

CANOPY FOREST SCHOOL-TWYFORD ST MARY'S SITE

ECOLOGICAL IMPACT REPORT

2021-2022



Forest School Leader: Emma Clode

Site: Hunters Park, Park Lane,
Twyford, Winchester, S021 1QS



An ecological Impact assessment (EIA) is an assessment that looks at the possible consequences of human activity on a site. This assessment gives us an idea of the possible impact on the ecosystem that running a Forest School may have.

This is a formal system which identifies and creates an inventory of all the flora and fauna that exist in an area, the topography and substratum (soils, geology, wetness), site history/antiquity, site ownership, management and protection. This process evaluates the factors which will support and enhance our interactions with this space. Knowing what the baseline conditions are of a site will also help the Forest School Leader to assess and determine which activities could possibly harm the area and what measures or mitigations can be put in place to support it.

To create this inventory maps, historical records and first-hand observations or field surveys have been used to create a picture/evaluation of the site. There are of course limitations to this information as field studies only show the flora and fauna present at one snapshot moment in time so seasonal variations may be missed. Some species lists may not be complete, and rarities may have been overlooked and changes can also occur since the survey took place.

As a Forest School leader, you have two levels of responsibility: the care of the children who attend sessions and the care of the environment and ecosystem that you are using.

In an online article, entitled "The Symbolic Relationship of Child and Woods-Are you sustaining Both?" (Blackwell, 2015) Sarah Blackwell discusses the importance of nurturing and sustaining both children and nature. In this article she examines the symbiotic relationship between humans and the natural world and writes:

"You can't have a child growing up in isolation of the elements, the natural cycles, the trees, grass, mountains or rivers without a part of that child's inner most being as a human losing a part of its self that is essential to life.

In the same way you can not have woodlands and wild spaces growing up in isolation of the love, care, compassion and respect of children, because nature without children will in the future be destroyed completely and habitats die."
(Blackwell, 2015)

Sarah Blackwell goes onto explain that:

"When we understand our role in the process as conduits for learning and love of nature with our children, we can begin to put an emphasis on learning species and relationships and how the natural systems depend on each other"
(Blackwell), 2015),

Producing sustainability plans, ecological impact assessments and Three-Year Management Plans are all essential aspects of building and developing a relationship with the environment where the Forest School will take place. The understanding that comes from developing these plans and the care that we give to this eco-system will be transferred to the children and will lead onto Environmental Identity for the future.





This document describes the impact of the operation of a Forest School Provision in the physical environment at Hunters Park in Twyford. It describes what is in place to mitigate any negative effects. It will consider the land, water, air, structures and living organisms and the environmental values of **Canopy Forest School**.

Canopy Forest School will be working with the Year 3 students at Twyford St Mary's Primary School every Tuesday afternoon over the Summer Term (11 weeks). We will be working with 21 Year 3 students aged 7-8 years and completed consent and agreement forms have been collected for all students taking part. The sessions will be run by Emma Clode who is training to become a Level 3 Forest School Leader and assisted by Jo Streat.

Our Ethos

To provide a classroom with no walls.

Where the sky is the limit. Nature is the teacher and imagination, play and discovery the curriculum. Self-esteem, wellbeing, deep connections and a sense of wholeness and joy are the learning outcomes.

Our Mission

To create a transformative learning experience in a natural setting where play, exploration and supported risk taking inspires personal growth and meaningful connections to the world, self, and others.

Our Core Values

Connection

To connect to the natural world, self, and others

Growth

To undergo natural development socially, emotionally, physically, spiritually, and intellectually over a period of time. To nurture reflection, innovation, and creativity.

Exploration

To enjoy new discoveries, adventures and take supported risks.

Sustainability

To use methods that do not harm the environment so that natural resources are still available in the future. To be able to support eco-systems so they can continue over a period of time

DESCRIPTION OF THE SITE

CANOPY FOREST SCHOOL | 05



The Canopy Forest School site is situated in Hunters Park which is owned and managed by Twyford Parish Council, Hampshire who have donated and agreed that Twyford St Mary's C of E Primary School can use these grounds as a satellite outdoor classroom. Twyford is a village and civil parish in Hampshire which lies approximately 3 miles south of Winchester with a population of 1,456. Twyford lies on the east bank of the river Itchen and has near by water meadows that have been important economically for its residents. The site is approximately 0.84 kilometres square in size. It is a local playing field and the majority of the trees and shrubs feature in the boundary lines of the site. Within the grounds there are a number of veteran trees with TPO's and these are Lime, Oak and Beech trees. There is a large playing field, cricket ground, tennis court and children's play area next to the Forest School site and Twyford St Mary's have a number of development plans linked to this site.

