

## **Our NEW offer from September 2025**

We are excited to share that our college is relocating from the Oaklands School site to refurbished premises in Sunbury on Thames (6 miles from our current site).

Students will access a bespoke environment that caters for the needs of young adults with SEND.

Our staff team are looking forward to welcoming you to our new site in the future.

### **Where?**

Great Oaks College will have two sites

The main site will be located in Sunbury on Thames, with the smaller site located in Hounslow.

### **Sunbury**

The new Sunbury site is close to Tesco Extra and Kidabulous (TW16 7EH), just off Windmill Road.



### **Public Transport**

It is accessible from:

235 bus route

Upper Haliford Train station

Sunbury Train station

## Hounslow

Our **smaller second site** will be hosted in the Triangle Centre (Whitton Road Hounslow, TW3 2DB).



### Relocation plan

#### **Short term Plan**

From September 2025, the college will mainly operate from The Triangle Centre. Additional space will be rented close by for students that access the Vocational Pathway.

During the Spring term 2026 (or before), students that access the Vocational Pathway and the Engagement for Life Pathway will move to the Sunbury site.

Students accessing the Life and Living Pathway will stay at the Triangle Centre for the remainder of their course.

#### **Long Term Plan**

All Pathways will relocate to the Sunbury site. Our long-term use of the Triangle Site will be developed in the future.

## **FAQs (Frequently asked questions)**

### **When will I be able to visit the Sunbury Site?**

The site will be ready to visit during/around the Spring term in 2026. We will hold an official opening ceremony in which students and their families will be invited to view the site and celebrate our new beginnings! Below are the current floor plans for the Sunbury site.

### **When will I be able to visit the Triangle Centre?**

The Triangle Centre will be open to visit from September 2025. Below are floor plans from the current layout so you can get an idea of the building's design.

### **How will you choose which site my young person accesses?**

Once the Sunbury site is ready, the Vocational and Engagement for Life Pathways will move into the building. The Life and Living Pathway will remain in the Triangle Centre for a further two years.

### **Will the current staff be there?**

Yes! We aim to maintain our current staff team and ensure they can complete the move with us.

### **How can you support the Transition?**

Social stories

Photos and videos of the progress of the sites

Visits to the sites

A sensory pack containing paint colours used, materials to explore and an object of reference

### **What about Transport to and from College?**

Transport should be applied for the same way you have previously made the application.

### **Food**

All students will be required to bring their own lunch, snacks, and drinks every day. Please note that we are unable to heat/re-heat food. Hot food should be provided in a suitable flask/container. We will continue to be able to support students that require PEG feeding.

## **Therapy**

Our college has a highly qualified team comprising experienced Speech and Language Therapists, Occupational Therapists, Physiotherapists, a dedicated nurse, and a high staff-to-student ratio, ensuring that each student receives the individualized attention and support necessary for their personal and professional growth.

## **What facilities will students have access to once building work is completed?**

A Gym

A Sensory Intergration room

Multisensory equipment

Cooking and Laundry facilities

An onsite Cafe operated by students

A Horticulture area

An Outdoor Leisure area for students

Supported/hoisted changing facilities

## **Course offer:**

From September 2025, we will be offering students access to one of three pathways through a three-year course.

Any other questions should be sent to, [relocation@greatoakscollege.com](mailto:relocation@greatoakscollege.com) or you can discuss them during your visit to our college. Visits can be arranged Via, [www.greatoakscollege.com](http://www.greatoakscollege.com) or you may wish to join us for our open evening on Tuesday 8<sup>th</sup> October 2024 from 16:00 – 18:30 (more details to follow on the website).

## **Life and Living Pathway**



### **What do we offer?**

The Life and Living Pathway offers a three-year course for students who need to develop functional and practical skills in order to be as independent as possible, and who may also aspire to access community groups, supported living or volunteering in the future. Across all years of the course, 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 with access to specialist programs such as Lego Therapy, Attention Autism, Keyboarding Without Tears and SOSAFE.

Alongside individual Preparation for Adulthood (EHCP) outcomes, all students will work towards an OCR qualification in Life and Living Skills at Entry Levels 1-3. Some students will also work towards an NOCN Functional Skills Award or Qualification at Entry Levels 1-3.

### **What does a typical week look like?**

- 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
- Students will prepare their own meal at least once per week
- One day per week of enrichment activities

### **Who is this course for?**

This course is open to students who need to develop practical skills in cooking, home management and accessing the community and who have demonstrated that they are able to make progress towards these skills, and 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.



The course may also be suitable for students with emerging practical skills who prefer a slower pace; these students will be supported by a multisensory approach to learning functional skills within a small group of peers with similar needs.

### **What makes us unique?**

Our purpose-designed learning spaces and small group model provide a structured, meaningful learning environment in which students can develop their skills in line with EHCP and therapy outcomes.

