

2024 - 2025

Oakmont School

Learn ■ Grow ■ Lead



Empowering Minds. Inspiring Success. Shaping Leaders.

PROSPECTUS

Kelly

Director of Education

Hello and welcome to our school prospectus. At our school, we are committed to providing a learning environment that empowers young people to develop the confidence and skills needed to thrive and achieve their full potential.

We believe that every pupil has unique strengths and talents that should be nurtured and developed. Our dedicated team of educators works tirelessly to create a supportive and inclusive community that celebrates diversity and encourages curiosity, creativity, and critical thinking.

Our pupils are at the heart of everything we do, and we are passionate about helping them succeed both academically and personally. Through our exciting curriculum, enriching sporting activities, and comprehensive support services, we strive to provide our pupils with the tools and opportunities they need to excel in all aspects of their lives.

Thank you for considering our school, and we look forward to welcoming you and your family to our community.

Our Vision

Our school vision is rooted in the principles of self-confidence, personal growth, and success. We believe that by fostering a positive and empowering environment, we can unlock the potential within every pupil. Through the cultivation of self-confidence and the application of the "Learn, Grow, Lead" principles, we strive to ignite their minds, fuel their aspirations, and guide them towards the realisation of their dreams.

We aim to instill in our pupils the unwavering belief in their abilities, encouraging them to think big, set ambitious goals, and persevere in the face of challenges. By nurturing a growth mindset and providing them with the tools to develop their talents, we empower them to embrace opportunities, explore their passions, and create a path towards personal and academic excellence.

"Whatever the mind can conceive
and believe, it can achieve."



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Mission statement

We empower young minds to Learn, Grow, and Lead with boundless potential. Through fostering respect, inclusivity, and strong character development, we nurture ambitious, capable learners who embrace challenges and become resilient, ethical, and compassionate individuals.

We cultivate Ethical, Informed Citizens by emphasising diversity, unity, and the value of every voice. Our vibrant, inclusive community shapes future leaders with empathy, cultural understanding, and ethical fortitude, empowering them to make positive contributions to society.

We encourage pupils to embrace challenges and rise above adversity. Each moment becomes an Opportunity to ignite brilliance, inspiring enterprising and creative contributors who make meaningful contributions to their communities and the world.

We prioritise the holistic well-being of our pupils, supporting their emotional, social, and physical growth, empowering them to embrace their unique strengths and talents, leaving an indelible mark on their future success and happiness.

"Ambition is the genesis of
success."



Our ethos, aims and values

Our ethos is built upon the core values of respect, integrity, resilience, and excellence. We foster a positive and inclusive school culture where pupils are encouraged to embrace diversity, show kindness, and strive for personal and academic growth. We believe in nurturing the whole child, including their academic, social, emotional, and physical well-being, to help them become responsible global citizens and leaders of tomorrow.

At Oakmont School every member of our community is equally valued and encouraged to contribute.

Our aim is to create a culture of growth and to develop positive relationships where young people feel safe and able to learn. We want our pupils to develop holistically, in their spiritual, moral, cultural and social understanding.

Values

Enthusiasm

"Ignite your passion, ignite your potential."

Determination

"Persist, conquer, achieve."

Unity

"Together we rise, united we thrive."

Character

"Integrity shapes greatness."

Opportunity

"Seize the moment, unleash your brilliance."

Safeguarding

At Oakmont School, the well-being and safety of our pupils are of utmost importance. We maintain a robust Safeguarding Policy, strictly adhering to the guidance and protocols outlined in the All Wales Child Protection Procedures. Our staff receives regular training on safeguarding matters, ensuring they are equipped to create a secure and nurturing environment for every pupil. Our dedicated Child Safeguarding person (DSL), Liz Nihan, oversees the implementation of safeguarding practices, providing a confidential point of contact for any concerns regarding the welfare of our pupils.

In addition to safeguarding, we prioritise Health and Safety measures to maintain a secure learning environment. Our staff are trained to identify and address potential hazards, ensuring that our school premises and activities comply with the highest health and safety standards.

