Futures & Destinations Opportunities in Phase 1

Oakley School
Skills for Life and Independence

Learning Through Play

Learning through play at Oakley supports pupils' future development by helping children build early skills such as communication, teamwork, problem-solving, and independence-- foundations that prepare them for future learning, choices, and real-world experiences.

Assessment in Phase 1

Pupils are assessed through the Oakley Learning Journey and Personalised Learning Goals, with Phase 1 focusing on building relationships with key staff and familiar peers. Core areas include regulation, communication, personal care, and social skills, developed through play, role play, Attention Oakley (Autism) approaches, and continuous provision. Foundational Literacy and Numeracy skills are pre-taught at school and applied in real-world contexts such as Stay & Play sessions, cinema visits, and trips to farms or play parks.

AUTUMN TERM

Phase 1: Home Visits & Stay and Play Sessions

Families are invited to visit the school to meet the staff and explore the classroom environment designed to support their children. Home visits are completed to welcome families and familiarise new pupils with staff in their classrooms. These sessions provide an opportunity for families to engage with key staff and collaboratively address any concerns early in the year.



Term 1: Exploring Pupils' Sensory Preferences & Making a Family Book
Staff work with pupils to identify their sensory preferences, exploring what they like and dislike and what supports their regulation. They create a Family Book for pupils to share with friends, staff, and visitors in the classroom. Time is invested to ensure all staff understand each pupil's personalised communication method alongside Oakley's universal offer of a Total Communication approach.

Term 2: Pupil Progress Evening – A key opportunity to review how pupils have settled and are progressing. Families and staff discuss EHCP targets/ outcomes, communication, sensory regulation, health and wellbeing, and agree on strategies to support learning at home and in school.

Christmas Fair



SPRING TERM

Term 2: Christmas Stay and Play/ Sing-along Session



Term 4: Stay and Play Session
A further opportunity for families to come into the classroom and meet with the staff team

Term 4: Pupil Progress Evening

Term 4: Spring themed Easter Egg Hunt – This event helps KS1 pupils build team work, resilience, perseverance, communication, Maths Skills and observational skills.



Term 3: World Book Day – Pupils dress up and engage with stories that broaden their understanding of the world, spark early aspirations, and develop key communication, social, and literacy skills.



Job Roles and People We Know are embedded as continuous provision throughout the year, using stories, dressing-up and role play to help pupils explore familiar community roles such as postal workers, firefighters and nurses.



SUMMER TERM

EHCP Review to ensure that Oakley School continues to meet each KS1 pupil's needs and remains the best setting to support their academic, emotional, and social progress. It also gives teachers and families time to assess and review EHCP outcomes, adjusting if necessary,



Summer Fair: farm animals, supermarket staff (Tesco), police car and fire engine, giving pupils safe exposure to community helpers and local job roles.

Sports Day -- An opportunity for pupils to perform, experience teamwork and co-operations, use listening skills, waiting skills and work on fine and gross motor skills.

Comprehensive Transition Preparation for a supportive and smooth transition to the Next Class/ Phase.

Phase 1 pupils are given topic-specific opportunities to develop future skills through the curriculum (see Whole School Long-Term Plan). At this stage, the focus is on play, relationships, school engagement, communication, sensory regulation, and family partnership to ensure successful integration into school and a positive start to each pupil's learning pathway at Oakley. Families are encouraged to share any new learning their child achieves at home.

Term 6 Stay and Play session.

Summer Trip into the local community.



Futures & Destinations Opportunities in Phase 2

Oakley School
Skills for Life and Independence

Learning Through Role Play

Pupils continue to build positive relationships with staff while developing friendship skills and engaging with safe visitors through the curriculum. Literacy and numeracy are taught in meaningful contexts through a range of sensory and highly engaging approaches. Physical and sensory activities are introduced with sports coaches and other professionals, both on-site and off-site. A strong emphasis is placed on extended role play and pre-teaching language and skills to prepare pupils for accessing local facilities such as shops and libraries. In Phase 2, role play of community facilities is a key feature, building readiness before real-world application.

Assessment in Phase 2

Assessment continues to follow the Oakley Learning Journey, with a focus on regulation, communication, personal care and social interaction. Progress is monitored through observation and evidence gathered across learning contexts. Community visits are embedded into a pupil's curriculum offer once they demonstrate readiness, ensuring a balance between emotional regulation, managing anxieties and the practical application of pre-taught skills.

