



Great Oaks  
College



Your *Future*, Your *College*, Your *Way*.



Prospectus

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# Welcome to Great Oaks College

Great Oaks College was established to provide extended educational opportunities to young adults who have severe learning difficulties. Here at Great Oaks College, our expert team of staff strive to provide each student with a bespoke package of education. We use an extensive range of specialist teaching techniques, therapy programmes and an ambitious curriculum to support our students to achieve their Preparation for Adulthood Goals as set out in their EHCPs.

Our educational programmes are designed to prepare students for active lives, furthering opportunities available to them through increased independence and communication skills.

We aim to ensure that by the time students leave education, they have the skills to take their place in society as confident, resilient young adults, who can live active lives in accordance with their goals and aspirations.

You are most welcome to come and view the innovative work that takes place within the outstanding facilities of our college. We look forward to meeting you and to becoming a part of your important journey into adulthood.

To arrange a tour of our college, in which we will be able to answer any questions you may have, please email our Transitions Coordinator, Balwinder Sandhu  
admissions@greatoakscollege.com

**Nickyie Thomas**  
*College Principal*



## Our Values :

 **Aspirations**

 **Collaboration**

 **Independence**

 **Integrity**

 **Respect**

 **Compassion**

## Our Vision :

To be **aspirational** so that our students recognise that they have control over their future and should be able to work towards leading meaningful lives as their formal education concludes.

To be **independent** so that they can live with less support and have more control over their daily choices and activities. To build on a student's individual strengths and personal qualities in an environment that promotes independence and self esteem.

To have **respect** for themselves and each other, so that as they take their place in society, they understand how they should be treated and how to treat others. To enable our students to transition to post education life with the skills, knowledge and values to be part of their local community and to become a valued citizen.

To work in **collaboration** with students, their families, therapists, and multiagency professionals to ensure our students access the best package of education to prepare them for their adult life.

To work with **integrity** to provide our students with a robust education, reliable support, and realistic advice to enable them to raise and reach their aspirations.

To support students and their families with **compassion**, so their transition from education into adulthood is well planned, supported, and successful.





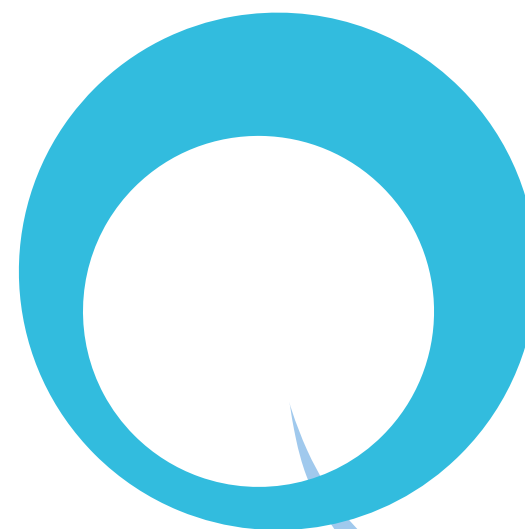
# Engagement for Life

The Engagement for Life Pathway consists of three differentiated course groups to suit learners with a range of complex physical, sensory and cognitive needs. We support students to access the world around them and to make purposeful decisions about their lives. Engagement for Life offers two two-year courses.

All three of our course groups benefit from high staffing ratios, allowing for a highly person-centred approach to learning. Where appropriate, our staff will make this support more discreet,

in order to empower our students to be as independent as possible. We use a variety of specialist programmes and strategies to support learning including Makaton, Intensive Interaction, TaSSeLs Tactile Signing, Objects of Reference, sensory diets, sensology, music cues and other sensory interventions.

Our curriculum is designed to offer students a range of meaningful activities and experiences through which they can make progress towards their EHCP outcomes, therefore supporting their transition to life after college.



The course includes sessions focused on communication, PSHEC, ICT (Environmental Control), accessing the community, personal hobbies and interests and the arts. Embedded throughout our curriculum is an emphasis on communication and recognising students as unique individuals. We use a highly sensory approach to support engagement and promote lifelong learning. All students have individualised Speech and Language and Occupational Therapy programmes which are designed by therapists and are delivered daily by the highly trained staff within their classrooms.

