

WILD MINDS
ALTERNATIVE PROVISION

PROVISION GUIDE 2026–27

Every young person, *understood.*

Specialist, relationship-led alternative provision for children and young people from Year 6 to age 25, on a working farm and in two calm learning hubs in Buckinghamshire and Berkshire.

WILD FOUNDATION · YEARS 6–9 | WILD POST-14 · YEARS 10–11 | WILD POST-16 | WILD FUTURES · POST-19

FARM CAMPUS
WILD Farm

LEARNING HUB
Acorn House

LEARNING HUB
Cookham Lodge

FOR FAMILIES, YOUNG PEOPLE, SCHOOLS AND COMMISSIONERS

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Feeling safe *comes first*

Thank you for taking the time to find out about WILD Minds.

Most of the young people who come to us have found school, or college, too much for a while. Some have been out of education for months. Many arrive anxious, tired and unsure whether anything will be different this time. Their families have often had to fight hard to be heard.

I have spent more than 25 years working alongside children, young people and adults with special educational needs, in health and social care, education and mental health services. What I have learned is simple: a young person who does not feel safe cannot learn. So we start there, with calm places, predictable days and the same trusted adults, and we build from that.

Our farm, our animals and our two learning hubs give young people real things to do, real responsibility and real progress they can see. Alongside that, we are careful and professional about the things that matter to families and to the schools and local authorities who place with us: safeguarding, clear plans, honest reporting and recognised qualifications.

Whether you are a parent or carer, a young person, or a professional looking for the right placement, I hope this guide answers your questions. If it doesn't, please get in touch. We would love to show you around.

Camilla China
Founder, Executive Director and Head of Provision
Deputy Designated Safeguarding Lead



Evenings on the farm



Family time with the ponies

Photos on this page show Camilla's own family. We do not show the faces of the young people we work with anywhere in this guide.

Safety
Calm places, predictable days and adults who keep their word.

Connection
Trusted relationships with staff, with peers and with the animals.

Change
Real progress, recognised and built on, towards a future that fits.

Different minds, *the same right to thrive*

WILD Minds is a specialist, relationship-led alternative provision for children and young people from Year 6 to age 25 who have found mainstream education hard to access or to sustain.

WE SUPPORT YOUNG PEOPLE WHO

- have special educational needs and disabilities (SEND), with or without an Education, Health and Care Plan (EHCP)
- have social, emotional and mental health (SEMH) needs
- are neurodivergent, including autistic young people and young people with ADHD
- experience anxiety or emotionally based school avoidance (EBSA)
- have been affected by trauma or adverse experiences
- are on a reduced timetable, between placements, or educated otherwise than at school (EOTAS)

Every young person is assessed individually before a place is offered, so that together we can be confident WILD Minds is the right fit.

OUR APPROACH

Regulation before learning
Calm spaces, predictable routines and time to reset are built into every day.

Relationships first
Each young person has a keyworker and the same consistent adults around them.

Behaviour is communication
If things are hard, we work out why and what would help, together.

Low demand, not low expectation
Demands stay manageable. Expectations stay clear, so everyone is safe and respected.

Nurture through nature
The farm, the animals and the outdoors help young people settle, learn and grow.

Their own pace
Confidence, independence and resilience are built step by step.

THE WORDS WE USE

We talk about strengths and needs, never labels or deficits. Some people prefer "autistic person" and others "person with autism"; some describe themselves as neurodivergent and some don't. We ask each young person and family what they prefer and follow their lead, in conversation and in every plan and report we write.



The WILD *Framework™*

One shared way for staff, families and professionals to understand each young person, plan their support and recognise their progress. It runs through every pathway and every site.

Safety. Connection. Change.

The order of work: help a young person feel safe, build trusted relationships, then support lasting change.

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

I
Interaction
The quality of relationships with staff, peers, animals and the environment.

L
Learning
Knowledge and skills, recognised and evidenced wherever they happen.

D
Development
Confidence, resilience, independence and readiness for next steps.

THE CYCLE OUR STAFF FOLLOW

1 Understand
The whole young person: strengths, needs, history and context, before any plan is written.

2 Support
A personal plan with clear aims, review points and barriers named honestly.

3 Engage
Learning recognised wherever it happens, not only at a desk.

4 Develop
Progress evidenced, reflected on, and the plan adapted.

THE WILD PORTAL
Plans, session evidence, attendance and welfare records are kept in one secure system, so the reports we write come from live records, not memory.