AUTUMN TERM

Phase 2 Meet the Teacher Sessions- Families meet key staff, review essential information, and learn about the priorities and topic overviews for the academic year. The session explains the extended role play and pre-teaching approach before readiness-based community experiences (e.g., school trips). It fosters collaboration, ensures clear communication, and provides an opportunity to confirm pupils remain on the right pathway and that the setting continues to be the best provision to meet pupils' needs.

Community trips throughout the year, to link with the Terms topic and to begin to access familiar community facilities, with support, such as the local supermarket, play park or post office.



The Physical and Sensory offer that begins in Phase 2 provides a balance of enjoyable, motivating exercise and physical development. Carefully selected sports such as This is Us Dance, Gymnastics, Tennis, Karate, and Swimming promote physical and sensory growth, building core strength, coordination, gross motor skills, and functional fitness while supporting individual physical skill development.

Term 2: Pupil Progress Evening – A key opportunity to review how Phase 2 children have settled and are progressing. Parents and staff discuss EHCP targets/ outcomes, communication, sensory regulation, health and wellbeing, and agree strategies to support learning at home and in school.

Christmas Fair



SPRING TERM

Christmas Church service





Term 4: Pupil Progress Evening

Jobs and roles in the classroom and around school are available to develop further skills needed in preparation for the workplace, taking on board pupils existing skills and interests to link towards their future employment.





Term 4: World Book Day.

Pupils will have a range of visits, both in-house and external, from community helpers such as police officers, fire service representatives, ambulance crews and transport operators. These experiences will help pupils become familiar with a variety of important community roles. Role play opportunities will continue.



SUMMER TERM

Annual Review to ensure that Oakley School continues to meet each pupils' needs and remains the best setting to support their academic, emotional, and social progress. It also gives teachers and families time to assess and review KS2 outcomes, adjusting if necessary,

Summer Fair

Sports Day

Comprehensive Transition Preparation for a supportive and smooth transition to the Next Class/ Phase.

Phase 2 pupils are given topic-specific opportunities to develop future skills through the curriculum (see Whole School Long Term Plan).



Term 5 : Phase 2 Bore Place residential includes a one-night stay in a beautiful house on an organic dairy farm within the county of Kent. The farm is designed to support children with SEND, offering a safe and inclusive environment. This experience encourages independence, practical life skills, and social interaction through hands-on activities in a real-world setting.

Futures & Destinations Opportunities in Phase 3

Oakley School
Skills for Life and Independence

Learning Through Doing

Learning remains interest-led, with more formal learning introduced as pupils are ready. There is a strong focus on life skills, independence and preparation for adulthood, with explicit teaching linked to real-world contexts. In Phase 3, skills are pre-taught and rehearsed through play and role-play before being applied in practical situations. Pupils develop personal care, choice-making, self-advocacy and collaborative skills through activities that promote teamwork, problem-solving and communication.

Assessment in Phase 3

Pupil progress continues to be assessed through the Oakley Learning Journey and Personalised Learning Goals (PLGs). Assessment focuses on tracking progress across life skills, independence and readiness for adulthood, using observation and evidence gathered across learning contexts. Assessment outcomes are used to inform next steps, adapt learning approaches and ensure experiences, including community-based learning opportunities, are appropriately matched to individual readiness and support needs.

AUTUMN TERM

Physical and Sensory offer continues.



Families join pupils in the classroom for games, continuous provision, and communication, art or sensory activities. The session offers a chance to meet the teaching team and experience the learning environment first-hand.
As Phase 3 often welcomes new Year 7 joiners, it's a valuable opportunity to connect with pupils and families transitioning from KS2 or other provisions, promoting familiarity, building relationships, and supporting a smooth start to the next phase.

Year 10 & 11 Phase 3 pupils and their families are invited to visit the Tonbridge site to attend the Futures & Destinations event, beginning the transition process for Phase 4, and to explore Post-16 and Post-19 options. Pupils meet further education providers, social care providers , representatives from the young people's social care team, and discuss settings suited to individual needs.



Weekly Communication and Interaction Cafés
Held in class or with another Phase class, designed to support pupils widen peer networks and practise life skills such as serving others and developing early workplace/ independent living skills. Pupils often take and place orders, pay for snacks, using functional mathematics skills, promoting autonomy and preparation for the future.

