



Admissions Policy for Forest School

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Amended January 2022 by CSH, reviewed August 2022, CSH.

Amended June 2023 by CH and KS to include AP. Reviewed Aug24 CSH

Aug25 CSH Aug26CSH

Our aim is to have an inclusive setting where all members of society feel safe and welcome and have their needs met. We actively stand against and will not tolerate any kind of discrimination based on race, sex, ethnicity, nationality, disability, sexual orientation, gender, gender identity/expression, religion or belief.

Please read in conjunction with our Belonging policy, Relational Approach to Behaviour Management Policy and Anti-Racism Policy.

Admissions

Stay and Play

All parents/carers and children are warmly welcomed at our Stay and Play sessions regardless of their race, sex, age, ethnicity, nationality, disability, sexual orientation, gender, gender identity/expression, religion or belief.

Admissions will be on a first come first served basis.

Families will go on a waiting list as necessary.

Bookings are on a term by term basis with payment in advance.

Spaces in subsequent terms will go to existing families in the first instance to maintain continuity.

Forest School for children who are Electively Home Educated

Woodland Nurture Home Ed Forest School is open to all children aged between 5 and 15, from all social, cultural and religious backgrounds regardless of race, sex, ethnicity, nationality, disability, sexual orientation, gender, gender identity/expression, religion or belief.

Admission will be on a first come first served basis with consideration for siblings.

Our Adult: Child ratio of no more than 1:8 will be maintained at all times with a maximum of 30 children per session.

Since we are not Early Years registered children under 5s can not be left alone in our setting for more than 2 hours but we can take 4 year olds if they attend with their parent/carer.

Children will go on a waiting list as necessary.

If the waiting list is substantial, it may be possible for alternative sessions to be created.

Bookings are on a term by term basis with payment in advance.

Spaces in subsequent terms will go to existing families in the first instance to maintain continuity.

Special Educational Needs

Our aim is to ensure that all learners under our care can play and learn in a safe environment.

Admission of children with additional needs will be assessed on an individual basis after consultation with parents, carers, staff and other relevant parties.

It is imperative that parents are open and honest about their children's needs and past experiences so that we can make a fair and appropriate assessment.

Children will be admitted providing we are confident that their needs can be met without compromising the service, in line with the Disability Discrimination Act. There will be occasions when we feel our sessions are not suitable for a particular child at that particular point in time, for a variety of reasons.

A period of assessment will take place during the first few weeks of the child joining us so that we can find the best way to meet their needs.

A child requiring further support may be admitted if a parent/carers can provide a key worker to maintain ratios and provide appropriate care.

If it is not possible for the parents to provide a key worker, we will endeavour to source 1:1 staffing ourselves, this will come at an additional cost to cover the extra staffing and planning required.

It may be possible to write our sessions into a child's EHC Plan to access funding.

Flexi-Schooling

We acknowledge that flexi-schooling can be of great benefit to a child and can complement the education they receive in their school. We welcome flexi-schooled children in our setting.

Where parents wish to flexi-school their children, the following must be considered:

- The responsibility for a child receiving full-time education while he or she is of statutory school age lies with the parent or guardian/carers.
- Where a parent/carers educates a child partly at school and partly at home or elsewhere as an expression of parental preference, this is called flexi-schooling.
- Flexi-schooling must not be confused with elective home education.
- Parents/carers have a legal right to choose to home educate their child but parents/carers do not have a legal right to insist on a flexi-schooling arrangement being agreed by the school.
- Whilst a parent/carers may request that their child is flexi-schooled it is entirely at the discretion of the head teacher, acting with the authority of the governing body, as to whether or not the school is prepared to agree to a flexi-schooling arrangement.
- If a parent/carers is interested in making a request for a flexi-schooling arrangement, contact must be made directly with the head teacher of the school so that the proposal may be considered. It can take several weeks for an informed decision to be made.
- It is our intention to work in partnership with schools and as such we are only able to accept flexi-schooled children if permission has been granted by the school. A formal letter will need to be presented to us before we admit a child.
- We will not be party to the encouragement of truancy and value a transparent dialogue between the parents/carers, the school involved and ourselves.

Alternative provision

We recognise that some children are unable to access full-time, mainstream education and offer schools and local authorities the opportunity to send children to Woodland Nurture as "Alternative Provision". We are experienced in supporting children with a range of needs such as SEMH, ADHD, ASC, anxiety and past trauma. Our provision is designed to help support children to rebuild trust in adults and themselves, to increase self-confidence, and to develop the social skills and self-regulation techniques essential to other types of learning provision. Where schools wish to send children to Woodland Nurture for alternative provision, the following must be considered:

- The responsibility for a child entering alternative provision at Woodland Nurture lies with the school where the child attends/ is currently on roll, or the Local Authority responsible for them.
- Alternative provision places can only be organised directly with schools or through the relevant Local Authority, and will be subject to the Service Level Agreement being in place (see appendix)
- Alternative provision must not be confused with either flexi-schooling (at parents' requests) or elective home education.
- Schools/ Local Authorities may request places for children for any of the following reasons: mental health needs, school phobia/ refusal, special educational needs and disabilities, school refusal, being a young carer or those who temporarily do not have a school place (please note this list is not exhaustive).
- Forest school programmes at Woodland Nurture are based on child-initiated, self-directed learning.
- It is our aim to share information effectively in order to work in partnership with the school/ local authority. In each case, schools/ Local Authorities will agree, prior to the provision beginning, on the best way for this to be done.
- Termly reports will be submitted to schools/ Local Authorities detailing progress and next steps using the S.P.I.C.E.S framework (see Appendix 1).

Appendix 1: SPICES framework for termly reporting.



Name of child	
Date of Birth	
Length of time attending Woodland Nurture	
Term review	
School	

SPICES development	Observations	Next Steps
Social — communication and language; receptive and expressive development; interaction and relationships with peers and adults.		
Physical — movement and senses; gross motor skills development for large muscle movements such as climbing, walking, running, jumping; fine motor skill development for pincer movements; drawing; writing; tying knots etc. Sensory development includes sight, hearing; smell, taste; touch; proprioception (the sense of awareness of body parts) and vestibular (balance and movement)		
Intellectual — cognitive development (recognising, understanding and reasoning); perceptive development (making sense of what is seen, touch, heard etc)		
Creative — developing creative abilities through exploration, decision making and expression.		
Emotional - How they feel about themselves and others; a growing understanding of why they feel a certain way and how to interact usefully with others; emotional intelligence and self-regulation		
Spiritual and moral — understanding values and ethics such as honesty; integrity and fair play. A growing understanding of responsibility and empathy. Allowing true authentic self to flourish and connect with the awe and wonder of the world around us.		
Any other comments		