## FACILITIES:

- Personalised classrooms designed to inspire active learning and communication
- Adapted sensory equipment in our outdoor areas
- Hydrotherapy pool
- Tracking hoists in each classroom and all areas students will access
- Fully adapted and accessible changing areas
- Dedicated sensory rooms
- Use of a brand new minibus to access the community





# Engagement Course Groups

## COMMUNICATION AND ENGAGEMENT

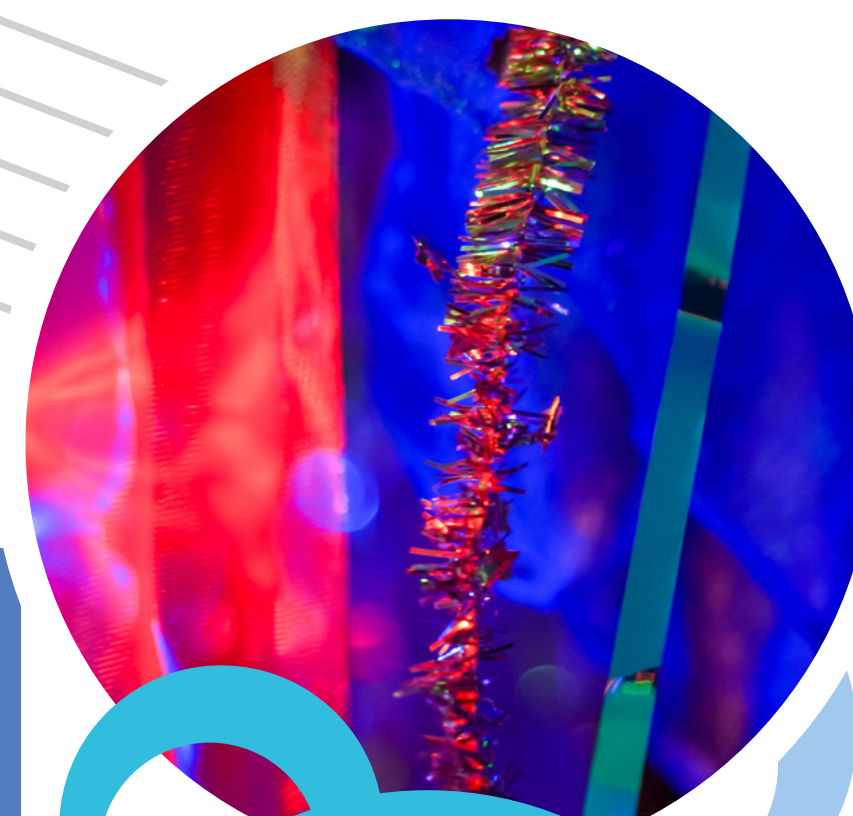
Students in the communication and engagement group are supported to engage with the world around them and communicate their preferences, make choices and respond to their environment.

## COMMUNICATION AND CONTROL

In this class group, students are supported to make purposeful decisions, interactions and preferences. They are empowered to have some control over their environment and learning.

## COMMUNICATION AND INDEPENDENCE

This class group is designed to support students to have some autonomy over their learning and activities, as well as to encourage and develop their social communication skills.



## ENTRY CRITERIA

The Engagement for Life pathway is open to students with profound and multiple learning needs who require specialist support.

## CURRICULUM

- One session per week of community based learning
- An engaging timetable of sensory and communication based learning activities that support progress towards each individual EHCP outcomes
- One session every week/fortnight in the hydrotherapy pool (according to need)
- One day per week of enrichment activities
- A varied mixture of 1:1, paired and small group work
- One day per week of enrichment activities

## ACCREDITATION

- OCR Life and Living Skills Entry Level Award or Extended Award
- Personalised skills based programme

## DESTINATIONS

Community Access with PA support

Community services, groups and centers





# Life and Living Pathway

The Life and Living Pathway offers two courses for students who need to develop practical skills in order to be as independent as possible, and who may also be working towards accessing community groups, transitioning into supported living or volunteering in life after college. Across both courses, our practical and community-based learning is complimented by small group tutorials across English, Maths, ICT and PSHEC, in which students will develop their functional literacy and numeracy skills, communication skills, digital skills and understanding of the world around them. Students also access specialist programs such as Lego Therapy, Attention Autism, Keyboarding Without Tears and SOSAFE as appropriate.



