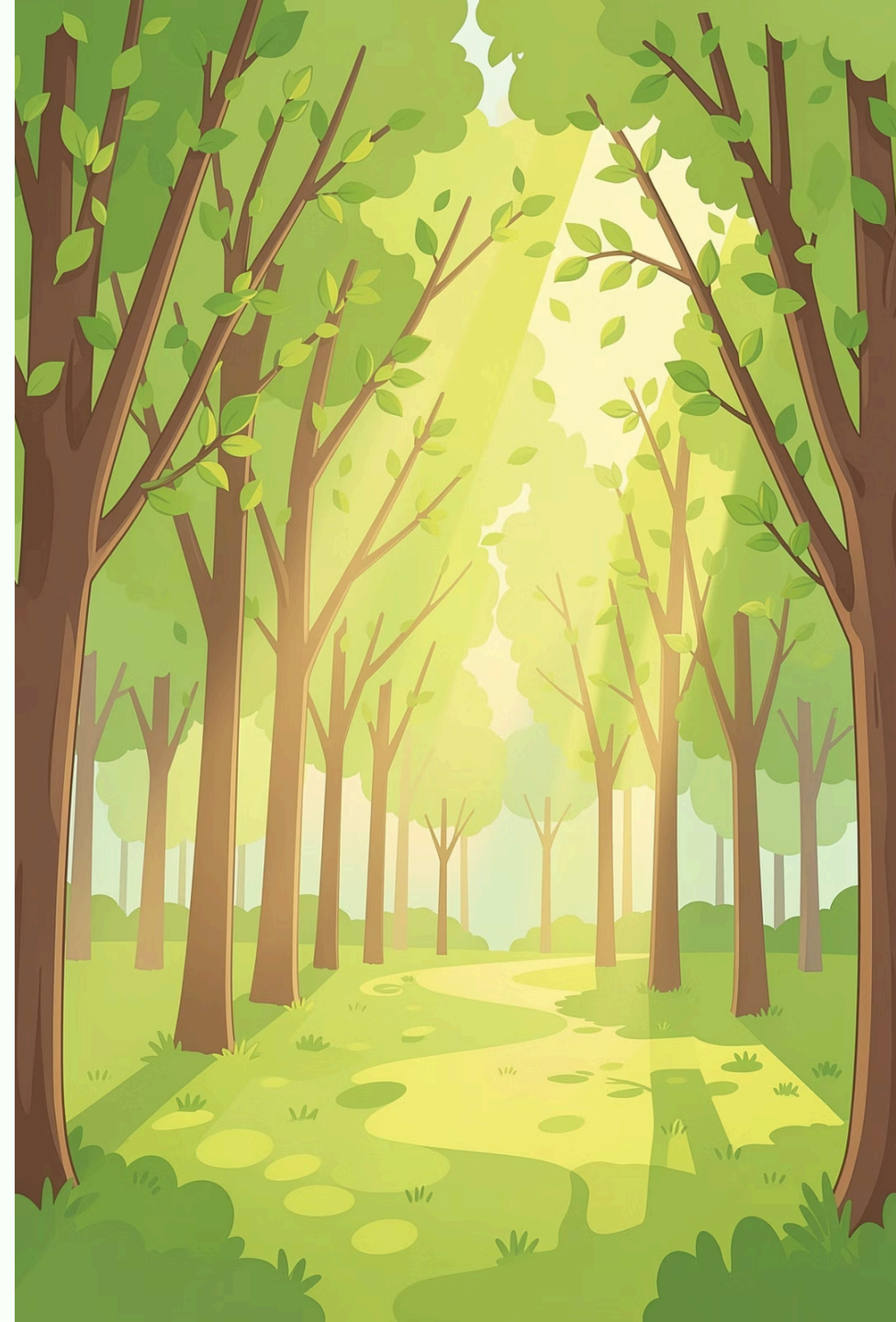


Redbourn Park Pathways: The Right Support, at the Right Level

A mini prospectus for parents, carers and local authorities

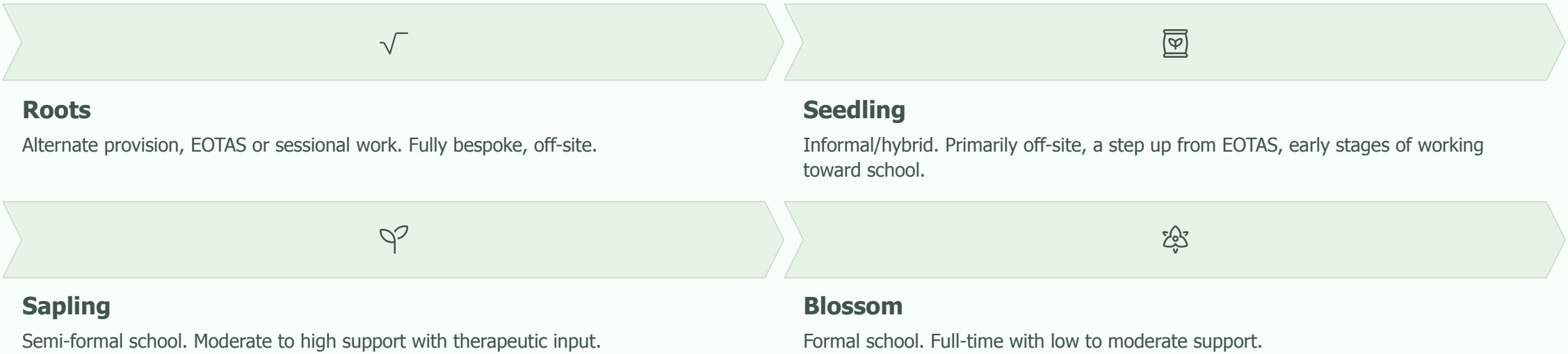
Every child at Redbourn Park is different. Our Pathway Model is designed to match each child's current level of engagement, support needs, EHCP outcomes, personal development and education — and to grow with them as they do.

-  Pathways are not fixed. They are reviewed regularly alongside families and professionals, so that as a child's confidence, readiness and needs change, their provision changes too.



The Pathway Model at a Glance

Our four pathways form a continuum — from the most bespoke, flexible provision through to full school engagement. Movement between pathways is gradual, flexible and not always linear.



Where learning takes place

Pathway	Setting	Support Level
Roots	Off-site / sessional	Highest / bespoke
Seedling	Primarily off-site	High / 1:1
Sapling	Full-time school	Moderate to high
Blossom	Full-time school	Low to moderate

Focus balance across pathways

All pathways address **EHCP outcomes**, **personal development** and **education**. The balance shifts depending on where a child is in their journey — with Roots and Seedling prioritising needs and wellbeing first, and Blossom giving greater space to formal learning.



No pathway is seen as 'better' — each is the right fit for a child at that point in time.

School-Based Pathways: Blossom & Sapling

Both pathways are delivered within the school setting and are suited to students who can manage full-time attendance with the right level of support.

BANDING: 1A / 1B / 2A / 2B

Blossom — Formal School Pathway

For students who can engage in school, groups and education most of the time with **low to moderate support** that may fluctuate.

- Full-time school attendance
- Balanced focus across EHCP needs, personal development and education
- Support adjusts responsively but remains low to moderate

BANDING: 1C / 2B / 2C / 3A / 3B

Sapling — Semi-Formal School Pathway

For students who need **moderate to high support and therapeutic input** to manage in school, potentially after a carefully managed transition.

- Full-time school with structured, planned transition
- Support may be significant at times but should reduce with the right provision
