



# OASTLERS SCHOOL

**SAFE, SECURE AND SUCCESSFUL**





# Welcome to Oastlers School

## Lyndsay Brown, Headteacher, says:

I would like to extend a very big welcome and thank you for your interest in Oastlers School.

Oastlers School is a specialist setting providing support for children and young people who have social, emotional and mental health disturbance. We understand that some children experience mental health difficulties, in terms of challenging behaviour that affects learning, and we understand they need support to aid their recovery. Early adverse childhood experiences and loss can also lead to residual difficulties.

Our aim is to help children and young people move into positive emotional and relational health, which in turn has a positive impact on behaviour and learning. Rooted in this is a school that at its heart is Trauma Informed providing a safe environment for children and young people to flourish and achieve their personal and academic potential.

We are a fully inclusive school that is constantly seeking out the most influential and up to date research that underpins our Trauma Informed practice to aid emotional healing and wellbeing. We are committed to this because we know that this empathic approach works, and that continued mental health problems negatively impact on social, psychological and physical health.

The school offers a number of therapeutic approaches to sit alongside quality first teaching to address the needs of the whole child. We work closely with a number of support agencies and, importantly, with our families to achieve shared goals. I am pleased you are interested in joining our community and invite you to visit the school, speak with my staff, and find out about all of things we do in school to provide your child with what we hope will be a *happy, safe and successful* learning journey.



### Parent/carer partnership

Another very important part of our school is you, the parent/carer! As you will see, by reading the many parent/carer and learner stories within this prospectus, you and your child are very important to us. We champion the link between school and parent/carer and work very hard to involve you in every step of your child's time here...and increase your child's enjoyment of learning. We maintain a close relationship between family and school, and parents/carers are included every step of the way.

Good home/school links mean that our learners gain as much benefit as possible from their time at Oastlers.

### Curriculum

Learners follow the National Curriculum, as well as being offered vocational courses and opportunities in our new site in Keighley. All learners are treated as individuals according to their own specific needs, with the aim of helping each one to reach their full potential.

### Get in touch

We would love to show you round our school so you can see for yourself the lengths we go to support and care for the children who need it most. Please either ring on 01274 307 456 or email [office@oastlers.co.uk](mailto:office@oastlers.co.uk) to arrange a visit.



## Oastlers Principles of Nurture

At Oastlers we strive to be a nurturing school. Our nurturing principles extend to all our learners and staff, parents and carers and everyone who visits our school.

- We will always treat you as an individual, responding to your emotional wellbeing and enabling you to progress at your own rate.
- We will aim to offer a safe, secure and caring learning environment for everyone.
- We will always encourage you to be happy with who you are, to respect yourself and to have self-belief.
- We will empower you to explore and understand your feelings and emotions with the right expressive words and we will provide safe spaces and time to listen.
- We will always try to understand what your behaviour is saying about how you feel.

We will aim to make changes smooth, safe, understandable and manageable for everyone.

# Kayden, Hadley and Harlem now have hopes for the future because their lives have been turned around by staff at Oastlers School

Charlene lives in Bradford with her three sons, Kayden, aged 17, Hadley, aged 15, and Harlem, aged 12.



## Dedicated teachers

Charlene can't praise the staff at Oastlers School enough for their care and dedication, which has helped transform the lives of her three sons. She says: "They have done everything they possibly can to help my three children, whereas the other schools they have attended didn't give them a chance."

## GCSE success

Charlene's son, Kayden, is now looking ahead to starting an apprenticeship as a plumber, having gained five GCSEs at Oastlers. She says: "When Kayden was younger he was diagnosed with ADHD and autism and, after experiencing a traumatic event in his life, he became very unsettled and did not thrive at school."

## Intensive tuition

"Even after he started at Oastlers, he did not improve much to begin with, but then the school moved him to Churchill class where there were more teachers and more intensive tuition and he suddenly turned the corner. The wonderful staff at Oastlers went above and beyond to help Kayden."