At Oakmont School, we are committed to creating a safe and healthy space where pupils can learn, grow, and flourish. Our comprehensive safeguarding and health & safety efforts are in place to prioritise the well-being of our school community.



Our school day

Time	Activity
8.45-9:00	Staff on duty, pupils arrive at school
9:00-9.30	Curriculum
9.30-9.45	Break
9.45-10.45	Curriculum
10.45-11:00	Break
11:00-12:00	Curriculum
12:00-.12.30	Lunch break
12.30-2.30	Curriculum/Off-site activity
2.30	End of the school day for pupils.



Curriculum

At Oakmont School, our curriculum pays regard to the Curriculum for Wales, which includes six Areas of Learning and Experience (AoLE).

- Expressive arts
- Health and wellbeing
- Humanities,
- Language literacy and communication
- Science and technology
- Maths and numeracy.

Our curriculum is designed to provide a broad, balanced, and inclusive education that considers the individual abilities, interests, and learning differences of our pupils. Our aims align with national goals, and we strive to develop our pupils into ambitious capable pupils, enterprising creative contributors, ethical informed citizens, and healthy and confident individuals. We aim to create a stimulating and enriching learning environment where every pupil has a voice and becomes engaged in their learning, develop a sense of our school as a safe and supportive learning community, and enable all pupils to learn at their own pace, developing skills as well as knowledge. We place a strong emphasis on fostering positive and secure relationships between staff and pupils, as many of our pupils have had difficult or interrupted educational experiences prior to joining us. We aim to create a safe learning space where pupils can thrive emotionally, socially, and academically.



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Relationships Sexuality Education

At Oakmont School, we value the importance of Relationships and Sex Education (RSE) as an integral part of our holistic education. Our carefully planned curriculum is designed to develop pupils' self-awareness, critical thinking, and understanding of healthy relationships. We aim to empower them to make informed decisions, become confident individuals, and advocate for respect and understanding.

Our RSE curriculum is inclusive, promoting healthy relationships, reducing bullying, and addressing gender-based and sexual violence. It comprises three strands: Relationships and Identity, Sexual Health and Well-being, and Empowerment, Safety, and Respect.

We deliver RSE through a whole-school approach, integrating it into various subjects like PSHE, Science, and Humanities. All staff are involved in its delivery, with professional development offered to support them.

Our commitment extends to collaboration with families and the wider community to ensure relevant and sensitive RSE provision. By promoting a safe and inclusive environment, we empower pupils to navigate the complexities of life responsibly and respectfully. At Oakmont School, our comprehensive RSE program equips pupils with knowledge, skills, and values that positively impact their lives and society. A copy of the policy can be supplied on request.



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Career and Work-related Education

At Oakmont School, our commitment to providing comprehensive Career and Work-Related Education (CWRE) aligns with the Curriculum for Wales, preparing our pupils for future success in a rapidly changing work landscape.

Integrated into the curriculum, our CWRE programme broadens horizons, raises ambitions, and equips pupils with essential skills and knowledge for diverse career pathways. Through work experience and industry interactions, we support the realization of the four purposes of education.

CWRE is a cross-cutting theme woven into our school's ethos, providing impartial careers advice and hands-on experiences. We empower pupils with the confidence to make informed career choices and adapt to evolving work environments.

"No one drifts to success... it takes deliberate planning, conscious effort, and focused energy."



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Religious Values Education

At Oakmont School, we value the significance of Religion, Values, and Ethics (RVE) education in preparing our pupils for life in a diverse world. Our curriculum is designed based on the Curriculum and Assessment (Wales) Act 2021, with mandatory guidance on RVE. We follow an inclusive, pluralistic, and rights-based approach, promoting critical thinking and respect for diversity.


RVE is an essential part of our commitment to the four purposes of the Curriculum for Wales, preparing pupils to become responsible and informed citizens. We adhere to the Agreed Syllabus of Cardiff County Council, incorporating religious traditions and non-religious beliefs.