The site is enclosed within the large fenced area of Hunter's Park and it is a public space therefore risk assessments, high visibility jackets and close monitoring by staff will take place during each session to ensure safety.

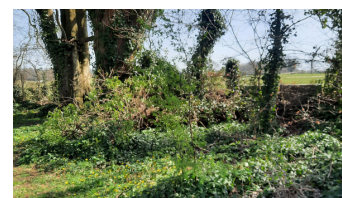
Grid Reference: 51.016254, -1.312859

Address: Twyford St Mary's C of E Primary School, School Road, SO21 1 QQ

Size: approx. 0.84 kilometre square

Flora: Lime, Laurel trees, laurel hedging, Ash, Beech, Oak, Sycamore, Horse Chestnut, Elder, Wild Cherry, Blackthorn, Hawthorn, Sycamore, Hazel, Brambles, Lord and Ladies, Stinging nettles, Celandine, Ivy, For-get-me nots, Grass, Purple dead nettle, Bur chervil, Common dog-Dock, Herb-Robert, hogweed, Plantain, Daisy, Dandelions, Selfheal, Scarlet pimpernel, Stinking Iris

Fauna: Fox, hedgehogs, blackbird, robin, woodpeckers, Chaffinch, sparrow, pied wagtail, jackdaws, wood pigeon,



DESCRIPTION OF THE SITE

CANOPY FOREST SCHOOL | 06



Description of Forest School Site

1

NAME

Hunter's Park, Twyford

2

LOCATION

HUNTER PARK. CORNSTILES, PARK
LANE, TWYFORD, WINCHESTER,

3

OWNER

Twyford Parish Council, satalite site for
Twyford St Mary's C of E Primary School

4

OTHER IDENTIFIED STAKEHOLDERS

*School Governing Body, Hampshire
LEA. Twyford Parish Council*

DESCRIPTION OF THE SITE

Local wildlife sites in Hampshire referred to as Sites of Importance for Nature Conservation (SINCs) together with statutorily protected Sites of Special Scientific Interest (SSSIs) form the foundation of a coherent and resilient ecological network. These areas have been identified using SINC criteria's and if a three-point scale is applied to the **Canopy Forest School** site is graded as a (two) a site of lower priority for conservation:

"Not primarily intended for evaluation, but considered adequate for categorizing sites on a 3 point scale

1. **Site of high conservation value (HCV);**
2. **Site of lower priority for conservation;(LPC)**
3. **Site of limited wildlife interest (LWI)."**
(Wilson, 2021)

Hunter's Park in Twyford lies within the South Downs National Park and is on the east of the river Itchen. Flood plains and grazing marsh land are a feature of the local landscape. Using the National Vegetation Classification (NVC) field guide to woodland this site like the surrounding area comes under "W10b *Anemone nemorosa* sub-community

"This sub-community is more common on winter or spring waterlogged soils on the heavier clays, e.g. on waterlogged plateaus and in hollows. Pedunculate oak is usually dominant, with some birch, over a thin hazel understorey. Sweet chestnut can be abundant, and although lime and hornbeam are sparse associates, they can dominate locally. A carpet of 65 *Anemone nemorosa* is the most distinctive feature in spring. *Pteridium aquilinum* is less abundant than in the community as a whole, and soils are generally too moist for *Hyacinthoides non-scripta* to dominate. "

(Hall et al, 2004, p65-66)

The ground layer of the site consists of decaying matter, dead wood, logs and leaf litter. Twyford lies on the chalk at the northern edge of the Hampshire Basin, dipping south from the southern limb of the Winchester anticline. It lies within a river valley and the soil is a mixture of chalk and clay.



There are a number of nature reserves nearby and the River Itchen and much of the near by water meadows are of European and national importance. These include Berry Meadow, Twyford Meadows and Compton Lock, Hockley Meadows, St Catherine's Hill and Winnall Moors. There are ancient woodlands at Gabriel's Copse, Cockscomb Hill Copse, Roundbushes Copse and Hazeley Copse. Around the village and within it are small fields, open spaces and large gardens – the historic setting of the ancient villa. Twyford's down land landscape therefore has a rich biological diversity.

