

Parents/Carers Handbook

Guide to
Rainbow Trees Pathway



Welcome to Rainbow Trees Pathway

Dear Parent/Carers,

Welcome to Rainbow Trees Pathway a place of possibility, belonging, and inclusion.

We are delighted that your young person will be joining our provision.

At Rainbow Trees Pathway, we believe education and care should not be “one size fits all.” Every person has a unique path, and our role is to walk alongside, offering flexible, compassionate support that honours where you are now and where you wish to go.

Here, learning is not limited to textbooks and classrooms. It’s rooted in connection, respect, creativity, and empowerment. Whether we are helping with emotional wellbeing, social understanding, or exploring new ways to learn. We aim to nurture confidence, curiosity, and well being. .

If you are a young person, a family, a carer, or a professional seeking a fresh approach: thank you for choosing to explore with us. You are seen, you are valued, and you belong here.

Warm regards,



Jemma Quarterman
Founder of Rainbow Trees Pathway



Our Vision, Mission, and Values



Our Vision

We envision a nurturing and inspiring environment where young people develop skills to support them in their journey. We aim to cultivate curiosity, creativity, and confidence in every young person preparing them for their future.

Our Mission

Our mission is to provide a safe, inclusive, and welcoming environment. Where we meet the young people where they are now and not where we expect them to be. We strive to:

- Encourage independent thinking and problem-solving skills.
- Support the social and emotional growth of young people through meaningful interactions.
- Foster creativity and imagination through hands-on learning experiences.
- Partner with families to create a strong connection.
- Create a bespoke package for each young person depending which pathway they take.

Our Values

At Rainbow Trees Pathway, we believe that young people learn best through play, exploration, and guided discovery. Our holistic curriculum is designed to support whole-person development by integrating the following approaches:

01 Play-Based Learning

- Encourages active engagement and joyful learning.
- Builds foundational skills in literacy, numeracy, and social interaction.
- Develops problem-solving and critical thinking abilities.

02 Social-Emotional Development

- Supports young people how to express emotions and communicate effectively.
- Promotes empathy, cooperation, and self-regulation.
- Creates a warm, inclusive environment.

03 Hands-On Exploration

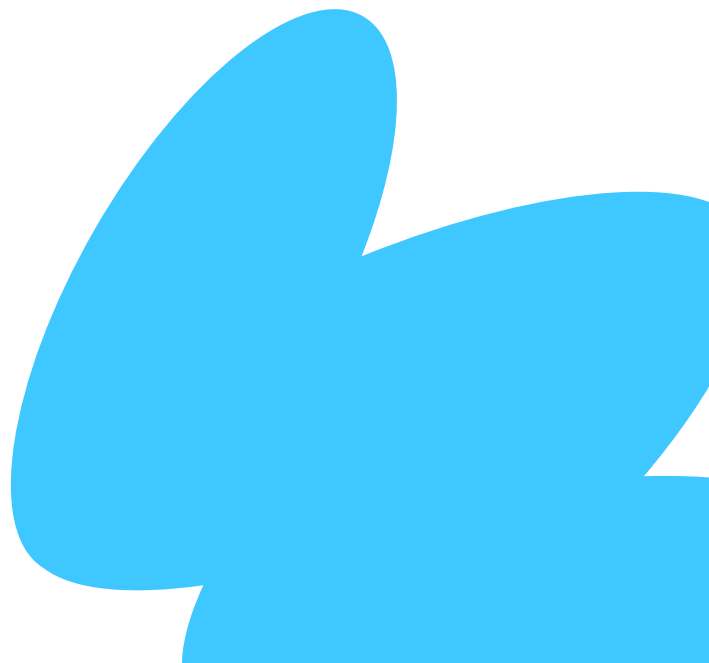
- Provides sensory-rich experiences through arts, music, science, and nature activities.
- Encourages creativity and innovation through interactive projects.
- Develops fine and gross motor skills through hands on learning.

04 Early Literacy & Language Development

- Teaches young people how to express emotions and communicate effectively.
- Promotes empathy, cooperation, and self-regulation.
- Creates understanding around autonomy.