Our purpose-designed rooms provide a structured, meaningful learning environment in which students can develop their skills in line with EHCP and therapy outcomes. Access to a wide range of community facilities and volunteering links with local organisations enables students to generalise these skills across settings. Students can develop their social interaction and self-regulation skills within our outdoor area, which is fitted with gym equipment in addition to a group seating area, swings, trampoline and accessible roundabout.

## FACILITIES:

- Rooms fitted as independence flats with bespoke kitchenette areas and height-adjustable equipment
- Tutorial rooms
- Laundry area
- Outdoor area





## LIFE SKILLS COURSE (TWO YEARS)

Students on our Life Skills Course learn the basic skills involved in preparing drinks, snacks and simple meals, using amenities in the local area and accessing activities in the community. All students will also have the opportunity to take part in group volunteering projects.

### ENTRY CRITERIA

This course is open to students who need to develop basic practical skills in cooking, cleaning and accessing the community and who have demonstrated that they are able to make progress towards these skills. Students must hold a freedom pass or be willing to apply for one. Students must be working at Entry Level 2 or below.

### CURRICULUM

- At least one day per week out in the local community
- At least one day per week taking part in practical household tasks
- At least one day per week of small group tutorials
- Access to group volunteering projects
- One day per week of enrichment activities

### ACCREDITATION

- OCR Life and Living Skills Entry Level Award, Extended Award or Certificate
- NOCN Functional Skills Entry Level Mathematics and English qualifications

### DESTINATIONS

Independent Living Course at Great Oaks College  
A local college course  
Supported living  
Community activities