## Helpful staff

Charlene says her 15-year-old son, Hadley, who is in Y11 at Oastlers, also had a lot of problems in the early years of his education. "It ended up with him being excluded and he was out of school for about two and a half years. He couldn't read and write and so I was desperate for a place to come up at Oastlers for him. When he finally started there, the staff managed to get through to him."

## Good relationship

"I can't praise the school enough for what they have done for Hadley. He now has a good relationship with the staff and they have helped him sort some of his problems out. I used to think Hadley wouldn't get anywhere in life, but now he is thriving in the school and is set to take his GCSEs next year."

## Design technology success

Charlene believes the secret of the school's success lies in how the staff talk to the children. "They manage to get through to them somehow, whereas teachers at other schools haven't been able to. Hadley has had intensive tuition in Churchill class at the school for children of different ages.

He is doing really well in design technology and brings home wonderful things he has made. The staff at Oastlers have managed to bring this side of him out and now he has much better prospects for work."

## Weekly update

"Harlem, who is 12, has now started in Y7. It took him a while to settle in, but the school have just been getting on with it. When they were at other schools, I was constantly getting phone calls asking me to pick them up because they had done something wrong, but Oastlers deal with everything on the day and just give you a weekly phone call to tell you how they are getting on. I am very grateful they are now helping Harlem because it is possible that he has ADHD and autism, but there is always a long wait for a definitive diagnosis. Harlem likes all his teachers and I can't praise them enough for what they are doing for him," Charlene says.

## Enjoying school life

"All three of my sons have enjoyed going to Oastlers. None of them have ever got up in the morning and said they didn't want to go. The staff have helped them overcome their problems and given them access to education. They have also given them the chance of a bright future. I didn't think Kayden would get anywhere in life and now he has some qualifications and a definite career plan."



# The school day: settling in



## School times

School starts 8.45am and finishes Monday to Thursday 3.00pm, Friday 1.00pm.

### Breakfast

On arrival, all learners have an opportunity of breakfast (toast & cereal).

## Lunchtime clubs

We have a range of lunchtime clubs which run from 1pm to 1.30pm. From football to ICT, music, board games and film club.



## Uniform

At Oastlers School we believe that a school uniform is an important part of school life. It contributes to our overall aims of supporting, learning and teaching in our school community that is safe, secure and successful.

We want to ensure that the cost of uniform does not deter any learner from applying to the school, nor leads to them feeling socially excluded or unable to afford other necessities. Parent/carers who are unable to provide their child with the required items of Oastlers uniform should contact Joanne Taylor on 01274 307456.



## Food in school

School lunches and dinners are made and provided on our premises. All food is fresh and locally sourced to create a delicious, healthy and balanced nutritious menu. A vegetarian option is always available.

### Packed lunch

Learners may bring a packed lunch from home if preferred.

# Callum is being helped to achieve to the best of his ability with a sixth form course created especially for him by the caring staff at Oastlers School

Julie and Philip live in Baildon with their daughters, Claire, aged 28, Beth, aged 18, and son, Callum, aged 16.



## Good relationships

Callum joined Y7 at Oastlers School at the age of 11. Julie says: "He settled well when he first started at the school because he was surrounded by people who understood him. When you're walking round the school you can see the staff have a good relationship with the children. The school has a lovely atmosphere and feels very calm."

## Academic success

"Callum has now taken some GCSEs and started in the sixth form. He still has some issues but has done very well along the way. He has embarked on a sixth form course that has been created specially for him to match his ability."

## Cricket enthusiast

"He enjoys sport, in particular cricket. Although there is no school cricket team the staff have geared lessons around cricket, for Callum. During lockdown they organised for an England cricket coach to do virtual lessons with them. He also did a piece of coursework for his GCSEs all about cricket and the history of the game. They are now working on the core subjects of maths and English with him."

## Excellent communications

"Our relationship with the school has been good and we have a messaging system with them, so they are aware if he has been upset at home, and we are aware of what has happened during the day at school. He has been very happy at the school and has never said he didn't want to go at any time."

## Fulfilling potential

"We count ourselves lucky to have found such a good school as Oastlers for him. We have never been contacted by the staff and asked to take him home, which happened regularly at his previous schools. They don't expect all the children to be the same and to be able to conform to a rigid set of requirements. The children know they are respected by the staff and the staff will work round your child to get the best out of them."

