Oasis

Alternative Provision

Catering

Oasis Church Southampton



Outline and Approach

Empowering young people through practical skills, teamwork, and culinary arts

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Outline:

Oasis is offering a Catering based Alternative Provision at The Old Chemist in Bitterne Park Triangle. Children are likely to access our programme through school commissioning or local authority direct funding. Others may have personal budgets, Education Otherwise Than At School (EOTAS) packages or specific provision within an Education, Health and Care Plan (EHCP). Alternative provision and community-based learning like ours exist because some children struggle to successfully access or engage in a school environment, whether it's due to anxiety, needs from neurodivergence, trauma from previous school experiences, sensory differences, health conditions, or other complex circumstances. For many children with SEND, Alternative Provision is not simply a replacement academic arrangement. It often provides:

- predictable and low-demand learning environments
- sensory-safe educational experiences
- trauma-informed approaches
- flexible pacing
- trusted relationships
- opportunities to rebuild confidence and engagement with education.

Our Alternative Provision aims to support young people to develop independence, contribute to their community, develop positive friendships, be as healthy, and, for the majority of students, prepare them for reintegration into their mainstream curriculum or onto higher education and/or employment.

Support works best when it is built around individual needs, trusted relationships and genuine flexibility. Positive relationships (1) and staffing consistency (2) are essential ingredients when working with vulnerable pupils. As emotional wellbeing is a pre-condition for learning, then it is essential that pupils experience a sense of belonging with adults who know them best at school.

The Children's Society found that in 2021 almost 12% of all children have low wellbeing (3). Our setting will offer support for pupil's health and wellbeing and will engage with parents, carers and the home school to ensure that the young person can be referred for or access to additional support where needed. Physical and mental health problems can also be a primary need for some young people needing Alternative Provision, and

can have a detrimental impact on their learning and future well-being. Whilst our staff are not health or mental health practitioners, their experience and training enables them to identify needs and vulnerabilities and to feedback to parents, carers and the home school so that the child can be signposted to appropriate professionals.

As a result, the standardised Strengths and Difficulties questionnaire will be embedded in the induction and ending of placements so that significant needs can be highlighted and progress tracked (4).

Induction, Information sharing and partnership working

The induction process begins when our Alternative Provision Team first receives information about a prospective pupil. The process is centred on building positive relationships with the pupil, their parent(s) or carer(s) and other professionals who work with them.

We recognise that building trusting relationships between home and school is fundamental to a pupil's progress and success at any educational setting. When parents and carers are positively involved children are more likely to have improved self-confidence, are more likely to see the importance of school, be healthy and gain higher grades (5). Therefore we aim for effective home and family engagement so that parents and carers can be involved at all stages of their child's journey in our Alternative Provision (6).

Many parents also share the feelings of anxiety that their young person may experience about a new setting and so engagement with parents during this initial stage is pivotal to the future success of engagement during a child's placement. Parents will be invited to bring their child to the setting for an initial visit and to contribute to aims, plans and hopes for the placement, as the expert on their child. However regular and constructive dialogue will also be maintained to provide parents and carers with pupil progress updates, share successes and deal with any arising issues such as behaviour that is challenging in the setting or non-attendance. For longer placements parents will be invited to attend celebratory events with the young people where they can showcase their skills and achievements in the kitchen. Students will be given ideas of how they embed their learning at home and engage parents and family in rewarding progress.

Alongside parents, the home school will be the key partner to the Alternative Provision placement. The home school will be responsible for requesting placements, providing key information and jointly setting aims and targets with the young person. Once the young person is in a different environment other behaviours and needs may become more evident that in a mainstream environment. Therefore whilst the referral and induction process will be the key place for gathering information, our tutors will also take a fresh-start approach and share feedback and observations about potentially unidentified or unmet needs. The school will be provided with attendance information and feedback on student engagement, achievement and progress but will also be expected to maintain interest and curiosity about the pupil's experience. Updates and

information can be shared directly with the Tutor or with the Alternative Provision lead (Community Leader).

Close working relationships and information sharing throughout the placement will enhance the success of young people's transition into and from a placement with us. Effective partnership working enables relationships between home school staff and the young person to be maintained and enables staff to stay informed of the pupil's progress (7).