Elements of a shrub layer consist mainly of laurel, brambles and nettles. There are also a number of veteran trees on the site with TPOs and these are Oak, Beech and Lime. Looking at old maps of the area the site was farmland until 1909 when the ground had allotments within it and some of the area still remains designated to this. Most of the trees have been planted as natural barriers and hedging and lie in the boundaries of the site that backs onto farmland.

In terms of fauna there is evidence of hedgehogs, foxes and a wide range of birds using this site The likely impacts of the project will not impact significantly on the woodland habitat but instead we would like to introduce nesting boxes, feeders and more wild woodland flowers that will encourage more insects and animals to the site.

As far as I am aware there are no active conservation management plans for this site and this is something that **Canopy Forest School** will introduce and adhere to. Although improvements have been planned for the play areas. The woodland is not under any kind of special protection or status such as SSSI or NNR but a number of trees have preservation orders. As stated previously the site is open to the public so will be frequently and because of this monitoring will take place regarding issues of over-intensive use.



Abiotic Elements

Water

Twyford lies on the east bank of the river Itchen and has near by water meadows that have been important economically for its residents. Flood plains and grazing marsh land are a feature of the local landscape. The river Itchen is a chalk born stream that rises to the south of New Alresford and flows 26 miles to meet Southampton Water below the Itchen Bridge. The river is one of the world's premier chalk streams and the chalk aquifer has excellent storage and filtration, it has long been used for drinking water and for growing watercress. Much of the river is classified as a biological Site of Special Scientific Interest (SSSI) and a Special Area of Conservation of which Hockley Meadows nature reserve is a part. The Itchen estuary is part of the separate Lee-on-The Solent to Itchen Estuary SSSI. There is therefore a considerable variety of tree, shrub and ground flora species.

Soil

Twyford lies on the chalk at the northern edge of the Hampshire Basin, dipping south from the southern limb of the Winchester anticline. It lies within a river valley and the soil is a mixture of chalk and clay. The ground layer of the site consists of decaying matter, dead wood, logs and leaf litter.

Bedrock and Surface rock

From maps produced by the National Rivers Authority, Twyford and the surrounding area lies on Chalk. Chalk soil is often shallow, stony and free-draining, holding little water it is also very alkaline. Chalk is a solid, soft rock which breaks down easily. Chalky soils are fertile, but many of the nutrients are not available to plants because of the high alkalinity of the soil, which prevents the absorption of iron by plant roots.

Archaeological Considerations

Twyford is rich with archaeological history going back to the Bronze Age and an early Saxon cemetery with sixth century burial goods was discovered there in 2008. It has Roman remains with a Roman Villa and Roman Road very near to the site. Twyford appears in Domesday Book (1086) as 'Tuiforde', belonging to the Bishop of Winchester and containing a church and six watermills.

Management history of site

The site is owned by Twyford Parish Council and they manage the grounds.

FAUNA AND FLORA OF THE SITE

Flora

Trees

Species	Num ber of trees	%	Year Planted	Height	Tree form*
lone standing veteran limes with TPOs	3	3%	100 yrs. +		9
Laurel trees	3	3%	20yrs		5
Wild Cherry	5	5%	15yrs		5
Ash	1	1%	70yrs		5
Oak	8	8%	5yrs		4
Veteran Oak with TPO	2	2%	100 yrs.+		9
Veteran Beech with TPO	2	2%	100 yrs. +		9
Beech saplings	10	11%	3yrs		2
Hazel saplings	20	22%	3yrs		2
Sycamore	3	3%	70yrs		5
Horse Chestnut	10	11%	10yrs		2
Cherry Laurel hedge	10	11%	15yrs		5
Blackthorn	5	5%	10yrs		5
Elder	2	2%	4yrs		7
Hawthorn saplings	10	11%	3yrs		2
Total	94				

*Key to Tree Form

1. Good form with clear stem
2. Good form and lower branching
3. Poor stem form with low branching
4. Forking below half height of tree
5. Forking with heavy branching
6. Loss of leader / very poor stem form
7. Neglected coppice
8. Worked Coppice
9. Veteran tree - mature tree with significant stem girth