## Everyone included

"Oastlers have a lovely system of rewarding the children for good work. If they get a certain number of points, they are taken on a reward trip. They have gone fishing or bowling or for a pizza at various times. The Head Teacher has said that whenever she has organised a major school trip to a place far afield, such as London, she has never had to leave a child behind," Julie says.

## Confidence in staff

"Callum has done better at Oastlers than we could ever have envisaged. We couldn't be happier with the school and are confident that the dedicated staff will continue to help him to achieve to the best of his ability."

## Children say

Callum says: "I feel safe and happy at school."



# Curriculum: a rich and rewarding learning experience that empowers our learners

## Knowledge empowers!

Everything we do is in the best interest of our learners. The curriculum offer at Oastlers School is the vehicle by which our learners gain knowledge; the substance of education. We know that knowledge empowers! This then, is the very essence of our purpose, of our learning journey.

## Subjects

Learners will study a wide range of subjects including, English, mathematics, science, citizenship, physical education including outdoor education, relationships, sexual health education (RSHE), PHSCE, art, design technology, food & cookery, ICT, music, music technology, photography and sport.

### Vocational

Learners will also study more vocational based subjects including forest school, construction and motor vehicle maintenance, accessing College or specialist providers.

## Progressive curriculum

Our primary, thematic model that all our younger learners experience, prepares our learners well for the more complex study of GCSE in Y10 and beyond. We provide this model to ensure learners acquire fundamental basics in order for them to progress and achieve.

### ‘Joined up’

We understand that children strengthen their understanding of the world they live in if it is ‘joined up’ and ‘connected;’ explained in a manner that is understandable to enquiring minds. We achieve this by rigorously pursuing high quality learning experiences, in

the classroom and outside the classroom, that build on a child’s previous experiences.

### Repeated activities

Children learn from repeated activities that help knowledge to become long-term memories. This requires repeated visits to concepts and vocabulary through reading that not only supports greater comprehension but also increases word mastery. Consequently, our focus is on reading and reading activities.

## Measure of success

We know that our planned learning journey has been successful when all our learners complete study with quality, accredited, outcomes that can be built upon. Education is not merely about examination outcomes, it is about developing confident, assured citizens who contribute positively into the social, emotional and economic well-being of self, family and community

## Careers service

Our focus is to develop skills and attitudes that enable our learners to become independent adults and prepare them for their destinations and careers beyond Oastlers.

### Careers education, information, advice and guidance

We prepare learners for their preferred transitional pathway, whether that is to continue with further education, employment, training or living independently; using a person-centred approach to deliver targeted outcomes.

### STEPS

Oastlers careers service is designed for learners from Year 7 onwards, highlighting vocational and academic routes for their journey into adulthood. Our careers programme is known as STEPS.

Each learner has an Education, Health and Care Plan, which is linked to the external careers guidance provided by Bradford Prospects. We underpin our strategy with the Gatsby Benchmark and the support of our Enterprise Coordinator and other key stakeholders.



# Shannon has been made to feel both wanted and respected by the caring staff at Oastlers School

Priscilla lives in Bradford with her daughters, Jade, aged 17, Shannon, aged 14, Holly, aged 13, and Savannah, aged nine. Shannon has been a learner at Oastlers since she was 11.



## Understanding teachers

Priscilla says Shannon had been to two mainstream schools and a learner referral unit where she had not felt comfortable and this is the first time that she has been happy at school. “When Shannon speaks to the teachers at Oastlers, she is listened to, given respect and understood. She is now treated like a person, whereas when she was in the mainstream schools and the learner referral unit she was dismissed. She has been made to feel wanted at Oastlers, where the staff are experts at dealing with learners with emotional, social and behavioural needs, and so she has been prepared to let people into her world for the first time.”

## Comfortably settled

Priscilla says she will never forget Shannon’s first day at Oastlers. “She would not get on the bus, so I had to take her in the car. When we got there, the Behaviour Team had to help me get her out of the car because she did not want to go into the school. But within three or four days she had really taken to the school and has loved it there ever since. I could not believe how well she settled there.”

