Universal Offer

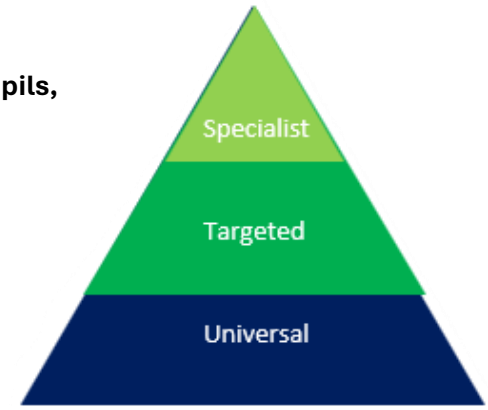
Oakley School
Skills for Life and Independence

At Oakley, we are committed to embedding trauma-informed, neuro-affirming practice across our school and ensure it permeates through every aspect of school life. All pupils at Oakley School receive a differentiated curriculum tailored to their individual needs and EHCP outcomes and targets. This is delivered through our Universal Offer, which every family can expect their child(ren) to receive.

Some pupils may also require targeted or specialist support, including interventions and therapies such as: Occupational Therapy (OT), Speech and Language Therapy (SALT), Physiotherapy, Music Therapy, Play Therapy and Counselling.

A specialist learning environment, designed to meet the needs of all pupils, is central to our universal offer

- Small class sizes (approx. 10 pupils)
- Highly skilled staff trained in SEND
- A Creative Curriculum tailored to individual needs
- Access to specialist facilities:
  Life Skills Rooms, Sensory Integration Rooms, Soft play, Multi-Use Games Area (MUGA), Magic Carpet, Forest School and Playground spaces in each phase.



Sensory Integration & Motor Skills
We develop fine/gross motor and coordination skills using:

- Clever Fingers
- ACTIVATE
- Handwriting and visual perception activities
- Typing and assistive technology

Skills for Life & Independence
We achieve this by developing:

- Self-help and independence skills
- Personal care schedules and routines
- Use of specialist/ adapted equipment e.g. cutlery, cups, pens, and writing slops

Sensory-based strategies:
We offer:

- Calm areas in every classroom
- Access to sensory resources to support regulation and engagement e.g. Weighted products, trampettes, therapy balls

Social, Emotional & Mental Health
We support emotional regulation and wellbeing through our:

- PSED curriculum
- Interoception curriculum
- IA on the fly
- Zones of Regulation
- Thrive training and in-class support

Total Communication Approach
We recognise that communication is central to learning and well-being and validate all forms of communication styles by using a Total Communication approach.
This includes:

- Ensuring all pupils have a functional means to communicate that is individualised to them
- Acknowledging all forms of communication
- Embedding multiple communication modalities across the school – Makaton, speech, gestures, symbols, objects, written/pictorial, AAC
- Ensuring staff have frequent training in different communication modalities including Makaton, use of visuals and AAC, Gestalt Language Processing.
- Recognising echolalia as a form of communication
- Giving students time and space to communicate in their chosen modality – using Intensive Interaction and OWL (Observe, Wait and Listen)