THE HIVE, FOR FAMILIES
A secure parent and carer portal for updates, attendance, reporting an absence and end-of-term progress reports.





Four pathways, *one joined-up journey*

Each pathway is matched to a stage of life, not a fixed timetable. Young people can move on to the next pathway when they are ready, and transition planning starts from their first day.

PATHWAY	FOCUS	RECOGNISED THROUGH	WHERE IT CAN LEAD
Foundation Years 6 to 9 →	Therapeutic time on the farm, space to decompress, mentoring, relationships, confidence and core skills.	WILD Pathway Awards and the AQA Unit Award Scheme	Back into school, on to Post-14, or another next step
Post-14 Years 10 and 11 →	Personal development, functional English and maths, vocational tasters and independent living skills.	ASDAN Short Courses, AQA Unit Awards and WILD Pathway Awards	Post-16, college, training or another next step
Post-16 From age 16 →	A two-year route: a main vocational pathway with tasters in others, core skills and preparation for adulthood.	NOCN qualifications and Functional Skills English and maths, Entry Level 3 to Level 2	College, training, supported internships, work or WILD Futures
WILD Futures Post-19, up to 25 →	Employment readiness, practical skills, independence and taking part in the community.	Chosen for the individual from our NOCN, ASDAN and Functional Skills offer	Work, volunteering or further training

INTENSIVE 1:1 SUPPORT

Intensive Support Placements are available on every pathway, where they are commissioned and agreed following assessment, a risk assessment or EHCP provision.

DAYS THAT FIT

Placements usually run for 1, 2 or 3 days a week, or full time by agreement. Some young people start with shorter days while they settle.

ROLLING STARTS

We accept referrals all year round, subject to an individual assessment and to having the right place available.







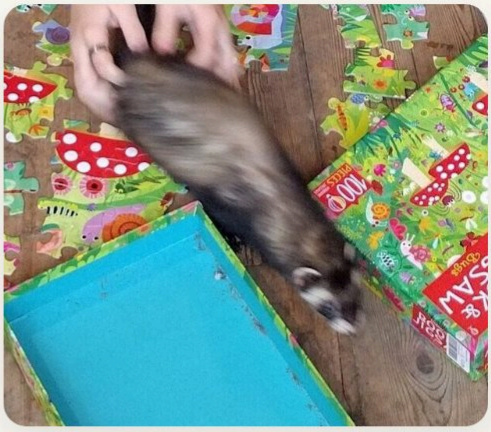
Y6–9 FOUNDATION

4.1 WILD FOUNDATION · YEARS 6 TO 9

Feeling safe *comes first*

For children and young people in Years 6 to 9 for whom school has become too much. The focus is on feeling safe, settling, and getting ready to learn again.

Days centre on therapeutic time on the farm, space to decompress and regular mentoring. Short core skills and personal development sessions fit around that, along with music, art and time out in the community. Placements can sit alongside school, as Section 19 provision, or as part of an EOTAS package.



Gentle handling, small animals

Time on the farm

With the animals and outdoors, which many find the easiest way in.

Space to decompress

Time to settle and regulate before anything is asked of them.

Mentoring

Regular time with a trusted adult to talk, reflect and plan small next steps.

Relationships

Building trust with consistent adults and getting along in a small group.

Confidence

Trying new things, finishing tasks and feeling proud of them.

Core skills

Reading, writing and maths, practised through hands-on tasks as well as at the table.

PROGRESS YOU CAN SEE

Small steps are noticed and recorded. Accreditation is never an entry requirement.

- **WILD Pathway Awards:** our own in-house awards, built on the WILD Framework
- **AQA Unit Award Scheme:** a nationally recognised certificate for each unit completed

WHERE IT LEADS

Back into school, on to WILD Post-14, or another next step that suits the child, planned from day one.







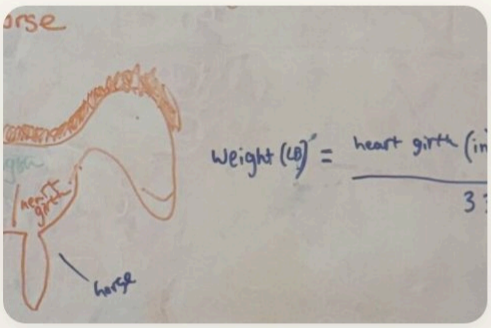
Y10–11
POST-14

4.2 WILD POST-14 · YEARS 10 AND 11

Key Stage 4, *done differently*



Evening feed on the farm



Maths in real life: estimating a horse's weight

For young people in Years 10 and 11 who need a different route through their last two years of school.