## Singing success

“Shannon now loves music lessons and singing and enjoys learning to play different musical instruments, such as the guitar and trumpet. Before she started at Oastlers she would have been embarrassed to sing on a stage. She didn’t even like having her photograph taken. But now she is prepared to get up on the stage and sing a whole song in front of the entire school. She won the Oastlers Got Talent competition in 2018. She also enjoys cookery lessons and has grown to love baking.”

## Making new friends

“She was really happy to go back to school in September at the end of the holidays. She couldn’t wait to be back. She likes going to Oastlers’ summer school, but doesn’t think it lasts long enough. Shannon, who has never received a definitive diagnosis for her issues, doesn’t have any friends locally and tends to stay in her room on her own when she is at home, but she has made friends with some of the other children at Oastlers, who she feels are more like her. That’s one of the reasons she is so keen to get back to school after the holidays. Shannon likes the teaching staff and has a particularly good relationship with the Head Teacher, Lyndsey Brown. I also get on well with Mrs Brown, who is a very nice woman,” Priscilla says.

## Mutual respect

“I am delighted that Shannon will be sitting her GCSEs next year. Oastlers is one of the few places where she could be given the opportunity. I am sure there is no other school like it. I would tell other families considering the school about the way the staff respect the children. There are not many schools where the staff are so respectful of the learners. The teachers build good relationships with the children and are supportive of them. Because they show the children that they respect them, the teachers are respected by the children in return.”

## Children say

Shannon says: “I enjoy baking at school.”



# Communicating with parents/carers



## Home and school

Effective communication between home and school is important to ensure that parents/carers are always fully aware of their child's progress.

We do lots of social events to raise funds for school fund and charities including McMillan, homeless, Children in Need etc.



## How we feedback to parents/carers

We provide weekly updates, consultation days, regular reports, newsletters, and a half-termly letter from the Headteacher.



## Text and school app via SchoolComms

We also text parents/carers if there is something they should be aware of during the school day. Other forms of communication include annual reviews, weekly phone calls.

# Arran is making good academic progress and feels happy and settled at Oastlers School

Leanne and Ryan live in Bradford with their children, Sochia, aged 19, Arran, aged 14, and Lucas, aged nine.



## Unhappy time

Leanne says Arran had struggled at primary school. "His teachers didn't understand his needs and would shout at him and humiliate him when he couldn't do his work. He said the teachers wouldn't listen to him and there was too much noise and too many children there. He came out every day with his head down."

## Small classes

"Although he has never been given a definitive diagnosis, Autism and Asperger's have been mentioned by doctors who have seen him in the past. I wanted to find him a good secondary school in Bradford with smaller classes and, after doing some research, I found out about Oastlers. We went to visit the school and they showed me and Arran round and we thought it was absolutely brilliant. The Headteacher Mrs Brown was really lovely."

## Strong support

Leanne and Ryan are thrilled with how well Arran is doing at school now he feels comfortable at Oastlers. Leanne says: "Since Arran started in Y7, he has come on in leaps and bounds. He got used to the school within two to three weeks of starting and became easier to deal with at home because he was finally getting the support he needed."

## Future prospects

Leanne says Arran has definitely turned the corner with his academic work and she would like him to stay on into the sixth form. "The school have given him hope for the future and there is now the potential for him to be able to get a good job because of how they have helped him."

## Football and food tech

"Arran has been attending Oastlers for three years now. We always knew he was bright and he's finally doing well academically. The fact that they have small classes at Oastlers has definitely helped him. He now enjoys English, maths and food tech and loves playing and talking about football. When he's doing food tech, they say he puts a lot of effort in. He also enjoys art and likes to play the drums in music lessons."

## Work incentive

"Arran looks forward to going to school now, whereas he never wanted to go to his old school. The staff know how to get the best out of Arran. I think their rewards

scheme is a brilliant idea because it gives him an incentive to work hard and do well in order to get points. I was thrilled the first time I got a letter saying that he had earned a certain number of points and could go to the cinema. They take them on lots of nice trips, such as bowling or to visit an activity centre."

