



Great Oaks
College



Your *Future*, Your *College*, Your *way*.



Prospectus



Great Oaks
College:

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Welcome to Great Oaks College



At Great Oaks College, we provide an exceptional educational experience for young adults with special educational needs, where every learner is valued, supported and challenged to achieve their full potential.

Our curriculum is designed to offer meaningful, individualised pathways that prepare students for adulthood. Through a combination of academic learning, life skills development, therapy provision and work-related opportunities, we empower our students to become confident, capable and increasingly independent young adults. We understand that for our students, progress takes time, which is why we offer a three year programme of study in which students access learning five days per week.

As the College continues to grow and evolve, we remain committed to offering high-quality facilities and nurturing learning environments that fully support the needs of our learners. We pride ourselves on our ability to provide a safe, inclusive and aspirational setting where students can thrive. This commitment to

continuous improvement ensures that Great Oaks College remains a place of opportunity for current and future generations.

Our staff team is central to the success of our students. Their expertise, dedication and care create a nurturing atmosphere where every student is understood as an individual and given the tailored and specialist support they need to progress.

Together with our families and wider community partners, we work collaboratively to ensure that each young person's experience is enriching, empowering and tailored to their long-term aspirations. We are proud of the achievements of our students and excited about the future of our college. I hope this prospectus gives you a clear sense of our values, our ambitions **and** the vibrant community that makes our college such a special place.

We look forward to welcoming you.

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 Pathway

Who is the Engagement for Life Pathway for?

The Engagement for Life Pathway has been designed to support learners with a range of complex physical, sensory, cognitive and medical needs. We support students to access the world around them and to make purposeful decisions about their lives.

What makes us unique?

Students that access the Engagement for Life pathway benefit from high staffing ratios, allowing for a highly person-centred approach to learning. Where appropriate, our staff will make this support more discreet, to empower our students to be as independent as possible. Our staff work with care and compassion to ensure all students are respected and feel safe enough to have autonomy over their daily learning experiences.

Staff are experts in specialist teaching and engagement strategies including sensory diets, Interoception, Sensology, TAC PAC, and massage stories, in addition to using assistive technology to support environmental access and control.





We use a variety of specialist programmes and strategies to support communication including Makaton, Intensive Interaction, TaSSeLs Tactile Signing, Objects of Reference, music cues and a range of high tech and low tech AAC including Eye Gaze technology.



Facilities:

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



Engagement for Life Pathway

Curriculum

Our curriculum is designed to offer students a range of meaningful learning 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 using technology), accessing and communicating within the community, personal hobbies and interests and sensory and physical development. 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 create an environment in which students participate and have control of their day-to-day experience.





Students also have access to:

- Opportunities for community-based learning
- An engaging timetable of sensory and communication-based learning activities that support progress towards each individual's EHCP outcomes
- Access to hydrotherapy
- Enrichment activities including boccia, drama, music, sensory cinema and adapted sports.
- A varied mixture of 1:1, paired and small group work
- Therapy interwoven into daily learning activities and delivered as standalone sessions.

Entry Criteria

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

Accreditation

- OCR Certificate in Life and Living Skills at Entry Level 1-2

Destinations

- Community access with PA support
- Community services, groups and centres with increased autonomy



Life and Living Pathway

Who is the Life and Living Pathway for?

The Life and Living Pathway offers a threeyear course for young people with an emphasis on developing functional and practical skills enabling them to be as independent as possible. These individuals may also aspire to access community groups, assisted living or volunteering with support in the future.

What makes us unique?

Our small group model provides a meaningful learning environment in which students can develop their skills, for example within practical areas such as cooking and using public transport. All students, including those with physical disabilities and/or sensory impairments, can learn to use adaptive counters and hobs, specialist aids and assistive technology, enabling them to learn new skills with equipment which is comfortable, safe and which supports them to be as independent as possible.



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 in Functional English, Mathematics and PSHEC, including specialist interventions such as SOSAFE, Keyboarding and Lego Therapy.
- Students will prepare their own meal at least once per week.
- Enrichment activities built into the curriculum throughout the week.