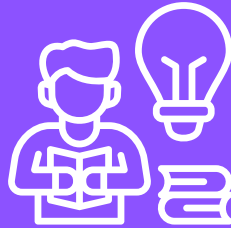
05 Family Partnership

- Recognises parents as a child's first and most important teachers.
- Provides opportunities for parent involvement in their young persons journey.
- Encourages open communication and collaboration between families and professionals.



Young person Profile

At Rainbow Trees Pathway we embrace the uniqueness of every young person while nurturing essential life skills.



Being
curious



Confident
communicator



Creative
thinker



Individual growth



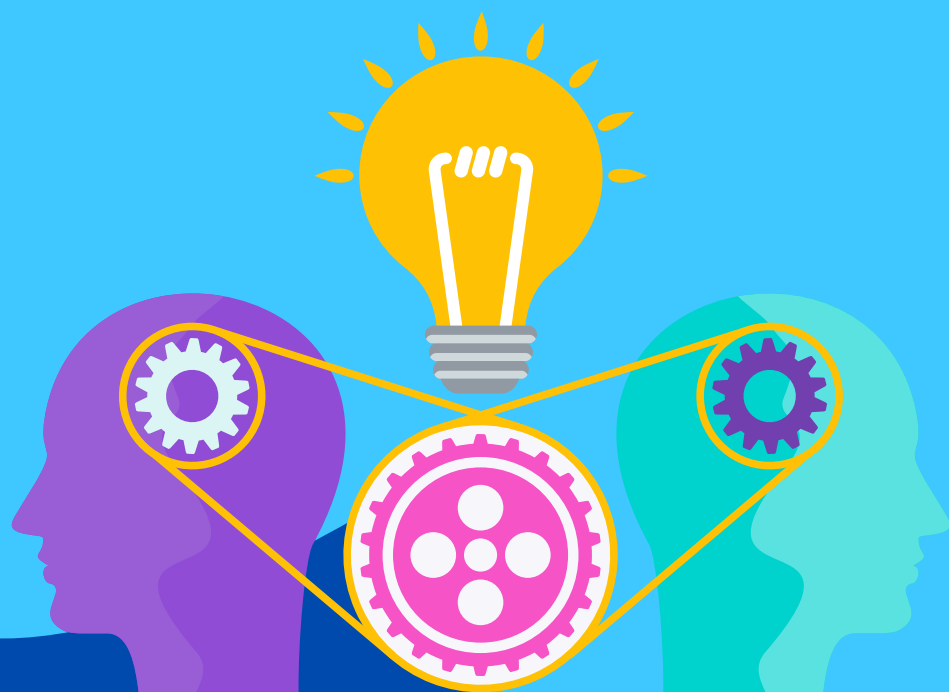
Celebrating
achievements



Building
connections



We believe that every young person can be **capable, competent, and ready to learn in their own unique way.** Our goal is to guide them in building **confidence, curiosity, and compassion** as they take their first steps in their journey.



Curriculum & Alternative Learning

At Rainbow Trees Pathway, we believe that education is not a one size fits all. It should be engaging, hands-on, and developmentally appropriate. Our curriculum is carefully designed to nurture social, emotional, and physical growth in young people while making it fun and meaningful.

Our Curriculum

We follow a play-based, interest-led, child-centered approach with structured and unstructured learning opportunities. Depending on where the young person is on their journey. We incorporate elements from research-backed early childhood education frameworks, including:

The Creative Curriculum

Fostering exploration and discovery through hands-on experiences.

Montessori Principles

Encouraging independence and self-directed learning.

Reggio Emilia Approach

Promoting creativity, collaboration, and critical thinking.

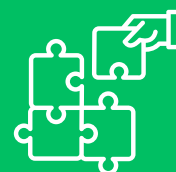
Our curriculum focuses on the following key areas:



Social & Emotional Development



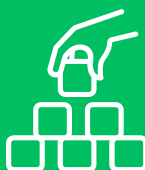
Literacy in real life situations



Problem-Solving



Exploring new experiences



Building self confidence



Creativity & Imagination



01 Hands-On Learning

Children engage in active exploration, using real-world materials to enhance understanding.



02 Trauma informed approach

Encouraging curiosity and problem-solving through discovery-based experiences.