## Amazing staff

"I really couldn't wish for a better school for Arran. All the staff know how to deal with him and he loves all his teachers and has good relationships with them. He loves to talk to the pe teacher about football because he has told Arran he is a friend of Gareth Southgate."

## Helpful tips

"The school counsellor has been really good and has shown me how to deal with Arran when he gets angry. They ring you every week to update you on how he is getting on. They will tell me if he has had a good week or a bad week," Leanne says.

## Finding friends

"We can definitely see an improvement in Arran and we feel relieved, for his sake, that he is in a good school and is being well looked after. He can go out of the classroom and take time out if he feels anxious. If things go wrong at school, they explain why it happened to help him understand and he has now made some friends at school."

## Children say

Arran says: "I like doing food tech and playing football at school."



# Inclusion



## SEMH and SEND

All learners have an Education Health and Care Plans and specific Social, Emotional and Mental Health (SEMH) Disturbance.

Oastlers vision is to support learners with Special Education Needs, particularly those who have gaps in their learning, moving them closer to their age-related expectations in their core skills. They will do this in an environment which is calm and safe, allowing them to develop self-esteem through experiential learning and consolidation of basic skills.

### Identification

Identification of specific Special Education Needs will be achieved in a dignified manner, taking account of each child's individual precise needs. Our intention is to motivate and encourage our learners to master the basics thus gaining the knowledge and skills to access GCSE outcomes and become confident, successful, independent learners.

### Bespoke curriculum

Using the data collated from our half-termly data trawls and the information from their Education Health and Care Plans, a bespoke curriculum will be provided for each learner who has been assessed as needing additional support, to develop their literacy and numeracy skills.

### Basic skills

Each learner is supported to develop their basic skills. This is done by working on a one-to-one basis, in pairs or in groups. There is a significant focus on speaking and listening skills, on developing vocabulary and understanding the four functions of number. Learners are provided with continuous support with tasks that are aimed to consolidate deep learning and chunked to challenge whilst avoiding memory overload. A variety of teaching resources are used such as: Education City, Lexia, TT Rockstars (times tables), textbooks, worksheets and individual learner led projects.

# Tyler is now settled and happy and his talents are being encouraged by the expert staff at Oastlers School

Melisa lives in Bradford with her son, Tyler, aged 14, and daughter, Amelia, aged 11.



I went to see Oastlers School and liked it immediately and thought Tyler would thrive there. The SENCO visited us at home and said she believed Oastlers School could meet his needs."

## Settling in

"Tyler started at the beginning of Y8, but he didn't settle straight away and then after a few months we had the first lockdown, which didn't help. Since going back after the lockdown, Tyler has settled more. He loves school now and is happy to get ready and go off in his taxi."

## Understanding staff

Melisa says Tyler is the first child at Oastlers School with Tourette syndrome but the school have now done some training on how to care for children with the condition. She says: "All he needed was for his teachers to understand him, because you can't learn if you're not happy."

## Team work

Melisa has been very happy with the staff at Oastlers School since Tyler started there. She says: "We are all working together to help Tyler and I am not struggling on my own any more. He is like a different child. There's no battle in the morning because now he wants to go to school."

## Professional care

Tyler had been out of school for 18 months. Melisa says: "He had been failed by his previous mainstream school.

made some friends in his own class and in the other classes. He is now finally learning at school and able to have a laugh."

## Helpful counsellor

"When he had a bad week because something happened to upset him and said he didn't want to go to school, I rang the school to let them know. They got the school counsellor on board straight away. He had a few sessions with Tyler and it really helped," Melisa says.

## Piano lessons

"I do feel I have some support now because the staff at Oastlers School are so good. It has been a hard road to get Tyler to where he is now. Two years ago, he was very down and depressed and now he loves going to school. He is very good at music and taught himself to play the keyboard and piano during lockdown. I was amazed when the Head Teacher, Mrs Brown, emailed me and asked me if it was okay to bring someone in to teach Tyler the piano. Now they have discovered his talent, he is going to perform in a band at school. It is such a relief that I can now go about my day and not worry about Tyler too much because I know where he is and that he is safe and happy there."

