



Pathways education



School Prospectus

A specialist school for young people with additional needs that provides a holistic approach for re-engagement with education.



**Wellbeing
Connection
Empowerment**





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About us

Welcome to Pathways Education School!

We offer a unique, safe, and calm environment for young people with Special Educational Needs and Disabilities (SEND) who are at risk of NEET (Not in Education, Employment, or Training).

Rated 'Good' by Ofsted in all categories, we strive to increase the availability of high-quality provision to meet the needs of young people with SEND who have disengaged or disappeared from the educational system by:

- reconnecting and building trust with young people
- helping build young people's confidence so they can successfully engage fully with education, with an Education Health Care Plan (EHCP) that is fit for purpose
- strengthening understanding of neurodiversity and standards of inclusive education across schools
- driving social change to rebalance society for those with SEND.

We are fully inclusive and our aim is that all our students achieve their potential; personally, socially, emotionally, and academically in all areas of the curriculum. This is underpinned by our school vision and values. We are confident that collectively our approach will enable pupils to thrive and achieve holistically.





Pathways' values; wellbeing, connection, empowerment, are the standards that guide our whole community and form the foundation of our school culture. Our values inform our approach to learning and its content, with wellbeing and student re-engagement in learning at the heart of what we do.

Our curriculum is designed to provide opportunities that may not have previously existed, ensuring our students are ready to flourish and be ready for the next part of their journey. We offer Project Based Learning alongside the core subjects of Maths, English, and PSHE in KS2 and KS3. As students move into KS4 they have the opportunity to work towards accreditation where appropriate. Our curriculum is underpinned by the six key skills for 21st Century Living (Communication, Citizenship, Creativity, Collaboration, Character, and Critical Thinking) with a strong focus on Positive Psychology and Wellbeing.

Through our outreach work, students have regular access to a range learning and employment opportunities within the local area, where careers learning is contextualised.

We are ambitious for our young people, what they can do, and what they can achieve. This prospectus provides information on what those ambitions look like in practice for the young people.

With very best wishes,
from the Pathways School Community.

Pathways
education





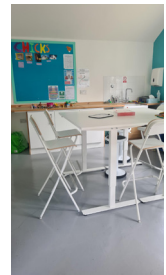
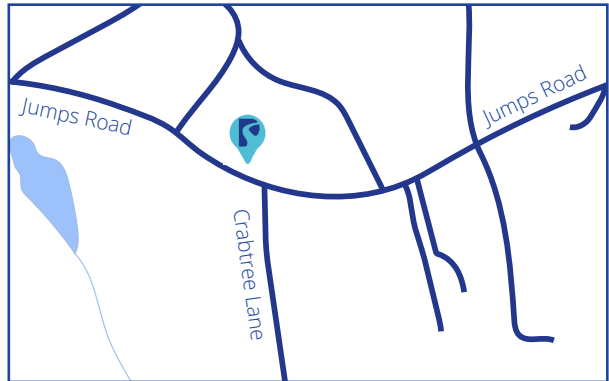
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How to find us

Set in a tranquil rural location, the school has a music studio, equine facilities, access to beautiful private grounds, and The Cookie Bar coffee shop, plus The Cookie Bus (a mobile version of the shop).



Sundial Stables
Sundial House
Jumps Road
Farnham
Surrey, GU10 2LB



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Vision and values

Our vision is to create opportunities for young people to find self-agency and create their own pathways.

Pathways aims to create the space for people to focus on and explore their purpose, what matters to them and how they are significant in the world. Our approach encourages people to explore what makes them and others unique and how we can all live a meaningful life.





Wellbeing

Each student's personal development is vitally important to building self-confidence and motivation. Students are encouraged to take part in a range of wellbeing activities, engaging with nature, their surroundings, different forms of relaxation, and therapeutic support. They may have individual timetabled support with trained therapists and any recommended strategies are also deployed by teaching staff. Our approach to learning and behaviour starts at the self. Our day to day practice is designed to have a pro-social experience, and helping to develop social skills in a supportive environment. Having positive relationships and environments and experiences drives positive feelings and can foster well-being. The focus on self-regulation and general wellness facilitates self-awareness which enables students to engage in behaviours that drive growth.