Our vision for RVE aligns with the Cardiff 2030 child-friendly city vision, emphasising pupil rights, academic achievement, and personal well-being. We foster a respectful and inclusive school culture where pupils can explore and engage with different perspectives.

At Oakmont School, we uphold the principles of RVE, preparing our pupils for life in a diverse world and promoting respect, understanding, and personal growth.



Physical Education



Our PE curriculum covers a wide range of activities, including team sports, individual sports, fitness training, dance, judo, and recreational games. We strive to offer a balanced program that provides pupils with opportunities to develop a variety of physical skills, including coordination, endurance, strength, and flexibility.

We aim to create an inclusive environment, where all pupils are encouraged and supported to participate to the best of their abilities. We accommodate different learning styles, abilities, and interests, and we promote positive attitudes towards physical activity and sportsmanship.

PE curriculum offers and encourages pupils to participate in sports such as:

- football.
- basketball.
- badminton.
- athletics.
- cricket.
- rugby.
- tennis.
- swimming.
- Rock climbing.
- Table tennis

Assessment

At Oakmont School, we have adopted the Curriculum for Wales (CfW) and focus on developing ambitious capable learners, ethically informed citizens, healthy confident individuals, and enterprising creative contributors. Assessment is integral to the CfW and serves three key purposes:

- Support individual learners on a day-to-day basis.
- Identify, capture, and reflect on individual learner progress over time.
- Understand group progress to reflect on practice.

Assessment is viewed as an ongoing process integrated with learning and teaching. It is a shared understanding of progression developed through professional dialogue and is learner-centred. We use a variety of formative and summative assessment methods to tailor learning activities to individual needs.

Pupil assessment begins with baseline summative assessments during the first six weeks. We complete summative assessments termly to track progress. Individual pupil targets are set in literacy, numeracy, and wellbeing, involving pupils in the process. Feedback is given meaningfully, supporting pupil progress and self-regulation.

Assessment information is recorded and tracked via Bsquared,. Parents receive Curriculum Overviews and written reports twice a year. We encourage open communication between parents, teachers, and pupils. Regular home-school communication is facilitated through the Evisense app.



Additional learning needs (ALN)

At Oakmont Education, we are committed to providing an inclusive and supportive learning environment that meets the needs of all our pupils. We understand that some pupils may require additional support to access the curriculum and reach their full potential. Our approach to supporting pupils with ALN is guided by the following principles:

Early intervention: We prioritise early identification and intervention for pupils with ALN, working closely with parents, carers, and other professionals to identify and assess any additional learning needs as early as possible, and provide appropriate support.

Person-centered planning: We involve pupils, parents, carers, and other professionals in the planning and delivery of support for pupils with ALN, ensuring that it is tailored to their individual needs.

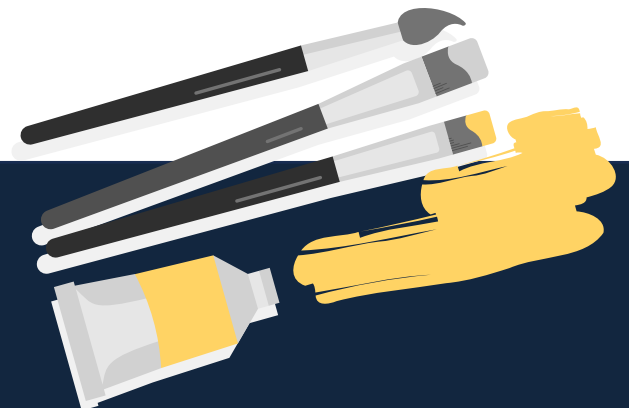
Access to the curriculum: We ensure that all pupils with ALN have access to the full curriculum, making necessary adjustments to enable their full participation and achievement.

Multi-agency working: We collaborate with other professionals and agencies, including health and social care, to ensure that pupils with ALN receive the support they need to thrive.