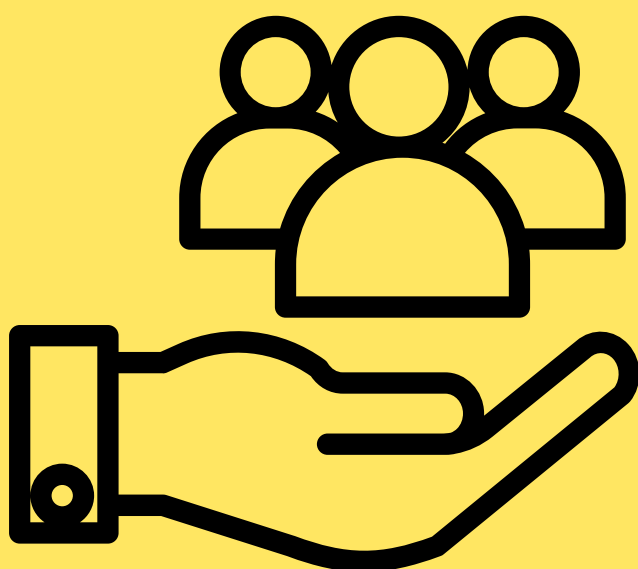
03 Outdoor Learning

Utilising nature as a classroom to develop observation skills and appreciation for the environment.



04 Whole-Child Approach

Addressing cognitive, emotional, social, and physical development.



**Services we
offer**

We understand that many of the young people and their families that we work with, have experienced fractured relationships with services and/or education. That's why, especially in the first term we focus on building trust. Without a secure, respectful relationship, meaningful progress is unattainable.

What do we offer

01 Care Practitioner

- We can offer support through social care or privately funded care.
- Getting out in the community
- Life skills
- Accessing activities
- Support in the home
- Travel training
- Accessing clubs
- Confidence building
- Emotional well being support

02 Alternative Learning Support

- Daily Transition support
- Alternative learning provision
- Interest-Led learning
- Community activities
- Phase transfer support (preschool-reception, yr 6-7 or yr11-adulthood)
- Hands on learning

03 Advisory Services for Parent/Carers

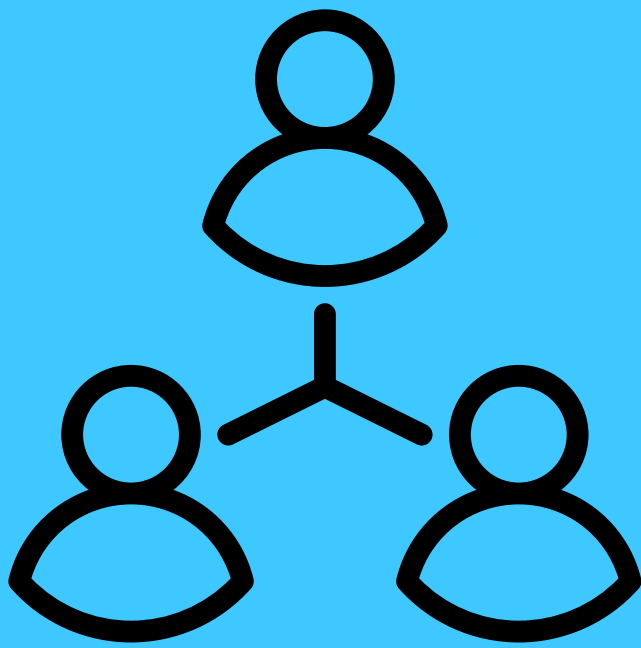
We know that every child is unique, and that understanding and supporting additional needs can sometimes feel like a big journey. Our SEND (Special Educational Needs and Disabilities) advisory service is here to walk alongside families with practical advice, reassurance, and understanding every step of the way.

We offer a range of support for parents and carers, including:

- Attendance at meetings to offer guidance and reassurance
- Workshops and information sessions on key SEND topics
- Signposting to local services and specialist support
- Monthly advice clinics for one-to-one guidance
- Phone consultations for quick advice or ongoing support

We also provide talks and awareness sessions on autism and neurodiversity, helping families and children build understanding, acceptance, and confidence together.

Our aim is to ensure that every child feels valued, understood, and supported to reach their full potential because inclusion starts with understanding.



