Admission Support and Guidance 2026-2027

CANOPY FOREST SCHOOL

CANOPY FOREST SCHOOL

WHAT IS FOREST SCHOOL?

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

"Forest School is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term programme that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting. " The Forest School Association.

The roots of Forest School education reach back to open-air culture "frilufsliv" or free air life that is practiced as a normal part of the early years syllabus in many northern European countries and Scandinavia.

In 1993 this idea arrived in the UK when a group of students from the early year's department at Bridgewater College went on a trip to Denmark. What they saw in Denmark was pre-school children using the local outdoor environment as a natural part of the curriculum. The teaching style and philosophy that was observed in Denmark began to form what we now know as Forest School here in the UK.

First and foremost Forest School is an ethos which provides individuals with the opportunity to re-connect with the world around them in its natural state. This environment also allows them to re-connect with themselves, builds self-esteem, confidence and resilience. It also is a place where they can connect with others in a supportive learning community.

Forest school uses a holistic curriculum which focuses on the needs of its participants. The natural environment offers great opportunities for growth and development and the forest school leader produces lesson plans that build on what the natural environment already supplies. At the end of each session the participants take part in a reflective, review process which helps creates self-awareness and conscious growth.

Exploratory learning allows individuals to take controlled risks, builds inner confidence, determination and self-esteem. Forest school fosters independent and creative learners because of its supportive, equal and holistic nature. It allows its participants to believe that they can create their own learning, follow their own interests and become independent.

Nature provides Forest Schools with the rich activities and opportunities for learning, so environmental identity and sustainability are central to all that takes place. Participants learn how to support eco-systems, how to sustainably manage woodland areas, name and identify local flora and fauna and develop a deep connection, and respect for the natural world.

THE SIX CORE PRINCIPLES OF FOREST SCHOOL

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Forest School is an approach to learning that takes participants into the great outdoors whatever the weather to explore the natural environment in a holistic and learner centered way. It is a long-term nature based teaching programme where participants grow in self-confidence, self-esteem and develop resilience and independence.

The teaching and learning process at Canopy Forest School is based on a framework of pedagogy and not a static step by step process of working. In 2011 the UK Forest school community agreed on six guiding principles which are built upon a variety of educational theories and methodologies. These principles are central to our approach, ethos, core values and mission at Canopy Forest school. These six core principles are:

- Forest School takes place in a woodland or natural environment to support the development of a lifelong relationship between the learner and the natural world.
- Forest School is a long-term process of regular sessions, rather than one-off or infrequent visits; the cycle of planning, observation, adaptation and review links each session.
- Forest School uses a range of learner-centred processes to create a community for being, development and learning.
- Forest School aims to promote the holistic development of all involved, fostering resilient, confident, independent and creative learners.
- Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves
- Forest School is run by qualified Forest School practitioners, who continuously maintain and develop their professional practice.

Each Forest School session will always vary in form and content as it will be adapted to suit the learners, season, weather and emotional variations of the group. The ever-changing mood, marvel and potential of the natural world is celebrated as this is what makes each session magical, full of discovery and difference. Every new experience is a valuable one and participants are given the opportunity to choose activities, lead their own learning and follow their own interests.

The direct teaching of the three skill strands: shelter, fire and tools are interwoven with self discovery and exploration as participants learn to take controlled risks in a safe, non-judgemental, nurturing environment. Activities such as den building, tree climbing, learning knots, using tools, cooking and lighting fires help participants to become, healthy, resilient, creative and independent learners.

Learning to care, look after and cherish the natural world also helps develop learners, socially, emotionally and spiritually as it inspires a deep and meaningful connection to the world. Canopy Forest school is a community where participants learn to work as a team, support and nurture each other's growth and development. The Forest school leader guides and mentors the group and skilfully introduces new activities that are pitched and tailored at the appropriate level. The reviewing and reflection process is an important part of each session and here achievements, next steps and future plans are shared and discussed in an open and nurturing way.

Above everything else having fun and enjoying time outside is the most important element of each and every forest school session.

FOREST SCHOOL 6 CORE PRINCIPLES

Forest School is a long term process with regular sessions

FOREST SCHOOL SUPPORTS HOLISTIC DEVELOPMENT

FOREST SCHOOL IS A LEARNER CENTERED PROCESS

FOREST SCHOOL HELPS PARTICIPANTS TAKE SUPPORTED RISKS

FOREST SCHOOL TAKES PLACE IN A NATURAL ENVIRONMENT WITH SOME TREES

FOREST SCHOOLS ARE RUN BY QUALIFIED REFLECTIVE LEADERS

OUR ETHOS, MISSION AND CORE VALUES

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

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 Statement

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

CANOPY FOREST SCHOOL'S ETHOS,VALUES AND MISSION

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

.At Canopy Forest School our values are important to us because they inform everything we do and help us to grow and develop. They help us to create the future we want to experience as a small business and those of our learners.

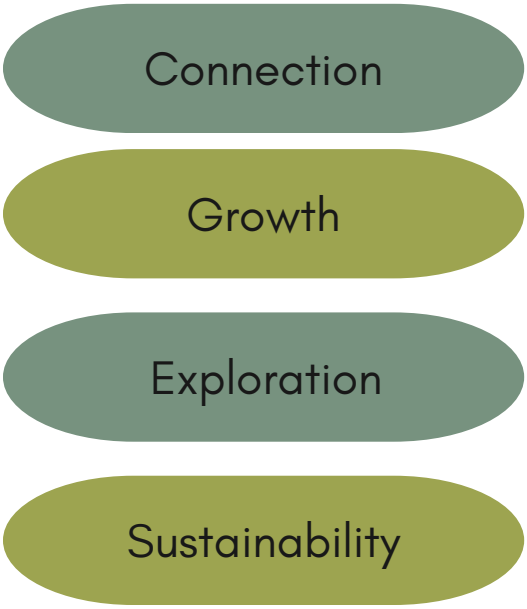
As a small business Canopy Forest School is involved in making many decisions and we want each of these to reflect our values and beliefs. When we use our values to make decisions then our choices become more deliberate and focused upon what is important to us.

Sharing these values with others also helps to build a deep sense of cohesion with all involved in Canopy Forest School as we are all working from the same page. It took time to decide what our top key priorities should be as a Forest School and what our deep down essential core was.

The policies and procedures within this handbook are built upon our ethos showing what, when, where, who, why and how we deliver our alternative provision Forest School programme. Our policies and procedures are the principles which guide decisions and actions and they are also linked to the Department for Education's non-school provision standards and the Alternative Provision Toolkit. This strengthens the quality, validity and accountability of our work (p11 What is a non-school alternative school provision?).

The practice and experiences that we deliver are based upon our Ethos and Policies and the 6 Forest School principles. We also work on individual child targets through our provision and staff interactions (p....section 2 Quality of Education policies and proceduers)

At Canopy Forest School we believe it is important to reflect and review our services so that we can ensure that we stay true to our ethos, mission and values. To help us measure this and the impact that our sessions have on well being we always ask our clients to fill out evaluation and feedback forms. We also reflect, assess and feedback to staff, the school, pupils and parents. We capture and record ideas, activities, skills growth and progress and create termly reports and track the progress of pupils against individual targets. We also create annual impact reports and continually reflect, adjust and review our practice. (P34 Monitoring and Assessment Policy) .



The Organisation in Aug 26

A Summary of our organisations structure

Map of the Organisations Structure



MEET THE TEAM

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY



Hello, my name is Emma and I have been a primary school teacher for over 20 years. During my teaching career I have been fortunate enough to work in a wide variety of schools both in England Switzerland and Norway. Canopy Forest School was established in 2021 but the dream was born over 15 years ago when I spent 4 years teaching in Norway. Working abroad taught me many things but above everything else it was the Scandinavian open air culture "friluftsliv" which really captured my imagination and changed my teaching pedagogy.



Sarah is an Outdoor Learning and Forest School Educator with 15 years' experience, including work with Hampshire & Isle of Wight Wildlife Trust and Wessex Rivers Trust. She delivers engaging, hands-on environmental education for all ages. A qualified Level 3 Forest School Leader, she helps children build confidence and thrive outdoors, especially those who find the classroom challenging.

She is passionate about nature connection and wellbeing, with experience leading adult wellbeing sessions and supporting teenagers through Winchester Youth Counselling. Her fundraising work for Cancer Research, Greenpeace and VSO strengthened her communication skills and commitment to positive change.

Sarah supports Canopy's ethos, promoting outdoor education, nature connection, sustainable living, wellbeing and care for the natural world.



Sam is a qualified teacher and a Forest School professional, training as a Forest School Leader in 2010 she has lead Forest School programmes for pre-schools and primary schools at local nature reserves. She has two years experience of leading weekly Forest School sessions at an Infant school. She has over twenty years experience of developing and delivering an outdoor learning programme at Testwood Lakes for the local Wildlife Trust. Sam is experienced in developing outdoor education programmes in-line with the National Curriculum for all ages, she has worked in several outdoor education centres during her career including Stubbington Study Centre.
She has a practical conservation background and a degree in Countryside Management. In her spare time Sam enjoys yoga, cycling and water sports.



Suzie is a qualified primary school teacher with a passion for working with young children and inspiring a lifelong love of learning. Her interest in outdoor education grew after discovering Forest School when her own children were young, leading her to join and later co-manage a local Forest Pre-School.

She enjoys bringing nature into her teaching and believes children learn best through active exploration and discovery. With experience in both mainstream education and Forest School, Suzie has seen the positive impact outdoor learning can have, particularly for children who find traditional settings challenging.

A strong advocate for Forest School, Suzie values the way it supports well being, resilience, confidence, independence and positive mental health, while helping children connect with nature, take risks and solve problems. She especially enjoys open-fire cooking and natural crafts.

Outside work, Suzie is a busy mum of four who enjoys supporting her children's interests and spending time outdoors, especially walking her dog, Marley.



Beverley is an experienced Forest School assistant who has worked for many years with the Outdoor Learning Company. She has been a learning support assistant in a range of settings, a Community Outreach Volunteer and a Youth Conservation assistant. Beverley is also a wellbeing and Yoga coach and runs "Earth School Yoga Movement" providing lessons for children and adults. We are really excited about welcoming Beverley to our Canopy Community and know that we will really enjoy the many skills and talents that she will bring to our sessions



Rowena studied Wildlife Ecology at university, because she is very passionately about protecting our natural world and resources. She also feels that engagement and community outreach are powerful conservation tools, both in terms of educating people and equipping them to take action for nature. Forest School is an amazing way to facilitate nature connection; it not only provides access to green spaces and education about the natural world, it also creates a safe space for people of all ages to explore, learn and grow, both as individuals and a community. Her favourite part of the process is watching children gain the confidence and resilience to approach new experiences and problem solving, with excitement and enthusiasm. She is currently a Level 2 Forest School Assistant, and will soon be undertaking her Level 3 qualification.

WHAT IS A NON-SCHOOL ALTERNATIVE PROVISION?

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Canopy Forest School is a non-school alternative provision: an educational programme that provides part-time or time-limited education for children of compulsory school age. We offer a specialist Forest School outreach model designed to support pupils with SEND. We fit within tier 1 of the alternative provision "Experts at Hand" 3 tier model which is an outreach programme by specialist teachers that go into mainstream schools to offer preventative support.

Section 19 of the Education Act 1996 sets out the legal duty for a local authority to provide suitable full-time education for compulsory school-age children who are unable to attend due to illness, exclusion or otherwise. This alternative education is referred to as "Alternative Provision". There are a wide variety of alternative provisions and pathways that a child can access including, Pupil Referral Units (PRU), tuition, therapeutic farms, forest schools, outdoor learning centres, sports facilities, animal assisted therapy centres and practical courses. All packages should be tailored to the needs of the child or young person. Canopy Forest School supports, as The DfE's Guide to Arranging Alternative Provisions points out:

"early intervention to support schools capacity and capability to respond to rising issues over behaviour, attendance, mental health or other needs", (Feb 2025, p22)

The Government is making changes to the SEND system with the aim to help children and young people to get the right support at the right time. In the Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan Right Support, Right Place, Right Time March 2023.

