



Redbourn Park School

Who We Are

Redbourn Park School is a provider of specialist education for students with autism in Key Stage 3 (ages 11-14).

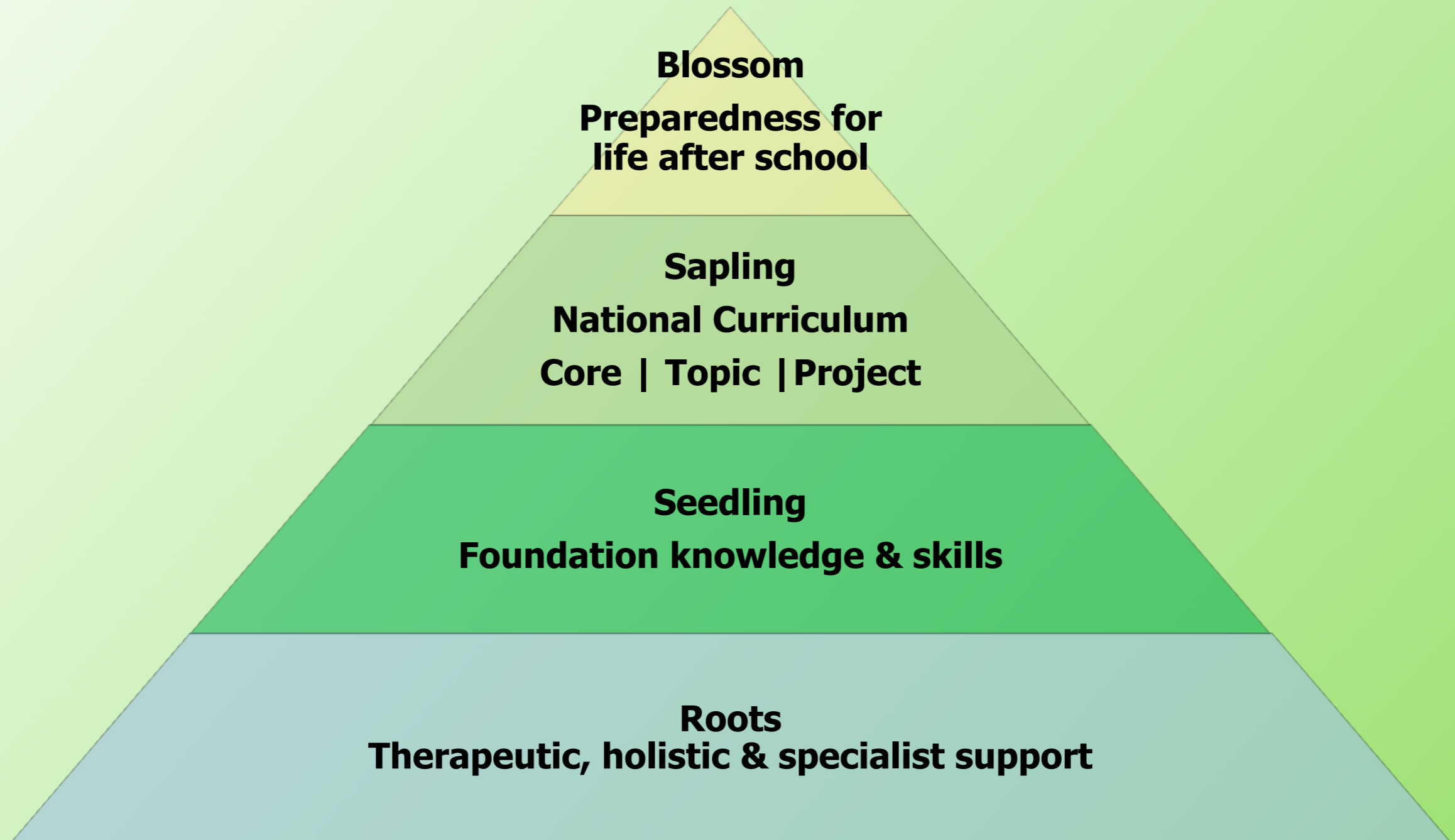
All of our students have additional complex educational needs requiring therapeutic behavioural support and key input from specialists in OT, SaLT, SEMH, PDA and attachment.

Every student we support is able in their own way and we do everything possible to ensure they can access and thrive in an academic environment.