Four sessions a day move between vocational skills, core skills and personal development, with music, art, mentoring and time out in the community to build independence. Placements can sit alongside school, as Section 19 provision, or as part of an EOTAS package.

Personal development

Confidence, regulation, relationships, communication and resilience, every day.

English and maths

Functional literacy and numeracy, practised through real tasks.

Vocational tasters

From animal care and the workshop to horticulture and catering, to find what fits.

Independent living

Shopping, budgeting, cooking as a team and getting out into the community.

RECOGNISED ALONG THE WAY

Learning is recognised unit by unit, so progress shows long before a full qualification is in reach. Accreditation is chosen for each young person and built into the timetable.

- **ASDAN Short Courses**, including Life Skills and vocational tasters
- **AQA Unit Award Scheme**
- **WILD Pathway Awards** (in-house)

WHERE IT LEADS

Transition planning starts on day one, towards WILD Post-16, college, training or another next step that suits the young person.

16+ POST-16

4.3 WILD POST-16

A two-year route *into adult life*

A flexible programme combining therapeutic support, personal development, core skills, vocational learning and preparation for adulthood, for young people who have found school or college hard to access.

Young people choose a main vocational pathway and try others alongside it, working on real jobs with real tools. Many split their week between the farm and a calmer indoor hub, in a pattern agreed with each young person.



1

First year: settle, build, begin

- A supported start with routine and trusted adults
- Personal development, Functional Skills English and maths
- A main vocational pathway, with tasters in others
- First units completed

2

Second year: extend and move on

- New units each term, building on year one
- More independence and responsibility
- Further credits towards a qualification
- A transition plan and supported handover

QUALIFICATIONS

NOCN Skills for Employment, Training and Personal Development, at the size and level that suit each young person. For example, the NOCN Level 1 Award (qualification number 601/0948/8).

Functional Skills English and maths from Entry Level 3 up to Level 2.

Young people build a portfolio through the year and choose their best units with their tutor. Those units are internally assessed and quality assured, then submitted to NOCN for certification.

VOCATIONAL AREAS

ANIMAL CARE AND EQUINE · CONSTRUCTION · HORTICULTURE · MOTOR VEHICLE AND CYCLE · CATERING AND HOSPITALITY · BUSINESS AND ADMIN · HEALTH AND SOCIAL CARE · CREATIVE AND DIGITAL · HAIR AND BEAUTY · SPORT AND LEISURE

Areas offered depend on the site, the group and each young person's plan.

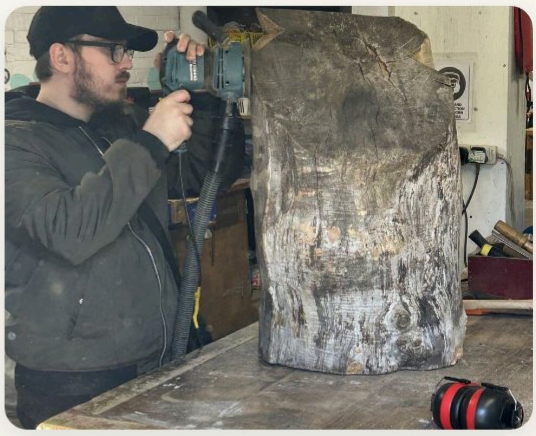
19–25 FUTURES

4.4 WILD FUTURES · POST-19

Building *an adult life* that fits

For young adults from 19 up to age 25 who need more time, more practice and the right support to take their next step into work, volunteering or further training.

WILD Futures carries on the same calm, relationship-led approach, with more responsibility, more time in the community and a sharper focus on what each young adult wants their life to look like. Some placements are shared with our independent partner, Neuro Resilience CIC in Aylesbury.



In the workshop



Real jobs on a working farm

Ready for work

Routines, timekeeping, teamwork and real responsibilities on the farm and in the hubs.

Practical skills

Hands-on vocational skills that carry over into a workplace.

Independence

Money, travel, cooking, health and speaking up for yourself.

