SERVICE PACKAGES

Wildframe Education

Individualised 1:1 Alternative Provision in the Community and Outdoors

Wildframe Education offers flexible, individually commissioned packages for children and young people who need a different route into education. Our provision combines relationship-based 1:1 support with meaningful community, outdoor and creative experiences. Every placement begins with a baseline and clear commissioned outcomes, with progress evidenced and reviewed throughout.

1. Our Four Core Packages

Package	Core purpose	Typical focus
Community Re-engagement	Rebuild trust, routine and participation through purposeful learning in everyday community settings.	Engagement • confidence • communication • life skills • independence • attendance
Outdoor Education	Use nature, movement and practical outdoor experiences as a vehicle for education, regulation and personal development.	Outdoor learning • wellbeing • resilience • English/maths • practical skills • teamwork/independence
Creative / Music / Photography	Use creative interests to unlock expression, motivation, communication and measurable learning.	Photography • music • creative projects • digital/media skills • literacy • confidence • portfolio evidence
Intensive Programmes	Provide a higher-frequency, time-limited package around clearly defined needs and outcomes.	Stabilisation • re-engagement • transition • targeted outcomes • frequent review • coordinated support

2. Package: Community Re-engagement

The Community Re-engagement Package is designed for learners who have become disconnected from education, are struggling with attendance or conventional settings, or need to rebuild confidence before they can take a larger next step.

Sessions use real-world environments and carefully chosen activities to reduce pressure while maintaining clear educational and personal-development objectives. The learner is supported to experience success, develop routine and gradually increase their capacity to engage.

Possible elements	Examples
Community-based learning	Libraries, museums, cafés, shops, local facilities, parks and other individually assessed community locations.
Rebuilding engagement	Predictable 1:1 sessions, achievable goals, learner choice, interest-led activity and gradual increases in challenge.
Functional learning	Money, time, travel, communication, reading for purpose, planning, numeracy and everyday problem-solving.
SEMH support	Emotional regulation, confidence, relationships, self-awareness, coping strategies and supported reflection.
Independence	Safe community access, decision-making, organisation, responsibility and reducing adult prompts over time.
Attendance development	Building consistent participation, understanding barriers and creating a realistic pathway towards improved educational engagement.

Suitable commissioned outcomes might include improved attendance, increased session duration, reduced prompting, improved community confidence, increased independent decision-making or readiness for reintegration/transition.

3. Package: Outdoor Education

The Outdoor Education Package uses natural and community environments to create engaging learning experiences for learners who respond well to movement, practical activity and learning beyond the classroom.

Outdoor activity is not treated simply as recreation. Each session is linked to agreed learning, SEMH, EHCP/SEND or personal-development objectives and supported by appropriate individual, location/activity and dynamic risk assessment.

Possible elements	Examples
Nature and environmental learning	Woodland, countryside, wildlife, conservation, habitats, seasons and environmental awareness.
Walking and exploration	Route planning, navigation, distance, time, map skills, observation and safe decision-making.
Practical outdoor skills	Gardening, conservation, suitable hand-tool tasks, outdoor cooking/fire where specifically risk assessed, and practical problem-solving.
Physical wellbeing	Walking, fitness and appropriate outdoor activity to support regulation, confidence, stamina and wellbeing.
Embedded curriculum	English, maths, science, geography and personal development incorporated naturally into activities.
Personal development	Resilience, managing challenge, responsibility, risk awareness, independence and reflective learning.

Water-edge, cycling, remote-route, fire/tool-based and specialist adventure activities require the appropriate level of risk assessment, competence, equipment and, where needed, an appropriate external provider.

4. Package: Creative / Music / Photography

The Creative / Music / Photography Package is designed for learners whose interests in creativity, sound, images or media can provide a meaningful route back into learning. Projects can be adapted to the learner's starting point and used to build both subject-specific and wider transferable skills.