"This report sets out a roadmap to reform special educational needs, disabilities, and alternative provision in England. It aims to fix a fragmented system by establishing unified national standards, boosting mainstream inclusion, and securing financial sustainability for local authorities.In exclusive summary of this improvement plan, section 9 it states:

"Our vision is to create a more inclusive society that celebrates and enables success in all forms, with the cultures, attitudes and environments to offer every child and young person the support that they need to participate fully, thrive and fulfill their potential. " (March 23, DfE)

At Canopy Forest School our aim as a mobile Forest School is to supports local schools with therapeutic, nature-based alternative provision. We want to help young people who are struggling to thrive by enhancing their classroom learning, re-engaging them with education, and improving their long-term life chances. The new SEND system for alternative provision has created standards upon which we build and develop our work as a non-school alternative provision support system for schools. These standards will help us implement consistent, clear, evidenced based support.

"National Special Educational Needs and Alternative Provision Standards (National Standards) will set clear and ambitious expectations for what good looks like in identifying and meeting needs, and clarify who is responsible for delivering provision and from which budgets, across the 0-25 system. " (March 23, DfE, Exclusive Summary: point 19)

WHAT IS A NON-SCHOOL ALTERNATIVE PROVISION? (2)

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Canopy Forest School draws on the Department for Education's non-school provision standards and the Alternative Provision Toolkit to strengthen the quality, validity and accountability of our work. We have a clear place within education because we extend the range of options available to schools and provide an additional model for inclusion. Our approach at Canopy Forest School also aligns with the DfE's longer-term plans to support pupils with SEND through a planned, quality-assured and outcomes-focused continuum of provision.

We are committed to working in partnership with Local Authorities particularly Hampshire County Council and Southampton City Council. We recognise that the recent DfE guidance and consultation responses set out a clearer role for non-school alternative provision within Local Authority inclusion strategies, where it is supported by clear standards, robust commissioning and purposeful planning.

The DfE's 2025 Government Consultation Response on non-school alternative provision states that :

"when commissioned and used effectively, good-quality non-school AP can provide flexible and bespoke education and support for vulnerable children."

The 2026 SEND reform white paper also recognises that high-quality non-school alternative provision can play a valuable role in re-engaging children in education and improving attendance when it forms part of a planned approach. Taken together, these policy developments provide a clear direction: national policy remains focused on inclusion, while defining a safer, clearer and more purposeful role for non-school alternative provision.

The white paper describes three key roles for alternative provision:

- Outreach that supports schools directly.
- Temporary interventions aimed at reintegration.
- Long-term specialist places for young people with greater levels of need.

At Canopy Forest School we use The Alternative Provision Quality Toolkit which has been developed through extensive collaboration with the Alternative Provision sector, stakeholders and represents the most viable and comprehensive approach ever developed to evaluate and improve Alternative Provision quality.

Quality Areas

The quality provision toolkit identifies 13 quality areas, including Workforce Development and Well Being (1), Pupil Induction (5) and Appropriate transition (12). The 13 quality areas, which are separated into the three categories – community, curriculum and currency are important aspects of Alternative Provision that impact upon pupils' experience, education and outcomes.

Canopy Forest School follows this toolkit alongside the Non-School Alternative Provision Voluntary national standards. We believe in delivering good quality alternative provision and using a consistently used, universally applicable, comprehensive and systematic approach to evaluating and improving the quality of our work.

This handbook has been organised under the sections included in the **DfE's voluntary national standards** and our policies and procedures also draw upon the 13 quality areas and categories in the **Integrated AP Quality Tool Kit**

NON-SCHOOL ALTERNATIVE PROVISION VOLUNTARY NATIONAL STANDARDS, AUG 2025

Part 1: Safeguarding and the welfare of children

1.1	All staff, including proprietors, should undergo recruitment checks including an enhanced Disclosure and Barring Service (DBS) with barred list check where appropriate. Checks should be recorded on a single central record and persons who fail to meet those checks should not be employed
1.2	Appropriate policies and procedures are in place to safeguard and promote the welfare of all children attending the provision
1.3	Robust procedures are in place outlining how to respond when a safeguarding or welfare concern arises
1.4	All staff should be familiar with the provider's arrangements to safeguard and promote the welfare of children
1.5	Providers should have a named child safeguarding lead who has received appropriate, documented training
1.6	Site access should be restricted to children receiving provision, the provider's own staff, and supervised visitors

Part 2: Health and safety

2.1	An appropriate health and safety policy is in place and implemented effectively
2.2	First aid equipment and/or facilities are readily available and there are arrangements for access to a qualified first aider
2.3	A system should be in place and in use for recording and reporting health and safety and first aid incidents
2.4	All specialist equipment used by the provider should have undergone relevant inspection and safety checks consistent with industry standards
2.5	Staff should hold appropriate qualifications and be suitably trained in the use of specialised equipment
2.6	An appropriate fire safety policy should be in place

Part 3: Admissions, support and guidance

3.1	Admissions policies and referral processes should be clearly documented and well supported
3.2	Providers should maintain records, including information supplied by commissioners, for all children placed in their settings
3.3	Providers should have an induction process to help children to understand the intended outcomes of their placements and their setting's safeguarding and health and safety policies
3.4	Providers should record children's attendance for each session and share information promptly with commissioners. Processes should be in place for checking on the health and welfare of absent children, and to agree strategies to improve attendance
3.5	All providers should have a strategy to support good behaviour for learning, to record children's behaviour and progress, and to share information about behaviour routinely with commissioners and parents

Part 4: Quality of education

4.1	Teaching staff and instructors should have the appropriate skills, knowledge and qualifications to deliver programmes
4.2	Planning for learning shows lesson/session plans identify the knowledge, skills and understanding that all children attending their settings will aim to achieve
4.3	There is a clear process for setting targets and monitoring learning progress, supporting re-integration and transition where appropriate, and for taking actions if progress is not on track
4.4	Providers should have processes in place to self-evaluate whether they are effective in delivering the commissioned services

The 13 quality areas



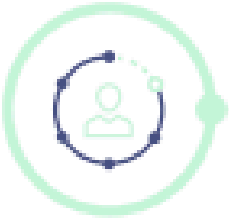
Community

1. Workforce development and wellbeing
2. Home and family engagement
3. Partnership working:
   - a) Local authority
   - b) Mainstream schools
   - c) External alternative providers
   - d) Other agencies
4. Research and innovation



Curriculum

5. Pupil induction
6. Attendance and engagement
7. Supporting pupils' needs:
   - a) Literacy
   - b) Special educational needs and disability (SEND)
   - c) Health and wellbeing
8. Quality of education



Currency

9. Personal development
10. Qualifications
11. Assessment of need
12. Appropriate transition:
    - a) Mainstream school
    - b) Other Alternative Provision
    - c) Specialist provision
13. Post-16 destinations

The 13 quality areas



Community

Recognises that AP schools and providers are part of the wider educational eco-system that safeguards and supports pupils. Strong relationships and effective partnerships are crucial components of AP quality.

1. **Workforce development and wellbeing.** Recruiting, retaining and developing high quality staff within a supportive school culture.
2. **Home and family engagement.** Establishing strong relationships with parents and carers that support them and lead to improvements in pupil attendance and engagement, behaviour, learning and attainment.
3. **Partnership working.** Safeguarding and meeting pupil needs through strategic partnership working with local authorities, mainstream schools, external AP providers and other agencies.
4. **Research and innovation.** A commitment to continual development, innovation and the application of evidence-based practice, such as trauma-informed approaches for pupils who have Adverse Childhood Experiences.



Curriculum

Accounts for the support and education provided to pupils. It draws attention to aspects that are particularly pertinent for AP settings such as pupil induction, the quality of education as well as physical and mental health and wellbeing.

5. **Pupil induction.** A robust induction process that increases understanding of pupils' backgrounds and needs, supports decision-making and facilitates the development of positive relationships.
6. **Attendance and engagement.** The culture and systems of attendance and engagement that ensure high aspirations for pupils, timely interventions and sustained improvement over time.
7. **Supporting pupils' needs.** Building relationships and understanding and adeptly supporting pupil needs including their literacy, Special Educational Needs and Disabilities, physical and mental health and wellbeing.
8. **Quality of education.** A well-planned, broad, ambitious and tailored curriculum that enables pupils to learn, progress and develop in preparation for their next stage of education, employment or training.



Currency

Focuses on the outcomes and value gained by pupils in AP, including personal development, academic performance and successful transition to appropriate destinations.

9. **Personal development.** The provision of opportunities and support to develop the behaviours, skills and character necessary for pupils' current and future success, including resilience, confidence, self-management and teamwork.
10. **Qualifications.** Enabling all pupils to attain a broad, ambitious and valuable portfolio of qualifications.
11. **Assessment of need.** Equipping pupils, parents/carers and future education professionals with the knowledge and understanding necessary to address pupils' needs at home and in future learning environments.
12. **Appropriate transition.** Robust planning, communication and support that facilitates successful transitions to mainstream, other AP or specialist provision, when appropriate.
13. **Post-16 destinations.** The preparation of pupils for their next steps after year 11 including Careers Education, Information and Guidance (CEIAG), employability skills and transition support.

ADMISSIONS AND REFERRAL POLICY

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Referrals to Canopy Forest usually come either directly from schools who would like us to come in and support some their students with nurture group sessions or through local authorities. We operate via a structured placement and review process where we support the schools SENCo and work on a number of targets with the children during their time with us.

The aim of Canopy Forest School is to support local schools through delivering therapeutic, nature-based alternative provision at your school site. We help young people who are struggling to thrive by enhancing their classroom learning, re-engaging them with education, and improving their long-term life chances. Canopy Forest School is a non-school alternative provision which means that we offer an educational programme that provides part-time (2 hrs of Forest School) to children of compulsory school age at their own school site or at an in-school unit. Admissions to our service will be through the referral process outlined in this policy. Referrals may be made at any time throughout the year.

This policy is compliant with all current legislation including:

- **The DfE's Non-school voluntary national standards**
- **Arranging Alternative Provision , Feb 2025**
- **Alternative Provision Statutory Guidance (Feb 2025)**
- **Equality Act 2010**
- **SEND Code of Practice (2015)**
- **The Special Educational Needs and Disability regulations 2014**
- **Inclusive mainstream funds for schools**
- **Data Protection Act 2018**

Canopy Forest School uses a six step admissions process detailed below that shows how we ensure an effective arrangement for alternative provision will be put in place. The plan that is created and developed for each school/child will be clear about the roles and responsibilities of all stakeholders and agencies in the planning and delivery who need our additional support. A degree of flexibility is maintained in recognition of the individual needs and circumstances of each potential student. Any significant deviation from the standard approach will be carefully considered in advance to ensure the process remains fair. This process usually takes 6 weeks to ensure that we can provide a structured and rich alternative provsion.

1. **Contact Canopy Forest School and share the provision that you require. Our email address and phone number is on our web site. An initial referral form is on our web-site.**
2. **Once a school or local authority has reviewed our provision and decides it is the best fit for their children's needs, we will arrange a phone call or face-to-face discussion. During this conversation, we will gather more information about the required provision and the needs of the group or individual and a referral form will be completed.**
3. **A visit to your site will be planned and arranged so that Canopy Forest School can conduct an initial site assessments and flora and fauna inventory.**
4. **We conduct an assessment of your grounds for our benefit and risk assessment and Ecological Impact Report.**
5. **Sharing information about the students looking at IEP's or Health Care plans, setting targets and a clear intention for each child. Discussing and planning the induction process for them. Parents also have an important role to play throughout the planning and induction process and can provide necessary information about their child and their needs.**
6. **Meeting the students and starting our induction programme. (p14 Induction policy)**

CANOPY FOREST SCHOOL

ADMISSIONS AND REFERRAL POLICY (2)

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Throughout our admissions and referral process we ensure that equal considerations are given to all potential students under the Equalities Act 2010, fulfilling our duties to safeguard against discrimination related to protected characteristics.

The whole process aims to safeguard children and young people. All information shared will be held securely and confidentially. Canopy Forest School complies with GDPR and other Data Protection regulations (please see p122). During stage 5 for our admissions and referral process we will have conversations with the school that will help us to identify and understand each student's needs including those who are particularly vulnerable due to additional needs, medical issues, mental and physical health concerns or other needs and circumstances. Our referral process aims to alert us of these needs, how they may be met and what alterations may be needed within their provision (please see p182 for our First Aid and medicines policy, p176 Food and Eating Policy and p61 Equal Opportunities Policy). This information will help us to ensure that students and all stakeholders have a clear and shared understanding of how our Forest School sessions will help their needs, what the risks are and the objectives of the placement. Clear targets for each child are developed which define the needs we will be supporting. We have a clear system to collect all information and this is shared with key staff working with the pupils/school/parents and includes information about:

- Their emergency contact
- Parental consent
- Previous school admissions and attendance history
- Individual plans including EHC plans,
- Information about health needs
- Records of behaviour, exclusions
- Safeguarding records
- Risk assessments

(p16-20 example of referral form and information gathered)
Our Alternative Provision Lead, Emma Clode will have responsibility for gathering all relevant information, liaising with the student, parent / carer, school and, where appropriate, the Local Authority.

