Oasis

at Plat Douet Primary School

A guide to nurture, inclusion and support

Information for parents and carers, school staff and external professionals

SAFE • VALUED • UNDERSTOOD • INCLUDED

Working together to nurture every child.

Welcome to Plat Douet

At Plat Douet Primary School, we are committed to providing an inclusive, nurturing environment where every pupil is supported to achieve their full potential. We aim to ensure that all pupils, including those with Special Educational Needs and Disabilities (SEND), have equitable access to a broad, balanced and ambitious curriculum.

This brochure brings together information about our SEND approach and our Oasis ARP, a social communication and interaction provision. It is for parents and carers, school staff and professionals who work with our children.

Our shared aim: every child should feel safe, valued, included and able to learn, develop relationships and experience success.

Our approach to SEND

We support pupils with a wide range of additional needs. Our provision is organised around four broad areas of SEND:

- Communication and Interaction, including autism and speech and language needs
- Cognition and Learning, including dyslexia and moderate learning difficulties
- Social, Emotional and Mental Health (SEMH), including ADHD
- Sensory and/or Physical Needs

Support is planned through a graduated response, so that provision can be matched to a pupil's needs and reviewed as those needs change.

Universal provision – support for all pupils

- High-quality adaptive teaching
- Visual timetables and structured routines
- Communication-friendly and low-arousal classrooms
- Scaffolding, differentiation and positive behaviour approaches
- Total Communication and relational approaches

Targeted provision – additional support where needed

- Small-group interventions
- Sensory circuits/diet and Total communication approach
- Social stories and emotional support
- Structured teaching assistant support
- Time-limited interventions

Specialist provision – more individualised support

- Individualised support programmes
- Alternative provision through The Nest and Oasis ARP
- Input from external specialists
- Personalised timetables and resources

Pupils on the SEND register have a Support Plan with clear, specific and measurable targets. These plans are reviewed three times each year.

Oasis: our Social Communication provision

Oasis is our Alternative Resource Provision (ARP) for pupils with significant communication and interaction needs. It provides a highly personalised curriculum designed to develop communication, engagement, independence and emotional regulation. It offers a nurturing, therapeutic and inclusive environment where children can feel safe, valued and understood.

We recognise that social communication and joint attention needs can affect a child's ability to learn, build relationships and take part positively in school life. Our approach starts with understanding the child: their experiences, strengths, communication, needs and what helps them feel secure.

Relationships come first

At the heart of Plat Douet is a relational approach to education. Consistent, supportive and attuned interactions help children build trust, confidence and the skills they need to thrive academically and socially. We see behaviour as communication and seek to understand what a child may be telling us through their actions

Our work with families is grounded in the belief that connection and support are essential for wellbeing and success. We aim to build a welcoming and compassionate community where every family feels seen, soothed, safe, and truly valued.

Learning Environment

Within OASIS, we recognise predictability, consistency and desirability are essential foundations for our pupils to learn. Our low-arousal learning environment is carefully zoned to provide structure and offer meaningful sensory experiences that promote engagement and communication. Children learn best when their nervous system feels safe, regulated and understood; therefore, we provide structured and predictable routines, communication-rich environments, opportunities for sensory co-regulation throughout the day, engaging sensory experiences, highly responsive adult support and resources tailored to individual interests and needs. Access to desirable sensory materials and regulation opportunities enables pupils to engage more effectively in learning while supporting the development of communication, attention, emotional wellbeing and positive participation in school life.

Outdoor Learning and Enrichment

Outdoor learning and enrichment opportunities are an integral part of The Oasis provision. We recognise that meaningful learning takes place in a range of environments and that many children benefit from opportunities to engage in active, practical and experiential learning. Through access to outdoor spaces, physical activities, gardening, sensory experiences, school-based enrichment and community participation, children are supported to develop communication, emotional regulation, resilience, independence and positive relationships. These experiences provide valuable opportunities for children to explore their interests, build on their strengths and apply their learning in meaningful real-world contexts. Outdoor learning and enrichment activities help foster wellbeing, confidence, problem-solving skills and a sense of achievement, supporting children to become active and successful participants in school life.