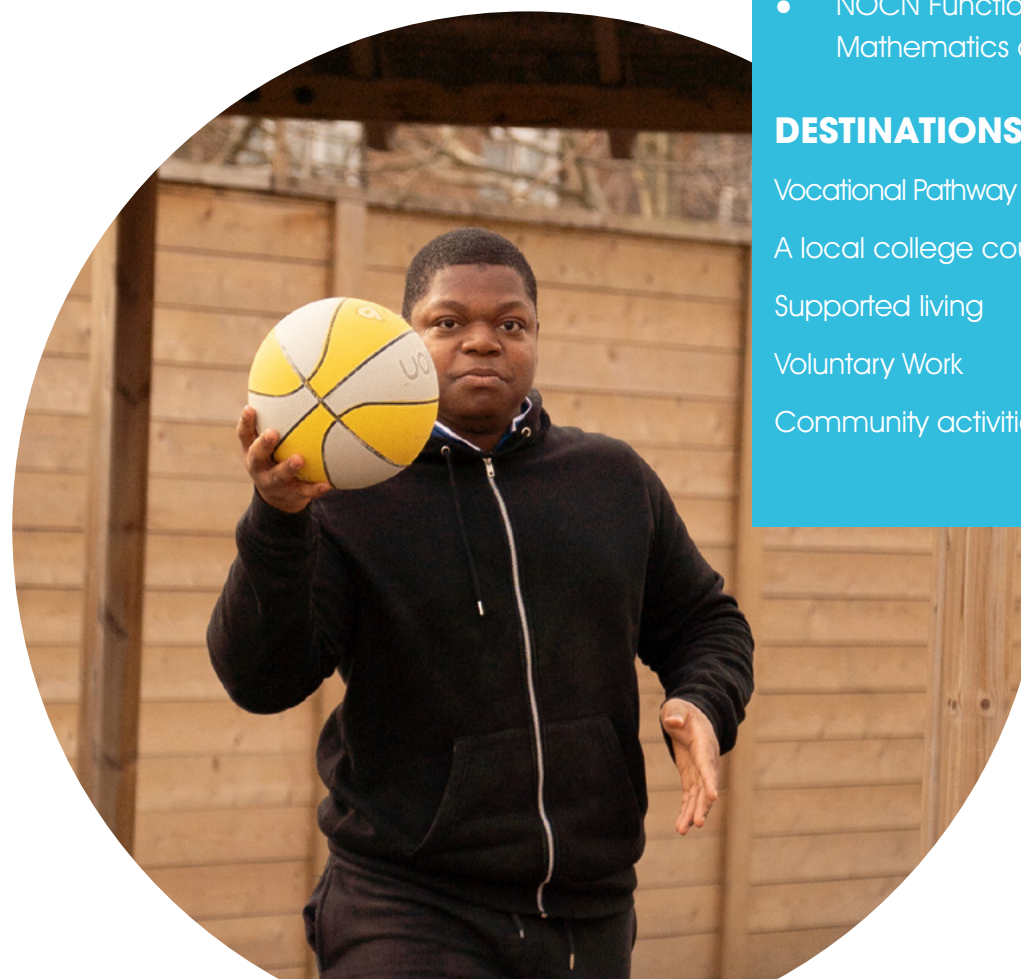


## INDEPENDENT LIVING COURSE (TWO YEARS)

Students on the Independent Living Course will continue to develop their skills in household tasks such as shopping, laundry and recycling, as well as their understanding in areas such as food hygiene and keeping safe in the community. All students will have the opportunity to access either a tailored individual volunteering placement or a vocational taster placement.

### ENTRY CRITERIA

The course is open to students who already have basic practical skills and wish to build on them in order to be as independent as possible in the future, as well as students who wish to consolidate their practical skills before pursuing a vocational programme. Students must hold a freedom pass or be willing to apply for one.



### CURRICULUM

- At least one day per week out in the local community
- At least one day per week taking part in practical household tasks
- At least one day per week of small group tutorials
- Access to small group and individual volunteering placements or vocational tasters placements or vocational tasters
- One day per week of enrichment activities

### ACCREDITATION

- OCR Life and Living Skills Entry Level Certificate or Extended Certificate
- NOCN Functional Skills Entry Level Mathematics and English qualifications

### DESTINATIONS

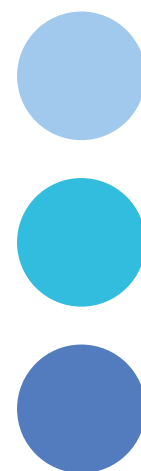
Vocational Pathway at Great Oaks College  
A local college course  
Supported living  
Voluntary Work  
Community activities



# Vocational Pathway

The Vocational Pathway offers two courses for people who have decided to pursue employment when they leave education and who have demonstrated that employment is a realistic option for them. Students applying for this course have shown the potential to gain employment with support from job coaches and bespoke training.

Across both courses, students will attend two days of classroom-based learning; focusing on Functional Maths and English, PSHEC, Independent Living Skills and Employability Skills and two days of work based learning, which are supported by specialist teachers, instructors and job coaches.





## VOCATIONAL OPTIONS (two years)

Vocational Options is a two year course designed for young people who have not yet decided which type of employment they wish to pursue and would like to explore different options. Students on this course have the opportunity to explore four possible career paths: Cafe and Retail, Catering, Facilities Management and Horticulture.

Students will have the opportunity to attend a work placement in each of these areas across the two year course.

### ENTRY CRITERIA

Applicants should be able to demonstrate that they have the potential for employment and that they intend to pursue this in life after college. They should have already taken part in some work experience. Where appropriate, applicants should be willing to undertake independent travel training. Applicants to this course should not already hold a relevant qualification above Entry Level 2.

### FACILITIES

- Purpose built learning café
- Horticulture area
- Catering room
- Various facilities management opportunities across the college site

## CURRICULUM

- Core Curriculum on two days per week
- Vocational tasters on two days per week
- One day per week of enrichment activities
- Access to six-week external work placements at an employer close to the college

Throughout the year, all students will attend at least two different work placements for 6 weeks at an employer close to the College

### ACCREDITATION

- 'NOCN Employability Skills Entry Level Certificate'
- 'NOCN Functional Skills Entry Level English and Maths qualifications'

### DESTINATIONS

Vocational Training course at Great Oaks College

A local college course

Supported Internship

Employment



## VOCATIONAL TRAINING (two years)

Vocational Training is a two year course designed for young people who have decided which career path they wish to pursue. Students will choose to focus their training on either Facilities, Horticulture, Hospitality or Catering, and will attend an extended work placement in their chosen vocational area in order to develop the specific skills required to gain employment.

### ENTRY CRITERIA

Applicants should be able to demonstrate that they have the potential for employment and can identify a specific career path they wish to pursue. They should already have attended some work experience. Where appropriate, applicants should be willing to undertake independent travel training. Applicants to this course should not already hold a relevant qualification at/or above Entry Level 3.