Connection

We recognise the human story behind each of our students and seek ways to enhance their positive emotions towards school. Social and academic interactions interplay building connection. Connection can happen in so many ways, from a simple smile or kind word, through an offer of support or positive feedback, laying the foundation for emotional engagement. Feeling part of the school community is vital for progress. Learning is successful when there is a connection and relevance to oneself. We facilitate this process by focussing on choice making, self-efficacy, and goal setting, through Project-Based Learning. This paves the way for critical thinking and having a stake in learning that carries context and is purposeful which has an impact on school success.

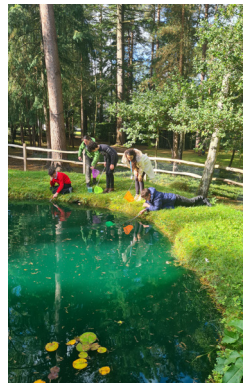




Empowerment

Education can transform lives. We recognise the importance that true learning only occurs when students feel safe and secure. Once there is an interest in an aspect of learning, then improving skills and seeking mastery can enable learners to feel motivated. Empowerment is connected to motivation. When you pursue things that are aligned to your goals, you will feel happier and more capable of making positive choices. Through our experience we know that when students follow their interests, they are able to set themselves ambitious targets for their own success - these are students who feel empowered.

We aim to make the learning come alive by: using a range of engagement strategies; through the structure of the learning; the flexibility to tailor the day and for each young person to identify meaningful goals to achieve. We encourage students to dream, evaluate themselves, make decisions, achieve independence and choose their own quality of life and in doing so they become invested in the present as they plan for the future.



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Ofsted

Following our school's first full Ofsted inspection in May 2022, we were delighted to achieve a rating of 'Good' in all categories. The full report is available to read on our website.

"... pupils look forward to learning and attend regularly. For the first time in their school career, pupils feel that they have a voice, a choice and a stake in shaping their future. They positively embrace all that the school offers. Pupils are clear that their school makes them feel very happy and safe."

Ofsted, 2022



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Example school day



Pathways operates 11-week terms (including professional progress review meetings).

School Hours
10am - 3pm

Example student timetable

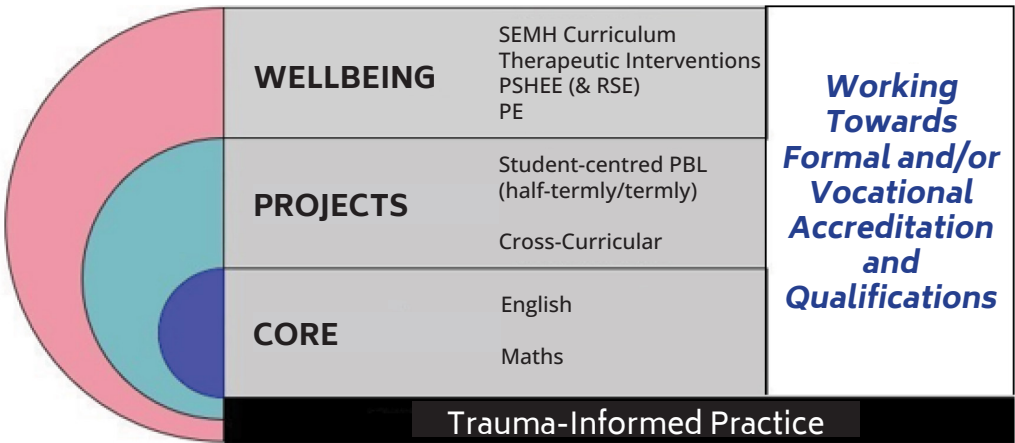
Monday	10.00 - 10.15	10.15 - 10.55	10.55 - 11.00	11.00 - 11.30	11.30 - 11.45	11.45 - 12.45	12.45 - 1.00	1.00 - 1.30	1.30 - 1.40	1.40 - 2.00	2.00 - 2.05	2.05 - 2.40	2.40 - 3.00
	Tutor Time	Maths	Sensory Break	SEMH (Zones of Regulation)	Break	Personal Resilience/Fitness	SPaG	Lunch	Movement Break	Project	Sensory Break	Project	Student Wellbeing Activity
Tuesday	10.00 - 10.15	10.15 - 11.00	11.00 - 11.05	11.05 - 11.35	11.35 - 11.50	11.50 - 12.50	12.45 - 1.15	1.15 - 1.20	1.20 - 2.00	2.00 - 2.05	2.05 - 2.40	2.40 - 3.00	
	Tutor Time	English	Sensory Break	Lego Therapy	Break	Library	Lunch	Movement Break	Wonderful Words (SALT games/activities)	Sensory Break	Project	Student Wellbeing Activity	
Wednesday	10.00 - 10.15	10.15 - 11.45	11.45 - 12	12.00 - 12.40	12.40 - 1.10	1.10 - 1.40	1.40 - 1.45	1.45 - 2.00	2.00 - 2.10	2.10 - 2.40	2.40 - 3.00		
	Tutor Time	Swimming Lesson	Break	English	Maths Mastery	Lunch	Movement Break	Dear Time	Sensory Break	Safety Lesson	Student Wellbeing Activity		
Thursday	10.00 - 10.15	10.15 - 11.00	11.00 - 11.05	11.05 - 11.30	11.30 - 11.45	11.45 - 12.30	12.30 - 1.00	1.00 - 1.30	1.30 - 1.40	1.40 - 2.10	2.10 - 2.15	2.15 - 2.40	2.40 - 3.00
	Tutor Time	Maths	Sensory Break	Citizenship (Newsround)	Break	PE/Fitness	PSHE	Lunch	Movement Break	Literacy/Comprehension	Sensory Break	Project	VR Therapy
Friday	10.00 - 10.15	10.15 - 11.15	11.30 - 11.45	11.45 - 12.45	1.15 - 1.45	1.45 - 2.15	2:15 - 2:25	2:25 - 3:00					
	Dear Time	Science/Creative Design	Break	Equine Therapy	Lunch	Student Wellbeing Activity	Reflection Time	Music Studio					