Our Theoretical Framework

Guiding Principles

1. Prioritise communication and regulation
2. Children's learning is understood developmentally.
3. The classroom is a safe desirable place
4. Embed natural routines
5. Nurture is important for the development of self-esteem.
6. All communication styles are a vital means of communication.
7. All behaviour is communication.
8. The importance of transition in children's lives is understood.

Our practice is informed by SCERTS model (Social Communication, Emotional Regulation, and Transactional Support) which is about fostering active engagement in everyday routines.

A typical day in Oasis

The day follows a predictable structure, while remaining responsive to each child's needs. Familiar routines, supportive adults and planned opportunities for regulation help children feel secure and ready to learn.

Time	What happens
8:30–9:00	Relaxed start and settling into the day
9:00–9:15	Register and good morning Song
9:15–9:30	Snack
9:30–10:30	Curiosity/Discovery
10:30–11:00	Toileting
11:00 –11:30	Bucket time
11:30 –11:45	Sensory circuit/diet
11:45 –12.15	Core word
12:15–1:15	Lunch
1:15–1:30	Toileting
1:30–1:45	Afternoon, weather, days of the week
1:45–2:30	Curiosity/Discovery
2:30 – 2:45	Singing/sensory story
2:45–3:00	End-of-day song and home time

There are also weekly/termly enrichment activities: swimming, Sports Bug and Jump Jersey on Fridays. The exact balance of activities may vary according to the timetable and individual needs.

The routine is a guide rather than a one-size-fits-all programme. Support and pacing are tailored so that children feel secure, regulated and ready to learn.

Learning, inclusion and participation

Children accessing Oasis are supported to engage with learning, social experiences and enrichment opportunities within their base class where appropriate. Carefully planned transitions, co-regulation and adult support can help pupils access a broad and balanced curriculum, build relationships and experience success alongside peers. The pace and extent of integration are tailored to each child. We consider what will help the child feel safe, regulated and ready to participate.

How we identify needs and plan support

We use an ongoing Assess–Plan–Do–Review cycle to understand pupils' needs and check whether support is helping.

How we identify needs

- Teacher observations and assessment information
- Parent and carer concerns
- Pupil voice
- The school's Record of Concern (ROC) system

When a concern is identified, teachers work with the SENDCo to put strategies in place. A pupil may be placed on the SEND register and a Support Plan may be created. For pupils with more complex needs, a Record of Need (RON) may be applied for through Jersey's Inclusion Team where an Alternative Resource Provision ('ARP'), such as the Nest or Oasis, could be identified as a suitable placement for education.

Assessment and Monitoring

Depending on the pupil's needs, the school may use assessment tools including the Birmingham Toolkit, Rowan Toolkit, Engagement Model (for ARP pupils), COPS/LASS, YARC, WELCOMM and sensory profiling.

Within Oasis, an engagement Profile helps identify individual strengths and areas for development and monitor progress over time. The Rowan Toolkit (engagement model) is used to help ensure that support remains responsive and purposeful. Targeted support can be delivered though Oasis and the wider school using structured interventions and personalised approaches.

Working together

Children make the best progress when the important adults around them communicate and work together. Oasis aims to contribute to a predictable, consistent, nurturing approach across home, school and professional networks.

Children and pupil voice

- Where appropriate children are encouraged to contribute to their Support Plans and share their views during reviews.
- Pupil voice is gathered through observations and with visuals such as talking mats.
- Communication passports can help adults understand what matters to a child and how best to support them.

Parents and carers

- Termly Support Plan reviews, three times each year.
- Regular communication with class teachers and meetings with the SENDCo.
- Inclusion events, coffee mornings, parent questionnaires and feedback opportunities.
- Annual formal review meetings for pupils with a Record of Need.
- Parent information sessions and opportunities to share practical strategies and discuss children's needs.

School staff and senior leaders

- Ongoing CPD and training to build staff knowledge and confidence.
- Coaching, mentoring and practical advice for staff supporting individual pupils.
- Opportunities to share effective evidence-based practice across the wider school.
- Support for senior leaders with strategic planning, reviewing provision and identifying barriers to inclusion.
- Reflective discussion and communication to promote consistent approaches.