**Practitioner–
Young
person ratio**

At Rainbow Trees Pathway we work on a 1-1 or 2-1 ratio. Unless working within a school environment as part of our SEND Teaching Assistant offer.

Role of Our Practitioners

Our dedicated practitioners play a vital role in shaping the experiences of young people. Their responsibilities include:

01 Facilitating engaging, age-appropriate activities

that support cognitive, social, and emotional development.

02 Observing and assessing young people's progress

to ensure that their current plan is meeting the needs of the young person.

03 Encouraging independence and self-help skills

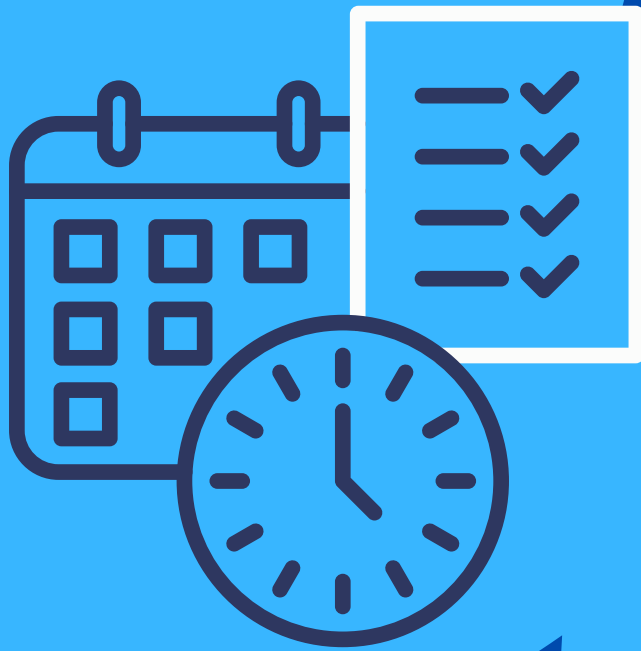
Encouraging autonomy and ownership over their journey.

04 Fostering a safe and inclusive environment

where young people feel valued and respected.



By providing a well-balanced structure that combines guidance and freedom, our provision allows young people to explore, discover, and grow at their own pace.



Daily Schedule & Routine.

Alternative Provision,
EOTAS

At Rainbow Trees Pathway, we believe that consistency and flexibility are essential for young peoples development. Our daily schedule provides a balance between structured learning, child-led learning, rest, and exploration, ensuring that each child receives the best possible learning experience.

Opening Hours & Drop-Off/Pick-Up Policy

01 Operating Hours
Monday - Friday, 9.30am-2.30pm

02 Morning Collection
9AM (Late arrivals require prior notice)

03 Afternoon Drop-off
2.30pm

04 Extended Care
This can be arranged via our social care pathway

05 Collection & Drop off
Collection & Drop off permissions must be completed prior to commencement

Collection policy

- Young people must be collected by a practitioner from a school or home address.
- If no answer on collection, absent young person policy is activated
- Collection and drop off will be at the agreed timings unless agreed in advance

Drop-off Policy

- We will only drop young people off to, the alternative adults specifically named on the collection and drop-off permission form completed by the parent or guardian. If someone is not on that list, we cannot proceed with collection or drop-off."
- If a parent/carer or alternative adult is not present at drop off. The emergency procedure will be activated. (Unless otherwise agreed)



Admissions, Policies & Required Documents

We strive to make the admissions process smooth and transparent for all families. Below, you will find the eligibility requirements, required documents, and important policies related to admissions.

Admissions Eligibility

Young people must meet the following requirements:

01 Have an identified need

SEND, SEMH, Trauma, Anxiety, Autism, ADHD, PDA or learning difficulties

02 Benefit from an Alternative Learning Environment

The traditional learning environment causes the young person distress or is unsuitable.

03 Have an outcome they would like to work towards

This can be an EHCP outcome or one that has been created by the young person for their future.

Required Documents for Admission

Parents and/or professionals must submit the following documents to complete the registration process:

1. Completed Registration Form

available on our website or via email

2. Completed Referral form

available on the website (professionals only)

3. Completed Permissions Form

available on our website or via email

4. Allergies Notification

If applicable

5. Medical Permissions

Available on the website or via email

6. Travel & Base use permissions

Available on the website or via email

All required documents must be submitted before the young person's start date

We strive to make the admissions process smooth and transparent for all families. Below, you will find the eligibility requirements, required documents, and important policies related to admissions.