## Children say

Tyler says: "I like learning to play music at Oastlers School."

## Enjoying learning

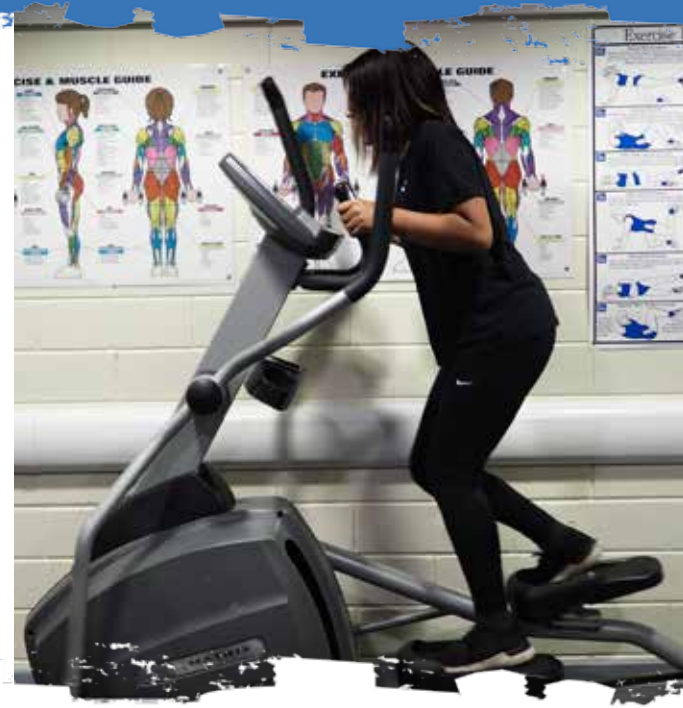
"He is doing well academically now. The staff say he still has a few gaps to make up because of the time he spent out of school, but he is studying for six GCSEs, including photography. Tyler likes everything about school now. He loves his teacher and TA. He enjoys going to Pool Club at lunchtime."

## Making friends

"Recently his teacher rang to let me know that Tyler had a good week. It was so lovely to hear. Tyler has had to learn to live with Tourette syndrome, but he has now



# Clubs, sports, music, activities



## Wide range

We offer a range of sporting and other activities to further enhance our learners' school experience. Some examples are:

- Guitar, piano and drum lessons with peripatetic teachers.
- Football and table tennis after school club.
- Oastlers Got Talent annual event.
- Theatre trips.
- Outdoor and other residential.
- Swimming.
- Educational trips linked to curriculum, including Cadbury World, Bowling Museum, places of interest, places of worship, sports and outdoor activities.

- University visits.
- Half-termly reward trips include bowling, cinema, Pizza Hut and inflatables.
- We hold a whole school fun day each year, with bouncy castles, slides or a visit to Flamingo Land.
- Army Residential trip.

## Outdoor activities

There are lots of outdoor activities such as mountain biking and canoeing. Learners can also go on the Year 7 outdoor residential trip and try climbing, abseiling and much more.

### Forest School

Our qualified staff run forest school activities on a rotational basis throughout the year to all learners.

## Music

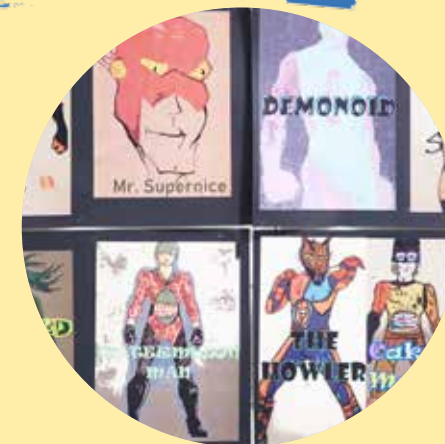
We offer an inspirational education for all learners, developing their full musical potential and providing them with the skills for a lifelong enjoyment of music.

## Sport

We offer inspirational and competitive learner experience to enhance the development of skills and techniques in a range of physical activities and experience fun, enjoyment, friendship, belonging and the pleasure of taking part in sport alongside developing knowledge and understanding of sports and games that may well lead to a fulfilling career.