Life and Living Pathway

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 and museums
- Shops and Supermarkets
- Coffee shops, restaurants and cafés
- Sports and leisure facilities
- Journeys on foot or public transport

Year 2: Generalising Life volunteering

Living Skills Students in the second year of the course will continue to develop their skills in preparing a simple meal, shopping, and home maintenance tasks such as 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
- 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 utilise 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 informed choices about their transition from Great Oaks College.

In line with aspirations for the future, some third-year students may be supported by an Employability Coach to obtain an individual Year 2: Generalising Life volunteering placement within their local area.

Entry Criteria

This course is open to students who need to develop basic practical skills in cooking, cleaning, home management tasks 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, or should possess an Oyster Card if they are living outside of London. Students must be working at Entry Level 2 or below in English and Mathematics.

Accreditation

- OCR Extended Certificate in Life and Living Skills at Entry Level 1-3
- NOCN Awards in English and Mathematics Skills at Entry Level 1-3
- NOCN Functional Skills Mathematics and English qualifications at Entry Level 1-3

Destinations

- Supported living
- Community activities and groups
- Supported volunteering
- Vocational courses

Vocational Pathway

Who is the Vocational Pathway for?

The Vocational Pathway offers a three year course for young people who, alongside needing to develop their practical daily living skills, also have aspirations for employment in the future.

They will have demonstrated that they have emerging work skills which can be developed through vocational training and Employability Coaching.

What makes us unique?

Each student receives support from an Employability Coach, who assesses their vocational needs and develops a personalized plan for accessing work placements. The coach provides guidance throughout the program and helps ensure a smooth transition into employment and social care. They also work with employers to implement accommodations for an inclusive workplace.



What does a typical week look like?

- One day per week accessing enrichment activities on site and in the local community
- One day per week shopping, cooking lunch and practicing daily living skills.
- Functional English, Maths and PSHEC, including specialist interventions such as SOSAFE, Keyboarding and Lego Therapy.
- 2.5 days per week of training in Vocational areas.



Vocational Pathway

Vocational Training Curriculum:

employability skills across the following

Year 3

All students will access English, Maths and PSHEC, including specialist interventions such as Lego Therapy, Keyboarding and SOSAFE, weekly throughout the three-year course.

- In the first year of the course, students develop their employability skills across the following Vocational areas: Café and Hospitality, which includes preparing hot drinks and snacks and retail skills, Horticulture, which includes gardening basics and seasonal maintenance, and Facilities, which includes upcycling and specialist cleaning. Students will access a 6-week work placement supported by an Employability Coach.
- In the second year of the course, students can take a more specialized approach by choosing two Vocational areas on which to focus. Students will continue to access an adapted curriculum to support progress towards their long-term outcomes. Students will access up to two 6-week work placements supported by an Employability Coach.
- In the third year of the course, students can specialise in one Vocational area. They will undertake an extended (8-12 week) work placement related to the area in which they would like to work in future.



Students will also develop skills in the following areas, to support preparation for adulthood:

- Cooking, through which students can develop their practical skills and understanding of food hygiene by preparing their own lunch.
- Community Enrichment, including activities such as swimming and cycling. Students will also begin to attend some activity groups within their local area, to support informed decisions about how to spend their time in the future.
- Daily living skills, including shopping, cleaning and general home management.



Entry Criteria

Applicants should be able to demonstrate that they have the potential for parttime supported 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 3.

Accreditation

- OCR Extended Certificate in Life and Living Skills at Entry Level 1-3
- NOCN Awards in English and Mathematics Skills at Entry Level 1-3
- NOCN Functional Skills Mathematics and English qualifications at Entry Level 1-3

Destinations

- Supported Living
- Community activities and groups
- Supported Internships
- Supported employment
- Vocational courses



Duke of Edinburgh Awards & Residentials

Residential trips are a vital part of our provision, giving students the opportunity to practise the skills they have learned throughout our curriculum. They also create meaningful experiences and memories that stay with students long after their time in education. All of our students can access a residential trip. Some pathways participate every year, while others attend on alternate years.

Duke of Edinburgh (DofE)

Many of our students take part in DofE expeditions, working towards Bronze, Silver, and Gold Awards. Students practise key skills at college before heading out on their expeditions. They camp in a secure field in Shepperton, where they set up their tents and take part in a range of activities, including paddleboarding and sailing.