Plants

Celandine
 Brambles
 Ivy
 Lords and Ladies
 For-get-me nots
 Purple dead nettle
 Bur chervil
 Stinging Nettles
 Common dog-violet
 Pendula sedge
 Wild carrot
 Fool's Parsley
 Dock
 Herb-Robert
 hogweed
 Plantain
 Daisy's
 Dandelions
 Selfheal
 Scarlet pimpernel
 Stinking Iris

Fungi

Beef steak fungus

Mosses/lichen

Common green shield lichen
 Common tamarisk moss
 Ramalina farinacea lichen
 monk's hood lichen

Insects

Woodlouse
 The Small White Butterfly
 Earwig
 Worms



MANAGEMENT HISTORY OF SITE

THE SITE IS LOCATED IN THE GROUNDS OF HUNTER'S PARK WHICH IS OWNED AND MANAGED BY TWYFORD PARISH COUNCIL, HAMPSHIRE WHO HAVE DONATED AND AGREED THAT TWYFORD ST MARY'S C OF E PRIMARY SCHOOL CAN USE THESE GROUNDS AS A SATELLITE OUTDOOR CLASSROOM.



LONG TERM VISION OF SITE

The long-term vision for this site is to use and develop it as Forest School area which is both a conservation area for native Flora and Fauna and a place where the children of the school can interact and learn from nature. The Forest School client base will be Year 3 students from Twyford St Mary's C of E Primary School and they will be using the site for 11 weeks every Tuesday afternoon during the Summer Term.

Throughout the 11 week course during the Summer term the children will take part in a carefully planned child centred Forest School programme which will allow them to connect to each other and the natural world. The activities will be developing their relationship to the Forest School site and they will actively take part in sustainable woodland management techniques such as putting up houses and boxes for wildlife and taking part in flora and fauna conservation surveys.

The Canopy Forest School would like to develop and enhance the natural diversity of the space and at the same time use it as a learning resource. From the field surveys that have taken place on this site this area does not contain anything of local/national or international importance. The purpose will be to minimise any adverse impacts of this Forest School on the environment and a range of baseline assessments have been conducted to ensure that any direct/indirect or cumulative impacts are accounted for. Mitigation measures have been put in place to minimize negative short, medium- or long-term impacts and these will continue to be measured throughout the course of the Forest School programme. There are no conflicts of interests, legislative limits or public concerns linked to The Canopy Forest School use of this site.

IMPACT AND MITIGATION MEASURES

After completing a site survey, it is important to assess how Forest School activities might have an impact on this area.



Canopy Forest School-Hunter's Park Twyford

Impacts of programme and mitigation measures

Potential Impacts	Mitigation Measures
Trampling impact to ground flora	Use pathways already established in woodland, especially during spring Identify any vulnerable areas and avoid them.
Disturbance/habitat destruction of flora and fauna	Make participants aware of the environment they are in and how to treat it in terms of handling plants and animals and using natural resources.
Overuse of fire area sitting circle/shelter area as ground becomes trampled and compacted	Designate a fixed location for fires, shelter building leaving other areas free to grow as normal. Make sure that when fires are lit this happens in a removable fire pit with a tray and taken away at the end of session. Always take any waste food away from area and bring in a sustainable source of wood to burn.
Using tools and woodworking skills	Only collect what is required for wood cutting and choose branches that could be coppiced and <u>open up</u> the ground layer, so it receives more sunlight.
Use of natural materials for activities	Only what is required will be taken where there is abundance of that resource. Bring in additional natural resources if needed for activities.

IMPACT AND IMITIGATION MEASURES



Canopy Forest School-Hunter's Park Twyford Possible Positive Impacts

Litter picking – Removing litter from the site will take away a threat to wildlife as well as making the site more aesthetically attractive.

Improved habitats – Forest School sessions might involve positive habitat effects e.g., building and creating nest boxes, log piles and other habitats.

Planting more trees and hedging-More native plants could be planted at the site which once established will bring in more wildlife and become another habitat.

Monitoring and Findings

Woodland circle and shelter area –If the site is used intensively, it may be sensible to rotate areas to allow re-growth and the ground time to recover.