# Kyle has had his life transformed by his musical talent being encouraged at Oastlers School

Jean and Dave live in Leeds with their 22-year-old son, Ben, and 17-year-old son, Kyle.



## Good recommendation

Kyle started in Y7 at Oastlers having struggled in mainstream schooling. Jean says: "There was nowhere in Leeds that could meet his needs and we were recommended Oastlers by one of the SEND team at his junior school. He had not thrived at his primary school and was at a learner referral unit but couldn't cope with the constant changes. Kyle has never had a definitive diagnosis for his issues but it has been suggested that he may have a reactive attachment disorder."

## GCSE success

"Our first impression of Oastlers was excellent and sending Kyle there has been an amazing success. He travels from Leeds to Bradford in a taxi and has always been willing to go. By the time he went into Y8, he was starting to accept the rules and regulations and went on to make amazing progress. He got maths GCSE and passed music and IT with merits."

## Respect for teachers

"We have always worked closely with the school. If we had issues with Kyle at home, we let the school know, and if something happened at school, they informed us. It has been very much a two-way process. Kyle gets on well with the teachers. They have respect for him and he has respect for them. He is now able to interact on the same level as adults."

## Nurturing school

"Oastlers is very much a nurturing school, but they have strict rules they want the children to follow. They do reflective work and if there is an issue at school,

they look back on it and discuss what they should do to prevent it happening again. There is a room called the Sanctuary that children can go to if they are feeling anxious."

## Positive attitude

"The children start each lesson with a high grade and it is down to the learner to maintain that grade. It encourages them to have a positive mindset and want to do well. When they go into the next lesson they start again with a high grade and try to keep it. The class with the highest set of grades gets a treat."

## Encouraging self-belief

"The school are good at rewarding positive behaviour, which helps give the learners the self-belief that they can achieve. It has definitely made Kyle easier to deal with at home. You can discuss any issues with the school and you get a regular update as frequently as they think your child needs it."

## Happy time

"The small classes have definitely helped Kyle. He still gets on better with adults than children but on his day at music college he seems to be focusing more on his peers. Overall, he has been very happy at Oastlers, which has been a huge relief to us and made our home life easier."

## Children say

Kyle says: "I have enjoyed my time at Oastlers because I have been able to learn music freely without being restricted."



# Admissions and getting involved

## Admissions

All referrals to the school will be made by the Local Authority on behalf of learners who have an Education, Health and Care Plan for Social, Emotional and Mental Health Disturbance. Bradford's Special Education Needs Service and Disabilities (SEND) will do this following assessment procedures outlined in the 1993 Education Act. Referral information to the school will include the Education, Health and Care Plan, with additional specialist professional reports as appropriate. An offer of a place will be based on the following relevant information:

- Copy of Education, Health and Care Plan for Social, Emotional and Mental Health Disturbance Information provided during Statutory Assessment.
- A robust assessment of need, including risk assessment where required.
- Previous educational records.
- School is confident that it can meet the needs of the individual learner.
- Learner and family agreeing to the placement.

We want to be confident that we can meet the needs of all learners. However, there will be some individuals for whom the school is unable to meet need. In this instance the Local Authority (LA) will seek to place those learners in a more appropriate setting.

For information about matters relating to SEND, please contact the SEND Team on 01274 435750.

Alternatively, you can contact SENDISS Team on 01274 513300

## Getting involved

### Friends of Oastlers

The Friends of Oastlers are a group of parents/carers who organise fundraising events to raise additional money for the school. All parents/carers are welcome to join.

### Workshops

We regularly run educational workshops to further help support parents/carers and families. These include:

- Smoking cessation
- Early Help support
- Drugs & Alcohol matters
- Online Safety classes
- Sleep Therapy
- Pottery

### Governors

The governing body has a range of duties and powers and a general responsibility for the conduct of the school with a view to promoting high standards of educational achievement. Its responsibilities include but are not limited to:

- Setting targets for learner achievement.
- Managing the school's finances.
- Making sure the curriculum is balanced and broadly based.
- Appointing staff.
- Reviewing staff performance and pay.