School open days run throughout the year for potential students, parents and carers, and Local Authority professionals. Contact the school for more information. Email: office@pathways-ed.org Phone: 01428 777 673 opt. #1.

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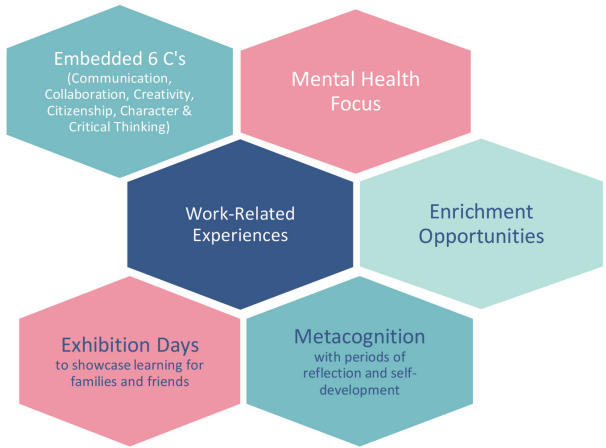
Bespoke curriculum

We use a learning approach that is individualised to each student's needs, interests and intended outcomes. Our intention is to ensure that all students who attend Pathways Education learn the necessary academic and life skills to prepare them for their next step towards independence, either towards education or employment. In so doing we teach English, Maths, PSHE and PE explicitly and combine discreet learning around other subject disciplines integrated within project-based learning by fostering their interests and passions. Through this approach, they develop a broad level of skills, knowledge, fulfilment, and personal wellbeing. This then moves into more explicit teaching of certain subjects, including English and Maths so that students can work towards suitable accreditation and qualifications to prepare them for life beyond Pathways.





We aim to embed a range of knowledge, skills and experiences within our curriculum to restore confidence, inspire and challenge, enabling our students to make healthy choices, engage in learning and live fulfilling lives.