Review and evaluation: We regularly review and evaluate our provision for pupils with ALN to ensure that it is effective and meets their changing needs.

We recognize that some pupils with ALN may require additional support beyond the classroom, and we will work with parents, carers, and professionals to identify appropriate alternative learning provision, including specialist support and interventions.

We believe that person-centered planning is key to providing effective support for pupils with ALN, and as such, we use a person-centered review process involving pupils, parents, carers, and professionals, which takes place annually to ensure that support remains appropriate and effective. We also use a provision map to record the support in place for each pupil with ALN, which is updated regularly and shared with relevant stakeholders.



Behaviour Expectations

At Oakmont School, our commitment is to provide a safe, supportive, and inclusive learning environment for all pupils to thrive academically, socially, and emotionally. We foster a positive and respectful behaviour culture, collaborating with pupils, parents/carers, and staff to create an inclusive school community.

Behaviour Expectations:

- **Respect:** Pupils show respect to themselves, peers, staff, and the school environment, embracing diversity and individual differences.
- **Responsibility:** Pupils take responsibility for their actions, learning, and belongings, being punctual and prepared for lessons.
- **Safety:** Pupils follow safety rules and guidelines, ensuring the well-being of all.
- **Inclusion:** We foster an inclusive community where pupils support and respect one another, regardless of differences.
- **Personal Excellence:** We encourage pupils to strive for personal excellence in their academics and personal growth.



Growth Factors

At our school, we believe that focusing on pupil well-being, character development, and work ethic leads to academic progress. Inspired by pioneering schools like EL Education and High Tech High, we have identified three core values, which we call "Growth Factors": Responsibility, Hard Work, and Kindness. These values are inclusive, measurable, and attainable for every student, regardless of their abilities or background.

To embed these values into our school culture, it is crucial that they are not just words on a policy or poster, but actively experienced and lived throughout the school day. Our staff play a vital role in modelling and guiding these traits. We use the language of the Growth Factors in our reflective and restorative conversations, set initial pupil targets based on these values, and align our celebrations and rewards accordingly.

To create a multi-sensory approach to understanding and embodying these values, we dedicate time in our Learn Grow Lead (LGL) sessions for in-depth exploration. These sessions involve discussing the meaning of the values, self-reflection, rating scales, problem-solving tasks, and opportunities for enterprise projects and contributions to the school community.

We recognise the importance of involving families in this process. We communicate the values and Growth Factors to parents and carers, report positive progress and achievements, and look for opportunities to strengthen home-school links through special events and projects where families can participate alongside their children.

Recognition of success is an integral part of our school community. We have weekly celebration assemblies where staff members acknowledge pupils who have shown progress in the values and academics. As our community grows stronger, we aim for pupils to recognise and celebrate each other's successes. By consistently embodying and promoting the Growth Factors, we will create a positive and nurturing environment that supports our pupils' holistic development.

Pupil wellbeing

At Oakmont School, we prioritise the emotional and mental wellbeing of our pupils, staff, and wider school community. We believe that a positive and nurturing environment is essential for optimal learning and personal development.

Our approach to wellbeing is guided by our principles of Learn, Grow, Lead, and we are committed to embedding a whole-school approach to emotional and mental wellbeing, as outlined in the framework provided by the Welsh Government's "Framework on Embedding a Whole-School Approach to Emotional and Mental Well-being."

Learn: We integrate wellbeing education into our curriculum, promoting emotional literacy and coping skills. We empower our community with knowledge and resources to address emotional needs proactively.

Grow: We provide support services, foster a growth mindset, and create an inclusive environment where everyone feels valued and supported. Regular check-ins and interventions ensure wellbeing progress.

Lead: We empower pupils to advocate for their wellbeing, developing leadership skills and self-confidence. We collaborate with parents, staff, and pupils to prioritise mental health.



