



Oaklands School Health and Wellbeing Policy



Vision

Our vision at Oaklands is to challenge and educate our learners, whilst valuing and nurturing everyone in an inclusive environment. We strive to promote maximum independence in an atmosphere of mutual respect, compassion, trust, and fairness. We are determined to enable our pupils to feel **Safe** and **Healthy**, to **Achieve** and to be **Nurtured** and **Active**, to feel **Respected** and to be helped and encouraged to be **Responsible** and always to be **Included** regardless of the many challenges they face.

Rationale

The health and wellbeing of our learners impacts on everything we do. Parents, our young people, education staff, AHPs and partners work closely together to ensure that our learners have the highest attainable standard of physical and mental health. We work to ensure that they have access to the resources and care they require to support their learning.

We aim to promote personal growth, physical wellbeing and social development across the curriculum. The mental and emotional wellbeing of our pupils is hugely important to us and is a constant focus in all we do.

Curriculum

Targets are informed by the Curriculum for Excellence, making use of the HWB guidance and in particular the Foundation Milestones. Our Early Years provision is informed by Realising the Ambition. All targets are related to individual needs and abilities.

In Oaklands school we do not teach in discrete subjects. The teaching and learning that a pupil experiences will take place in a cross curricular manner, throughout a pupil's day and week. All of our pupils are treated as individuals, and their devised programmes and targets will generally be unique to them. We recognise that our pupils' progress is unlikely to be linear. Due to the nature of our pupils and their complex needs, whilst many pupils will make good progress, some progress may remain largely static or, in some cases, even regress. Close scrutiny of progress towards targets will allow us to track progress and make adjustments if required.

As well as individual target setting, our teachers plan on a termly basis. These plans will include group activities, class activities and individual activities linked to Communication. These plans are evaluated on a termly basis. Our curriculum is heavily focussed on practical activities. We always try, where possible, to link our learning to practical and real life situations and ones which will engage and be useful to our learners.



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and unlock their potential,
with a range of enriching experiences."*

Functional Movement

Our pupils all benefit from at least 2 hours of physical activity a week. This may involve swimming, hydrotherapy, cycling, MOVE groups (Oaklands is part of the MOVE programme), Innowalk, outdoor education opportunities (incl walking in woods on rough surfaces etc), soft play, cycling, games sessions such as boccia and New Age Kurling, Rebound therapy and wheelchair dancing.

Self and Emotions

Our pupils are offered a wide variety of opportunities to exercise a degree of control over their day. They are encouraged to find ways to self soothe when they are distressed or dysregulated. They are given many opportunities throughout their week for relaxation. This includes intensive interactions on a 1:1 basis, Tacpac sessions, Snoezelen, V.I room, and music and art therapy.

Making Connections

Our learners are helped to make sense of their world by using a system of routines and signifiers (objects and songs). Timetables are used with some pupils across the school to allow them to see what is happening and when. We aim to give our pupils as much choice as we can across their day. Work to support this aspect can be found in Circletime, snack and lunch routines, free play, communication groups, VI sessions, Home Ec. and dressing routines after swimming, etc.

Communication

By developing our pupil's ability to communicate, we are ultimately giving them the opportunity to make their needs, wants and choices clear to us. This can only be a support in their emotional and mental wellbeing. Our school uses a Total Communication approach. We use signs, symbols, on body signing, talkers, iPads, timetables, song signifiers and object signifiers to aid with communication.

Awards and Qualifications

Our learners undertake a variety of awards and qualifications which support our work in Health and wellbeing. These include JASS, SQA, DofE. The school is also working towards a Right Respecting School Award. In addition pupils' achievements are celebrated each week at a whole school assembly when Stars of the Week are awarded in class groups as well as areas such as PE, MOVE, Communication and Performing Arts.

Team working

Class staff teams (including teachers, Nursery nurses and PSAs) all have a role and responsibility to help develop and support the Health and Wellbeing of our pupils. In addition, class teams will work closely with parents and carers, our MOVE lead, our Speech and Language Therapy team, our Occupational and Physiotherapists and our nursing teams, to ensure that the best possible outcomes for our pupils can be achieved. Working together, targets for pupils can be set, planned for and assessed.

Reviewed Nov 24

Next review Nov 25



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