IMPACT AND IMITIGATION MATRIX

WHEN CONSIDERING THE IMPACT OF FOREST SCHOOL ACTIVITIES IT IS IMPORTANT TO CONSIDER THE DIFFERENT AREAS OF THE FOREST AND TO DO THIS CANOPY FOREST SCHOOL WILL CONSIDER THE VERTICAL STRUCTURES OF THE WOODLAND.

Impact Matrix to Assess the Ecological Effects of Forest School Activities When Considering the impact of your Forest School activities it is important to consider the different areas of the Forest/woodland Key for Impact Matrix: P – Positive, N – Negative, S – Short Term, M – Medium Term, L – Long Term, Per – Permanent (100+years) Temp – Temporary (0+ decades), R – Reversible				
Activity	Ground layer	Field layer	Shrub layer	Canopy Layer
1.Fire	<i>Ground Layer: N, M, P/R</i> *Logs/twigs burnt; ash left on ground layer. *Burnt wood will replenish. If fire area cleared correctly ash should be unnoticeable and eventually will degrade. * Lighting a fire on the ground will damage the soil and its chemistry, changing the way it behaves. *Risk of setting woodland on fire. *Soil compaction from regular use. *Fire can travel underground to roots even after extinguished	<i>Field Layer: N, M, R</i> *Field Layer Areas may be cleared for fire. Area would recover in time *Use a sustainable source for buying in wood, rather than using the woodlands resources *All fires should be lit in the fire trays and not in or on the ground. *Designate a fixed location for fires, leaving other areas free to grow as normal. *Ensure that all fires are fully extinguished before leaving the site *Using wood from our woodland would destroy habitats and diminish our supplies.	<i>Shrub Layers: N,M,R</i> *Fires lit under tree cover may mark trees or damage above branches. *These areas will recover in time	<i>Canopy Layers: N,M,R</i> *Fires lit under tree cover may damage leaves of overhanging trees. *These areas will recover in time
2.Cooking	<i>Ground Layer Food: N, S, R</i> *Waste may attract animals to the site or increase the numbers of certain species, leading to adverse changes in biodiversity *Make sure left-over food goes back into school and placed in the bin.	<i>Field Layer</i>	<i>Shrub Layer</i>	<i>Canopy Layer</i>
3.Tree climbing and shelter building	<i>Ground Layer: N,S, R</i> *Trampling of Flora/Fauna as site is used. *Wearing of soil, soil compaction from regular use *Area should recover	<i>Field Layer: N,S, R</i> *Trampling of Flora/Fauna as site is used. *Breaking leaves and sticks off Flora for building use would deplete resources and could destroy habitats * Damage to plants that are more sensitive to losing leaves or flowers.	<i>Shrub Layer: N, S, R</i> *Braking of leaves and branches during building. *Area should recover *Tampering with trees by climbing/ hanging things on them etc	<i>Canopy Layer: N, S, R</i> * Braking of leaves and branches during building. *Tampering with trees by climbing/ tying things on etc *Damage to trees that aren't as strong as others.