Term 2: Pupil Progress Evening

Christmas Fair





Trip to the pantomime at the local theatre.



Term 3: Year 10 Ski Trip to Pila Italy in collaboration with Ifield School

SPRING TERM



Christmas service

Annual EHCP Review

Work experiences opportunities available for whole school jobs to develop skills that can support pupils in the workplace e.g., collecting the recycling, sorting and delivering the food shop.

Term 4: Pupil Progress Evening



World Book Day

Futures & Destinations opportunities are embedded across the curriculum. These may include developing life skills through continuous provision or undertaking enterprise projects, such as making crafts to sell at the Christmas Fair or creating Easter hampers for Phase Term 4 Stay & Play sessions.

Pupils are supported to use navigation devices for directions, text-to-speech tools for communication, and the internet safely to research, complete forms, and communicate via email. Pupils learn to use the telephone and are encouraged to develop self-advocacy and the right to make choices.

SUMMER TERM



Term 5: Tunbridge Wells in Bloom.

Term 5: Year 9 residential out of county opportunity.

Summer Fair



Summer Trip into the local community.

Phase 3 pupils are given topic-specific opportunities to develop future skills through the curriculum (see Whole School Long Term Plan).

Pupils build future skills through role play, gradually progressing to real-life practice in the community. This includes travel training, visiting shops and community facilities, and further embedding key skills such as cooking, serving food and drink, writing shopping lists, meal planning, budgeting, and interacting with both familiar and unfamiliar people.

Comprehensive Transition Preparation for a supportive and smooth transition to the Next Class/ Phase.

Futures & Destinations Opportunities in Phase 4 Engage Pathway

Oakley School
Skills for Life and Independence

Learning Through Context

In Phase 4, learning through context builds on pre-taught key skills and supports growing independence. Pupils practise practical tasks such as making a meal, setting a table, or catching a bus, first in structured sessions and then in real-world environments. They apply their learning in meaningful settings, including life-skills rooms, the dining hall, community facilities, and off-site accreditation opportunities such as Bore Place. Regular community visits and planned interactions with safe strangers help pupils develop confidence, communication, and essential skills for adulthood, wider life and the world of work (where appropriate). .

Assessment in Phase 4

Pupils continue to be assessed across the seven areas of the Oakley Learning Journey & Personalised Learning Goals. Alongside this, more formal accreditation opportunities are introduced. Young people who are academically and emotionally ready, may take Entry Level Functional Skills exams. During Phase 4, pupils also have the chance to complete the John Muir Award, Arts Award, and Duke of Edinburgh Award. For those unlikely to achieve Functional Skills qualifications, we are developing personalised accreditation through AQA Unit Awards.

AUTUMN TERM

Phase 4: Meet the Teacher

Families are introduced to the Tonbridge site and invited into the classroom for pupil-led café sessions, collaborative games, shared Attention Oakley activities, or other interactive projects. The session provides an opportunity to meet the teaching and site teams and discuss how pupils have settled into their new site and class.

Term 1: Futures and Destinations Event

Physical and Sensory offer continues



Continuous community life skills embedded into curriculum - including travel training, planning and resourcing, visiting a wide range of shops to develop key skills such as cooking, making drinks, writing menus and serving to familiar and unfamiliar people.

Developing independence in looking after their body; Hair, Teeth, Washing. Personal Hygiene. Clothing.

Access to individual Futures & Destinations advice, including capturing and sharing preferred leisure activities and developing self-advocacy skills.

Term 2: Pupil Progress Evening

Continued emphasis on learning who keeps me safe?. When and how to ask for help. Understanding safeguarding support networks /boundaries and how this applies in the community/ would apply in supported living/ residential settings.

Christmas Fair- enterprise project.





Pantomine

Christmas serivce



SPRING TERM

Classes lead assemblies that share key life-skills, safety and values-based messages. Pupils also attend termly assemblies with sessions from external providers, including post-16 and post-19 provisions and local employers..





Invitations to seasonal events at the Manor House (a local nightclub), giving pupils the chance to socialise with a wider network of young people with learning needs in a safe, age-appropriate community setting.

Ongoing travel training, visiting key community facilities throughout the year including, parks, hospital, libraries and restaurants.



Year 12- 14 residential opportunity to St Omar, France.



Term 4: Pupil Progress Evening



Planning a community visit: pupils vote on a visit they would like to do, as a class, each year, developing their own personal interests and learning to self-advocate for their choices.