External professionals

We work with Jersey services and other professionals, which may include Educational Psychology, Speech and Language Therapy, Occupational Therapy, CAMHS, the Inclusion Team, ASCIT, SEMHIT, EYIT, school nurses, social workers, family support workers, Jersey Mind and NSPCC.

External professionals may assess pupils, provide strategies for staff, work directly with pupils and attend review meetings. Where appropriate, joint planning, shared targets and transition discussions help keep support coordinated.

Wellbeing and emotional development

Wellbeing is a key priority across Plat Douet. Support may include strong relationships with trusted adults, trauma-informed approaches, social stories, emotional regulation strategies, access to calm spaces, structured provision, Corefulness and support for regulation and engagement.

Within Oasis, we aim to provide a safe base where children can practise recognising and communicating feelings, build trusting relationships and develop strategies that support them in learning and everyday life.

Staff expertise and professional learning

Staff receive regular training to support pupils with SEND. Training areas identified in the school information report include adaptive teaching, autism and communication support, TEACCH approaches, sensory circuits, SEMH and trauma-informed practice, speech and language strategies, and assistive technology.

Assistive technology used in school may include Clicker, Widgit, GRID, Nessy and Book Creator. Ongoing coaching and continuing professional development (CPD) support consistent, high-quality practice.

Monitoring impact and reviewing provision

We evaluate SEND provision through termly Support Plan reviews, SENDCo monitoring (including learning walks, book scrutiny and audits), assessment data and progress tracking, pupil and parent voice, provision mapping, intervention tracking and questionnaires.

For Oasis, Rowan Tool kit (engagement model) and, where appropriate, the Birmingham Toolkit help staff identify strengths, plan next steps and monitor progress. Reviews should inform adjustments to support so that it remains purposeful and centred on each child.

Transitions

We understand that transitions can be challenging. Support may include transition visits and meetings, sharing information between staff, parents, schools and outside agencies, additional visits for pupils who may need them, and individual transition plans and resources.

For transition from home, nursery or another school, Plat Douet liaises with the educational provision, arranging additional visits where needed. For transition to secondary school, the school liaises with the educational provision, arranging additional visits where needed, sharing relevant information and can work with outside agencies to provide enhanced transition support for pupils who require it.

This brochure is an accessible overview. Individual support will depend on each pupil's needs and will be discussed with the child, family and relevant staff and professionals.

Our shared commitment

At Plat Douet, we want every child to feel that they belong, that their voice matters and that they can experience success. Through relationships, partnership and thoughtful support, we nurture the whole child and help every pupil reach their potential.

Oasis: safe, valued, understood.