Emotional & Educational curriculum

We have recently updated how we explore our curriculum and created 4 elements:

- Roots – therapeutic curriculum
- Seedling – foundation curriculum
- Sapling – national curriculum KS2/3
- Blossom – preparedness for life after school



Roots

Our first element is around support into school and for school to be a positive experience. Primarily, we ensure support is in place for identified needs and build trusting relationships with them and their families. This is essential at this stage so we know how best to support and adapt our approach based on the social, emotional or complex need we encounter. Our head of therapy, Sarah, oversees this element of our curriculum and transition. She has a depth of experience as a psychotherapist and working with trauma in children with complex needs.



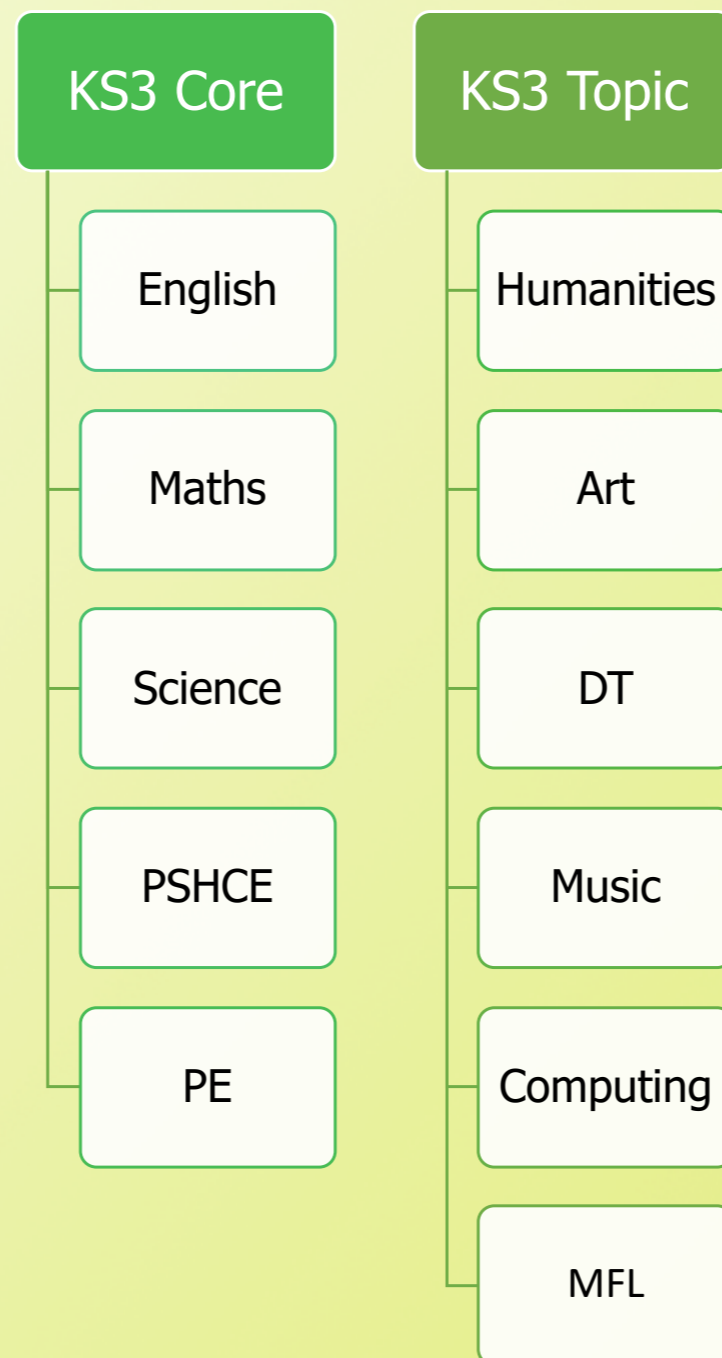
Seedling

Whilst the therapeutic curriculum always underpins what we do at every stage, the second element of our what we do is around ensuring children have the basic skills and knowledge to access a full curriculum and the world around them. Many of our students have had complex and often traumatic school histories, with significant gaps and negative experiences in education. Whilst these students still have access to a full national curriculum, there is a heavy focus on reading, writing and essential mathematics. Students will work in very small groups with the learning adapted around their levels, deficits and talents to ensure work is accessible and progress is maximised.