All students, including those with physical disabilities and/or sensory impairments, can learn to use adaptive counters and hobs, specialist aids and assistive technology. Students are able to learn new skills with specialist equipment which is comfortable, safe and which supports them to be as independent as possible.

Access to a wide range of community facilities and volunteering links enables students to generalise these skills across settings.

Our ability to intake into four different class groups means that students can be placed within the most appropriate group for their learning and social needs.

### **Year 1: Developing life and living skills**

In the first year of the course, students learn the basic skills involved in preparing drinks, snacks and simple meals and carrying out home maintenance tasks. Students also develop functional and practical skills within the community local to the college, using amenities and accessing activities such as:

- Parks
- Libraries
- Museums
- Shops and supermarkets
- Coffee shops, restaurants and cafés
- Sports and leisure facilities in line with interests and good health outcomes, such as rebound therapy and inclusive cycling
- Making journeys on foot in the area local to college
- Making journeys on public transport in the area local to college

### **Year 2: Generalising life and living skills**

Students in the course's second year will continue to develop their skills in preparing a simple meal, shopping, and home maintenance tasks like cleaning, laundry and recycling. Students also begin to generalise their practical and functional skills within group volunteering projects such as:

- Leafletting and litter picking in the area local to college
- Cleaning at a church local to college
- Setting tables/wrapping cutlery/sweeping at a restaurant local to college
- Gardening at a church local to college
- Life skills tasks related to animal care at Heathrow Special Needs Centre

Where appropriate, students may also begin to generalise their functional and practical skills by using amenities and accessing activities within the areas local to their own homes.

### **Year 3: Applying life and living skills**

Third year students continue to develop their functional and practical skills and generalise these through group volunteering projects and activities within the communities local to the college and to their own homes. Students also begin to apply these skills within leisure activities, clubs, and volunteering groups within the community local to their homes, enabling them to experience attending groups with peers outside of their college classmates, and preparing them to make some informed choices about their transition from Great Oaks College. In line with aspirations for the future, some third-year students may access vocational inclusion sessions or be supported by an Employability Coach to obtain an individual volunteering placement within their local area.

## **Vocational Pathway: Specialist supported internship for young people with severe learning difficulties**



### **What do our students achieve?**

Our primary goal is to facilitate the seamless transition of all our students into part-time, paid employment in line with their aspirations. The course offer is further enhanced through the opportunity to further develop social communication skills and independent living skills. We strive to equip students with a well-rounded foundation that promotes a fulfilling and purpose-driven life as they prepare for adulthood.

### **What makes our internship specialist?**

Our internship program stands out due to our personalized approach in matching students with desired local opportunities, focusing on individual aspirations and needs. Unlike traditional models, which offer limited choices, we prioritize a student's preferences and their geographical convenience. Our inclusive entry criteria simply require students to have a genuine interest in paid employment and an Education Health and Care Plan in place.

While some internships demand independent travel, specific academic standards, and preparation for full-time work, we recognize that these requirements may not always be realistic for individuals facing challenges related to health, cognition, or other environmental factors. At Great Oaks College, we acknowledge these complexities and provide tailored support through our Employability Coaches. They guide students in navigating the path to employment by facilitating access to necessary resources such as travel assistance or personal aides, customized training within workplaces, and the development of specialized job roles.

### **How do we make this so bespoke?**

Each student benefits from the dedicated support of an Employability Coach who evaluates their vocational access requirements and formulates a customised strategy for accessing



work placements. This mentor guides students throughout their vocational program, ensuring a smooth transition into both employment and social care. Additionally, they collaborate with employers to implement necessary accommodations, fostering an inclusive work environment.

In addition to employability skills, the rich curriculum encompasses essential subjects such as Functional Skills in Mathematics and English, Personal, Social, Health, and Economic Education (PSHEC). Students receive hands-on vocational training on-site, delivered by expert instructors and utilizing industry standard equipment. This training not only instils confidence but also equips students with the competence to perform tasks safely and proficiently within work settings.

**What does the curriculum look like to support these outcomes?**

Empowering our students to make informed decisions regarding their career paths is central to our approach. By the end of the three-year course, students will have experienced a range of Vocational options, developed their skills within their chosen Vocational area and generalised these skills within a range of work experience placements. Alongside this, all students continue to develop functional English and Maths skills and work towards achieving Preparation for Adulthood outcomes in line with their EHCP.

### **Year 1: Options**

Vocational Options is designed to enable students to explore a range of vocational contexts in order to make an informed decision around the area in which they would like to work in the future. Students on this course explore two possible career paths, and access a work placement in each area:

- Facilities and Horticulture, which includes cleaning, maintenance and gardening
- Catering and Retail, which includes food preparation, café experience, and working within a shop. All students will access a work placement in each area.

### **Year 2: Experience**

Vocational Experience is designed for young people who have identified the type of employment they would like to pursue and want to further develop their skills to prepare for employment. Within this year, students will focus on employment options based in either Facilities and Horticulture or Catering and Retail. Student will continue to access an adapted curriculum to support progress towards their long-term outcomes.