		* Area should recover when left.	*Designate a fixed location for den building, leaving other areas free to grow as normal. *Have a selection of resources available for the children to use each time, rather than creating new ones	* Restrict activities to tree that are suitable and can tolerate the activity *Designate a fixed location for den building, leaving other areas free to grow as normal. *Have a selection of resources available for the children to use each time, rather than creating new ones
4.Collecting wood	<i>Ground Layer: N, M, P/R</i> *Collection of wood for cutting, would replenish in time. *Movement of ground layer for cutting area.	<i>Field Layer N/P, M, T</i> *When collecting wood for cutting some branches, trees maybe felled. *Although this is negative ground layer will receive more sunlight allowing new plants to thrive.	<i>Shrub Layer N/P, M, T</i> *Taking wood from the woodland for activities *Limit the frequency and evaluate the amount of dry, dead wood around the woodland before removing any. *Collect only the minimum amount needed. *Reserve specific areas for deadwood conservation	<i>Canopy Layer N/P, M, T</i> *Taking wood from the woodland for activities *Limit the frequency and evaluate the amount of dry, dead wood around the woodland before removing any. *Collect only the minimum amount needed. *Reserve specific areas for deadwood conservation
5.Collecting natural materials	<i>Ground Layer N, M, P/R</i> * Collection of wood for cutting, would replenish in time. *Movement of ground layer for cutting area.	<i>Field Layers N/P, M, T</i> *When collecting wood for cutting some branches, trees maybe felled. *Although this is negative ground layer will receive more sunlight allowing new plants to thrive.	<i>Shrub Layer N/P, M, T</i> *Damage to plants, Leaves, sticks *Using sticks, leaves, flowers etc for activities *Ensure that only fallen leaves or flowers are collected.	<i>Canopy Layer N/P, M, T</i> *Damage to plants, Leaves, sticks *Using sticks, leaves, flowers etc for activities *Ensure that only fallen leaves or flowers are collected.
6.Woodland Circle Sitting Area	<i>Ground Layer N,S, R</i> *Trampling of Flora/Fauna as site is used. *Wearing of soil, soil compaction from regular use *Allocated area	<i>Field Layer N,S, R</i> *Trampling of Flora/Fauna as site is used. *Allocated area	<i>Shrub Layer N,S, R</i> *Trampling of Flora/Fauna as site is used. *Allocated area	<i>Canopy Layer</i>
7.Pathways	<i>Ground Layer N, S, R</i> *Plants may be lost. *However, some wild growing areas will be left. * If left to regrow should recover.	<i>Field Layer: N, S, R</i> *Plants may be lost. *However, some wild growing areas will be left. * If left to regrow should recover.	<i>Shrub Layer: N, S, R</i> *Plants may be lost. *However, some wild growing areas will be left. * If left to regrow should recover.	<i>Canopy Layer</i>

IMPACT AND IMITIGATION MATRIX CONTINUED

8.Using tools i.e. bow saw/hand drill	Ground Layer: N, M, P/R *Movement of ground layer for cutting area. *Collection of wood for cutting, would replenish in time.	Field Layer: N/P. M, T *When collecting wood for cutting some branches, trees maybe felled. *Although this is negative ground layer will receive more sunlight allowing new plants to thrive.	Shrub Layer: N/P. M, T *When collecting wood for cutting some branches, trees maybe felled. *Although this is negative the ground layer will receive more sunlight allowing new plants to thrive.	Canopy Layer: N/P. M, T *When collecting wood for cutting some branches, trees maybe felled. *Although this is negative ground layer will receive more sunlight allowing new plants to thrive.
9.Deadwood	Ground Layer: N, M, P/R *Dead wood is both homes to mini beasts and beds for fungi so removing too much would be bad for the habitat.	Field Layer: N/P. M, T *Dead wood is both homes to mini beasts and beds for fungi so removing too much would be bad for the habitat.	Shrub Layer: N *Dead wood is both homes to mini beasts and beds for fungi so removing too much would be bad for the habitat.	Canopy Layer

MONITORING

Observing, identifying and classifying the biodiversity of a site allows us to develop an understanding of a site and ensures that we help to keep it healthy and resilient. At **Canopy Forest School** a monitoring regime will be established and this will be completed annually. This will ensure that our ecological management practices are effective and maintain or enhance our Ecological Impact over time. The monitoring regime that we will use will take place in the same month in the same location and use the same recording format. It will also be linked to and influence our 3 Year Development Plan objectives. This survey will be used as an indicator which will provide details about species, habitat and will be evaluated to assess the value of the conservation achieved and the impacts on the site. It will also be an interesting indicator to show trends over time.



POLICIES AND PROCEDURES AT CANOPY FOREST SCHOOL

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CANOPY FOREST SCHOOL

OUR FOREST SCHOOL SITE
PROVISION, AND ENVIRONMENTAL
IMPACT: 1

OUR FOREST SCHOOL SITE: PROVISION AND ENVIRONMENTAL IMPACT: 1

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

Canopy Forest School takes place in the grounds of Hunter's Park in Twyford, which is owned and managed by Twyford Parish Council, Hampshire who have donated and agreed that Twyford St Mary's C of E Primary School can use these grounds as a satellite outdoor classroom.

Twyford is a village and civil parish in Hampshire which lies approximately 3 miles south of Winchester with a population of 1,456. Twyford lies on the east bank of the river Itchen and has near by water meadows that have been important economically for its residents. The site is approximately 0.84 kilometres square in size. It is a local playing field and the majority of the trees and shrubs feature in the boundary lines of the site. Within the grounds there are a number of veteran trees with TPO's and these are Lime, Oak and Beech trees. There is a large playing field, cricket ground, tennis court and children's play area next to the Forest School site and Twyford St Mary's have a number of development plans linked to this site.