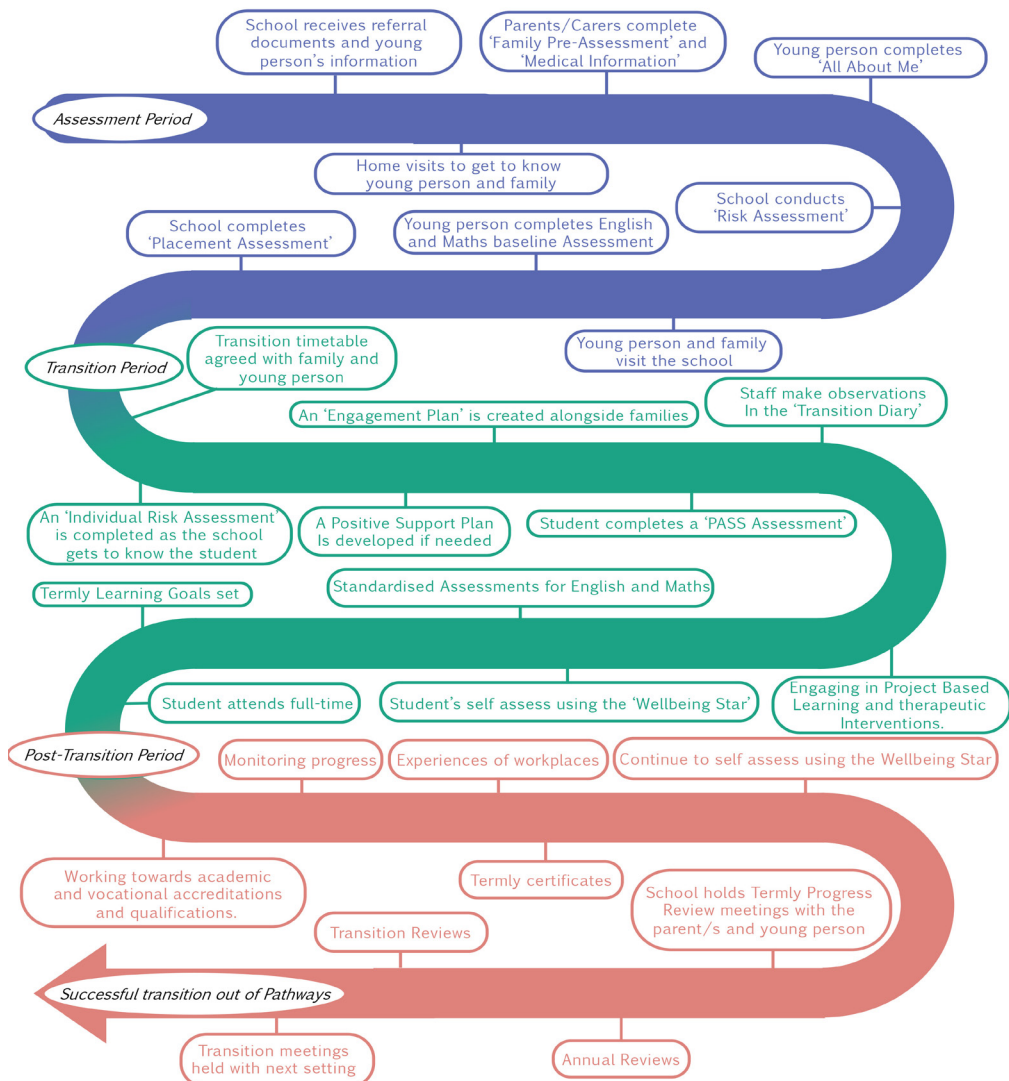


The design of our timetable is highly specific to the needs of our young people and their optimum learning experience. For example, each day starts later to alleviate morning stressors, such as wake-up routines and school runs, to support pre-teen/teen sleeping patterns, removing a common resistor to learning. The length of learning sessions are personalised, with regular breaks to support attention. Break and lunch is communal to ensure a sense of belonging.

It is our aim to ensure students have access to a rich, deep and meaningful curriculum. Our curriculum is not static. It evolves over time in line with our approach to curriculum design. Curriculum design focuses on subject-specific, transferable skills with the layering of knowledge. The progression through the curriculum is reflected by the pace at which our students learn. Students are afforded the opportunity to work towards appropriate qualifications when ready. Visit our website to find out more about our curriculum and view our full curriculum map: www.pathways-ed.org/school-curriculum.