Our Alternative Provision Lead, Emma Clode will have responsibility for gathering all relevant information, liaising with the student, parent / carer, school and, where appropriate, the Local Authority.

Most of the students that we work with are on the admission register in the physical school that has contacted us directly or the local Authority has approached us about a school that would like our support. Our Nurture Forest School sessions are delivered on school premises, enabling pupils to access targeted support while remaining connected to their school community.

Canopy Forest School usually fits within tier 1 of the alternative provision 3 tier model which is an outreach programme by specialist teachers that go into mainstream schools to offer preventative support. However, we would also welcome the opportunity to support schools interested in establishing an Alternative Provision Specialist Taskforce as part of a multidisciplinary specialist team.

Canopy Forest School is committed to a person-centered approach. Any stage of the Referrals Process may be reasonably modified to accommodate specific needs of potential student. We recognise that some potential students will want to be fully involved in the process while others may prefer to have little direct involvement. We will work closely with and be guided by the wishes of the potential student. We encourage the direct involvement of students wherever feasible, and we demonstrably value their input. We use a clear policy and procedure for new pupil inductions (p14 Induction policy) and our aim is to make students feel listened to, safe, content and confident that their needs will be met in this provision.

Canopy Forest School will keep all stakeholders informed on the progress and developments of the sessions once they start and newsletters, reports will regularly be shared.

Initial Referral Form



Referral Form

To help us to understand more about your School needs please fill out this referral form.
We will contact you using this information to discuss the type of provision that you would us to provide.

Referral Form

First name

Last name

Email *

Phone

School name

School address

Will you be the student/s main contact at the school?

- [ ] *yes*
- [ ] *no*

If no who will be?

Reason for referral

What kind of provision do you need?

- [ ] *Nurture Group Provision*
- [ ] *Individual student provision*

Nurture Group Provision

Hello Welcome to Canopy For...

Referral Form | Canopy Forest School

Main reasons for provision

- [ ] *EHCP support*
- [ ] *Complex and Challenging behaviour*
- [ ] *Emotionally Based School Non-Attendance*
- [ ] *Pupil Premium*
- [ ] *Supporting Students PSED*

Please summarise the main needs of the group

Upload any additional information about the group

Upload File

Individual Student Provision

Main reasons for provision

- [ ] *EHCP support*
- [ ] *Complex and Challenging behaviour*
- [ ] *Pupil Premium*
- [ ] *Supporting PSED*

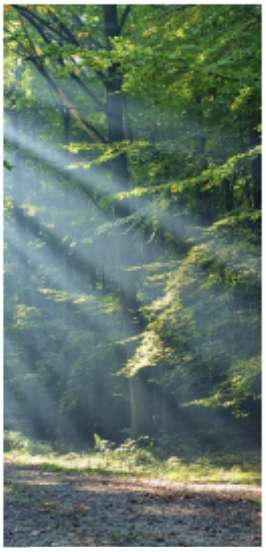
Please upload any additional information about the student

Upload File

Please summarise the main needs of the child

Submit

Parent Consent Form



Online Consent Forms

To ensure that we can keep your child safe and that we fulfil all of our legal and health and safety responsibilities we do need to ask you to fill out our online consent form. Forms must be completed by parents before your child attends any of our Forest School sessions.

Canopy Forest School accepts its responsibility to make our sessions as safe as is reasonably possible. However, accidents can happen without any contributory negligence from Canopy Forest School.

All information will be held securely and confidentially and will only be shared with those who have a role or responsibility in managing the administration of medication.

This contact is my

Contact Phone Number *

Contact Email

MEDICAL INFORMATION

Below are full details of any illness, allergies, medical conditions or special needs that may affect my participation in activities including medication requirements. If you are bringing any medication with you please bring in pharmacy labelled containers with name and dosage required.

Medical conditions, allergies or additional needs

Doctors Name

Doctors Address

Doctors Telephone Number

DECLARATION

Canopy Forest School accepts its responsibility to make its courses as safe as is reasonably practicable. However, accidents can happen without any contributory negligence from Canopy Forest School. Canopy Forest School can accept no responsibility for loss or damage to personal property or for personal injury not arising as a result of its own act or default. I understand and accept the above statements and accept that I have a responsibility to take careful note of instructions and to act in a way that will minimise the likelihood of injury. I am fit for the course and will inform Canopy Forest School before the course of any special medical conditions that might affect my safety.

Name

Full name

PHOTOGRAPHS

Sometimes, during the course pictures are taken. These may be used for our own publicity purposes, for example on static displays, website, information leaflets or annual reports. If you have no objection to

photographs being used in this way, please let us know by signing below. You can be assured we would never consider making use of a picture, which might cause embarrassment.

Name

Full name

Submit

Stage 5 Admittance and referral form

CANOPY FOREST SCHOOL

ADMISSIONS AND REFERRAL FORM FOR SCHOOLS

To be completed for each pupil taking part in Canopy Forest School's alternative provision. Copies to be retained by provider and school. This document forms an audit trail.

Pupil Name:	
School:	
Date of birth of pupil:	
School Year:	
SEN Primary and additional needs please detail:	
Current previous school provisions:	
Attendance History:	
Health needs, including support and resources:	
Behaviour and exclusions, including dates and any behaviour plans	
Safe Guarding Records we need to know about:	
Risk Assessment records:	
Initial review date:	

Emergency Contact Information

Emergency contact telephone number:		
Name of DR:		
Address of surgery:		
Has consent been given for 1st Aid?	Yes	No
Have parents/carers consented for student to attend?	Yes	No
Have parents/carers signed the parent agreement form?	Yes	No

Information about the provision with Canopy Forest School

Planned start date for provision:	
Planned end date for provision:	
Initial review date:	
Proposed	

Monday
Tuesday
Wednesd
Thursday
Friday

Proposed Personalised Learning Plan

Please note that if the student has a pupil passport, behaviour plan or EHCP please attach

Key skills to be developed/linked targets (EHCP outcomes if SEND)	Description of skill	Personal Target	Progress
Personal, Social Development			
Pastoral support			
SEND support – how tasks should be adapted			
Other Learning Support Relevant to pupil / Other subjects			

Signed:

Date:

Our Motivation Plan based upon **The Five C Needs** which must be fulfilled if a person is to feel good and achieving at their best (p122 Rendle &Messenger, Curious not Furious, 2023)



Stage 5 Pupil referral forms/information gathering and risk assessments



CANOPY FOREST SCHOOL
PUPIL REFERAL FORM

Date:

Name:

Background Information:

Emotional Awareness	1 poor	2	3	4	5	Total
I can recognise different facial expressions						
I can name different facial expressions						
I can name over 6 different emotions						
I can recognise how I am feeling						
I can express how I am feeling						
I can express how I am feeling and why						
I can use appropriate facial expressions and gestures to match my emotion						
I can recognise other people's emotions						
I can empathise with other people's emotions						
I can regulate my emotions						

CANOPY FOREST SCHOOL
PUPIL REFERAL FORM

	1 poor	2	3	4	5	Total
out myself						
ngs that make me happy						
find difficult						
fe						
m						
life						
y when I						
down						
self,						
I can avoid my triggers for anger						
I can recognise when I am becoming frustrated						

CHOOL
ORM

4	5	Total

Individual Risk Assessment for a child with extra needs and Positive Behaviour Plan

An Individual risk assessment and a positive behaviour plan is for individuals who regularly display challenging behaviour to the extent that it severely impacts on their life. The aim of this plan and risk assessment is that the challenging behaviour can be understood, and strategies put in place to help reduce the behaviours, the better it is for the person and those caring for them. This will work alongside our motivation plans, and behaviour, child protection, safeguarding and staff code of conduct policies and procedures.

Why do you need one?

Everyone has different beliefs about what is right and wrong and how to respond to behaviour based on their own experiences and understanding. Using a risk assessment and PBS Plan means that everyone consistently uses the same techniques, rather than everybody 'doing their own thing' based on what they think is best. It's a good idea to have the strategies written down and formalised in a risk assessment and PBS plan and so everyone can agree to follow it and be aware of amendments.

The plans have been creat

1. What is the challenging
2. Functions of the chall
3. A proactive Green Pl
4. Amber-Early Warnir
5. Red-Reactive plan
6. Post incident plar
7. Agreeing the pla

Individual Risk Assessment for a child with extra needs and Positive Behaviour Plan

Date created	
Name of child	
Description of child	
Forest School Site	
What is the challenging behaviour?	Appearance- Frequency- Severity- Duration-
Functions of challenging behaviour	
Proactive Green plan	
Amber-Warning Signs Plan	
Red-reactive Plan	
Blue-Post incident Plan	
Agreeing the plan	Forest School leaders- School- Parents- Student-

Low Risk	Something which may result in minor damage or slight harm (i.e. scratch or bruise)
Medium Risk	Something which may result in a significant loss/damage or major injury (minor burns which results in person being taken to hospital for treatment)
High Risk	Something which may result in extensive damage, multiple major injuries or death

Risk Assessment-Challenging Behaviour

Description of site/Activity tools:
Forest School Area at Chandler's Ford Infant School
An overview of Challenging Behaviour

	Hazard	What Harm is likely to occur?	Risk posed to other people	Potential Level of Risk	Existing prevention methods	Probability (P) (1-5)	Severity (S) (1-5)	Rating (PXS)	Level of Risk after controls		
1	Inability to perceive or understand risk	Using tools and fire incorrectly. Burns, cuts, bruises, breaks.	Students at F.S and F.S staff	4	Clear instruction, safety talks, close supervision	4	4	8	7	Ensuring eye contact, repeating back instructions. Using name and saying calmly "that is not safe". Taking tools away and asking to leave fire circle.	Forest School leader	Learning risk management. Working on impulsivity. Following clear instructions. Developing ability to perceive and understand risk.
2	Likelihood to lash out and get cross in a stressful situation	Using tools and fire incorrectly. burns, cuts, bruises, breaks. Social emotional harm.	Students at F.S and F.S staff	4	Calm down strategies, clear instructions using name. Calm down tent/ designated calm down area. Removing tools (risk). Moving others away from the behaviour	4	4	8	7	Removing dangers away from child and others. Moving others away as soon as there is an obvious trigger. Recording incidents, looking for patterns. Clear procedures and purpose echoing those used by school and at home and talked through with child. Written risk assessment. Periodic review and assessment. Physical intervention last resort to prevent harm to self and others. Radio for help and assistance.	Forest School leader	Learning risk management. Working on impulsivity and self-regulation. Following clear instructions. Developing ability to perceive and understand emotions and triggers.
3	Extreme dysregulation	Using tools and fire incorrectly: burns, cuts, bruises, breaks. Social emotional harm.	Students at F.S and F.S staff	4	Calm down strategies, clear instructions using name. Calm down tent/ designated calm down area. Removing	4	4	8	7	Removing dangers away from child and others. Moving others away as soon as there is an obvious trigger. Recording incidents, looking for patterns. Clear procedures and purpose-echoing those used by school and at home and talked through with child. Written risk assessment. Periodic review and assessment. Physical intervention last resort to prevent harm to self and others. Radio for help and assistance.	Forest School leader	Learning risk management. Working on impulsivity and self-regulation. Following clear instructions. Developing ability to perceive and understand emotions and triggers.
					Moving others away from the behaviour							
4	Aggressive and dominant behaviour		Students at F.S and F.S staff									

INDIVIDUAL RISK ASSEESSMENT FOR STUDENT WITH EXTRA NEEDS

STUDENT INFORMATION

Name: Date of Report:

School: Class/Year Group

INDIVIDUAL NEEDS:

Description of needs:

Support Requirements/Modifications:

CANOPY FOREST SCHOOL

INDUCTION POLICY AND PROCEDUERS

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

At Canopy Forest School we have a clear plan and process for the induction for all new students. Our aim is to make students feel safe, listened to, content and confident that their needs will be met in this provision.
We understand that a thorough process of induction is important for safeguarding the interests of all learners and is the foundation of a successful alternative provision. The process that we use to ensure a smooth transition that helps students to settle quickly are outlined in this policy.