- Heavier focus on EHCP needs and personal development alongside education
- Therapeutic input embedded throughout

Bespoke & Hybrid Pathways: Seedling & Roots

These pathways are designed for children whose needs are highest and most complex — where full school attendance is not yet possible, and provision must be built carefully around the individual.



Seedling — Informal / Hybrid Pathway

For students who struggle to attend school or group sessions even with high support. Primarily off-site and 1:1, this pathway keeps open the door to future school and social engagement.

- Aims for 15–20 hours per week; may begin as low as 30–60 minutes
- Bespoke programme built around the child
- Continuously reviewed with families and professionals
- Banding: **3C / Bespoke**



Roots — Alternate Provision / Sessional

For students on EOTAS programmes or those requiring fully bespoke, sessional support. High-level 1:1 and off-site provision, always co-designed with families and professionals.

- Sessional and alternate provision model
- Ongoing review to remain ambitious but empathetic
- Primary focus on EHCP needs, meeting needs and personal development
- Banding: **Bespoke / PH**

✓ Both Seedling and Roots keep education purposeful and realistic — with ambition always matched to the child's current capacity and wellbeing.

Assessment, Planning & Progress

The pathway model gives parents, carers and local authorities a clear and structured framework for understanding placement, support and progress.

01

Clear starting point

Assessment identifies the most appropriate pathway based on current needs, engagement and EHCP outcomes.

02

Realistic, ambitious planning

Each programme is co-developed with families and professionals — ambitious in aspiration, empathetic in pace.

03

Therapeutic input matched to need

Support and therapeutic provision are built into the programme and adjusted as the child's needs evolve.

04

Regular review and movement

Pathways are reviewed continuously. Where appropriate, children move between pathways as confidence and readiness grow.

Ready to find out more?

We welcome conversations with families and local authorities about referral, assessment visits and pathway planning. Please get in touch to arrange an initial discussion — we are here to help find the right fit for every child.

[Request a Referral Conversation](#)

[Arrange an Assessment Visit](#)