boys are at least four times more likely than girls to be identified with ASD. However, it is believed that ASD is under-diagnosed in females.**



# The Teachers Guide to SEND (Natalie Packer Book)

Each young person with autism is unique. However, they do tend to have difficulties in three main areas:

- **Social interaction** – this includes problems with recognising and understanding the feelings of other people and with managing their own feelings.
- **Social communication** – this can include difficulties with using and understanding verbal and non verbal language such as gestures, eye contact, facial expressions and tone of voice.
- **Social imagination** – This includes the ability to understand and predict other people's intentions and behaviour or to imagine situations outside of their own experience. This can lead to a lack of flexibility in thinking and behaviour. This makes it challenging for pupils to cope with new and unfamiliar situations.



# Vision (why)

To cultivate a nurturing and inclusive environment where every pupil feels understood, supported, and empowered to thrive academically, emotionally, and socially.

## Intended outcomes

- **Improved Emotional Regulation:** Pupils will develop strategies to regulate their emotions effectively, reducing instances of anxiety, stress, and emotional dysregulation.
- **Increased Engagement and Participation:** Pupils will demonstrate increased engagement with learning activities and greater participation in classroom and social interactions..
- **Enhanced Social Skills:** Pupils will develop and strengthen their social skills, including communication, collaboration, and conflict resolution, leading to improved peer relationships and social integration.
- **Reduced School Avoidance:** Students will experience a reduction in school avoidance behaviours, feeling more comfortable and confident in attending school regularly and engaging in learning activities.
- **Improved Attendance:** The provision area will contribute to improved overall attendance rates as students feel supported and motivated to attend school regularly.
- **Academic Progress:** Pupils will make measurable academic progress, achieving their learning goals and reaching their full potential academically, supported by tailored teaching approaches and interventions.
- **Increased Self-Esteem and Confidence:** Students will develop a positive sense of self-esteem and confidence in their abilities, recognizing and celebrating their strengths and achievements.



# The Curriculum Intent

## Ambitious and broad curriculum offer

Core lessons - provide an ambitious academic curriculum so that students can access a wide range of qualifications that can support and impact on their further education and employability.

Foundation subjects - to ensure that we have a broad and balanced offer for our students to build upon students strengths and interests to inspire them to hold high aspirations for their future

Intervention - addressing gaps in education development (literacy and numeracy skills)

Personalized Learning Plans - outlining specific learning goals, accommodations, and support strategies tailored to their needs and abilities.

## Therapeutic curriculum

Emotional regulation techniques and intervention

Structured social skills training targeting specific social skills deficits commonly associated with SEMH and ASC, such as initiating conversations, interpreting social cues, and resolving conflicts.

Increased Self-Esteem and Confidence through off site educational trips and visits (focus on OAA)

## Life skills and readiness for transition

Practical life skills curriculum covering essential skills for independent living, employability, healthy living including personal hygiene, household management, money management, time management, and organization.

Inclusion and partnership development with the aim of preparing pupils for a range of future destinations



# Curriculum Structure

KS3  
Core lessons  
Foundation lessons  
Intervention / Catch up  
KS4  
Vocational options  
choices  
Appropriate  
examinations and  
transition pathways

Academic  
Curriculum

Therapeutic  
Curriculum

Life skills  
curriculum

Regular off site local community  
opportunities covering essential skills  
for independent living

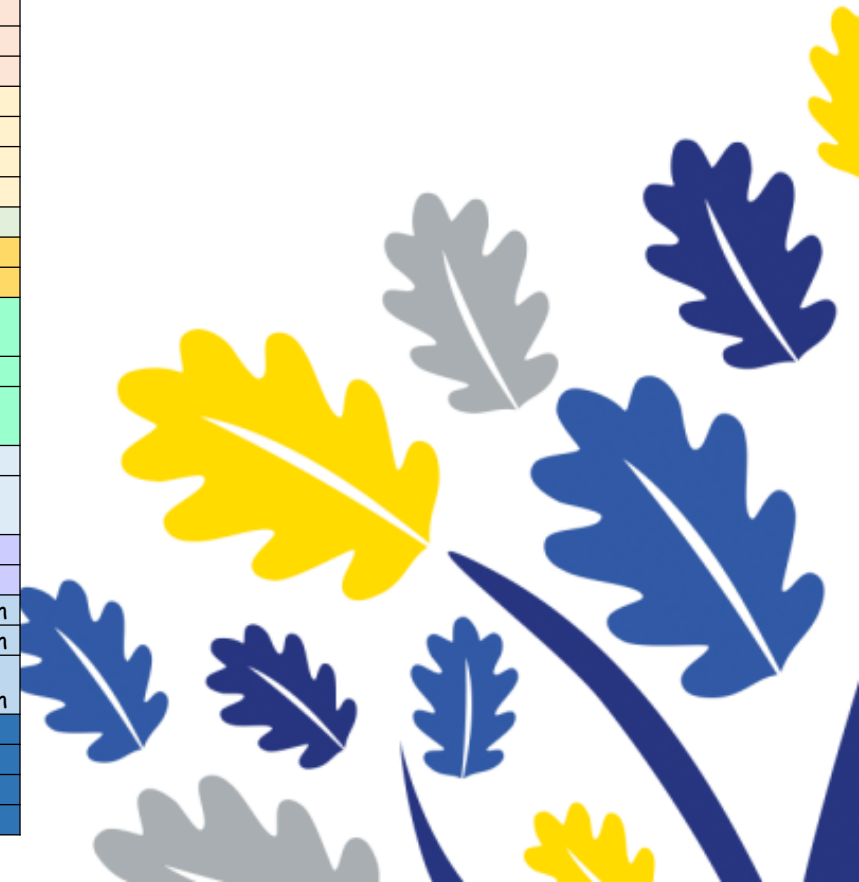
Direct Therapy  
Holistic support -

- 1 - structured social skills training  
targeting specific social skills  
deficits commonly associated with  
SEMH and ASC
- 2 - Emotional regulation techniques  
and intervention