### CURRICULUM

- Core Curriculum on two days per week
- Vocational Training on two days per week
- One day per week of enrichment activities
- Access to at least two twelve-week external work placements at an employer close to the the student's home

### ACCREDITATION

- Specific training certificates relevant to chosen career path
- 'NOCN Functional Skills Entry Level English and Maths qualifications'

### DESTINATIONS

A local college course

Supported Internship

Employment





# Educational Enrichment offers

As part of our five-day package, we offer our students one day of exciting enrichment activities. Staff work with students to enable them to continue to make progress towards their EHCP outcomes. Our enrichment days have been designed to enable students to practice their participation in society by learning how to manage their free time, develop their independence skills and to further their interest in maintaining their physical health and mental wellbeing.



We offer five enrichment activity areas

## **Stay Active:**

Football, tennis, tag rugby, swimming, circuits, onsite gym sessions, cheer dance, aerobics and dance sessions.

## **Mental Wellbeing:**

Yoga, spa sessions, meditation and relaxation, make up sessions, self-development, dog therapy and gardening.

## **Creative Arts:**

Photography, drawing, clay modelling, crafting, jewellery making, sewing, painting, printing, music and drama, Makaton choir, drumming workshops, karaoke.

## **Community Exploration:**

Bowling, swimming, gym, cinema, shopping, walking groups, café, library, dog walking.

## **The Sensory Scene:**

Hydrotherapy, yoga, sensory cinema, social groups, café visit, sensory garden, music sessions, visiting artists, massage stories.





# Student Support Services

## Therapy:

Our students are supported by a range of qualified therapists and health professionals onsite at college. All students receive a package of Speech and Language Therapy and Occupational Therapy as standard. Increased provision and additional therapies are delivered as indicated within an individual's EHCP or based on our assessment.



In line with the provision outlined within a student's EHCP, the college can facilitate the following services:

**Speech and Language Therapy**  
**Occupational Therapy**  
**Physiotherapy**  
**Hydrotherapy**

Where it is a secondary need, the college can support students with visual and hearing impairments.



Once a place has been accepted by the local authority, our therapists begin their assessments of each individual's needs. This may include discussions with the student's current therapists, a visit to their current setting, discussions with families and an examination of their EHCPs. This enables the college to ensure the young person has all the relevant equipment they need, ready for when they begin in September. Equipment may include positional or mobility equipment or AAC (communication) devices.

As required, the college source external support to provide advice and programs for students who have sensory impairments to ensure they can access their education fully.

## Dog Therapy

The College has an onsite Therapy Dog called Samson. He works with students to support them if they have a fear of dogs, to encourage physical movement, to develop vocabulary and to provide comfort should a student be experiencing a challenging time.



## College Nurse

The college employs a part-time nurse to complete medical care plans for students and to complete staff training and competencies so that the educational staff can meet the medical needs of the young person. The nurse is not able to provide regular medical care for individual students.

## Job Coaches

Job Coaches support our students on the Vocational Pathway to become ready for employment. They support external work placements, skills development, travel training and CV writing. They aim to transition students into employment during the summer term of their final year at college.

## Transitions Coordinator

Our Transitions Coordinator supports students and their families with a smooth transition both into and out of college education. This helps to ensure that students and their families are aware of the opportunities in the local community when a student leaves education. The Transitions Coordinator attends Personal Pathway Planning meetings when a student begins at Great Oaks and they attend Annual Reviews within transitional years 2 and or 4.

They work with teachers, students, and families to create individualised transition plans and handovers into a student's next destination after college.





# Making an Application

Complete an application form and send it  
(along with all relevant documentation) to:  
**admissions@greatoakscollege.com**

Applications are assessed internally to establish whether we can meet the needs of the young person.

Invitations are sent out to attend our assessment day. This day takes place once a year, at the start of the spring term.

Once the assessment process is complete, an offer of a place may be made to the applicant's local education authority, with the assessed level of funding required. Funding decisions will be made by local authorities. Places at Great Oaks College will be confirmed by local authority.