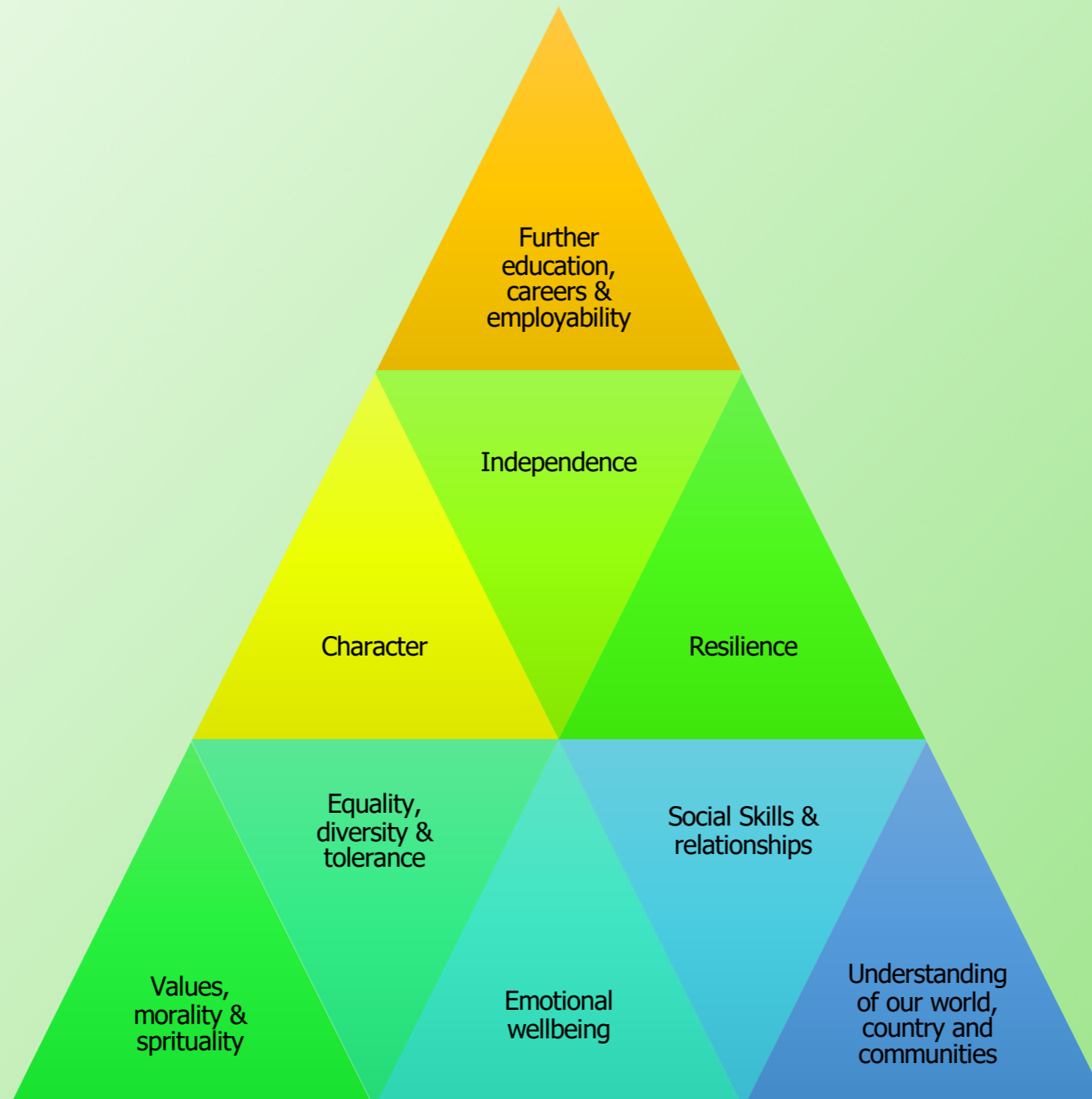
Sapling

When students are ready to move onto a full, broad and deep national curriculum within a class-based learning environment, the grouping grow slightly but remain relatively small and continue to have a large amount of support and adaptation in place whilst being more typical classroom environments. Expectations are specific to students, often close to age related progress, and interventions are put in place when deficits or strengths in areas of the curriculum are identified.



Blossom

Preparedness for life after school is woven throughout our approach through EHCP's, SMSC focuses, values and explicit PSHCE lessons. This is something that is worked on throughout their time with us and in many ways is the other end of the pathway from our roots curriculum, where we ensure they have all the knowledge, skills and resilience to make the most of any opportunity.