What Makes DofE Great:

The DofE program is excellent for developing independence, teamwork, and resilience. Students learn essential life skills such as planning, problem-solving, and managing responsibilities in realworld settings. The sense of achievement gained from completing the expeditions, alongside the social and physical challenges, makes DofE an inspiring and memorable experience for students.





Avon Tyrell

One of our most popular annual trips is to Avon Tyrell in the New Forest. This trip takes place every year, with alternating themes.

Active Year

Students take part in a range of outdoor activities such as raft building, rock climbing, night walks, campfires, and archery. This is a three-night stay in woodland cabins, where students cook and clean for themselves with support from our dedicated staff. They also enjoy a day at Bournemouth beach and an evening meal out.

Relaxation Year

Designed for students who prefer a calmer experience, this version of the trip includes yoga, swimming, pamper sessions, cinema trips, and more. Students still enjoy a day at the beach and eat out together.



Student Services: Educational Enrichment Offers and Student Union



As part of our five-day package, we offer our students exciting enrichment activities. During enrichment activities, staff work with students to enable them to continue to make progress towards their EHCP outcomes. Our enrichment experiences have been designed to enable students to practise 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.

Our Student Union is established to represent the needs of all our pathways. They meet at least once every half term and include a representative from each class group. Throughout the year, the Student Union plans events and ensures that all activities are accessible to every one of our students.

The Student Union also plays a key role in our Jack Petchey Award Scheme, through which three students and one staff member receive a special award that unlocks funding pots for the college. Each year, a new Student Union is elected, giving students the opportunity to represent their class group and contribute to college life. The Student Union has also been actively involved in our recent relocation and development of the college building.





We offer five enrichment activity areas:

Stay Active

Football, tennis, tag rugby, swimming, circuits, boccia, new age curling, dog walking, aerobics, dance sessions and rebound therapy.

Mental Wellbeing

Yoga, spa sessions, meditation and relaxation, immersive sensory experiences, self-care sessions, dog therapy and gardening.

Creative Arts

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

Community Exploration

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

The Sensory Scene

Yoga, sensory cinema, social groups, sensory garden, music sessions, visiting artists, massage stories.



Therapy and Access to Learning

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 and 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

Great Oaks College collaborates with and sources external services as outlined in students' EHCPs, including but not limited to:

- **Qualified Teacher of the Visually Impaired (QTVI):** Provides specialist support and guidance for learners with visual impairments.
- **Qualified Teacher of the Deaf (QTOD):** Supports students with hearing loss, including communication strategies and assistive technology guidance.
- **Habitation Specialist:** Supports the development of mobility and daily living skills for learners with visual 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, discussions with families, and a visit to their current setting. Equipment may include postural, positional or mobility equipment as well as AAC (communication) devices.

Dog Therapy

The College has two onsite therapy dogs. They are both Golden Retrievers called Samson and Mabel. They work with students to support them if they have a fear of dogs, to encourage physical movement, to develop communication and to provide comfort should a student be experiencing a challenging time

College Nurse

The college employs a part-time nurse who is responsible for completing students' medical care plans and delivering staff training and competency assessments, ensuring that educational staff are able to meet students' medical needs. The nurse's role does not include providing regular, ongoing medical care to individual students.



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. Assessments are undertaken in one of the following ways:

Paperwork Assessment

In some cases, we are able to make an offer based on an assessment of the paperwork provided to us.

In House Assessment Day

Most students will be invited to our in-house assessment day. This gives the college the opportunity to assess which course may best meet the needs and aspirations of the young person.

School/Current Setting Visit

Sometimes, the college may request to visit the young person in their current setting. 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. Applicants should not already hold a qualification at Entry Level 3 in English or Mathematics, nor should they have completed the accreditation offered within their chosen course.