We understand that the complex needs and context of young people who may benefit from Alternative Provision such as this may mean that there are a range of barriers to school attendance and some of these may continue into attendance at their Alternative Provision placement. We aim to create a safe and welcoming environment with a tailored curriculum and enrichment activities or rewards, as well as positive relationships with members of staff. These factors can create a 'pull factor' for pupils to attend school. When pupils attend school and feel a sense of enjoyment and achievement, it increases their appetite for learning and provides a greater desire to attend school – thus reinforcing a positive attendance and engagement cycle. We will review any placements where pupils are significantly struggling with attendance to explore and address barriers and ensure that the placement is appropriate for their needs. The positive relationships with parents, carers and home school will be crucial when these challenges arise.

Quality of education:

Our Alternative Provision is intended to form part of a young person's well-rounded educational experience and not replace or address all of their education needs. It will offer opportunities for enhancement, a quieter, smaller learning environment and trusted relationships with staff.

The teaching method we employ incorporates the techniques and tools we use but also the concepts behind the goals, approaches and design of the whole provision. Our focus and approach enables students to grow as individuals, identify their strengths and build confidence. Whilst the programme is catering based, the sessions can be adapted and tailored to suit the needs and interests of students. Those attending for longer placements can progress through to industry related skills and sessions take on an employability focus.

<u>Teaching Principles</u>

- Dynamic Assessment - Tutors and students evaluate what they have learned and what the next steps are throughout each session. This can be achieved through questioning, observation, instruction and reflection and helps direct the content of each session as well as shaping the next session. This ongoing assessment enables students to be stretched and challenged or scaffolded and supported.

- Inclusion and acceptance - We understand that each young person has diverse ways of thinking and processing and come with different abilities in various areas. Embracing these differences enables students to feel safe, included and supported. This therapeutic approach is about accepting that behaviours communicate something internal and the task of our tutors is to support the young person to use alternative ways of coping. We approach all students with the understanding that they are doing their best and at the same time can improve their responses.

- Modelling - Tutors will model skills and concepts in reasonable chunks and at a suitable pace for the students, based on dynamic assessment of their capacity. Students engage in observation whilst tutors employ open questions, repetition and breaking down bigger tasks. Good questions enable students to think critically and engage with what is being taught. Demonstration in interesting and humorous ways also helps maintain focus so that students are enthused to try for themselves.

- Independence - Whilst each young person will have aims or goals that are personal to their well being or learning journey, our tutors will also focus on building self confidence and independence. Alongside scaffolding and support, students will complete independent tasks to build confidence and allow the tutor to understanding progress and what skills have been secured. Building in suitable amounts of time for independent work in response to students' capacity and progress will stretch their ability to make decisions, reflect, problem-solve and organise their learning. It is an essential skill in preparation for employment and adulthood.

Tutors embed literacy skills in sessions as these are crucial to help young people develop confidence, independence and the ability to navigate the world safely and with dignity. These skills are also essential in the medium term because they give young people greater access to higher-level learning, a wider curriculum and reduce the risk of disengagement. In the long-term literacy will help work-readiness.

Offer

We offer a six week programme, based on a 2 ½ hour weekly session, in groups of four. Young people will either be matched by the referring agency or by us through the referral and admission process. We also offer one to one sessions and longer term placements, where curriculum and content can be much more closely tailored to the individual's interests and aspirations. These are particularly suitable for old students to work towards next steps, including employment.

An example of a six-week programme is below:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Become accustomed to kitchen layout Awareness of kitchen equipment, tools and basic Health and safety of ovens and trips French bread Pizza construction – think about how flavours and tastes work together	Knife skills – Apple Swan Thinking about food presentation Making soup – vegetable prep, peel, cut, crush, chop and blend Understanding bacteria and cross-contamination Washing and drying up skills and principles	Using raising agents - Baking powder, Self raising flour Understanding yeast Knowledge about food temperatures and safe storage of food Making pizza dough, understanding proving and kneading Cooking in Pizza oven – understanding temperatures	Preparing meat – Cutting, shaping, skewering, marinading Designing and cooking Meat or Vegetable Kebabs Learning about meat cooking methods	Making sauces – creating roux Understand allergies and the impact on people's lives Simple Macaroni Cheese Thinking about customer service and food presentation	Weighing & measuring – Scales, Cups and spoons Bringing skills together: Making a pizza sauce Designing your own pizza Assessing and reviewing completed Pizza. Presentation to parents/ carers

To find out more please visit oasischurchsouthampton.org.uk/projects

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