Following the completion of the first five steps of our referral and admissions process we will begin the induction process with pupils, their family and the school. Our transition planning will be carried out in co-production with students as it is important to us that students have a sense of ownership and feel that their needs, feelings and wishes are listened to and valued. We want students to feel confident that we will strive to ensure that their attendance feels manageable and we want to avoid situations arising where they feel overwhelmed, trapped or under pressure. We try and resolve any emerging issues swiftly and support and enable them to make progress at their own pace.

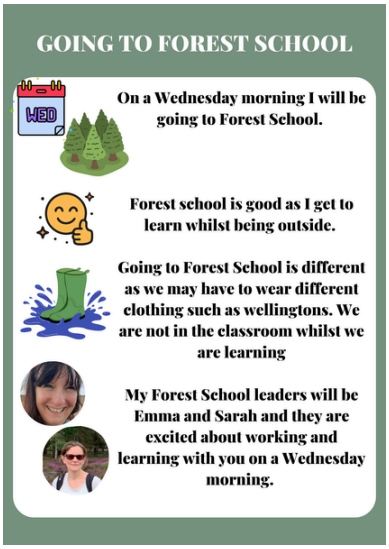
There are 3 main steps to our induction process:

1. **An Induction pack;** this contains information about Canopy Forest School that they can browse through in their own time, share information with their family and school and ask questions. This induction pack will contain social stories and social scripts, a newsletter, information about the layout of the forest School area, daily routines and activities they might try, timings, information about snack and food and clothing, behaviour expectations, health and safety information and what to do if they have concerns or feel unsafe.
2. **Meeting the Forest School Team**; this will involve the students meeting the adults that they will be working alongside in a familiar setting or safe space. Here they can put faces to names and will have the opportunity to ask leaders directly questions about their needs, feelings and wishes. A short game might be played together and the Forest School leaders will have a chance to go through the the Induction pack with the students to check for understanding. This also gives staff the chance to begin building relationships and develop a fuller understanding of the student's needs in the context of the setting and how they can be most effectively supported. Individual information about each child will be used by staff to help them understand context and needs.
3. **Visiting the Forest School site and having a taster session**; at this stage students will come along to a session with a trusted adult if needed to experience Canopy Forest School first hand. Activities will be set up that will engage the students and trust and relationship building will be the main aim of this experience. Questions, queries and worries can be addressed again and after the session a plan will be put inplace about next steps and moving forward so that these sessions wcan become part of their weekly routine.

The home school will have the chance to also ask questions and conduct their own checks throughout this process and ensure that they are happy that we will fulfill all the requirements outlined in **Alternative Provision Statutory Guidance (Feb 2025)** , **DfE's voluntary national standards** and **Arranging Alternative Provision , Feb 2025**

Induction Pack -Stage 1 of Induction Process



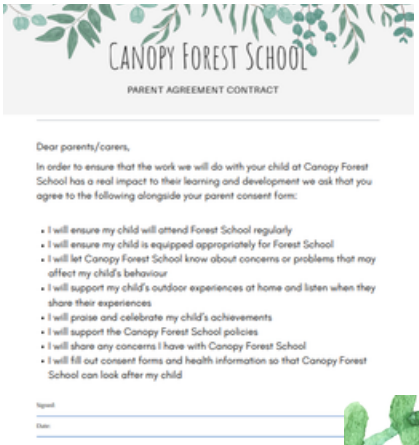




Look after yourself, look after each other and look after the place we are in.

'No pick, no lick, be careful with that stick!'

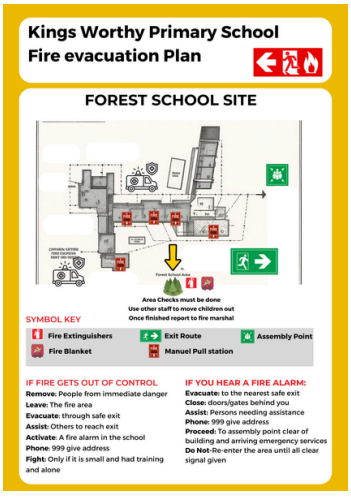












ROLES AND RESPONSIBILITIES OF DESIGNATED STAFF, CHILDREN, PARENTS AND SCHOOL POLICY

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

This policy will identify the roles and responsibilities of designated staff at Canopy Forest Schools and it will also outline what is expected of the children their parents/careers and the home school as stated in our Forest School parent agreement and alternative provision contract with each school.

Canopy Forest School is planned and led by Emma Clode, Suzie McIldoon, Sarah Perrin and Sam Dawson and they are all fully qualified Level 3 Forest School practitioners. They lead a run our forest school nurture alternative provisions at a number of different sites. . Each programme has been carefully put together for the given age group. Benefit and Risk Assessments, Environmental Impact Reviews and consent forms will always be completed and complied for each of these groups. Supporting our level 3 Forest School leaders are a team of talented and experienced Forest School assistants, Beverley Hughes and Rowena Cowton.

Key Roles and Responsibilities of Forest School staff:

Forest School Leaders: Emma Clode, Suzie McIldoon, Samantha Dawson, Sarah Perrin
Forest School Assistants: , Beverley Hughes, Rowena Cowton
Outdoor First Aiders: Emma Clode, Suzie Macalldoon, Samantha Dawson, Sarah Perrin
Child Protection Lead: Emma Clode, Sarah Perrin, Suzie McIldoon,
Health and Safety Leads: Emma Clode
Alternative Provision Lead: Emma Clode
Business Manager: Emma Clode
Operations Manager: Emma Clode
Finance Manager: Emma Clode

Accident and Emergency First Aid: Our Forest School Leaders are all Outdoor First Aid trained and hold the Emergency First Aid at Work Level 3 qualification and the Forest School First Aid Certificate which covers outdoor first aid and emergencies. Our Forest School Leaders always carry an Emergency Bag to all activities which includes an outdoor First Aid Kit and Burns Kit. When using fire or tools all safety equipment is checked and brought on site for the session (please also p190 Emergency procedures, p132 Health and Safety Risk Management Policy).

Health and safety: Checks will be conducted before each session in the school's risk assessment document, seasonal safety checks will be completed each term of the site. Benefit and risk assessments will be discussed before each session for activities and specialist equipment will have undergone relevant safety checks. All staff know and understand our fire safety policy and assessments will be carried out before using fire in our sessions. All staff and children know and understand our fire evacuation and emergency procedures and our evacuation plan. (please see p192 Fire Safety Policy). Emma Clode oversees our Health and Safety on all sites (please see p132 Health and Safety Risk Management Policy).

Safeguarding, Child Protection and the wellbeing of children
All freelance staff working with Canopy Forest School have been through safer recruitment checks and hold enhanced DBS, they have the right to work in the UK, have completed medical fitness checks and are qualified to work in our Forest Schools. All staff have adequate safeguarding and child protection knowledge and Emma Clode, Sarah Perrin and Suzie McIldoon are our DSL leads. All freelance staff have read and signed that they understand our policies and procedures and have copies of this handbook alongside all benefit and risk assessment documents. All staff have had structured and recorded training around safeguarding and understand our procedures for recording any concerns and sharing these with schools with the agreed follow up strategies (please see p95-p137 section 4 Safeguarding and Wellbeing of Students).

Insurance Requirements: Each Forest School leader will have public liability insurance with indemnity which is confirmed at £5,000,000, with a £250 excess applying to any claims. A copy of these is held by Emma Clode and given to each site that we work at.

Roles and Responsibilities of Canopy Forest School Staff:

- To follow all policies and procedures
- To follow Confidentiality Obligations.
- To provide high quality teaching and learning through a broad and balanced child led curriculum
- To have the appropriate skills, knowledge and qualifications to deliver our Forest School alternative provision
- To plan sessions that are relevant and appropriate for all students and inspire, teach knowledge, skills and understanding and work on individual student targets
- To monitor, reflect and assess learning progress
- To write termly reports that are sent to parents on each child's particular target and report progress to the school on individual targets each half term and review and update these with SENCO.
- To value each child as an individual and understand that each child has their own unique learning style and should be encouraged to achieve their personal best
- To take appropriate action to safeguard child at all times
- Provide opportunities for each child to learn and practice new skills and encourage collaborative learning
- Encourage students to take manageable risks in their own learning

ROLES AND RESPONSIBILITIES OF DESIGNATED STAFF, CHILDREN, PARENTS AND SCHOOL POLICY

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Roles and Responsibility of Children:

- I will speak to a trusted Forest School leader if I am concerned about my safety or another person's safety
- I will be respectful of all others and property
- I will do my best in all sessions
- I will understand that I may need special equipment or have to wear special clothing and agree to use or wear what is asked of me
- I will let my Forest School leader know if I have an accident or hurt myself straight away so they can help and look after me.
- I will work through my feelings with a trusted Forest School leader if I am feeling overwhelmed or unhappy
- I will tell a Forest School Leader if I need the toilet or need to leave the Forest School site and they will come with me
- I will follow the right rules if there is a fire alarm and will go to the fire assembly point for my school
- I will look after and care for the natural world around me
- I will listen to and follow safety information given to me

Roles and Responsibility of Schools and SENCO Leads

- To provide Canopy Forest School with the key information that we need in the admissions and referral process about every child we will be working with including: individual plans including EHC plans, targets for each child, information about health needs, previous school admissions and attendance history, records of behaviour-including exclusions and behaviour plans, safeguarding records, risk assessments of individual children, emergency contact details, parental consent
- To work in partnership with Canopy Forest School to ensure the smooth running of our induction process
- To let other members of staff know the timetables of the children we will be working with so that they can come promptly to our sessions
- To liaise and discuss problems and difficulties with our staff so that we can swiftly and effectively resolve any emerging issues.
- To pay Canopy Forest School in a timely manner

Roles and Responsibility of Parents/carers:

- I will ensure my child will attend Forest School regularly
- I will ensure my child is equipped appropriately for Forest School
- I will let Forest School know about concerns or problems that may affect my child's behaviour
- I will support my child's outdoor experiences at home and listen when they share their experiences
- I will praise and celebrate my child's achievements
- I will support the Canopy Forest School policies
- I will share any concerns I have with Canopy Forest School
- I will fill out consent forms and health information so that Canopy Forest School can look after my child

Contracts to ensure all parties understand their roles and responsibilities in the delivery of our Forest School alternative provision

Forest School Freelance Staff Contract



Freelance Forest School Leader/Assistant Contract
with Canopy Forest School

Client/Contractor Agreement
Canopy Forest School <>.....

..... will provide Canopy Forest School with her expertise and skills as a Forest School .....

Contract in effect beginning:

TERMS AND CONDITIONS

The following rates and terms apply:

Canopy Forest School will pay £... per hour to ..... this amount has been agreed by both parties and is above the minimum rate. This payment will be made no later than the 7th of the month, for work delivered in the previous month. ..... will invoice and submit her hours to Canopy Forest School on the last working day of the month.

..... will help to provide the following Forest School sessions with Canopy Forest School unless the client's needs change.

Dates and times of work

- .....

ROLES AND RESPONSIBILITIES

- To work under the instruction/guidance of the Forest School Leader to provide high quality teaching and learning through a broad and balanced child led curriculum .
- To follow Confidentiality Obligations.
- To have the appropriate skills, knowledge and qualifications to deliver our Forest School alternative provision
- To help plan sessions that are relevant and appropriate for all students and inspire, teach knowledge, skills and understanding and work on individual student targets
- To help monitor, reflect and assess learning progress
- Tohelp write termly reports that are sent to parents on each child's particular target and report progress to the school on individual targets each half term and review and update these with SENCO.
- To value each child as an individual and understand that each child has their own unique learning style and should be encouraged to achieve their personal best and provide a safe and caring learning environment

..... is a .....
..... agrees to follow our code of conduct and our polices and procedures.

..... agrees to perform services until the engagement has ended. This agreement runs from ..... and if the sessions change or her pay scale then a new contract will be created.

WORKING ENVIRONMENT

..... is entitled to a safe and healthy working environment and the right not to be discriminated against. At Canopy Forest School the health and well-being of all those who work with and alongside us is of upmost importance. Our Canopy Forest School Handbook outlines all of our policies and procedures and protocols.

Confidentiality Obligations.

