



INFORMATION FOR COMMISSIONERS

Specialist therapeutic alternative provision

for young people from Year 6 to age 25

Relationship-led and regulation-first, for young people with SEND, SEMH needs, neurodivergence, anxiety, trauma and barriers to mainstream education. Therapeutic relationships, practical vocational learning, accreditation and preparation for adulthood in one programme.

Safety • Connection • Change

Four pathways

Foundation, Post-14, P16 and Futures

Three sites

Farm Campus, Acorn House, Cookham Lodge

Individual

Commissioned around each learner

Rolling starts

Referrals accepted all year

Relationships first, so that learning can follow

WILD Minds is a specialist, relationship-led, regulation-first therapeutic alternative provision. We support young people with SEND, SEMH needs, neurodivergence, anxiety, trauma and other barriers to mainstream education, across three sites in the South East of England. Placements can sit alongside other education, form part of an alternative provision package, or sit within an EOTAS arrangement.

The WILD Framework™

W

Wellbeing

Physical, emotional and psychological safety, which shapes everything else.

I

Interaction

The quality of relationships with practitioners, peers and the environment.

L

Learning

Knowledge and skills, recognised and evidenced wherever they occur.

D

Development

Confidence, resilience, independence and readiness for next steps.

Regulation comes first: a young person who does not feel safe cannot learn. Each day is built around consistent adults, predictable routines and calm environments. Practical vocational learning, accreditation and preparation for adulthood are planned into the same timetable and the same Individual Learning Plan, so therapeutic support and learning are one programme, not two.

Who we support

SEND and EHCPs

SEMH needs

Neurodivergence, including autism and ADHD

Anxiety and school avoidance

Trauma and adverse experiences

Placement breakdown, reduced timetables or EOTAS



For many learners, the animals are the reason they come through the gate.

Why commissioners place with us

- Calm, structured environments
- High staff ratios, consistent teams
- Therapeutic, trauma-informed practice
- Three sites to match readiness
- Preparation for adulthood throughout
- Rolling starts all year

Clear pathways from Year 6 to age 25

WILD Foundation Years 6 to 9	Therapeutic engagement, emotional regulation, relationships, confidence, core skills and readiness for further learning.
WILD Post-14 Years 10 to 11	Personal development, functional literacy and numeracy, vocational exploration, independent living skills and ASDAN Short Course accreditation.
WILD P16 Ages 16 to 20	A primary vocational pathway alongside wider vocational experiences, personal development, core skills and preparation for adulthood. Learners work towards appropriate NOCN Skills for Employment, Training and Personal Development qualifications, with progression towards further education, training, supported employment or other individually appropriate destinations.
WILD Futures Ages 20 to 25	Employment readiness, practical vocational skills, independence, community participation and supported progression into work, volunteering or further training.

Intensive Support Placements (1:1) are available across all pathways.

Curriculum and accreditation

Four strands run through every pathway: Personal Development, Core Skills, Vocational and Life Skills. Accreditation recognises the learning and is chosen for the individual: WILD Pathway Awards, AQA Unit Award Scheme, ASDAN Short Courses and Life Skills, Functional Skills and, for Post 16 learners, NOCN Skills for Employment, Training and Personal Development.



Intended outcomes

What each placement works towards, reviewed and reported for the individual learner.

Engagement

Attendance and participation that build over time.

Wellbeing

Regulation, confidence and a sense of safety.

Individual progress

Measured against ILP and EHCP outcomes.

Accreditation

Units, awards and qualifications that fit the learner.

Independence

Life skills, travel, money and self-advocacy.

Next steps

A planned move into education, training or work.

Commissioning a placement

Placements are individually assessed and commissioned according to the learner's needs, the support required, the attendance pattern and the intended outcomes. Costings are provided following consultation and referral.

1 to 3 days

a week, or full-time by agreement

09:40 to 14:30

standard day, term time

Rolling starts

referrals accepted all year

EHCP-aligned

outcomes, plans and reporting

Three sites, and learners can move between them



The Farm Campus

Outdoor and practical: animal care, land-based skills and construction.



Acorn House

A calm, low-arousal indoor hub for therapeutic support and small groups.



Cookham Lodge

Classroom-based, for learners progressing to college, training or work.

What you can expect

Attendance. Recorded daily and shared with you; absence followed up the same day.

Progress. Half-termly reports against agreed EHCP outcomes.

EHCP reviews. Written reports, and attendance at annual reviews as required.

Transition. Planned from day one, with supported handovers.

Safeguarding. A Designated Safeguarding Lead and deputy, safer recruitment and welfare checks. Policies on request.

Quality. Practitioner supervision and review cycles across all three sites.

How to refer

- 1 Check suitability and pathways
- 2 Complete the referral form
- 3 Share supporting documents
- 4 We review suitability and capacity
- 5 Visit and assessment
- 6 Agreed plan and supported start

Referrals come from a school, college, local authority or involved professional.



Placement enquiries and referrals

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