

→ PATHWAYS

Relationships-focused education with high expectations, where every student finds their path to success.



BUILDING FUTURES TOGETHER





OUR PATHWAY MODEL

At our school, we recognise that every student arrives with unique experiences, strengths, and needs. Our Pathway Model provides a clear, structured approach that meets learners where they are. Key Stage 3 offers our Foundations Pathway, providing a safe and nurturing environment, focusing on core skills, and building relationships. At Key Stage 4, students progress to one of three pathways: Reconnect, Flourish, or Aspire—each designed to support specific needs and prepare students for their next stage.

FLEXIBLE & RESPONSIVE

Movement between pathways can be flexible, not fixed. Through ongoing assessment and close relationships with students, we continuously evaluate progress and adjust provision to ensure each young person receives the right support at the right time. Our approach is built on high expectations and strong relationships. We believe that with the right pathway, every student can develop the skills, confidence, and qualifications needed for preparation for adulthood. Your child's journey is personalised, purposeful, and always moving forward.

Our PATHWAYS↑

FOUNDATIONS

Key Stage 3 Pathway

A NURTURING APPROACH BUILDING SECURE FOUNDATIONS THROUGH CORE LITERACY, NUMERACY, AND MEANINGFUL RELATIONSHIPS.

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Purpose

To provide a safe, nurturing and structured environment where students develop the foundational skills, confidence, and emotional security needed to engage successfully with learning and prepare for transition into KS4 pathways.



Key Elements

- Nurturing, relationship-led practice, consistent key adults, strong routines, and a focus on belonging and trust
- Explicit teaching of core skills, including daily structured literacy, reading, and numeracy to close gaps and build fluency
- Thematic, integrated curriculum with project-based learning combining subjects such as art, history, geography and RE to promote engagement and meaning
- Targeted strategies for students with Autism Spectrum Condition and social communication needs
- Therapeutic interventions including Counselling, Speech and Language Therapy (SALT), Thrive, Educational psychology
- Outdoor and experiential learning with planned opportunities to develop resilience, teamwork, and independence in our forest school area.
- Development of life skills and independence to support organisation, self-regulation, and everyday functional skills
- Low-stimulus, predictable environments with structured routines and adapted approaches to minimise anxiety levels and increase readiness to learn

KEY STAGE 4

FLOURISH PATHWAY

For students with high anxiety and social communication needs. Focuses on building emotional regulation skills and developing confidence, by creating safe spaces for learning through structured, predictable routines.

RECONNECT PATHWAY

Designed for students with Emotionally Based School Avoidance (EBSA). Features 4 graduated stages: Stabilisation, Engagement, Structured Learning, Full Provision and Preparing for Adulthood.

ASPIRE PATHWAY

Focused on closing gaps in attainment, building resilience and preparing students for post-16 education, training, or employment. Delivers targeted academic intervention alongside life skills and career preparation.

PATHWAY PRINCIPLES

All pathways are relationships-focused with high expectations. Students can move fluidly between pathways based on ongoing assessment, ensuring provision always matches current needs and supports progress.

EXPECTED OUTCOMES

Students develop resilience, confidence, and academic skills needed for their next stage. Whether moving to a different pathway, progressing to college, or entering training and employment, all students are prepared for success.

Key Stage 4 Pathway

FLOURISH



The Flourish Pathway is designed for students experiencing high anxiety and social communication needs. Our intent is to create a safe, nurturing space where students can grow at their own pace, developing the emotional tools and confidence they need to thrive.

Purpose

Our approach focuses on three core elements:

Emotional Regulation: Students learn to identify, understand, and manage their emotions through structured support, Thrive practices, and therapeutic interventions tailored to individual needs.

Building Confidence: Small group settings and 1:1 interventions help students develop self-belief through achievable goals, celebrating progress, and building positive relationships with trusted adults.

Sensory-Aware Environment: Our spaces are designed to minimise sensory overload, with quiet areas, flexible seating, and calming resources available throughout the day.

Key Elements

- Therapeutic offer including Counciling, SALT Educational Psychologist, Thrive interventios
- Predictable routines and low-arousal environments
- Small group learning
- 1:1 interventions
- Explicit teaching of emotional literacy and coping strategies
- Structured opportunities to develop social communication skills
- Gradual exposure to wider school life



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Stage 1: Stabilisation

SAFE RE-ENGAGEMENT, FAMILIAR STAFF, FLEXIBLE ATTENDANCE



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Stage 2: Engagement

BUILDING TRUST, 1:1 SESSIONS, INTEREST-LED ACTIVITIES



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Stage 3: Structured Learning

INTRODUCING ROUTINE, SMALL GROUP WORK, CORE SUBJECTS



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Stage 4: Reintegration and Full Provision

TRANSITION SUPPORT, MAINTAINED LINKS, ONGOING MONITORING
COMPLETE TIMETABLE, FULL CURRICULUM ACCESS, PEER INTEGRATION

Reconnect Pathway



4 STAGES

Key Stage 4 Pathway

RECONNECT



The Reconnect Pathway is designed for students experiencing Emotionally Based School Avoidance (EBSA). Our intent is to rebuild a positive relationship with education through a graduated, compassionate approach that respects each student's individual pace and needs.

Purpose

We believe every student deserves the opportunity to reconnect with learning in a safe, supportive environment. This pathway focuses on rebuilding trust, reducing anxiety around education, and gradually reintroducing structure while maintaining strong relationships.

Key Elements

- Individualised transition planning
- Flexible timetables with regular reviews
- Strong home-school communication
- Therapeutic support integration
- Small group and 1:1 provision options

We aim to support pupils on this pathway to :

- Reduce anxiety around school attendance
- Build positive relationships with trusted adults
- Increase confidence in educational settings
- Successfully progress through graduated stages
- Increase engagement in learning opportunities

Movement between pathways remains fluid, with ongoing assessment ensuring each student receives the right support at the right time. Our relationship-focused approach maintains high expectations while recognising individual journeys.

ASPIRE PATHWAY

Closing Gaps, Building Futures

THE ASPIRE PATHWAY IS DESIGNED FOR STUDENTS READY TO ACCELERATE THEIR ACADEMIC PROGRESS, CLOSE GAPS IN ATTAINMENT, BUILD RESILIENCE AND PREPARE FOR SUCCESSFUL TRANSITIONS TO POST-16 EDUCATION, TRAINING, OR EMPLOYMENT.

Purpose

To accelerate academic progress and ensure every student achieves qualifications that open doors to their chosen future pathway.

Key Elements

- Small group learning
- Therapeutic support to help our pupils feel safe, understood, and ready to learn.
- GCSE/ELC and Vocational subjects
- Choice of vocational courses
- Regular progress tracking with clear targets

Students receive focused teaching in small groups with specialist subject teachers. Individual learning plans identify priority areas and pupils are able to pick vocational accreditations and qualification to study to support engagement.

Expected Impact

- Students achieve recognised qualifications
- Clear, planned progression routes to college, apprenticeships, or employment
- Improved confidence in academic abilities
- Strong preparation for independent learning
- Successful transitions to post 16 pathways





CONTACT U
FOR MORE INFORMATION ABOUT OUR
PATHWAYS