### **Year 3: Specialist**

The Vocational Specialist year enables students to specialise in the area in which they would like to work when they leave education, for example in a cafe, restaurant, shop, car washing, garden centre. Our Employability Coaches seek employment local to the young person's home. Students will attend an extended work placement with their matched employer whilst continuing to develop the specific skills required to in order to maintain employment at the end of their college course.

## Engagement for Life



### **Who is the course for?**

This course is for young adults that have Profound and Multiple Learning Difficulties. They may have previously accessed an informal or semi formal curriculum. They will have demonstrated that they are able to make small steps of progress and have maintained a good attendance record at their previous setting. They are motivated to continue learning within an educational setting.

### **What do students achieve by the end of the 3-year course?**

Students' learning programmes are developed around their EHCPs and achieving their long-term outcomes. They will continue to develop their communication with a personalised communication strategy that will support them into their transition. They will be supported to progress their self-advocacy and independence. They will be supported, through a person centred multi-therapeutic approach to maintain their physical health. They will have the opportunity to explore a rich and deep curriculum, opening up their experiences and allowing them to explore what makes them unique.

### **How do we create bespoke packages of education?**

When a student begins in the Engagement for Life pathway, the college team will create a bespoke three-year plan to deliver their EHCP outcomes. This plan will be underpinned by curriculum, therapies and a purposeful experiential approach to transition. The first two years will focus on achieving against these targets whilst making meaningful and life-long progress. This is delivered through a curriculum focusing on communication, PSHEC, ICT and environmental control, community learning, personal hobbies, the arts and some life skills, appropriate to each learner.

In the third year of the course, students will be supported to generalise their skills and learning within the context of their own individual transition. Each student's transition plan will support

a personalised curriculum to ensure the best possible outcome for when they transition out of education. Students will leave with a bespoke communication plan and transitional support for their next placement.

Student progress is monitored by individual assessment against the Engagement model, supported by yearly tracking of sensory skills and enhanced with accreditation via OCR life and living skills qualifications.

### **Why is our offer unique to other colleges?**

The Engagement for Life Pathway offers a three-year course for students, sorted into three differentiated class groups; this enables students to access suitable peer groups, learning environments and styles that best suit their individual needs. Within these groups, students will follow one of two strands – Sensory Engagement or Functional Engagement, as appropriate to their learning needs. These strands will support students to progress against their outcomes and aspirations, whilst thriving in a student-centred environment which is focused on preparation for adulthood.

We have a holistic approach to therapy at Great Oaks College, with therapy underpinning the curriculum in the Engagement for Life pathway. As well as our embedded therapy strategies, students have access to the therapies they need to continue to progress into their adult lives, including physiotherapy, occupational therapy, speech and language therapy and dog therapy. Therapists work with teachers to deliver student aspirations and to make sure that students continue to progress in their therapeutic goals.

Within their course, students will have the opportunity to attend a residential trip in the summer term, to explore spending time away from home and living with others. This trip will also allow students to explore leisure and sociable activities outside of their usual environment that might help to inform transition in the future.

At Great Oaks College, we benefit from an onsite nurse 4 days per week. Our nurse gets to know all of our students from the beginning of their time at Great Oaks, writes their care plan and trains and supports college staff to deliver this. The college nurse can support day to day medical needs as well as helping students and families navigate difficult situations. This provision allows us to assess and potentially offer placements to students with high medical care needs, who are wanting to continue with their education.

## **Year 1: Exploration**

Students begin their course at college with a bespoke three-year plan to deliver their EHCP outcomes and to prepare them for their eventual transition. Students explore different equipment, activities and programmes to create their individualised learning plan, including:

- A range of AAC such as eye gaze, ipads with AAC software, switches, talking devices, symbols, photos, objects of reference etc. This is then developed into the student's personal total communication plan
- A range of interactive resources for engagement including ipads, interactive whiteboards, interactive projectors and switch interfaces. This informs how a student can both access and strive for maximum independence within their learning.
- A rich and deep curriculum, opening horizons to new and interesting topics to support life-long engagement
- Accessing the local environment to support preparation for adulthood goals

## **Year 2: Development**

Students continue to develop all of the skills above. Their individual approaches are monitored and assessed to make sure they remain purposeful and relevant.

Students begin working on their OCR accreditation, developing their curriculum learning into a qualification in life and living skills.

## **Year 3: Consolidation and Generalisation**

Students begin working on their transition plan. Trips focus on settings and activities that will form part of that young person's transition, including day service visits, accessing leisure activities in the local community and staying safe in the local community.

Progress and skills learned are shared with all of those within a learner's circle of support so that these skills, including communication and interaction, ICT and self-advocacy, do not cease with the student's EHCP. This is evidenced in a thorough communication passport for future settings, as well as resources that a student can take with them.