The site is enclosed within the large fenced area of Hunter's Park and it is a public space therefore risk assessments, high visibility jackets and close monitoring by staff will take place during each session to ensure safety.

The ground layer of the site consists of decaying matter, dead wood, logs and leaf litter. Twyford lies on the chalk at the northern edge of the Hampshire Basin, dipping south from the southern limb of the Winchester anticline. It lies within a river valley and the soil is a mixture of chalk and clay.

There are a number of nature reserves nearby and the River Itchen and much of the near by water meadows are of European and national importance. These include Berry Meadow, Twyford Meadows and Compton Lock, Hockley Meadows, St Catherine's Hill and Winnall Moors. There are ancient woodlands at Gabriel's Copse, Cockscomb Hill Copse, Roundbushes Copse and Hazeley Copse. Around the village and within it are small fields, open spaces and large gardens – the historic setting of the ancient villa. Twyford's down land landscape therefore has a rich biological diversity.

Elements of a shrub layer consist mainly of laurel, brambles and nettles. There are also a number of veteran trees on the site with TPOs and these are Oak, Beech and Lime. Looking at old maps of the area the site was farmland until 1909 when the ground had allotments within it and some of the area still remains designated to this. Most of the trees have been planted as natural barriers and hedging and lie in the boundaries of the site that backs onto farmland.

In terms of fauna there is evidence of hedgehogs, foxes and a wide range of birds using this site. The likely impacts of the project will not impact significantly on the woodland habitat but instead we would like to introduce nesting boxes, feeders and more wild woodland flowers that will encourage more insects and animals to the site.

OUR FOREST SCHOOL SITE: PROVISION AND ENVIRONMENTAL IMPACT 2

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

As far as I am aware there are no active conservation management plans for this site and this is something that Canopy Forest School will introduce and adhere to. Although improvements have been planned for the play areas. The woodland is not under any kind of special protection or status such as SSSI or NNR but a number of trees have preservation orders. As stated previously the site is open to the public so will be frequently and because of this monitoring will take place regarding issues of over-intensive use.

The likely impacts of our Forest School have been recorded in our Ecological Impact Report (appendix 1) and here you will find our impact and mitigation measures. In the foreseeable future we would like to introduce nesting boxes, feeders and more wild woodland flowers that will encourage more insects and animals to the site.

Canopy Forest School would like to develop and enhance the natural diversity of the space and at the same time use it as a learning resource. The purpose will be to minimise any adverse impacts of this Forest School on the environment and a range of baseline assessments have been conducted to ensure that any direct/indirect or cumulative impacts are accounted for. Mitigation measures have been put in place to minimize negative short, medium- or long-term impacts and these will continue to be measured throughout the course of the Forest School programme. All plans will be passed through Twyford St Mary's C of E Primary school and Twyford Parish Council.

The long-term vision for this site is to use and develop it as a Forest School area which is both a conservation area for native Flora and Fauna and a place where the children of the school can interact and learn from nature. The Forest School client base will be the Year 3 children aged 7-8 years who will attend Canopy Forest School every Tuesday afternoon during the Summer Term.

Throughout the 11 week course the children will take part in a carefully planned child centred Forest School programme which will allow them to connect to each other and the natural world. The activities will be developing their relationship to the Forest School site and they will actively take part in sustainable woodland management techniques such as sowing wildflower seeds putting up houses and boxes for wildlife and taking part in flora and fauna conservation surveys.

Please also refer to our Sustainability Policy p38, appendix 1- Ecological Impact, appendix 2-Sustainable Action Plan, appendix 3-Three Year Sustainable Woodland Management Action plan.

SUSTAINABILITY POLICY

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

"Take only memories and leave only footprints" Chief Seattle

Canopy Forest School aims to educate children and adults in the benefits of sustainability and therefore endeavours to thread this through learning and playing. At the start of each sessions there will be a brief talk with the group about the expectations for the day. Within this will be an expectation around looking after our environment linked to the sessions theme.

Any waste that is created from **Canopy Forest School** sessions will either be recycled or composted. Waste will be collected in a recyclable paper bag. The site will be cleared of any trace of litter each week and "leave only footprints" is a phrase that we reinforce and teach the children.