Great Oaks College aims to provide education for students that have severe and complex learning needs and for students whose needs could not be met within a specialist provision at a mainstream college. Applicants should not already hold a qualification at Entry Level 2 in English or Maths when they apply to the Life and Living Pathway or Vocational Options Course, nor should they have completed the accreditation offered within their chosen course. Applicants should not already hold a qualification at Entry Level 3 in English or Maths when they apply to the Vocational Training

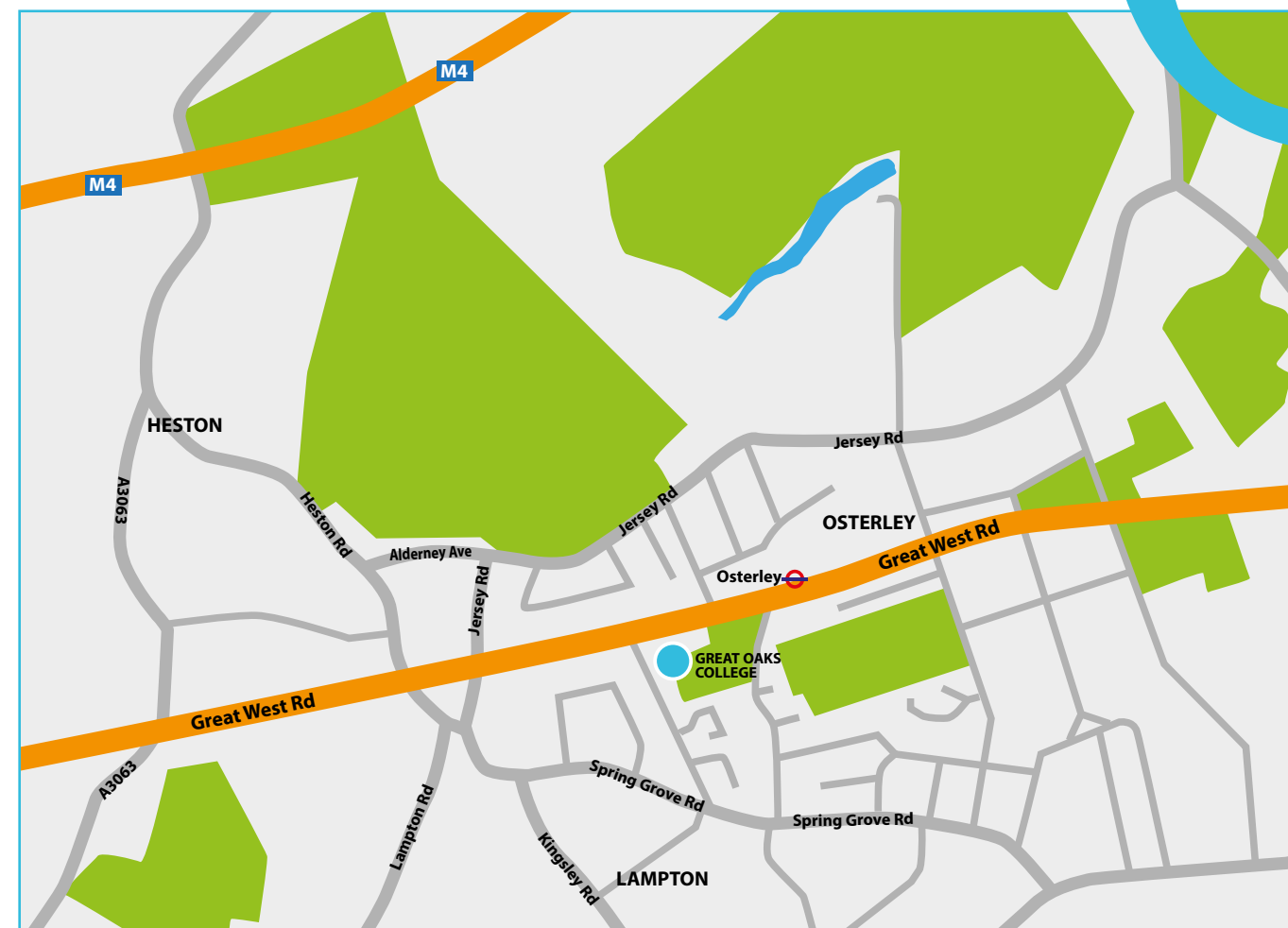
course. There are occasions on which we are unable to offer a place to a student if our assessment suggests that their behavior may pose a significant risk to the safety of other students in the college.

*Please note Great Oaks College does not arrange transport to College. Applications for transport will need to be made separately. We encourage students on the Vocational Pathway to become independent travellers.*



# Contact

## Where to find us



Gresham Road,  
Hounslow, TW3 4BX

www.greatoakscollege.com  
020 3962 9009  
office@greatoakscollege.com





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