At Oakmont School, we provide a nurturing and supportive environment for pupils aged 9-19 with Additional Learning Needs (ALN) and/or Behavioural, Emotional, and Social Difficulties (BESD). Our admissions process is designed to ensure that we can meet the unique educational and support requirements of each child.

Our admissions process involves thorough assessment and collaboration. We accept referrals from Local Education Authorities and/or Social Services Departments. An extensive assessment is conducted before admission, considering the pupil's Individual Development Plan (IDP), any up-to-date reports or reviews from their current school or residential/respite placement plans, and any other reports that clearly depict the child's needs.

Children, family members, and carers are invited to visit the school to meet our staff and other pupils. Once a place becomes available, the child will be invited for a second visit and subsequent taster sessions. After these sessions, a conditional offer may be made, subject to agreed funding.

Our transition process is tailored to the needs of each child. It includes a three-month Reflection Period, during which the pupil attends Oakmont School, possibly part-time at first. This allows everyone involved to assess the suitability of the placement. The transition process also includes sharing information about our school, expectations, and procedures.

Upon joining our school, each child will receive an admissions pack with important information. They will be assigned a dedicated class teacher, provided with a draft timetable, and booked for their person-centred review.

We have high expectations from our pupils, parents/carers, and placing authorities. Our pupils have the right to be treated fairly and with respect, to be cared for physically and emotionally, and to develop to their fullest potential. We expect parents and carers to maintain regular communication with the school, attend meetings, support their child's learning, work in partnership with the school, and respect our policies and procedures. We also expect placing authorities to attend reviews, maintain regular contact, and agree on transition plans that meet the child's needs.

Funding arrangements depend on the pupil's circumstances. Some pupils may be funded by the Local Education Authority, while others may need to apply for funding themselves.



Attendance

At Oakmont School, we prioritise regular attendance for academic success and personal growth. Our attendance policy requires punctual and regular attendance, except for valid reasons such as illness. We closely monitor attendance and collaborate with parents to address concerns. We understand emotional-based school avoidance (EBSA) and offer tailored support to pupils facing challenges. Our compassionate approach aims to create a safe, inclusive environment where all pupils can thrive academically and emotionally.



At Oakmont School, we are deeply committed to promoting and celebrating Welsh language and culture as part of our diverse and inclusive learning environment. We believe that a strong sense of national identity and an appreciation for the richness of our own language are important parts of a comprehensive education.

Our curriculum is thoughtfully designed to integrate the Welsh language across all subjects, ensuring every pupil has the chance to develop both their language skills and cultural understanding. We supplement lessons with bilingual signage and displays, and incorporate Welsh phrases and idioms related to current classroom topics.

Beyond the classroom, we offer a range of cultural activities and events that celebrate Welsh traditions, such as music, dance, storytelling, and art. Our Welsh story time sessions encourage discussions and improve language skills, while our pupil showcases allow pupils to proudly present their own projects, artwork, and performances related to Welsh culture and language.

We incorporate Welsh language and cultural elements into our personalised support plans for pupils with Additional Learning Needs (ALN). We also invest in ongoing staff training in Welsh language and culture to ensure every member of our school community can support our pupils' language development.

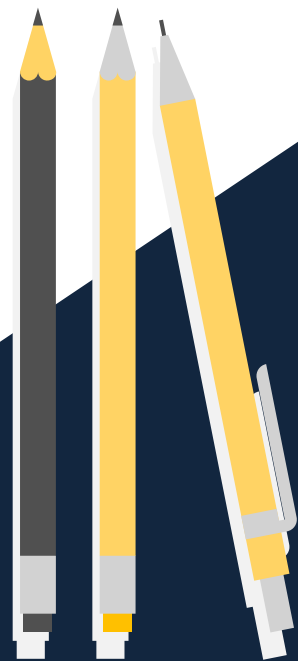
We're not just teaching Welsh – we're living it.