Student Journey through Pathways Education:





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Wellbeing curriculum

We aim to promote positive mental health for all our students. We pursue this by using whole-school, universal, targeted, and specialist approaches.



Our wellbeing curriculum makes up 40% of a full timetable. The purpose of which is for the young people to develop the skills, knowledge, and understanding to be active citizens and keep themselves and others safe.





Extended Learning

To facilitate an active education partnership between home and school, we have adopted a flexible approach to extended learning. It is likely to be an extension of work done during the day and on some occasions, it may be work the student has agreed to partake for independent learning. However, we also acknowledge the important role of free time for a young person's mindset and personal development. We will always look for opportunities to celebrate and appreciate students completing extended learning tasks in recognition of their hard work and commitment.





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Admissions

A typical student profile

- Mild to moderate learning difficulties
- Must have an EHCP (Education, Health and Care Plan)
- Is NEET or at risk of becoming a NEET (Not in Education, Employment, or Training).

We can deliver therapeutic and educational outcomes for young people with one or more of the following needs:

- Speech, language and communication difficulties
- ASD
- Specific learning difficulties, such as dyslexia
- Developmental co-ordination disorders
- Anxiety
- ADD
- Neurodevelopmental trauma
- Layered processing needs
- Attachment disorder
- Adverse Childhood Experiences
- OCD
- PTSD
- School phobia.



Our admissions process

Families or Local Authority Education caseworkers can get in touch for an initial discussion and are welcome to arrange a visit to Pathways Education School.

Students will be considered once we are in receipt of:

- copies of relevant documentation, including EHCP
- prior education paperwork including attendance and attainment
- any information pertaining to additional external stakeholders, such as social care, CAMHS, etc.

We assess suitability by:

- reviewing all paperwork and sourcing any other additional information required (this could be an academic assessment)
- observations of student (onsite and/or at home)
- risk assessments.

Families and Local Authorities will be informed normally within 15 working days if we feel Pathways' structure can meet the needs and deliver outcomes and put forward a placement offer.

Pathways will negotiate with the Case Officer and family (where appropriate) start dates and core fee model.

Please visit our website to find more detailed information on our admissions criteria and download an admissions enquiry form:
www.pathways-ed.org/school-admissions-guidance.



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Student and parent reflections

Student reflection:

Q: How is Pathways different from your old school?

A: **It's better because the teachers do not 'punish' us when we find things difficult. It's very different because Pathways has so much land and space that we can use.**

Q: What do you enjoy about Pathways?

A: **I love swimming, the library, science, equine, The Cookie Bar and baking. I like that we do things gradually, when we are ready.**

Q: What are the staff like at Pathways?

A: **They help us to understand, and they are understanding.**

Q: What was it like starting at Pathways?

A: **It was a bit scary to begin with but it is not scary now because I built it up gradually. I am now coming to Pathways full time!**

Q: What would you say to a student considering starting at Pathways?

A: **I would say a big hello to them! :)**

- EJ





Parent reflection:

“Since starting at Pathways my son has been happier and more confident. He is more able now to handle his emotions and talk about his problems. He used to have really high anxiety about going to school but now he is here he is happy to go in everyday. It’s nice to be able to build up a good relationship with the staff also. They are all so good with my son and always make sure that the children’s happiness comes first.”

- GS

100% of parents feel school communicates effectively with them and supports the mental health and wellbeing of their child.

Parent Survey, December 2021





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Home-school agreement

On admission, parents are asked to sign a copy of the following home-school agreement, which sets out how we will work together to promote your child's learning and development.

The school will:

- Value and care for each young person as a unique individual.
- Ensure student's health, welfare and safety are paramount.
- Do our utmost to ensure students feel happy, safe, and secure.
- Provide an environment which is free from bullying, harassment, and prejudice.
- Aim to provide the best possible education for each young person, meeting their individual needs.
- Provide a rich, deep, relevant, and personalised curriculum which supports learning and outstanding progress.
- Provide high quality therapy support where specified.
- Provide work-related learning opportunities appropriate to the needs of each individual.
- Provide enrichment opportunities and social activities to support student's social, emotional, and personal development.
- Provide extended learning opportunities as appropriate.
- Ensure effective communication between teachers and parents to support student's learning and development.
- Inform families about school activities and what their young person will be taught each term.
- Give families information about their young person's progress.