Admissions Eligibility

We are currently **NOT** able to accept

01 **Physical intervention need.**

Young people who require physical restraint as part of their regular support.

02 **Medical Needs**

Young people who require significant medical intervention such as support from a nurse. (Unless otherwise agreed)

03 **Risk management**

Young people who pose a risk to themselves, staff or members of the community that we cannot safely manage. A risk assessment is completed during every home visit.

Admissions Process



STEP 1 **Referral Submission**

Initial paperwork is recieved for review of referral.



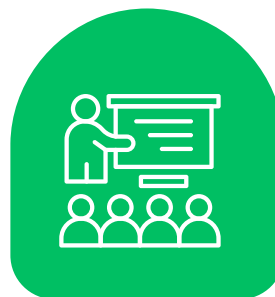
STEP 2 **Admission Confirmation & Payment**

Once accepted, families will receive a welcome email and parent handbook. An invoice for service will be sent to School/LA or Parent.



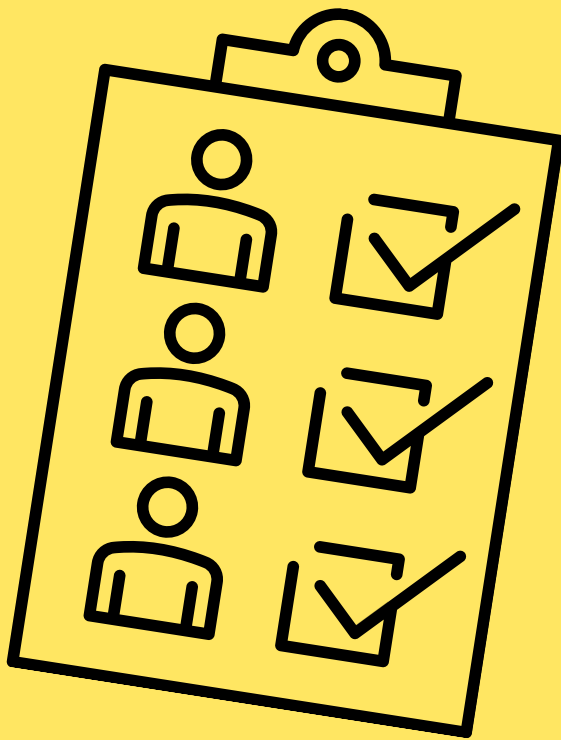
STEP 3 **Home visit is completed**

A home visit is arranged. Risk assessment paperwork, initial information gathering and weekly schedule is discussed.



STEP 4 **Start date is produced.**

Practitioner and young person will be matched and start date agreed.



Attendance & Absence Policies

Attendance

- We are committed to support young people maintain a high level of attendance to our sessions.
- Sessions may be paused if the young person is finding it difficult to engage, while a new plan is put together.
- We have a legal duty to monitor attendance and liaise with the named school or local authority.
- We work hard with parent/carers and schools to reduce levels of missed sessions. We work in collaboration with families. We understand that each young persons needs vary on a day to day basis.

Chronic missed sessions (more than 10 unexplained absences per term) may result in a review of the young persons provision.

Lateness

- If the young person is more than 10 mins late to their session it will not be possible to add this onto the other side: due to practitioners needing to be at their next session:
- Parents/carers should contact the office or practitioner if they are going to be late. To allow the practitioner to meet at an alternative place if needed.
- Frequent lateness (5 or more occurrences per month) may lead to a parent meeting to discuss what support may be needed both for the young person or family. We want to work to support families and come up with flexible solutions.

Reporting Absences

- Parents or school must call or email the office before 8:00 AM (Where possible) to report an absence. These sessions will still be chargeable.
- If a child is absent for more than three consecutive days, a phone call may need to take place with parents about wellbeing.
- If a child is absent for more than two weeks without communication, their spot may be allocated elsewhere and fees will still be payable for the rest of the half term. This will also trigger out absence policy and will be reported to the school/LA as our legal safeguarding duty.