Except as otherwise expressly permitted in this Agreement, ... will not disclose or use in any manner, directly or indirectly, any confidential information either during the term of this Agreement or any time thereafter, except as required to perform the Services or the Client's prior written consent.

Certificate

The term of this Agreement, ... shall obtain an enhanced DBS Certificate.

ation

ement may be terminated with 30 days written notice by either party.

es to terms and policies specified above:

Contractor:

ferej

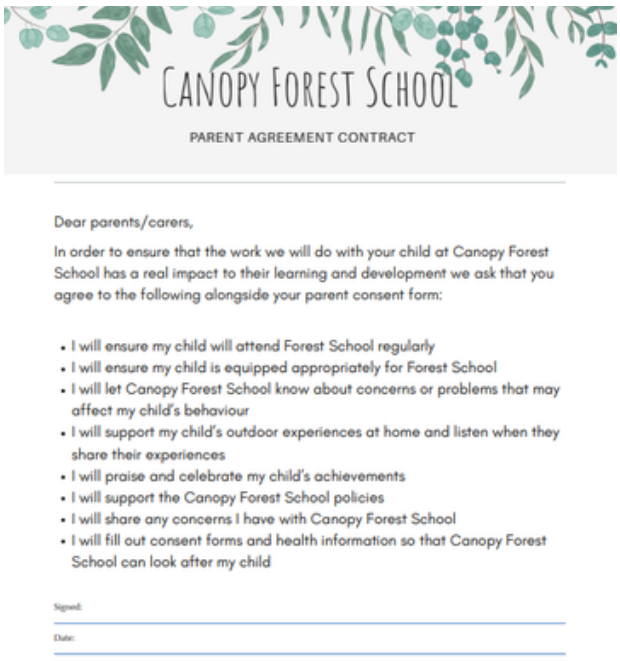


STUDENT AGREEMENT

AT CANOPY FOREST SCHOOL I AGREE I WILL.....

- Speak to a trusted Forest School leader if I am concerned about my safety or another person' s safety
- I will be respectful of all others and property
- I will do my best in all sessions
- I will understand that I may need special equipment or have to wear special clothing and agree to use or wear what is asked of me
- I will let my Forest School leader know if I have an accident or hurt myself straight away so they can help and look after me.
- I will work through my feelings with a trusted Forest School leader if I am feeling overwhelmed or unhappy
- I will tell a Forest School Leader if I need the toilet or need to leave the Forest School site and they will come with me
- I will follow the right rules if there is a fire alarm and will go to the fire assembly point for my school
- I will look after and care for the natural world around me
- I will listen to and follow safety information given to m

Parent agreement



CANOPY FOREST SCHOOL

PARENT AGREEMENT CONTRACT

Dear parents/carers,

In order to ensure that the work we will do with your child at Canopy Forest School has a real impact to their learning and development we ask that you agree to the following alongside your parent consent form:

- I will ensure my child will attend Forest School regularly
- I will ensure my child is equipped appropriately for Forest School
- I will let Canopy Forest School know about concerns or problems that may affect my child's behaviour
- I will support my child's outdoor experiences at home and listen when they share their experiences
- I will praise and celebrate my child's achievements
- I will support the Canopy Forest School policies
- I will share any concerns I have with Canopy Forest School
- I will fill out consent forms and health information so that Canopy Forest School can look after my child

Signed:

Date:

School agreement



CANOPY FOREST SCHOOL

SCHOOL SERVICE AGREEMENT

This service agreement outlines the responsibilities and duties of the school working in collaboration with Canopy Forest School and will help us ensure that our work will have a real impact on the learning and development of the students accessing our non-school alternative provision.

School Details

Name of School:	Romsey Primary School
School telephone No	
Name of main contact/SENCO	
Email address of main contact:	

Alternative Provision Details

Name of non-school alternative provision	Canopy Forest School
Alternative Provision lead	Emma Clode
Alternative provision telephone no:	07999078833
Email address	canopyforestschool@gmail.com
Cost of sessions Invoices will be sent to the school every half term	£170 per 2hr session
Number of sessions per week	
Number of children accessing sessions each week	

By signing this school service agreement you agree to the responsibilities and duties specified above

Signed:

Date:

BOOKING, REFUND AND CANCELLATION POLICY

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Canopy Forest School alternative provision sessions are booked and paid for every half term in advance. We will always send you an invoice during the first week of a new half term. An invoice for our sessions will be sent by email as a PDF to the school office administration and finance team. Each invoice will include essential details like a unique invoice number, clear payment details, an itemised list of the numbers of sessions we will be delivering, our business name, address, and contact details alongside our client's details. if needed your school purchase order (PO) number can also be included. Canopy Forest School is part of the Fair Payment Code and as a small business we appreciate it if Schools can pay us quickly and on time so that we can ensure that we can pay our freelance staff in time and improve the culture of payment.

Bookings for Canopy Forest School are based on a school half term and will therefore vary in price depending on the number of sessions we will be supplying. We charge £170 for a two hour session and can teach up to 12 students depending on their needs. Booking is essential and this takes place after we have received all information and contracts needed in our admissions and referral process (Admissions and Referral Policy p14-15). Once a payment has been received your booking is secure. We will then begin our induction process which will involve meeting the students/parents and completing all consent forms with them prior to our first session outside in the Forest School Area.

Payments will be made by schools directly to Canopy Forest School's Tridos business account. We have chosen to bank with Tridos because it is an ethical bank that aims to make a positive impact and uses money to make a real difference. Trodos Bank only fund organisations making positive change and this fits with the values, ethos and mission of Canopy Forest School.

If a school needs to cancel a session then we need to know about this 48 hours before the session or you will be charged. If a school would like to cancel future half term blocks of sessions with us then we need to have a written cancellation letter a month before the next half term proceeds.

When booking Forest School sessions with Canopy Forest School a series of consent and disclaimer forms need to be filled out by both the school, parents and students. Each School will receive a copy of our annually updated Handbook, A Benefit and Risk Assessment Handbook for their site, An Ecological Impact Report, information about the team working at your school's Enhanced DBS and liability Insurance details. We will also put together targets for each child attending our sessions, individual student risk assessments if needed and a half termly planning overview. (Please also see our beaviour policy p27, roles and responsibilities policy p23-24, Induction policy p21, Admittance and referral policy p14-15).

If Canopy Forest School needs to cancel a session we will, if possible, give you 48hrs warning and we will refund you for the session missed. We always try our best to cover staff illness or absenses internally to ensure sessions can commence. Although we believe that there is no such thing as bad weather, only inappropriate clothing there are some occasions where it may not be safe or practical to go ahead with a planned session due to extreme weather. If the weather is dangerous we will always try and deliver our sessions firstly in an alternative location within your school. This will take the form of an indoor nature or skills related session (such as knot tying and crafts), Our if it is safe we will run an outdoor learning session away from trees or other hazards. However, if this is not possible then the session may have to be cancelled (please also refer to p146 Weather Conditions Procedures)

CANOPY FOREST SCHOOL

ATTENDENCE POLICY AND PROCEDUERS

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Tracking and reporting attendance is an essential component of keeping children safe and part of our duty as a non-school alternative provision. Attendance records are kept at Canopy Forest, although we work on a school site and know that an official attendance has already been taken by the school, as this helps us to monitor the students in our care. If a child does not attend a session we will always let the school office know and double check the reasons for the child's absence.

This policy is compliant with all current legislation including:

- **New regulations for schools in next stage of attendance drive**
- **The School Attendance (Pupil Registration Regulations 2024**
- **Every child achieving and thriving, Feb 2026**
- **Education and Inspections Act 2026**
- **The Education Act 2002**
- **Every child achieving and Thriving, DfE, 2026**
- **Working together to improve School Attendance, DfE 2026**

Attendance records are kept as a paper documentation at Canopy Forest School due to the outdoor context that we work in. A register will be taken at the beginning of each session as part of our welcome/gather and share section of the session. If a student is present then they will be marked in with a tick and if they are away they will be marked in with a line. This procedure as well as being a duty of care also brings a sense of community to the group and sense of belonging. Canopy Forest School always will provide students with a welcoming atmosphere in a safe learning environment and provide a supportive response to any pupil's concerns. We use our registration time as one of several points throughout our sessions to check in with each child, find out how they are feeling and if they have any news that they might want to share. We also at this point talk through the session using a visual timetable to outline the structure (please also refer to p45 Daily Operations Procedures).

If there is a student absence that we don't know about we will speak to the school office to check in and find out more information. If any absence patterns emerge and become a concern, Canopy Forest School will always talk to the school who have ultimate safeguarding and roll accountability. We have agreed with each school that they will take forward absence concerns and actions but Canopy Forest School will be happy to assist with any barriers to attendance and support the student and their family in any best agreed way possible. We will always be happy to work with multi agencies, such as Education Welfare Service, Health and Social Care, Early Help regarding children who are not attending regularly.

Canopy Forest School will also give copies of our register to the school once every half term and once a term in our reports to parents we will inform parents/carers of the termly attendance of their child at Canopy Forest School.

The staff at Canopy Forest School understand that attendance is universally recognised as a key factor in student success. We also understand that many of the students that they might be working are often facing significant barriers to education and so their regular attendance at Canopy Forest School takes on even greater importance. The provision that we supply at Canopy Forest School is designed to provide a bespoke and specialised programme that sometimes is used to support students in re-engaging in learning at a school site. Some of our pupils may have been excluded from a previous setting, out of education for a sustained period, or have social, emotional and mental health needs that mainstream models of learning find difficult to address. At its core, we believe at Canopy Forest School that good attendance creates strong relationships and stable routines, which in turn drives our positive outcomes. Some of these students may have an overwhelming feeling of being "let down" or "passed around" by schools or services and this can lead to a considerable amount of mistrust and disillusionment from the education system in general and subsequent disengagement. The student-Forest School leader relationship is therefore a key foundation to positive learning experiences. We provide small group sizes with a high adult-child ratio and can therefore give more personalised support which can facilitate strong and trusting relationships, helping to increase student engagement and motivation, but can only develop with regular contact.

For many students who attend Canopy Forest School, life outside of school can be unsettled. Consistent and regular attendance creates a helpful routine for students and having a "constant" removes much of the anxiety surrounding school; students know what to expect when they come to our sessions each week, which helps to build resilience when there are uncertainties in other areas of their life. Similarly, being part of a consistent group allows learners to practice and improve their interactions with others in a supportive environment.

BEHAVIOUR POLICY

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

At Canopy Forest School our approach in managing behaviour is based on our shared understanding that all behaviour is communication. We firmly believe that the outcomes for children are maximised when they form positive relationships with staff and each other and see Canopy Forest School as a place where they are listened to, understood and feel safe. We do not believe in a one size fits all approach and understand that to secure good behaviour and attitudes from students we need to know what makes each and every child tick and the best way to support them in varying situations. Ours is a very personal and adaptable approach.

This policy gives guidance to all who work with pupils at Canopy Forest School and explains our philiosophy and approach. It describes how positive behaviour is encouraged. The quality of learning, teaching and behaviour in our Forest School sessions are inseparable issues, and the responsibility of all adults. This behaviour policy plays a crucial role in achieving our ethos and mission and is driven by our core values.

This policy is compliant with all current legislation, reports and research including:

- **Behaviour in Schools DfE 2013**
- **Creating a school behaviour culture:audit and action planning tools-DfE April 2024**
- **Pupil behaviour Survey-DfE April 2024**
- **What role does social media play in violence affecting young people? Youth Endowment Fund 2024**
- **Every child achieving and Thriving, DfE, 2026**
- **Motivation Theory-DfE, 2025**
- **Solving the SEND crisis 24-25**
- **Use of reasonable force in schools DfE 2013**

Positive relationships and trust are essential to a successful Forest School experience. At Canopy Forest School, we consistently nurture children's self-esteem and self-respect. By building strong relationships, adults can better understand children's emotional difficulties, such as frustration or anger, and recognise the triggers that may lead to dysregulation. As trust and connection grow, we can teach coping strategies and use restorative conversations to help children talk about their feelings. This supports students in becoming more emotionally literate and aware of their emotions. Everyone in the Canopy Forest School community has the right to be treated with respect and fairness in a safe learning environment, and we all share responsibility for making this happen. Our Forest School rules are designed to support this aim and are reinforced through clear, supportive routines so everyone understands what is expected.