Complaints

At Oakmont School, we believe that addressing complaints or concerns should be easy and supported for all members of staff, individuals, and representatives. We acknowledge that things can go wrong even in well-run services, and we value openness and honesty in dealing with complaints. Our school aims to meet statutory obligations when responding to complaints and strives to be impartial, non-adversarial, and respectful in the process. We aim to address all points at issue, provide effective and prompt responses, respect confidentiality, and treat complainants with courtesy. We make sure to keep complainants informed of the progress and consider complaints as opportunities for school improvement. We encourage informal resolution of complaints, but also have formal procedures in place if necessary.

Please note that this is a summary and not the complete policy. For the full policy, please refer to the school website or contact the school directly.



English as an additional language (EAL)

At Oakmont School, we believe that every pupil brings a unique cultural, linguistic, and educational background that enriches our school community. We are committed to providing a supportive and inclusive learning environment for pupils with English as an Additional Language (EAL), helping them to overcome any barriers to learning and achieve their highest potential.

School and Classroom Ethos

Our classrooms are socially and culturally inclusive, recognising each pupil's mother tongue and appreciating the time it takes to become fluent in an additional language. We ensure that there are effective opportunities for conversation, using talk to support writing and encouraging pupils to transfer their knowledge, skills, and understanding from one language to another.

Assessment and Support

We identify each EAL pupil's needs during the admission process, collecting information about their additional language needs. Teachers keep a record of each EAL pupil's progress and communicate this to parents/carers, meeting with them at least once each term to review progress.

Inclusion

At Oakmont School, we are committed to promoting inclusion and providing all pupils with the opportunity to thrive academically and socially, regardless of their proficiency in English. We create a positive and supportive learning environment, fully integrating EAL pupils into the classroom and celebrating the diversity they bring.



Equal Opportunities

At Oakmont School, we are committed to promoting equality, diversity, and inclusion in all aspects of our school's activities. We firmly believe that every member of our school community, including pupils, staff, and visitors, deserves to be treated with respect and dignity, regardless of their individual differences. As such, Oakmont School complies with the Equality Act 2010 and maintains a zero-tolerance policy towards discrimination in any form.

Oakmont School is committed to ensuring equal access to education for all pupils. We strive to remove any barriers that may prevent pupils from fully participating in school life, and we provide reasonable adjustments and accommodations as needed to support the diverse needs of our pupils. We also recruit and retain staff based on their skills and qualifications, without discrimination, and provide ongoing training and support to our staff to promote equality, inclusion, and diversity, and to challenge discrimination whenever it occurs.

Furthermore, our approach to equality and inclusion extends beyond our policies and practices, and is integrated into our curriculum, teaching materials, and resources. We strive to provide a curriculum that is inclusive, diverse, and representative of the experiences and identities of all our pupils. We promote positive relationships, mutual respect, and understanding among our pupils, and we actively challenge any form of discrimination, prejudice, or bias.

The equal opportunities policy can be downloaded from our website.



Prospective parents

Visiting our school is always a pleasure for us and we warmly welcome parents and professionals. To ensure that our pupils' learning is not disrupted, we kindly request that appointments to see teachers be made outside of school hours as impromptu visits may be inconvenient and may disrupt ongoing class lessons.

For security reasons, we also ask that all visitors during school hours kindly report to the school office upon arrival. We take the safety of our pupils and staff seriously, and this measure helps us maintain a secure environment for everyone. We appreciate your cooperation in helping us maintain a safe and productive learning environment for our pupils. Please contact the school to schedule a visit, and we will be happy to accommodate your request.

We warmly welcome prospective parents to schedule a visit to our school during regular school hours. This provides an opportunity not only to meet with our headteacher and staff, but also to experience the vibrant and inclusive atmosphere of our school in action. We encourage parents to see first-hand how our school operates and get a sense of the positive learning environment we strive to create for all our pupils. Please contact the school to arrange a visit, as we would be delighted to show you around and answer any questions you may have



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Chair of Governors: Kelly Price

Number of complaints: Available on request

Staff qualifications: Available on request

Particulars of academic performance: Available on request

School policies: Available on request