Planned Absences & Family Holidays

- We understand that families may have pre-planned trips or obligations.
- Parents or school should notify us at least two weeks in advance if they plan to take their young person out for an extended period.
- Provision remains fully payable during extended absences to hold the young persons place.

Unexplained Absences & Attendance Review

An absence is considered unexplained if:

- Rainbow Trees Pathway is not notified in advance.
- The young person misses sessions due to a non-emergency, non-medical reason without prior notice.
- The child is absent frequently without explanation.





Health & Wellness Policies



We prioritise young person health and well-being. Our policies help create a safe and supportive environment for all.

Illness Policy

When to Keep Your Young person at Home

Young people must stay home if they have:

- Fever of 100.4°F (38°C) or higher (must be fever-free for 24 hours without medication to return).
- Vomiting or diarrhoea in the past 48 hours..
- Persistent cough, difficulty breathing, or flu-like symptoms. Alongside being unable to manage their usual daily activities.

Illness Notification

Notification of Absence

- Parents/carers should inform Rainbow Trees Pathway on the first day of absence if their young person is unwell.
- Notification should be via email as soon as possible.

Young person becomes unwell during a session

If a young person becomes unwell, practitioners will contact the nominated first aider. Parents, carers, or the emergency contact will be informed, and with their permission, arrangements will be made for the young person to be safely collected.



Medication Policy

We do not administer routine medications during our sessions. Practitioners have had asthma training to support with asthma care.

Routine medication must be administered at school or home.

If the young person self administers medication. This must be in a pharmacy labelled box and prior permission form completed.

Allergy & Food Safety Policy

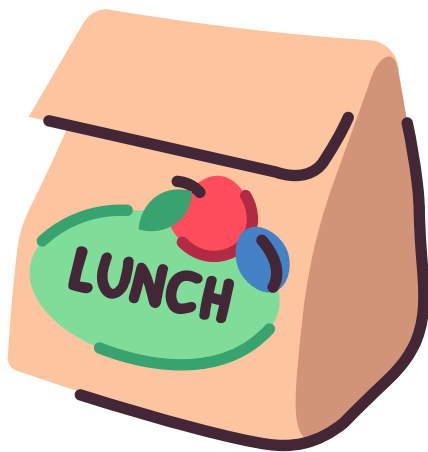
Rainbow Trees Pathway is a nut-free setting (no peanuts, tree nuts, or nut-based products).

Parents must disclose food allergies during admission process.

EpiPens and inhalers must be provided by parents if needed.



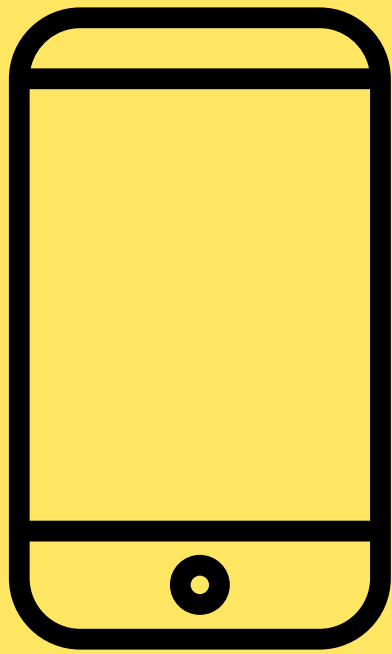
Food & Allergy Policies



Lunch & Snacks

- A packed lunch and snacks are required to be provided by parent/carers or school.
- If this isn't possible we can provide food and drink when needed.
- We are a nut free setting
- We can facilitate young people cooking their own lunch as part of their package.

If the young person receives free school meals, we can organise this with their school.



Phone & Personal Belongings Policy



Personal Belongings Policy

Items to Bring Daily

- **Backpack**
- **Reusable Water Bottle**
- **Lunch & Snacks**

Rainbow Trees Pathway – Mobile Phone Policy for Young People Purpose

At Rainbow Trees Pathway, we recognise that mobile phones can be a helpful tool for many young people. Phones can support regulation, communication, and safety, especially for those who use them to manage emotions or stay connected with trusted people.