We manage children's behaviour in partnership with Forest School leaders, the school, and parents and carers. This open partnership helps ensure we use consistent strategies and approaches, while sharing each child's needs, background, and key information so we can provide relevant, targeted support.

To support this, it is essential that information about each child's needs is shared during the admissions and referral process (Admissions and referral policy p21). Each stage of the induction process must also be completed (Induction policy p14), and all partners—Forest School leaders, the school, parents or carers, and the child—must understand their roles and responsibilities (Roles and responsibilities p23). These documents outline our rules or codes of conduct at Canopy Forest School which are there to keep all individuals safe. At the beginning of every session a quick recap of the rules/boundaries is reinforced and they are up in the space alongside information about who are the first aiders and safe guarding leads. Consistent boundaries are important and give children security, and enable them to know what to expect. When everyone works together, Canopy Forest School can deliver sessions that are carefully planned, quality assured, and outcome focused.

We understand that many of the students that we work with struggle in a mainstream setting so we apply the PBS (Postive behaviour support) strategies. This is a research-based approach to improving interactions. There are three stages of positive behaviour support: proactive, active and reactive (p29-30 positive behaviour scale). These are applied depending on where a student is on the behaviour escalation cycle. Our aim is to primarily work in the positive, using proactive strategies. This means the function of the behaviour of concern is not needed but, if it does occur, the plan includes effective strategies to de-escalate safely. Strategies are created bespoke to the person's needs.

The first and most important stage is the proactive, primary prevention which is very much about encouraging regulated behaviour. Here we think carefully about how we make people feel safe, have a sense of belonging and are able to thrive. Examples of this is understanding if someone is struggling with sitting and listening for long periods of time so we use a 3 minute sand timer to show how long we will talk for. We change and adapt our expectations to the students allowing for example relaxed sitting position to assist with comfort, have concentration tools that they can hold and manipulate as they listen. We think about the importance of routines and use visual timetables and prompts, think about our language, tone, volume and speed. All of our staff have read and are familiar with the research conducted by Alison Rendle, Kit Messenger and Marie Gentles about empowerment approaches that discuss how adults can support students to thrive and succeed by understanding psychology, coaching and neuroscience.

BEHAVIOUR POLICY

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Our staff are trained and are given the chance to enhance their skills and understanding of behaviour management and de-escualation as well as developing their knowledge and appropriate ways of responding to a range of SEND needs. Staff training is recorded and supported by Canopy Forest School.

At Canopy Forest School our staff strive to be positive role models and will deal with situations in a clear, calm, polite and positive manner. Positive behaviour will be reinforced with praise, encouragement and acknowledgement that uses sincere behaviour specific, effort or process -orientated phrases eg: "I can see, you have used, I have noticed" . This positive praise strategy is a targeted reinforcement tool which helps to shape behaviour and boost motivation. It also helps to create a supportive climate and encourages students to repeat desired habits and mediation is facilitated between children to help them to resolve conflicts through negotiation, calm down times and discussion.

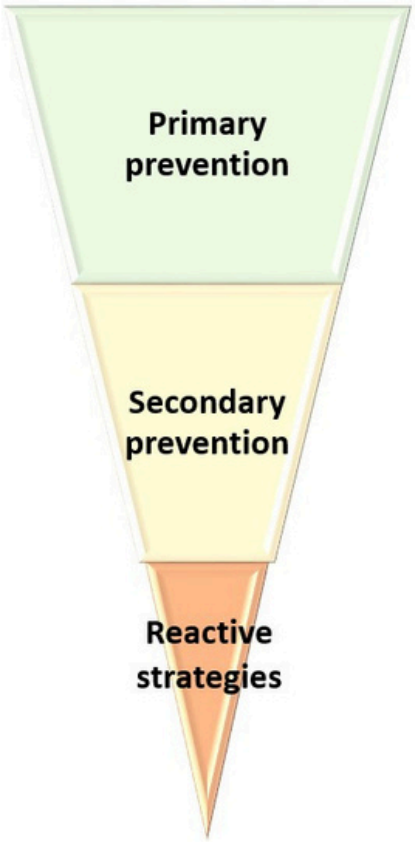
If behaviour escalates and becomes low risk we begin using strategies in the secondary prevention stage. Early interventions are used when a person shows early signs of distress, agitation, or arousal. The goal is to calm the individual and de-escalate the situation before challenging behavior occurs. Strategies such as giving the student some 1-1 time "in". Acknowledging and adjusting things for them, giving them some more control all can help (p32-33) Using these strategies mean that the student's self esteem is maintained and relationship and trust with an adult is built. Once it is clear that the student has become regulated and calm again, a restorative conversation takes place-again in a calm and supportive manner where a discussion can take place about what they could do to support themselves next time-strategies they could use and any repair work they might now need to do with members of the group, fixing anything broken. Using this strategy means that natural consequences occur and these create more meaning and are part of the learning and self-awareness process which many of these students need.

If behaviour is becoming continuously and persistently unsafe and endangers others then we will create a risk assessment for the student and a behaviour plan that will assess the stages of escalation, actions that will help calm the situation and analyse triggers. At Canopy Forest School we keep records of unacceptable pupil behaviour in a Behaviour Incident Book that promptly reports significant incidents. This helps us to recognise and spot patterns. A record of any incidents are also always given to the school so that it can be recorded on their CPOMS account. We also create visual aids for the student and try and take some time out with them to really unpick what is happening and what is triggering their response.

In response to dangerous or high risk behaviour which can't be calmed down through the tried implementation of a range of strategies we will focus on the importance of keeping everyone safe, reduce distress, and restore calm quickly, rather than to teach long-term strategies (p31). Using a calm, quiet voice, giving the person space, and reducing noise-safe space will be our first step and then we will phone or radio to contact members of the senior management team at the school. Using approved physical holds or breakaway techniques are used only when safety is at immediate risk.. The students parents will need to be contacted and a plan put together about how the student will be reintegrated back into the following session. A report of the incident will be recorded by Canopy Forest School and a copy given to school for their CPOM records. If any adults or students are hurt or injured during such an incident this will be recorded, parents contacted and staff health and wellbeing checked.

Our behaviour approach aims to build our student's self esteem and confidence instead of creating shame, humiliation, mistrust and resentment. For many of our students the targets that they will be working upon will be linked to behaviour and so it is really important that we are skilled in helping them to gently self appraise, identify and connect to their feelings as well as working out strategies that they can use to regulate themselves when they are feeling overwhelmed or stressed. When faced with overwhelmed students who have had their stress responses activated our job is to help them, point out their achievements when dealing with these feelings, The natural world and supportive outdoor experiences are an ideal environment that assists students to feel engaged, understood, and empowered. Our settings naturally help reduce anxiety, build emotional regulation and resilience, and create space for movement, fresh air, and open-ended play.

We record all of the steps of progress that the students are making with us especially the social and emotional ones weekly in our floor books, half termly reviews of targets and individual plans which are shared with the school and termly in reports to parents (monitoring and assessment policy p34).

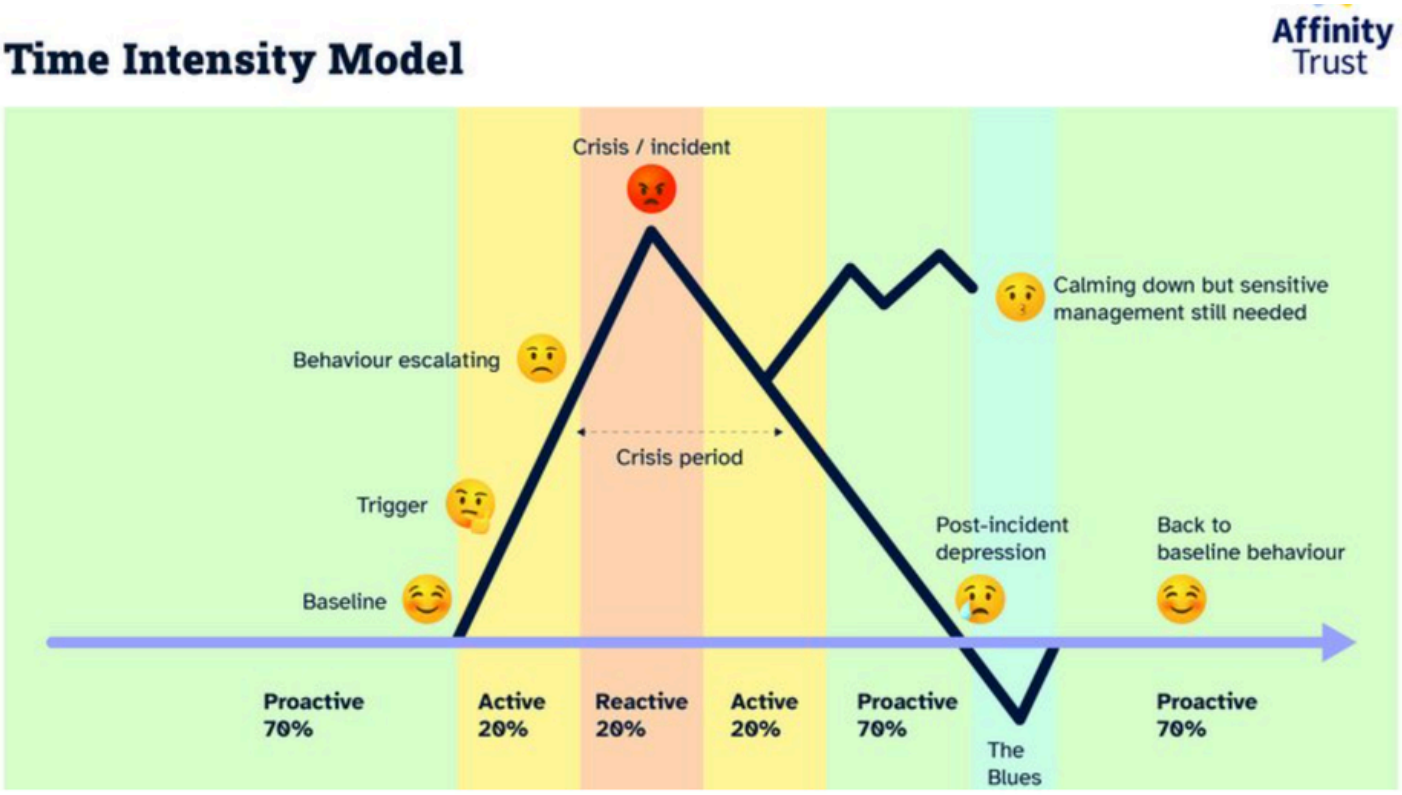


This is everything that is put in place that reduces the likelihood of the behaviour happening; for example managing situations that you know will trigger a behaviour, changing environments, and providing opportunities for new experience and acquiring new skills.

These are plans for what to do if the primary strategies do not work and behaviour starts to escalate. These might include using calming approaches, changing the environment, diverting the person's attention to an alternative activity.

These are planned, robust strategies that are put in place to be used as a response to an incident of challenging behaviour. They aim to take control of a situation and minimise the risk to the person and others.