Therapies & Specialist Support

Psychotherapy

Psychotherapy is offered as an option for all students to support their emotional wellbeing and mental health. Psychotherapy at Redbourn Park School takes the form of a child-led therapeutic provision, with a creative arts-based approach. Students' are able to use the time to express thoughts and feelings within a contained and safe environment, promoting the development of a positive therapeutic relationship.

Occupational Therapy

Occupational therapy forms a key part of our multi-disciplinary therapy team, providing regular and consistent monitoring of identified areas of need. Students receive an observational assessment upon arrival which, alongside the EHCP, provides a term by term plan for supporting each student with their sensory, physical and practical needs, removing blocks to learning and development through the therapeutic use of everyday activities. Students may receive a sensory diet plan, regular weekly occupational therapy sessions and practical strategies for both home, school and the wider community.

Speech and Language

Speech and language therapy is integral within our therapeutic approach; our speech and language therapist works holistically with

each student, both individually and within small groups, to help develop key social, communication and language skills. Speech and language therapy is offered to all and regular assessments and monitoring ensures that the support received is beneficial to their progression across all areas of development.

Assessments

We have developed our own internal assessment process in order to best monitor and support the progress of each student across all areas of development. Assessments are offered in a way that aims to reduce any potential increase of anxiety or stress. All therapeutic input is documented within therapy reports for each specialism, including targets, progress, interventions and key strategies.

Family Support

At Redbourn Park school, we recognise the importance of family and we understand that parent/carer support can be essential in supporting the relationship to be as strong and resilient as possible. We offer a range of parent support, which includes a termly parent social group, 1:1 therapeutic support, as well as additional workshops and training to support continued knowledge building and sharing. It is our aim for parents to feel supported and to not feel alone when faced with ongoing challenges.

Therapeutic Behaviour Support

The keys to our approach are preparedness, empathy and positivity. Every student is different and requires positive relationships and understanding of needs to allow teachers to create and adapt interesting and enriching lessons. Whilst much of the support will be bespoke to each student and their needs, every class should have a range of key support in place:

- safe and caring environment
- low stimulus learning spaces
- endlessly positive, clear communication
- visuals to support day/session structure and learning
- calmness, patience and open body language
- clear structure and aims for each lesson
- high quality planning and resources
- scaffolding to ensure the lesson is accessible
- interesting and engaging activities
- experienced staff, well deployed throughout the class

Incidents of a behavioural nature are reviewed constructively as a team, with a view to support the behaviour and its root cause.



Frequently asked questions

1. Do we have to have an EHCP to come to Redbourn Park?

Yes, all of our students have an EHCP and local authority SEN teams fund the placement. As we are a specialist independent provision, all placements have to be justified, referred to us and then reviewed at a local panel before they are agreed.

2. How do you track progress?

We consider all available personal development targets, EHCP targets and formatively against national curriculum targets, to establish a baseline for each student when they join us. Once we have this baseline we plan progress targets and review these each term. We use this to create a daily plan which is assessed at the end of each day to ensure maximum progress and development.

3. What OT and SaLT input will my child actually get?

Every student will receive input from our therapy team. We have each specialist on site at least once per week and can provide 1:1 sessions, in class support and specialised daily programs. Whilst we use the EHCP requirements and professional assessments as a starting point, we continually review student strengths and challenges with the team and parents so that if there are unforeseen needs or if they progress quickly, we can adapt the plan to compensate for the updated needs and maximise development.

4. Are you going to open a secondary provision?

The aim is to open a KS3 provision quickly to allow our current year 5's to continue their journey with us where appropriate (January 2024). However, there are many factors to consider and if this does not happen, we are ready to offer deep and robust transitions for all of our students to continue their progress into secondary school.

5. What does project based learning consist of?

Project based learning is wrapping core and wider curriculum subjects into an area of interest, trip or experience so that students are taught less explicitly, captivating their interest and excitement to engage them in an activity. For example, recently we did a baking activity which the students greatly enjoyed (particularly the tasting). Within this, they read and wrote instructions, added, subtracted, divided, discussed as a group, planned a trip into the community, accessed a local shop, paid for goods, followed instructions, worked as a team and even more. For students who find learning anxiety provoking or frustrating, finding things they enjoy to do a project on is an ideal way to learn.

6. Do you do exams and qualifications?

No, not currently. Whilst exams and qualifications (summative assessments) will become essential if we grow, our current students would find an exam environment very distressing which is why we prefer formative assessment through our pathway program.

Contact us

If you would like to get in touch, ask any more questions or refer a student, you can call us on 01442601252 or email us at head@redbournpark.co.uk.

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