If you are interested in becoming a school governor, please ask at the school office.



# Bryony is being given the chance of a bright future by the supportive staff at Oastlers School

Lee-Anne lives in Bradford with her son, Jack, aged 20, and daughter, Bryony, aged 15.



## Successful learner

Lee-Anne's son, Jack, is now working in fabrication and welding having done an apprenticeship after leaving Oastlers at 16. She says: "He thrived at Oastlers and left with six GCSEs and went on to college. He's now fully qualified and holding down a job in the trade. He's done fantastically well when you consider what his situation was when he first started at Oastlers. He had been moved from his primary school to a PRU, and then on to another PRU, because of his behavioural issues."

## Understanding staff

"I believe Oastlers succeeded with him because the staff took time to get to know him as a person and then worked out how they could help him. He definitely benefited from being in a small class and by being taught by staff who understood his needs."

## Clever strategies

"Jack ended up passing all his GCSEs and particularly loved DT, PE and IT. He got a merit on his sports B-Tech. The teachers worked with him one to one and thought about what might interest him to help him engage with learning. They realised he would benefit from hands on learning. Jack absolutely loved the school and all the staff and still likes to come back and visit."

## Relaxed environment

"I was inspired by Jack's success to come and work at Oastlers as an inclusion leader. I had been a support worker at a children's centre before, but thought Oastlers was such a wonderful school, I wanted to be

part of what they are achieving for the learners here. I love the atmosphere here because it is such a relaxed place for the children to learn in and the small classes mean learners are able to get the help they need to turn their lives round."

## Good opportunity

"I am so pleased that Bryony has been given a place at Oastlers and that she will have two years to study for her GCSEs here. It is a wonderful opportunity for her to have a fresh start. I was able to give her an insight into the school before she started and she also talked to her brother about what it was going to be like," Lee-Anne says.

## Chance to catch up

"It is obviously a big change for her and she has had to leave her friends behind, but I am optimistic she will do well. Bryony is going to be studying performing arts and hospitality and catering. The other learners have already extended a welcome to her and I am hopeful she will make new friends. The staff have looked at her timetable and put in extra support to enable her to catch up in English and maths. I would recommend the school to anyone whose children have additional needs. I don't know of any other school like it, but I believe there ought to be more schools like Oastlers."

## Children say

Bryony says: "I'm happy I've moved to Oastlers. I feel so much happier, the teachers are good with me, and the school is a lot calmer than my old school, which is better for me as I don't feel as anxious every day."



# Therapeutic Offer

## Relaxation Therapies

- Yoga
- Hair & beauty
- Aromatherapy
- Massage
- Relaxation

## Talking Therapies

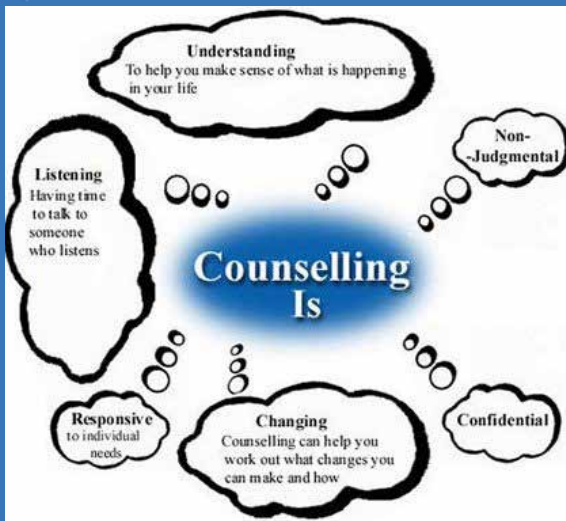
- Counselling
- Bereavement Counselling
- CTB
- Hypnotherapy
- Mindfulness
- 'Time to Talk'
- Animal Assisted Therapy
- Sugar Craft
- Play Therapy

## Physical Therapies

- Rebound Therapy
- Chinese Therapy

## Visiting Therapists (where available)

- Art Therapy
- Music Therapy



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