THE BEHAVIOUR ESCALATION CYCLE



Levels of behaviour	Positive Behaviour Support	Strategies we can use
Encouraged behaviour	**Primary Prevention** These strategies aim to stop challenging behaviour before it starts by adapting environments, establishing predictable routines, and teaching functional coping and communication	• **Knowledge of student's** needs, home life, health, strategies already use • **Encourage and model** positive behaviour patterns • **Build trust**- relationships and connections, promote positive social interactions and robust community inclusion, • **Create a safe environment**-Respect, gentle, calm energy • **Praise**-encourage and recognition of task, sincere behaviour specific, effort or process -orientated phrases eg: "I can see, you have used, I have noticed" • **Clear expectations**-these must be realistic and manageable • **Routine and schedules**--visual timetables, now and next boards, picture cues, maintain consistent structures to lower anxiety around what comes next, offer choice • **Modify Environment**-sensory elements like noise, lighting, and temperature to prevent sensory overload, consistent staffing and predictable routines • **Skill development-i**nvite-could you help me?, Intrigue-I wonder, reduce cognitive load, give control-choices, trust, validate feelings,negotiate, adapt, be transparent, break tasks down into manageable steps, build emotional regulation and coping mechanisms for times of frustration, motivating, personally meaningful activities
Low Risk behaviours	**Secondary Prevention** Early interventions used when a person shows early signs of distress, agitation, or arousal. The goal is to calm the individual and de-escalate the situation before challenging behavior occurs	• **Acknowledge and adjust:** Address known triggers immediately by lowering noise levels or reducing demands. • **Diverting attention:** Calmly invite the person to switch to an enjoyable, low-stress activity. • **Environmental changes:** Guide the individual to a quieter, more supportive space. • **Prompt coping skills:** Remind or assist the person in using their preferred communication tools, relaxation techniques, or visual schedules. • **Offer control:** Provide simple, structured choices to help them feel empowered rather than cornered • **Think about your voice and tone**-Use calm, low and slow voice and assertive tone • **Behaviour not the person**-Always make it clear that it is the behaviour that is unacceptable, not the person. • **Time in**-Give the child some time "in" with a trusted adult with a 1-1 activity that is a distraction but builds connection- movement, focus or a turn taking game, knowledge about the student will support this • **Help them move away from negative thoughts**-Activities that help move the focus away from thoughts and internal-take the focus outside and use nature • **Record** and think about triggers or patterns
High Risk behaviours	**Reactive Strategies** The actions taken after a challenging behavior or crisis begins. Their main goal is to keep everyone safe, reduce distress, and restore calm quickly, rather than to teach long-term	• **De-escalation:** Using a calm, quiet voice, giving the person space, and reducing noise-safe space to go to. • **Get help**- phone call or radio will be used to contact members of the senior management team at the school. • **Safe/Assisted Handling:** Using approved physical holds or breakaway techniques only when safety is at immediate risk. • **Reactive strategies do not fix or change behavior long-term.** • Record-record incident and let school have a copy for CPOMS

Behaviour plans, risk assessments, records and aids



Individual Risk Assessment for a child with extra needs and Positive Behaviour Plan

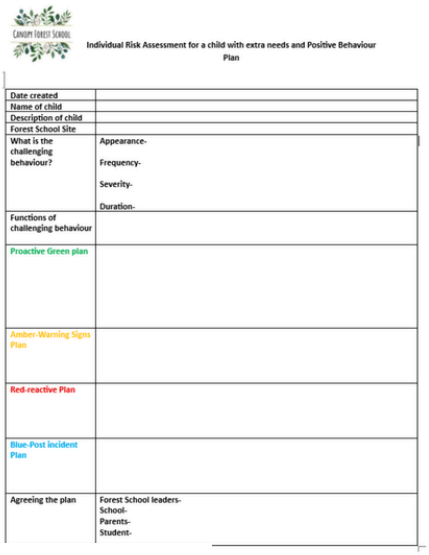
An Individual risk assessment and a positive behaviour plan is for individuals who regularly display challenging behaviour to the extent that it severely impacts on their life. The aim of this plan and risk assessment is that the challenging behaviour can be understood, and strategies put in place to help reduce the behaviours, the better it is for the person and those caring for them. This will work alongside our motivation plans, and behaviour, child protection, safeguarding and staff code of conduct policies and procedures.

Why do you need one?

Everyone has different beliefs about what is right and wrong and how to respond to behaviour based on their own experiences and understanding. Using a risk assessment and PBS Plan means that everyone consistently uses the same techniques, rather than everybody 'doing their own thing' based on what they think is best. It's a good idea to have the strategies written down and formalised in a risk assessment and PBS plan and so everyone can agree to follow it and be aware of amendments.

The plans have been created using a 7-step process:

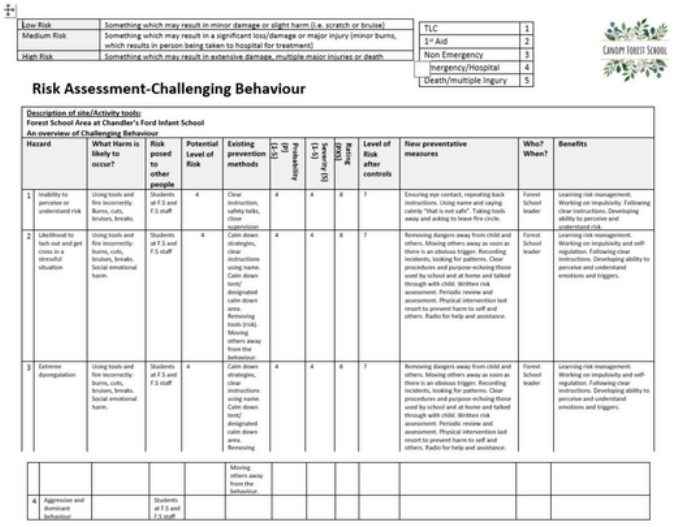
1. What is the challenging behaviour?
2. Functions of the challenging behaviour
3. A proactive Green Plan
4. Amber-Early Warning Signs plan
5. Red-Reactive plan
6. Post incident plan
7. Agreeing the plan.



Individual Risk Assessment for a child with extra needs and Positive Behaviour Plan

Date created	
Name of child	
Description of child	
Forest School Site	
What is the challenging behaviour?	Appearance- Frequency- Severity- Duration-
Functions of challenging behaviour	
Proactive Green plan	
Amber-Warning Signs Plan	
Red-reactive Plan	
Blue-Post incident Plan	
Agreeing the plan	Forest School leaders- School- Parents- Student-





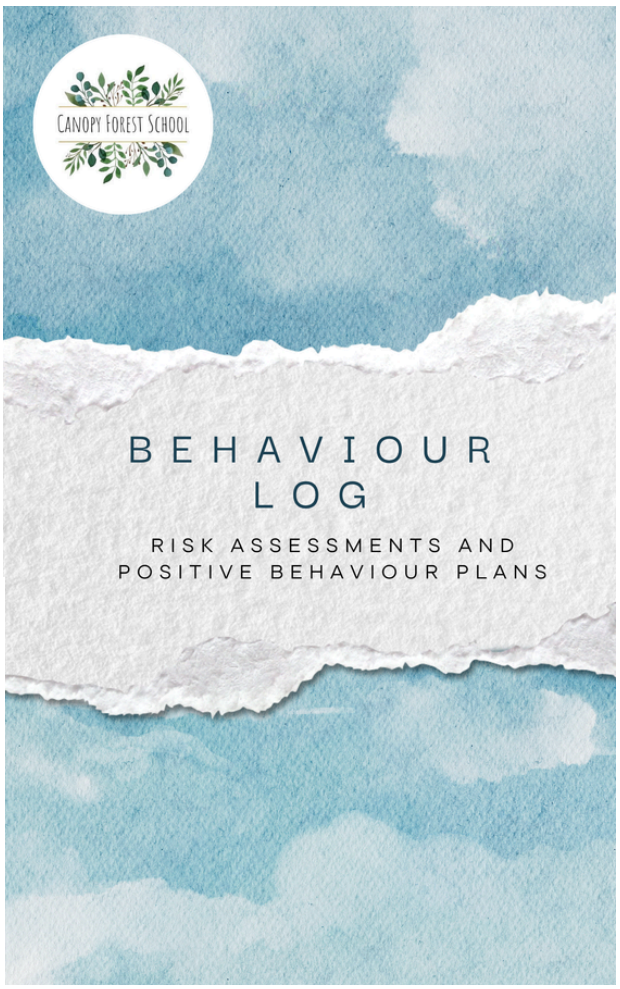
Low Risk	Something which may result in minor damage or slight harm (i.e. scratch or bruise)
Medium Risk	Something which may result in a significant loss/damage or major injury (minor burns, which results in person being taken to hospital for treatment)
High Risk	Something which may result in extensive damage, multiple major injuries or death

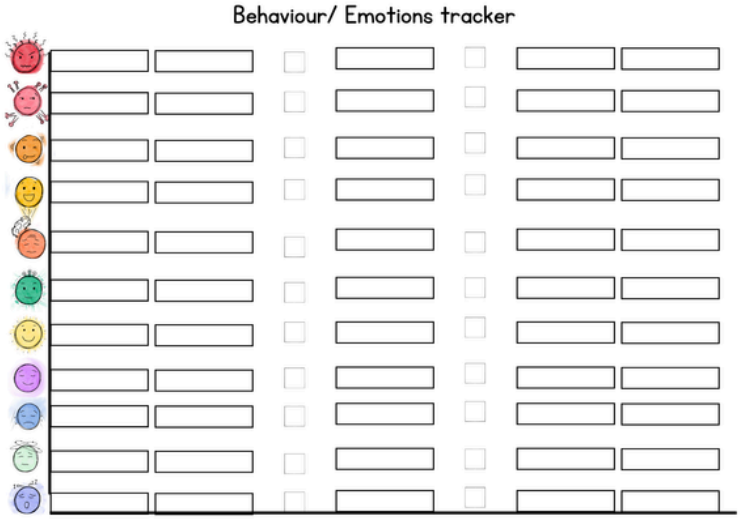
TLC	1
1st Aid	2
Non Emergency	3
Inergency/Hospital	4
Death/multiple Ingury	5

Risk Assessment-Challenging Behaviour

Description of site/Activity tools:
Forest School Area at Chandler's Ford Infant School
An overview of Challenging Behaviour

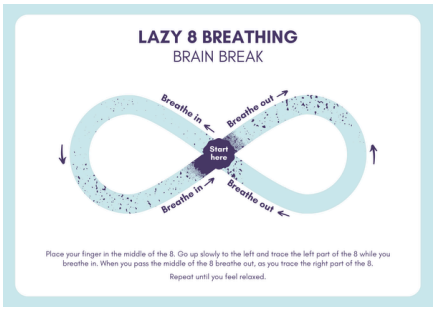
	Hazard	What Harm is likely to occur?	Risk posed to other people	Potential Level of Risk	Existing prevention methods	Probability (P) (1-5)	Severity (S) (1-5)	Risk Rating (P)(S)	Level of Risk after controls	New preventative measures	Who? When?	Benefits
1	Inability to perceive or understand risk	Using tools and fire incorrectly. Burns, cuts, bruises, breaks.	Students at F.S and F.S staff	4	Clear instruction, safety talks, close supervision	4	4	8	7	Ensuring eye contact, repeating back instructions. Using name and saying calmly "that is not safe". Taking tools away and asking to leave fire circle.	Forest School leader	Learning risk management. Working on impulsivity. Following clear instructions. Developing ability to perceive and understand risk.
2	Likelihood to lash out and get cross in a stressful situation	Using tools and fire incorrectly: burns, cuts, bruises, breaks. Social emotional harm.	Students at F.S and F.S staff	4	Calm down strategies, clear instructions using name. Calm down tent/ designated calm down area. Removing tools (risk). Moving others away from the behaviour.	4	4	8	7	Removing dangers away from child and others. Moving others away as soon as there is an obvious trigger. Recording incidents, looking for patterns. Clear procedures and purpose-echoing those used by school and at home and talked through with child. Written risk assessment. Periodic review and assessment. Physical intervention last resort to prevent harm to self and others. Radio for help and assistance.	Forest School leader	Learning risk management. Working on impulsivity and self-regulation. Following clear instructions. Developing ability to perceive and understand emotions and triggers.
3	Extreme dysregulation	Using tools and fire incorrectly: burns, cuts, bruises, breaks. Social emotional harm.	Students at F.S and F.S staff	4	Calm down strategies, clear instructions using name. Calm down tent/ designated calm down area. Removing	4	4	8	7	Removing dangers away from child and others. Moving others away as soon as there is an obvious trigger. Recording incidents, looking for patterns. Clear procedures and purpose-echoing those used by school and at home and talked through with child. Written risk assessment. Periodic review and assessment. Physical intervention last resort to prevent harm to self and others. Radio for help and assistance.	Forest School leader	Learning risk management. Working on impulsivity and self-regulation. Following clear instructions. Developing ability to perceive and understand emotions and triggers.
					Moving others away from the behaviour.							
4	Aggressive and dominant behaviour		Students at F.S and F.S staff									

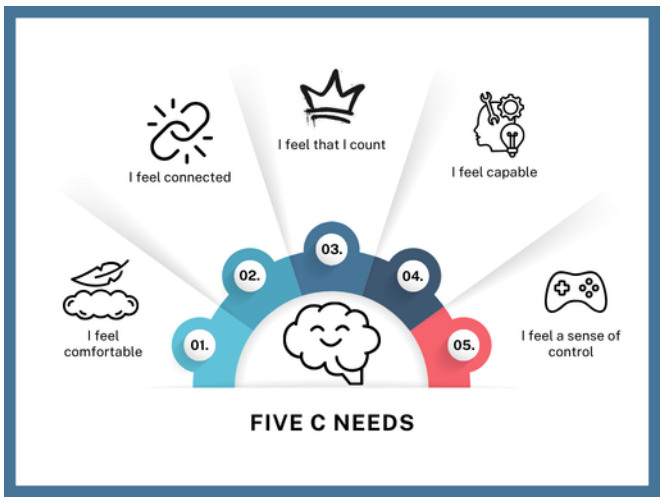




Behaviour resources and approaches we use:

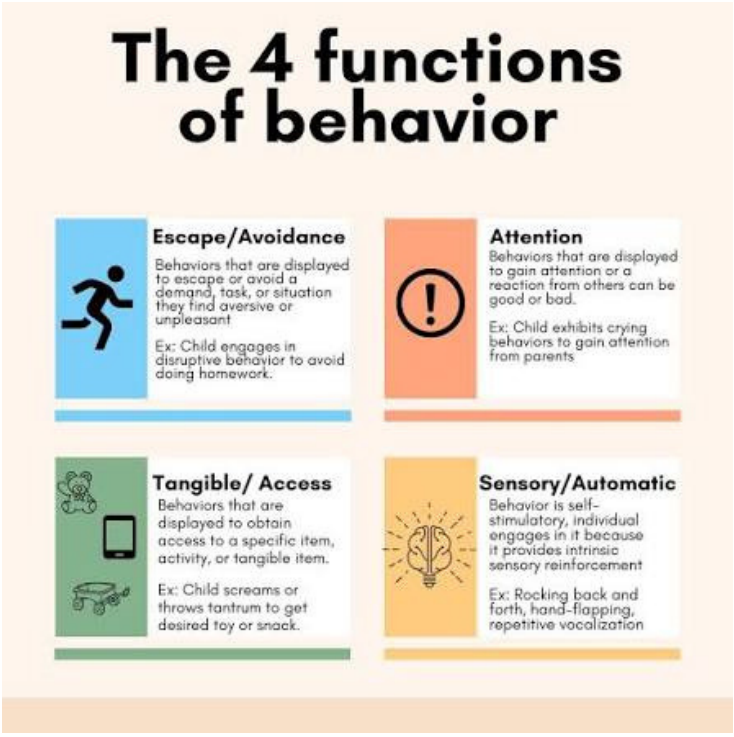




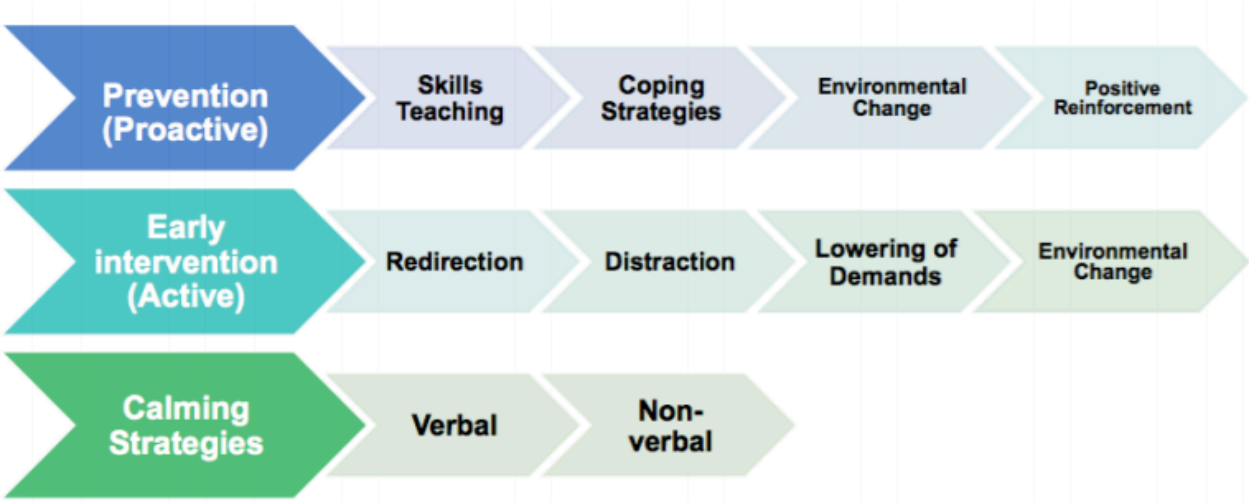


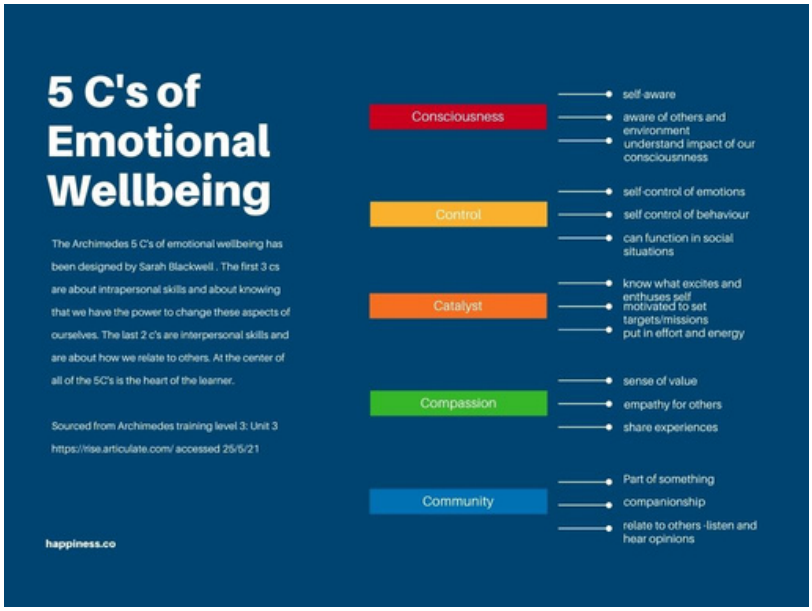


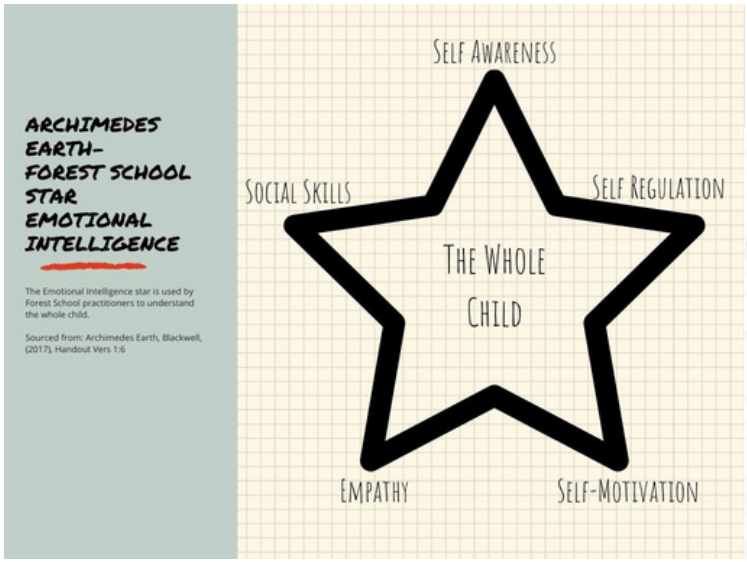


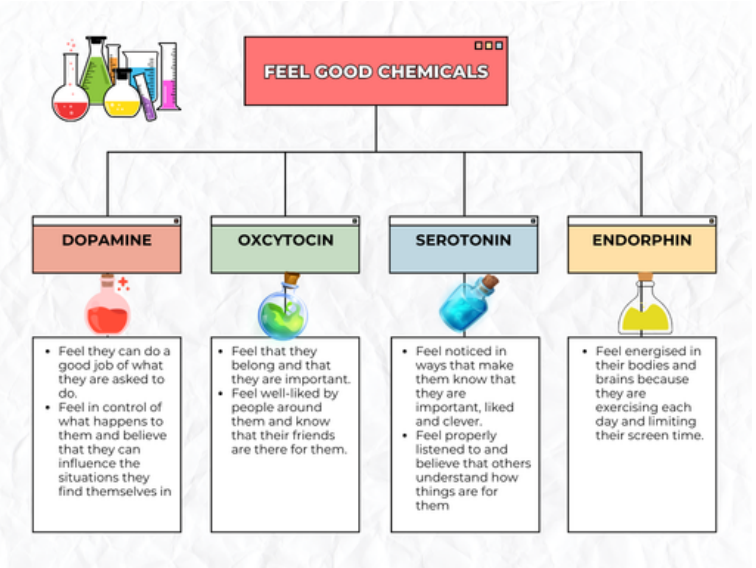


How we deal with difficult situations









MONITORING AND ASSESSMENT POLICY

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

"We do not learn from experience....we learn from reflecting on experience"
John Dewey

Canopy Forest School takes place regularly with the same group of learners and over an extended period of time. Our programme has a structure which is based on the observations and collaborative work between learners and practitioners. Reflection, observations and assessment are an integral part of our structure and this will demonstrate progression of learning taking place.

During the first six weeks of any new Forest School there is a baseline assessment period and these initial observations are what we will base our future programme upon. We will form a holistic profile of each child and this will feed into "scaffolding" and tailoring experiences to fit the needs, interests and fascinations of the group. Canopy Forest School is based on an emergent curriculum which refers to the planning and reflective process used that builds and emerges from each session. Spontaneity always has a place in our setting and we allow the children to guide and lead us in their magic making.

Engaging in reflective practice is a key feature of each session which ensures that learners and practitioners can understand their achievements, develop emotional intelligence and plan for the future. The Forest School leader is a reflective practitioner and sees themselves, therefore, as a learner too.

Our observations and reflections help us to assess whether we are fulfilling our Ethos, Mission and Core Values. They allow us to adjust our teaching practice and policies and to enrol on courses to further develop our own professional practice.

Every Forest School experience follows a Risk–Benefit process managed jointly by the practitioner and learner and this is tailored to the developmental stages of the learner. We also constantly monitor our programme and its ecological impact,

All Forest School sessions and observations are discussed during or after a session and recorded. The evidence collected, in the form of notes photographs and floor books, capture the learning. The learning journey is collated primarily to plan for future sessions and also used in our end of term reports which are sent home to parents.

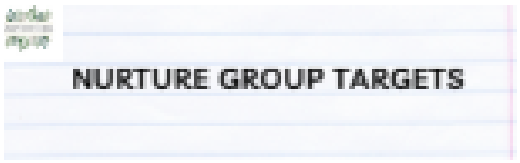
Communication is made regularly to the school regarding the learners progress through both informal and formal channels. We assess against individual student targets and discuss these with the SENDCo every half term to see if targets need to be updated. Emma Clode as the Alternative Provision Lead, is responsible for coordinating meetings with the SENCOs and communicating the progress made with the school.

NURTURE GROUPS
Pen Pictures of Group

Half Term:

Canopy Forest School

Name	Portrait of student	Views Interests / aspirations	Family Background	Summary of Needs	Targets to work on



Summer 2

Autumn Term

My learning journey this term

Themes this term:

Canopy Forest School

NAME OF STUDENT:

WHAT HAVE I LEARNT?

MY STRENGTHS

My Learning Target	How did I get on?	Next Steps

WHAT DO I THINK ABOUT MY LEARNING?

WHAT WOULD I LIKE TO DO NEXT?



In the Moment Planning

Week commencing.....

Observation	Teacher Input	Outcome/Next Steps
Example 1 Alex put a box on his head and pretended to be a robot. This was a game which he had returned to each day for the past week. "I need a face" he said.	I provided sticky tape and colours and boxes of different sizes. I sat with Alex and helped with sharp scissors. (Miss H)	Alex designed and made his own robot. He showed mum proudly at the end of the day. Next steps: Explore building with other materials and tools
Example 2 A couple of children found a worm. They started talking about where its eyes were.	I talked about different minibeasts and their attributes (Mrs R)	The children went on a minibeast hunt. Children: Ava, Cooper, Jacob

BASELINE ASSESSMENT

Name: Date:

PLAY SCHEMAS — OBSERVATIONS

Child initials

Trajectory
Transporting
Enclosing
Rotational
Enveloping
Connecting
Orientation

PLAY TYPES — OBSERVATIONS

Creative Play
Social dramatic play
Imaginative play
Object play
Symbolic Play
Rough and tumble play
Communication play
Locomotive play
Explorative play
Fantasy play