Community

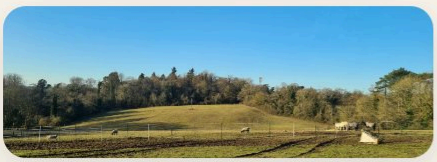
Taking part in local life, volunteering and building a network of support.

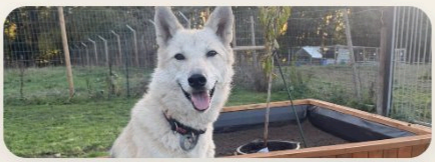
RECOGNISED THROUGH

Accreditation is chosen for each young adult from our NOCN, ASDAN and Functional Skills English and maths offer, so that what they achieve is recognised by colleges and employers.

WHERE IT LEADS

Supported progression into paid work, supported employment, volunteering or further training, with a planned handover.







Calm, predictable days, *every day*

Every day follows the same shape at every site, so young people always know what to expect. Some start with a shorter day, agreed with their family and school or local authority.

TIME	WHAT HAPPENS
09:40	Arrive, sign in, hand in phones, morning meeting
10:00	Session 1
11:00	Session 2
12:00	Supervised lunch
12:30	Session 3
13:30	Session 4, end-of-day jobs
14:30	Collect phones, sign out, home

Monday to Friday in term time.

FOUR STRANDS IN EVERY PATHWAY

Personal development

Confidence, emotions, relationships, teamwork and preparing for adulthood.

Core skills

English and maths built into everyday activities, with extra sessions where needed.

Vocational

Animal care, farm and land work, workshop and practical skills.

Life skills

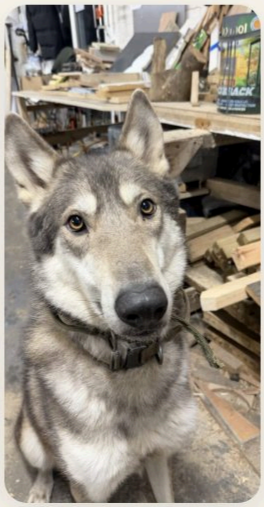
Independence, community and getting ready for adult life and work.

SUBJECT AREAS

- Animal care and equine
- Horticulture and outdoor learning
- Construction
- Motor vehicle and cycle
- Catering
- Business and admin
- Creative and media
- Hair and beauty
- Personal development
- Life skills
- Literacy and numeracy
- Functional Skills
- Digital
- Social, natural and life science
- Health and social care
- Sport and leisure





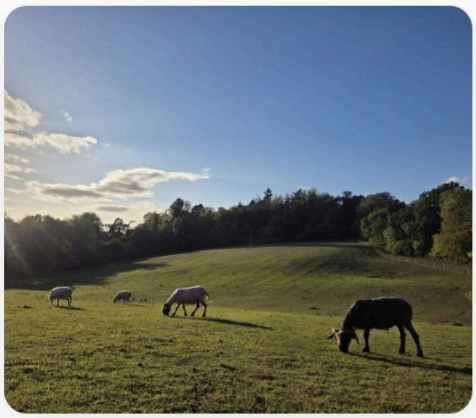




06 OUR THREE SITES

Three places, *matched to readiness*

Young people can use more than one site, and move between them as they grow in confidence. Staff will always tell a young person and their family which site they are attending, and when.



FARM CAMPUS

WILD Farm (Model Farm)

Our home: a working farm with more than 30 acres of fields and woodland, including the spinney and a further 2.5 acres of enclosed woodland opposite. Outdoor and practical learning, animal care, land-based skills and construction.

Model Farm, Blind Lane, Flackwell Heath, Buckinghamshire HP10 9LE



LEARNING HUB

Acorn House

A calm, low-arousal indoor hub for therapeutic support and small groups, close to the farm so young people can easily spend time at both.

West Suite, Acorn House, Straight Bit, Flackwell Heath, Buckinghamshire HP10 9LS



LEARNING HUB

Cookham Lodge

A more classroom-based setting for young people progressing towards college, training or work, with planned time at the farm as part of the timetable.

The Lodge, School Lane, Cookham, Maidenhead SL6 9QH

For many, the animals are *the reason they come through the gate*



Equines

Horses and ponies: grooming, feeding, mucking out and learning to handle them safely, always with a riding hat.



Livestock

Sheep, goats and pigs: daily checks, feeding, bedding and moving animals safely around the farm.



Smaller and exotic animals

Our owl, ferrets, chickens, rabbits, chinchillas and tortoises: housing, diet and gentle, careful handling.