# Curriculum Diet

	Willows F/Willows s P	7S / 7F	7P / 7M	8S / 8F	8P / 8M	9S /9F	9P / 9M	Chestnut KS3	10S / 10F/ 10P	10M	11S / 11F/ 11P	11M	Chestnut KS4	
1	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
2	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
3	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
4	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
5	Maths	Eng	Maths	Eng	Maths	Eng	Maths	Eng	Eng	Maths	Eng	Maths	Maths	
6	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	
7	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	
8	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	
9	Sci	Maths	Science	Maths	Science	Maths	Science	Maths	Maths	Science	Maths	Science	Science	
10	Sci	Science	Science	Science	Science	Science	Science	Science	Science	Maths	Science	Maths	Science	
11	Sci	Science	Science	Science	Science	Science	Science	Science	Science	Science	Science	Science	Science	
12	Phonics	Science	Comp	Science	Comp	Science	Comp	Science	Science	Science	Science	Science	Science	
13	Phonics	Science	Art	Science	Art	Science	Art	Science	Science	Comp	Science	Comp	Comp	
14	Phonics	Comp	Hum	Comp	Hum	Comp	Hum	Foundation subjects	Science	PD	Science	PD	PE	
15	Phonics	Art	Hum	Art	Hum	Art	Hum		Comp	PD	Comp	PD	PE	
16	PE	Hum	MFL	Hum	MFL	Hum	MFL		Interven- tion	RE	Interven- tion	RE	Opt 1	
17	PE	Hum	Music	Hum	Music	Hum	Music		PD	PE	PD	PE	Opt 1	
18	Hums (1.5)	Interven- tion	PD	Interven- tion	PD	Interven- tion	PD		PD	PE	PD	PE	Opt 1	
19	PD	MFL	PD	MFL	PD	MFL	PD		RE	Opt 1	RE	Opt 1	Opt 2	
20	MFL	Maths Int	PE	Maths Int	PE	Maths Int	PE		PE	Opt 1	PE	Opt 1	Opt 2	
21	Music	Music	PE	Music	PE	Music	PE		PE	Opt 1	PE	Opt 1	Opt 3	
22	Comp	PD	RE	PD	RE	PD	RE		Intervention	Opt 1	Opt 2	Opt 1	Opt 2	Opt 3
23	RE	PD	Tech	PD	Tech	PD	Tech		Intervention	Opt 1	Opt 2	Opt 1	Opt 2	Intervention
24	Art	PE	Tech	PE	Tech	PE	Tech	Intervention	Opt 1	Opt 3	Opt 1	Opt 3	Intervention	
25	Tech (1.5)	PE	Tech	PE	Tech	PE	Tech	Intervention	Opt 2	Opt 3	Opt 2	Opt 3	Intervention	
26	n/a	RE	Phonics	RE	Phonics	RE	Phonics	Enr	Opt 2	Phonics	Opt 2	Phonics	Enr	
27	n/a	Tech	Phonics	Tech	Phonics	Tech	Phonics	Enr	Opt 3	Phonics	Opt 3	Phonics	Enr	
28	n/a	Tech	Phonics	Tech	Phonics	Tech	Phonics	Enr	Opt 3	Phonics	Opt 3	Phonics	Enr	
29	n/a	Tech	Phonics	Tech	Phonics	Tech	Phonics	Enr	Careers	Phonics	Careers	Phonics	Enr	



# Assessment - RARPA

We aim to use the following B Squared frameworks to measure progress in the therapeutic and life skills curriculum

- Autism progress framework -  
<https://drive.google.com/file/d/1n2dM7AW-pxbNff6wQoet4OAnZeF2eAP-/view?usp=sharing>
- Preparing for adulthood -  
<https://drive.google.com/file/d/1njL4dtNqpz6WICuiih1ky5bwRC5Y8yv1/view?usp=sharing>

Pupils are assessed via the current systems and processes for the academic curriculum

- Oakwood Learning Stages (OLS)
- *\*note we need to schedule time for core HOD to assess pupils learning in Chestnut*



# Progression Frameworks Comparisons

OLD NC / P Levels		Oakwood Learning Stages	B Squared framework - Progression Steps
EP		OLS 9	Secure
			Developing
			Emerging
NC 8		OLS 8	Secure
			Developing
			Emerging
NC 7		OLS 7	Secure
			Developing
			Emerging
NC 6	a	OLS 6	Secure
			Developing
			Emerging
NC 5	b	OLS 5	Secure
			Developing
			Emerging
NC 4	c	OLS 4	Secure
			Developing
			Emerging
NC 3	a	OLS 3	Secure
			Developing
			Emerging
NC 2	b	OLS 2	Secure
			Developing
			Emerging
NC 1	c	OLS 1	Secure
			Developing
			Emerging
P8		SS	PS 3
P7			PS 2
P6		WT	PS 1
P5			
P4			
P3			
P2			
P1			