- Share information about the school's policies and provide guidance to support families as needed.

The family will:

- Be positive and supportive in all aspects of their young person's education, working with the school to resolve any concerns.
- Support their young person with transition into and out of our provision.
- Ensure to the best of their ability that their young person attends school regularly and inform the school promptly when their child is absent with reasons for absence.
- Ensure to the best of their ability that their young person is on time to school, by 10.00am and is picked up by 3pm, considering the individual circumstances.
- Make every effort to attend Progress Meetings, Annual Reviews, Parent Workshops and Open Evenings.
- Support and work with the school to ensure that the behaviour policies are maintained and promote positive behaviour to encourage their young person's personal and emotional development.
- Let the school know of any concerns or worries that may be affecting their young person's learning or behaviour, as this can then be resolved quickly.
- Encourage their young person to develop a positive attitude towards every member of our community and beyond.
- Inform the school of any relevant information as soon as possible, i.e. changes in phone number, home circumstances, medication, routine, etc.
- Ensure that any equipment or materials loaned to their young person to support learning at home is kept in good condition and is returned to the school when requested.
- Regularly read information on the website and emails so that they are kept up-to-date with important events and information about their young person.





Together we will:

- Develop a positive partnership to better meet our young person's needs and with respect for others.
- Enable every student to develop to their full potential.
- Help our students develop a sense of responsibility and respect for all other people.
- Encourage our young people to believe in themselves, raise their self-esteem and take pride in their environment.
- Actively foster behaviour that is based on rights, responsibilities, and mutual respect between all members of our school community.
- Share any problems affecting our young person and work together to resolve any concerns.
- Ensure close liaison between us on all medical issues relating to the student.
- Offer constructive feedback and support.
- Work together to deliver provision which supports outstanding progress and further enhance opportunities available to meet the needs of each young person.

The student will try their best to:

- Come to school regularly and on time with the necessary clothing and/or equipment.
- Tell a member of staff if they have any worries or concerns.
- Try as hard as they can in all that they do.
- Treat everyone in school kindly, fairly, with respect and help them to do their best.
- Take good care of the school environment by respecting school rules.







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Home-school communication

At Pathways, we recognise the expertise of parents/families and are committed to working with them in order to achieve the best possible outcome for the student. We are flexible in our communication with families to meet the needs and preferences of each. However, as a minimum, we ensure this contact, whether by phone or email, is at least once a week. Communication is with tutors in the first instance. This will be done via Arbor. Families can also reply directly to the email sent or send an email to office@pathways.org. We endeavour to respond to families as soon as possible on receipt of queries.

We always seek to improve and better our communication. We aim to do this through our website, via termly bulletins and through parent feedback. Furthermore, as part of the registration process, parents will be asked to complete a form on their preferred method and times of communication and contact details. The request to complete the form will be made annually.

Maintaining healthy and positive communication within our school community is essential to the work we do and progress a young person makes.



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Transitioning planning

Pathways ensures that children get a positive start through a well-supported and structured transition and induction plan that includes an initial visit and tour, followed by introductory meetings with staff and peers. All families are provided with this prospectus that contains key information about the school as well as providing lots of opportunities to ask questions. For some students who have been out of formal education for significant periods of time staggered starts, building up to a full timetable when they are ready, can be adopted.

Our bespoke approach to transition includes the young person themselves becoming actively involved in formulating their own long-range goals. An Engagement Plan is created so that we have a clear vision moving forward. We use this to inform our planning.

The transition programme can consist of on-site learning either as part of a small group or individual and remote digital learning. As and when students are ready to increase on site learning, adjustments are made to their timetable. Transition programmes are reviewed regularly in consultation with the young person and their family.