Creative strand	Examples of learning and development
Photography	Composition, light, perspective, nature/street photography where appropriate, visual storytelling, editing, sequencing and reflective evaluation.
Music	Listening and analysis, rhythm, songwriting/lyric concepts without reproducing copyrighted material, recording concepts, soundscapes, performance confidence and project planning.
Creative projects	Art, design, visual journals, mixed-media work, posters, zines, exhibitions and interest-led projects.
Digital/media skills	Responsible use of technology, basic editing workflows, file organisation, digital citizenship and presentation.
English and communication	Creative writing, captions, project briefs, discussion, vocabulary, evaluation and presenting ideas.
SEMH / personal development	Self-expression, identity, confidence, focus, emotional communication, persistence and pride in completed work.

Where appropriate, the learner can build a portfolio of work that demonstrates engagement, skill development and progress. Any photography or recording involving identifiable people will follow Wildframe's safeguarding, consent, privacy and recording procedures.

5. Package: Intensive Programmes

Intensive Programmes provide a higher-frequency, time-limited period of 1:1 support where a learner needs concentrated intervention around a clearly defined set of outcomes. The exact programme is agreed with the commissioner following assessment.

Intensive programme feature	Approach
Higher-frequency contact	Multiple sessions across the week where commissioned and appropriate.
Defined time period	A planned block with a start point, review points and intended exit/transition rather than an open-ended intervention.
Focused outcomes	A small number of high-priority measurable outcomes linked to the reason for commissioning.
Coordinated approach	Regular communication with the commissioner and relevant professionals, with family involvement where appropriate.
Frequent evidence review	Attendance, engagement, progress, risk and effectiveness reviewed more frequently than a standard package.
Transition planning	The programme works towards a defined next step such as improved participation, school reintegration, transition to another setting or a revised longer-term package.

An intensive programme does not automatically mean full-time provision. Hours and delivery are individually commissioned and must remain appropriate to Wildframe's operating model, the learner's needs and the legal/commissioning arrangements applying to the placement.

6. What Is Included Across Our Packages

Included	Wildframe approach
Referral and pre-placement assessment	Review of needs, EHCP/SEND, safeguarding, medical information, attendance, risk and placement suitability.
Baseline	Clear starting-point evidence so progress can be measured rather than described only subjectively.
Individual Provision Plan	Commissioned outcomes, EHCP links, planned interventions, reasonable adjustments and review dates.
1:1 session planning and delivery	Purposeful sessions adapted to the learner's needs, interests, regulation and agreed outcomes.
Attendance records	Session-by-session attendance and cancellation monitoring, including patterns and concerns.
Session records	Activity, learning/SEMH objectives, engagement, progress, incidents and next steps.
Risk management	Individual, location/activity and dynamic risk assessment.
Progress reporting	Measurable progress, attendance, evidence, concerns, recommendations and next steps for commissioners.
Review	Formal review points to decide whether provision should continue, change, step down or transition.

7. SEND, EHCP and SEMH Support

All four packages can be adapted for learners with SEND, EHCPs and SEMH needs where Wildframe has assessed that the provision is suitable. Relevant EHCP outcomes and needs can be linked directly to the Individual Provision Plan, session objectives and commissioner progress reports.

Reasonable adjustments may include changes to communication, sensory demand, pacing, location, session length, transitions, task presentation, routines, equipment and the level of prompting or adult support.

8. Embedded Learning

Our packages can incorporate English, maths and wider curriculum learning without requiring every session to look like a conventional classroom lesson. The aim is to make learning purposeful and relevant while still being able to evidence progress.

Area	Examples
English	Reading for purpose, communication, vocabulary, writing, research, project reflection and presentation.
Maths	Money, budgeting, time, distance, measurement, data, estimation and practical calculation.
Personal development	Confidence, resilience, relationships, regulation, decision-making and responsibility.
Life skills	Travel, planning, shopping, cooking, organisation, community access and independence.
Practical / vocational exploration	Projects and experiences that help identify strengths, interests and possible progression routes.