OASIS
Our Day, Learning and Participation at Plat Douet School
Safe. Valued. Understood.
The day follows a predictable structure, while remaining responsive to each child's needs. Familiar routines, supportive adults and planned opportunities for regulation help children feel secure and ready to learn.
A Typical Day in OASIS
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Relaxed start and settling into the day
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Register and good morning song
9:15 – 9:30
Snack
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Curiosity / Discovery
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Toileting
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Lunch
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Afternoon, weather, days of the week
1:45 – 2:30
Curiosity / Discovery
2:30 – 2:45
Singing / sensory story
2:45 – 3:00
End-of-day song and home time
Enrichment and Flexible Routines
There are also weekly/termly enrichment activities: swimming, Sports Bug and Jump Jersey on Fridays. The exact balance of activities may vary according to the timetable and individual needs.
The routine is a guide rather than a one-size-fits-all programme. Support and pacing are tailored so that children feel secure, regulated and ready to learn.
Outdoor Learning and Enrichment
Outdoor learning and enrichment opportunities are an integral part of OASIS. We recognise that meaningful learning takes place in a range of environments and that many children benefit from opportunities to engage in active, practical and experiential learning.
Through access to outdoor spaces, physical activities, gardening, sensory experiences, school-based enrichment and community participation, children are supported to develop communication, emotional regulation, resilience, independence and positive relationships.
These experiences provide valuable opportunities for children to explore their interests, build on their strengths and apply their learning in meaningful real-world contexts.
Outdoor learning and enrichment activities help foster wellbeing, confidence, problem-solving skills and a sense of achievement, supporting children to become active and successful participants in school life.
Learning, Inclusion and Participation
Children accessing OASIS are supported to engage with learning, social experiences and enrichment opportunities within their base class where appropriate. Carefully planned transitions, co-regulation and adult support can help pupils access a broad and balanced curriculum, build relationships and experience success alongside peers.
The pace and extent of integration are tailored to each child. We consider what will help the child feel safe, regulated and ready to participate.
Predictable routines help children feel secure, regulated and ready to learn.
OASIS
Working Together to Support Every Child at Plat Douet School
Safe. Valued. Understood.
Children make the best progress when the important adults around them communicate and work together. OASIS aims to contribute to a predictable, consistent, nurturing approach across home, school and professional networks.
How We Identify Needs and Plan Support
We use an ongoing Assess–Plan–Do–Review cycle to understand pupils' needs and check whether support is helping.
Assess
Plan
Do
Review
Needs are identified through teacher observations and assessment information, parent and carer concerns, pupil voice and the school's Record of Concern (ROC) system.
When a concern is identified, teachers work with the SENDCo to put strategies in place. A pupil may be placed on the SEND register and a Support Plan may be created. For pupils with more complex needs, a Record of Need (RON) may be applied for through Jersey's Inclusion Team, where an Alternative Resource Provision (ARP), such as the Nest or OASIS, could be identified as a suitable placement for education.
Children and Pupil Voice
Where appropriate, children contribute to Support Plans and share their views during reviews.
Pupil voice is gathered through observations and visuals such as talking mats.
Communication passports help adults understand what matters to a child and how best to support them.
Parents and Carers
Termly Support Plan reviews, three times each year.
Regular communication with class teacher and meetings with the SENDCo.
Inclusion events, coffee mornings, parent questionnaires and feedback opportunities.
Annual formal review meetings for pupils with a Record of Need.
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Assessment and Monitoring
Depending on the pupil's needs, assessment tools may include the Birmingham Toolkit, Rowan Toolkit, Engagement Model (for ARP pupils), COPS/LASS, YARC, WELCOMM and sensory profiling.
Within OASIS, an Engagement Profile helps identify individual strengths and areas for development and monitor progress over time. The Rowan Toolkit (engagement model) helps ensure support remains responsive and purposeful. Targeted support can be delivered through OASIS and the wider school using structured interventions and personalised approaches.
School Staff and Senior Leaders
Ongoing CPD and training to build staff knowledge and confidence.
Coaching, mentoring and practical advice for staff supporting individual pupils.
Sharing effective evidence-based practice across the wider school.
Supporting senior leaders with strategic planning, reviewing provision and identifying barriers to inclusion.
Reflective discussion and communication to promote consistent approaches.
External Professionals
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What is OASIS? | Our Approach | Guiding Principles at Plat Douet School
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Our Theoretical Framework
Our practice is informed by the SCERTS model, which is about fostering active engagement in everyday routines.
SCERTS
SC Social Communication
ER Emotional Regulation
TS Transactional Support
Guiding Principles
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2 Children's learning is understood developmentally.
3 The classroom is a safe, desirable place.
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5 Nurture is important for the development of self-esteem.
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Learning Environment
Within OASIS, we recognise predictability, consistency and desirability are essential foundations for our pupils to learn. Our low-arousal learning environment is carefully zoned to provide structure and offer meaningful sensory experiences that promote engagement and communication.
Children learn best when their nervous system feels safe, regulated and understood; therefore, we provide:
Structured and predictable routines
Communication-rich environments
Opportunities for sensory co-regulation throughout the day
Engaging sensory experiences
Highly responsive adult support
Resources tailored to individual interests and needs
Calm Zone
Access to desirable sensory materials and regulation opportunities enables pupils to engage more effectively in learning while supporting the development of communication, attention, emotional wellbeing and positive participation in school life.
Every child learns best when they feel safe, understood and connected.