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Key information A-Z

Approach to behaviour

As a trauma-informed provision, we are guided by the overarching principles of Dan Hughes' PACE model. Our behaviour strategy is aligned with our school values. Strong relationships and careful planning can prevent difficulties from arising. Preventative strategies create a context where acceptable behaviour is positively encouraged and poor behaviour choices are reduced. We have developed an ethos which emphasises co-operation, responsibility, concern for others and self-respect. Staff are trained as appropriate and work with other professionals in a multidisciplinary manner to support the wellbeing of students and help them to make positive choices across the day. Students are encouraged to actively take part in developing the Behaviour Norms so that students agree acceptable standards of behaviour for the purpose of:

- treating others as a person in their own right.
- help when needed.
- make the day a pleasant one.
- be just and fair.
- respond appropriately in the face of poor behaviour choices.

We integrate a range of approaches as needed to support the daily life of students at school including Zones of Regulation.

Attendance

Student attendance is monitored. We expect to see students on-site and on time as per the Engagement and Transition Plans, and timetables. We recognise that some of our students are extremely vulnerable, and mental



health as well as physical health can fluctuate quickly, but we ask parents/ carers to be as confident as they can that their child is fit to attend school. There are specific guidelines from School Health online regarding the period of absence required for communicable diseases that we ask parents/carers to follow.

Health and safety

At Pathways, we strive to provide a safe but challenging environment that stimulates natural enquiry whilst limiting the possible risks. The buildings and grounds are subject to regular inspections and fire drills are carried out once a term. We ensure each student has been risk assessed so that we take all precautionary measures on or off-site. Policies and procedures are in place for off-site activities to ensure risks are appropriately mitigated and students remain safe.

Medication

Our First Aid team are on-site and will ensure that all medication that has been prescribed by a doctor for ongoing conditions e.g. epilepsy, asthma, is dispensed appropriately in school. All medication in school is clearly labelled and stored securely. This is to ensure that there is no opportunity for it to be missed or inappropriately taken by another student.

Policies

Our school policies are available to view on the website or please contact the office for a copy.

Reviewing progress

Students are assessed on academic and wellbeing regularly and their progress monitored. At the end of every term, we plan and prepare to hold Progress Review Meetings, which will provide qualitative and quantitative information as evidence of progress and recommendations made. This is also an opportunity for families to share information regarding transitional change, engagement and regulation-based improvements at home. Any interventions around engagement levels or concerns will be logged and monitored.

Uniform guidelines

All clothing should be clean, comfortable, suitable for the weather, and practical for the work that students will be doing.





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Safeguarding

Child protection and safeguarding is everyone's responsibility. Pathways Education provides a safe learning environment and is committed to promoting the welfare of children and expects all staff (including external therapists) and volunteers to share this commitment. We encourage a culture of vigilance to keep our students safe from harm and abuse. We have a designated safeguarding team that delivers training and supports staff to ensure our policies, procedures and practice are effective and in line with national guidance. Everyone in the school who comes into contact with children and their families and carers has a role to play in safeguarding children. Our approach is child-centred, this means that at all times we must consider what is in the best interests of the child. Safeguarding is also mapped out in the curriculum to ensure our students are aware and well informed to keep themselves and each other safe. We listen to and engage in dialogue, with our students, seeking their views in ways that are considerate to their age, culture and understanding.

Our school is part of **Operation Encompass** with the local police force. Operation Encompass is a national police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Violence and Abuse and which is in place in every police force in England and Wales. Children were recognised as victims of domestic abuse in their own right in the 2021 Domestic Abuse Act. Operation Encompass means that the police will share information with our school about all police attended Domestic Abuse incidents which involve any of our children PRIOR to the start of the next school day. Our staff have undertaken necessary training to support our students appropriately.



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Trustees and Governors

Trustees

Larry Sullivan

Co-Founder and Director of COINS
Co-Founder of Undershaw (FKA: Stepping Stones School), Hindhead
Co-Founder of Pathways Education Ltd.

Joanne Franklin

Commercial Director COINS
Co-Founder of Pathways Education Ltd.

Governors

Our school governors are responsible for key areas including:

- Leadership and Management
- Safeguarding
- Quality of Education
- Behaviour, Attitudes, and Wellbeing
- Personal Development and SEND
- Health and Safety
- GDPR and IT
- Finance.





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Contact us



+44 (0)1428 777 673, option #1 for school



For general enquiries: office@pathways-ed.org

For admissions enquiries: admissions@pathways-ed.org



www.pathways-ed.org



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