SUMMER TERM

EHCP Reviews ensure Oakley School continues to meet each pupil's needs and remains the right setting for their academic, emotional and social progress. They provide time for teachers and families to review outcomes, make adjustments, and discuss next steps, including future education pathways and long-term considerations such as living arrangements and preparation for adulthood.



Creating a visual CV/ pictorial vocational profile

Comprehensive Transition Preparation for a supportive and smooth transition to the next stage or Provision.

Phase 4 pupils are given topic-specific opportunities to develop future skills through the curriculum (see Whole School Long Term Plan).

Summer work experience project – pupils put on an event such as a tea party, fashion show or festival, giving young people the opportunity to plan, resource, invite, host, and clear up.



Summer Fair

Futures & Destinations Opportunities in Phase 4 Explore/ Discover Pathway

Oakley School
Skills for Life and Independence

Learning Through Context

In Phase 4 Explore, learning focuses on preparation for adulthood, supporting pupils to understand their next steps and future destinations. Pupils build independence, problem-solving and self-awareness by practising pre-taught skills and applying them in real-world contexts, including community access, work-experience opportunities and travel. Pupils are explicitly taught learning and regulation strategies that support them, and are supported to recognise, advocate for and apply these strategies independently across community and real-life settings.

Assessment in Phase 4

Pupils continue to be assessed across the seven areas of the Oakley Learning Journey, with accreditation introduced through practical, experience-based learning. Pupils access off-site education at provisions e.g., Bore Place and the YMCA, and some pupils work with in-house external providers such as the Trinity Theatre Company. Depending on readiness, pupils may work towards Entry Level Functional Skills, the LASER Award, Arts Award or Duke of Edinburgh Award. We are developing personalised AQA Unit Awards for those not undertaking functional skills qualifications.

AUTUMN TERM

Physical and Sensory offer continues

Phase 4 Meet The Teacher



Interview Practice
Pupils meet a range of familiar and unfamiliar people in different settings to practise talking about themselves, their interests and skills, and to learn to express any support or reasonable adjustments they need.

Term 1: Futures and Destinations Fair --for pupils and families to explore Further Education settings and begin to think about the next suitable provision or step for their young person.

Term 2: Pupil Progress Evening

Christmas Fair- enterprise project.



Continued emphasis on learning who keeps me safe?. When and how to ask for help. Understanding safeguarding support networks /boundaries and how this applies in the community, supported living, leisure and work place settings.



Pantomime

Christmas Service

SPRING TERM

In Phase 4 Explore, pupils learn to care for their bodies, maintain good hygiene, and dress appropriately for different settings. They understand that personal presentation and good hygiene are important life/ world of work skills.



Throughout the year, pupils take part in community trips linked to termly topics or to develop travel training skills. These include visits to a range of local shops and facilities, such as corner shops, supermarkets, libraries, healthcare settings, hardware stores, garden centres, and cafés.

Term 4: Pupil Progress Evening



Visiting local further education settings and workplaces to deepen understanding of the skills needed for next steps/ the future.



Year 12- 14 residential opportunity to St Omar, France.

Functional Skills Assessment Window 1



Pupils create visual CVs or vocational profile and build on this by practising how to write covering letters and emails, as well as making phone calls. They also practise completing forms and learn to recall and record basic personal information.



Regular e-safety learning to ensure pupils stay safe online and know how to access self-help resources, including local services, support groups, and guidance for mental health, financial support, and healthcare needs.

SUMMER TERM

EHCP Reviews
These ensure Oakley School continues to meet each pupil's needs and is the right setting for their academic, emotional, and social progress. Reviews allow teachers and families to assess outcomes, make adjustments, and plan next steps, including future education and preparation for adulthood.



Year 11- 14 residential, Sailing Trip from Portsmouth Harbour.

Access to individual Futures & Destinations advice from external provider. Completion of the Future Skills Questionnaire on Compass Plus.



Seasonal Manor House Nightclub nights

Functional Skills Assessment Window 2

Work Experience Week
Pupils take part in a range of activities to build confidence, social communication, and workplace skills with staff support. Where appropriate, they access bespoke placements.

Summer Fair

Comprehensive Transition Preparation for a supportive and smooth transition to the next stage or Provision.

Phase 4 pupils are given topic-specific opportunities to develop future skills through the curriculum (see Whole School Long Term Plan).