When Phones Can Be Used

Young people are welcome to use their phones:

- As a regulation tool, for example to listen to calming music, use grounding or mindfulness apps, play gentle sensory games, or journal privately.
- To contact parents, carers, or staff for reassurance or safety when appropriate.
- For organisational or educational tasks, such as checking a timetable, using reminders, or accessing helpful learning tools.

If a young person is unsure about whether something is ok, they are encouraged to check in with a trusted staff member.

When Phones Should Not Be Used

To maintain safety, focus, and respect for others, phones should not be used:

- To access social media platforms (e.g. TikTok, Instagram, Snapchat, X, Facebook).
- To take or share photos, videos, or recordings of others.
- In ways that could cause harm, distraction, or distress to themselves or others.

If a young person finds these boundaries difficult, staff will explore the reasons with empathy and help them find safe alternatives that meet their needs.

Respectful Use and Boundaries

- Phones should be on silent or low volume during sessions to support calm spaces.

During some activities, staff may ask that phones are put away or stored safely. We will never remove a young person's phone nor force them to put it away.

- Decisions about phone use are made together with young people, with understanding and flexibility where possible.

When a young person is being supported within their school setting, we will always follow and respect that school's mobile phone policy.

This ensures consistency, respect for the school environment, and a joined-up approach that supports the young person across settings.

Responding to Challenges

If there are difficulties or misunderstandings around phone use:

1. Staff will respond in a calm, curious, and compassionate way, aiming to understand the reason behind the behaviour.
2. Together, staff and the young person will explore alternative strategies or adjustments that feel supportive and fair.
3. If needed, a conversation or support meeting with the young person, carers, and staff will be held to create a new shared plan.

Communication Between Rainbow Trees Pathway & Parents/Carers



We prioritise open and transparent communication with families. Below are the ways we keep parent/carers informed.

We use Tapestry as a secure online journal to record and share what happens during your young person's sessions. It allows us to capture key moments, achievements, and activities through short notes, photos, and observations, helping you see your young person's progress over time.

Tapestry also helps us stay connected with families. You will be able to message care staff directly. You can view updates, celebrate successes, and share comments or information from home, so we can work together to support your young person in a consistent and meaningful way.

By using Tapestry, we can track progress towards individual goals, reflect on what is working well, and plan next steps tailored to your young person's needs. This shared approach ensures everyone involved in the care is informed, involved, and working towards the same outcomes.

All information shared on Tapestry is stored securely and can only be accessed by authorised parent/carers and staff.

All general updates will be posted via tapestry using the memo function.



Acknowledgment & Agreement Form

We require all parents or guardians to review and acknowledge the policies outlined in this Parent Handbook. This ensures that families understand the expectations, procedures, and commitments necessary.

Parent Handbook Agreement

I,, the parent/guardian of, have read and reviewed the Rainbow Trees Pathway Parent Handbook for the 2025–2026. I acknowledge and agree to the following:

- ☐ I understand and agree to abide by the attendance and lateness policies.
- ☐ I acknowledge and will follow the health and illness policies.
- ☐ I agree that Rainbow Trees Pathway can administer Emergency first aid when needed.
- ☐ I agree that Rainbow Trees Pathway can transport my young person in their vehicle during sessions.
- ☐ I agree to communicate with the Rainbow Trees Pathway regarding any concerns, absences, or emergency situations.
- ☐ I agree to supply my young person with appropriate clothing and equipment for their session.
- ☐ I understand that session may be paused if policies and procedures are not followed. This will be discussed in a meeting beforehand.

Emergency Contact & Authorised Pickup Confirmation

The following individuals are authorised alternative adults for my young person:

Primary Contact:

Name:

Relationship:

Phone Number:

Additional Authorised Pickup Person(s): (if applicable)

Name:

Relationship:

Phone Number:

Secondary Contact:

Name:

Relationship:

Phone Number:

Any changes to authorised pickup persons must be communicated in writing.

Parent/Guardian Signature

Parent/Guardian Name:

Signature: _____

Date:

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Rainbow Trees Pathway

Empowering
Neurodivergent
Voices

Contact Support

www.rainbowtreespathway.co.uk
Hello@rainbowtreespathway.co.uk
[@rainbowtreespathway](https://www.instagram.com/rainbowtreespathway)