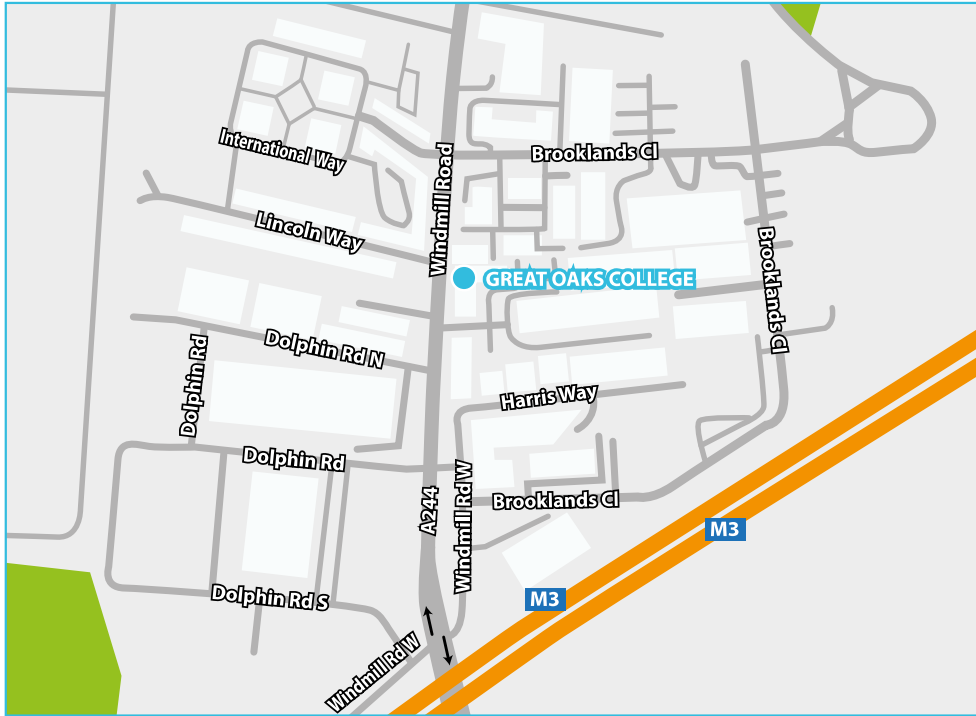
Please note Great Oaks College does not arrange transport to College. Applications for transport will need to be made separately.



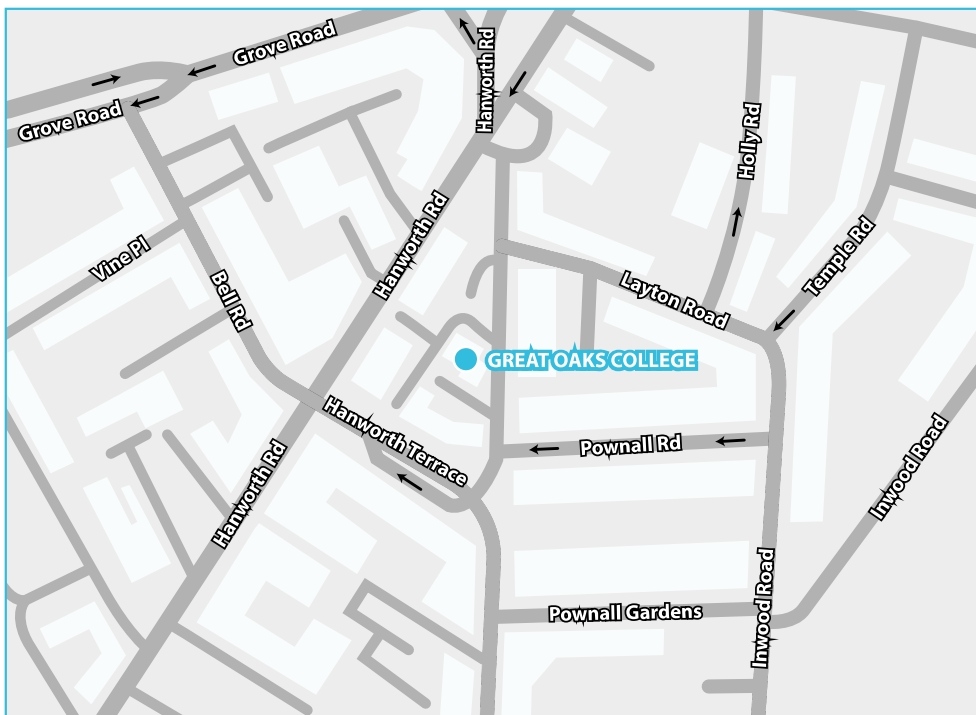


Contact

Where to find us



Great Oaks College
91-93 Windmill Road
Sunbury-on-Thames
TW16 7EF
Entrance on
Crayonne Close



Great Oaks College
The Triangle
Whitton Road
Hounslow
TW3 2DA



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