9. Placement and Review Pathway

Stage	Process
1. Referral	Commissioner shares relevant referral, SEND/EHCP, safeguarding, medical, attendance and risk information.
2. Assessment	Wildframe completes the pre-placement assessment and identifies the most appropriate package or blend of packages.
3. Agreement	Commissioner and Wildframe agree hours, dates, price, outcomes, locations, reporting, transport/handover and review arrangements.
4. Baseline and plan	An Individual Provision Plan records the baseline, commissioned outcomes, interventions and review measures.
5. Delivery	Sessions are delivered and recorded, with risk and safeguarding controls applied throughout.
6. Evidence and review	Attendance and measurable progress are reported; the package is continued, adapted, intensified, stepped down or transitioned as appropriate.

10. Packages Can Be Combined

A learner does not have to fit into a single category. For example, a Community Re-engagement placement might use photography as the engagement tool; an Outdoor Education placement might include a short intensive block during transition; or a Creative package might incorporate community independence and functional maths.

The package name describes the main route into learning. The actual provision remains individual to the learner and the commissioned outcomes.

11. Measuring Progress

Measure	Possible evidence
Attendance and consistency	Attendance percentage, number of sessions attended, punctuality and increased tolerance of provision.
Engagement	Time engaged, willingness to attempt activities, level of prompting and learner-initiated participation.
Learning	Work samples, functional skills evidence, project outcomes, baseline/current measures and demonstrated knowledge/skill.
SEMH	Regulation/recovery, communication of needs, use of strategies, resilience and reduced support required.
Independence	Travel/community skills, decision-making, task completion and reduction in adult prompts.
EHCP / commissioned outcomes	Evidence against specifically agreed targets and review measures.

12. Commissioner Reporting

Commissioners can receive agreed attendance information, session evidence, progress reports and review updates. Reports distinguish evidence from professional judgement and identify both progress and concerns. Significant safeguarding matters are shared through the appropriate safeguarding route and are not held back for routine reporting.

At each formal review, Wildframe can recommend continuing the package, adjusting frequency or approach, blending another package, stepping down support, progressing towards reintegration/transition, or reviewing whether the placement remains suitable.

13. Service Information

Delivery model	Predominantly 1:1, part-time alternative provision.
Primary delivery environments	Community, outdoor and other individually assessed locations.
Service area	Taunton and surrounding Somerset area, subject to placement/travel arrangements.
Commissioners	Schools, academies, local authorities and other appropriate education commissioners.
Package frequency	Individually agreed following referral and assessment.
Placement duration	Time-limited or reviewed placement as commissioned.
Pricing	£[INSERT] per hour / session / programme, according to the agreed package.
Business email	[INSERT]
Business telephone	[INSERT]

14. Commissioning a Package

A commissioning agreement should specify the chosen package, learner, intended outcomes, frequency and duration, session arrangements, price, attendance/cancellation terms, reporting, transport/handover, safeguarding contacts and review dates.

Wildframe assesses every referral individually and only accepts provision that can be delivered safely and appropriately. Acceptance onto a package does not mean every proposed activity or location is automatically suitable; learner-specific and activity/location risk assessment continues throughout the placement.

15. Package Summary

COMMUNITY RE-ENGAGEMENT	OUTDOOR EDUCATION	CREATIVE / MUSIC / PHOTOGRAPHY	INTENSIVE PROGRAMMES
Reconnect with education through relationships, routine, community experiences and practical life skills.	Learn through nature, movement, exploration and practical outdoor experiences.	Use creativity and personal interests to build expression, confidence, skills and educational engagement.	Concentrated, higher-frequency support around priority outcomes, with frequent review and a clear next step.
Wildframe Education: individualised provision built around the learner, with clear outcomes, meaningful experiences and measurable evidence of progress.			