During our long term programme children will be taught about sustainable woodland management and as part of this they will discover more about the benefits of coppicing trees such as hazel and then using the harvested wood to make objects, putting the wood to good use. All the equipment at Forest School is re-used, repaired, cleaned to make sure it is used for as long as possible. Please see pg 6 & 7 for more information on Provision and Environmental Impact and appendix 1, 2&3 for our Eco-logical Impact Assessment and Management Plan.

Canopy Forest School is fully and totally committed to sustainability and protecting the environment. We strive to provide exciting and adventurous forest school activities whilst contributing to a sustainable future through the resources, activities and actions that we take. We think it is important that every element of our business is true to our vision, ethos and mission. We therefore promote sustainability, through our own practices, through using green products and working with other green organisations. We have chosen to run our business through an ethical bank account as we believe that this is one of the most powerful tools that any of us can use to to change the world for the better.

Our Forest School recognises that there is a multiplicity of linked social, economic, political, cultural and technological elements that impact on actual sustainable and environmentally safe activities. In an increasingly complex world for young people and young adults **Canopy Forest School** will strive to be an educator of small actions and steps that are quick, simple and easy to achieve by anyone regardless of their background, income, health or employment status. We are committed to our green values and support the charity **Hampshire Wildlife Trust**. We make a 10% donation to this charity for every child enrolled on our books

CLIMATE CHANGE

"Climate change is now indisputable and it is widely accepted that as a result of past emissions of greenhouse gases, the earth is committed to continued warming during the 21st century. This warming alone may have profound consequences for global ecosystems and people's lives. The actual rate of warming will depend on future emissions and concentrations of greenhouse gases, which is dependent on the actions of governments over the next few years on curbing greenhouse gas emissions. It is projected that summers in Britain will get warmer, and winters milder. Wales, parts of Scotland and the South East may have drier summers, and wetter winters. Climate change is also expected to cause changes to the seasons, increase the frequency of extreme weather events such as storms and cause a rise in sea levels. For more detailed information on projected climate change in Britain, the UK Climate Projections (UKCP) " (Managing Your Woodland for Wildlife, p82, Blakesleigh D and Buckley P, 2010)

Woodland communities are already being affected by climate change, this can be seen for example in the timings of bud breaks, migration and weather changes. This trend could see a change in the balance of tree communities; affect early flowering woodland plants and inevitably the composition of woodland communities will change.

In June 2019 Hampshire County Council declared a Climate Emergency and as a result it created two targets which have been set for the County Council and Hampshire as a whole:

- 2050 Carbon neutral
- 2°C preparing to be resilient to the impacts of temperature rise.

(Hampshire County council)

Canopy Forest School is committed to educating and sharing sustainable, natural, environmentally friendly ways of working. This is reflected in every element of our business. We therefore promote sustainability, through our own practices, through using green products and working with other green organisations. We run our business through an ethical bank account as we believe that this is one of the most powerful tools that any of us can use to to change the world for the better.

This Ecological Impact report is an important part of the process of ensuring that our activities in and around the site do not have any negative impacts upon the site.



CONCLUSION

In conclusion this ecological impact report will feed into our woodland management and is a big part of the success of developing a biodiverse area. This is a working document that will be reviewed every year as the group and the site change and evolve. The Forest School Leader will constantly consider and strive to balance the health of the site with the socio-economic, cultural and human-health impacts of its participants.

Community engagement is an essential part of **Canopy Forest School** and this is reflected in our ethos, mission and values. Bringing people to nature is a fundamental part of our work as is teaching others to love and care for the natural world.

Educating members of the local community about the unique habitats within the school ground will be a big part of the Forest School experience as will taking part in woodland management activities. All the Forest School activities that will take place aim to get the children caring and feeling the unique magic of this space. Involving and teaching children and adults about the important role we have as care takers or woodman of an area will not only provide them with skills that they can pass on and use in the future but it will also help them to develop a deep understanding of why it is important to establish a relationship with a natural space. Like most things in nature we both rely on each other, it is a symbiotic relationship- nature needs human help and humans need natures help for a healthy existence.

Last reviewed: March 22
Responsible for Review: Emma Clode
Next Date of review: March 23

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