ANIMAL WELFARE COMES FIRST

Our animal care follows the Five Freedoms: freedom from hunger and thirst, from discomfort, from pain, injury and disease, from fear and distress, and freedom to behave normally. Our Head of Animal Care leads day-to-day welfare, and animals are cared for every day of the year, including weekends.

SAFE FOR YOUNG PEOPLE, TOO

- Animal contact is always supervised by staff
- No young person is ever made to handle an animal
- Hygiene, hand washing and biosecurity routines, with PPE provided
- Allergies and sensory needs are planned for in advance
- Model Farm holds an Animal Activities Licence (LC202602-157410), valid to June 2029









Recognised, *honestly described*

Accreditation recognises learning; it is never the starting point or an entry requirement. It is chosen for each young person, built into their timetable and reviewed with them, their family and their school or local authority.

ACCREDITATION	AWARDING BODY	WHAT IT IS	PATHWAYS
Functional Skills English and maths	Regulated qualification	The English and maths qualifications colleges and employers ask for. Young people work from Entry Level 3 up to Level 2, at the level that suits them, and move up when ready.	Post-16, Futures
Skills for Employment, Training and Personal Development	NOCN	Regulated qualifications built unit by unit from practical work, for example the NOCN Level 1 Award (601/0948/8). The size of qualification depends on the credits each young person achieves.	Post-16, Futures
ASDAN Short Courses and Life Skills	ASDAN	Flexible courses that recognise skills such as independence, cooking, work-related learning and personal development. WILD Minds is a registered ASDAN centre (41257).	Post-14, Post-16, Futures
AQA Unit Award Scheme	AQA	Certificates of achievement for each short unit of learning a young person completes. Unit Awards are not qualifications, but they are nationally recognised evidence of progress.	Foundation, Post-14
WILD Pathway Awards	WILD Minds (in-house)	Our own awards, built on the WILD Framework, to celebrate wellbeing, interaction, learning and development. They are not externally accredited.	All pathways

FAIR ASSESSMENT

Reasonable adjustments and access arrangements are made under our Access to Fair Assessment policy and the awarding bodies' rules.

QUALITY ASSURED

Portfolios are internally quality assured before work is sent for external moderation or certification.

HONEST REPORTING

We report what each young person has achieved, unit by unit, and what they are working towards next.

The right adults *around every young person*

Every young person has a keyworker, access to specialist staff, oversight from a Provision Lead, and executive oversight from our Head of Provision. Consistent support workers stay with each group through the day, and coaches lead the specialist sessions.

LEADERSHIP

CAMILLA CHINA	Founder, Executive Director, Head of Provision and Deputy DSL
LIZZIE CHINA	Provision Lead and SEND and Inclusion Lead
AIMEE OWEN	Provision Lead and Health, Safety and Compliance Lead
ANNA WOZNIAK	Designated Safeguarding Lead and registered social worker

OUR MULTIDISCIPLINARY TEAM

Teaching, practical, animal care and support staff plan together around each young person, so every adult knows the plan.

TEACHING TEAM	Education Practitioners who plan and teach our accredited pathways and Functional Skills
PRACTICAL SKILLS TEAM	Construction and practical skills coaching in the workshop and on the yard
ANIMAL CARE TEAM	Led by our Head of Animal Care, who also coaches
SUPPORT WORKERS	Key workers and support workers who stay with each group through the day
OPERATIONS	Operations Manager and Internal Quality Assurer
TEAM SUPPORT	Practice Excellence and Staff Development Lead, including CPD and digital systems

RECRUITED SAFELY, TRAINED WELL

We follow safer recruitment practice, including enhanced DBS checks and written references followed up by phone, for every member of staff. All staff are trained in safeguarding to at least Level 2 (our DSL to Level 3), emergency first aid, conflict management and physical intervention, have regular supervision, and develop their practice through the WILD Academy, our practitioner training pathway.

Our founder and Head of Provision, Camilla China, has spent more than 25 years alongside autistic and neurodivergent children, young people and adults, across SEND education, alternative provision, social care and mental health. She created The WILD Framework, is trained as a Designated Safeguarding Lead, and brings her background in counselling, mentoring and youth work into the way the whole team works.



Staff at work on the farm

Safeguarding is *everyone's job*

SAFEGUARDING

DSL — Anna Wozniak, Designated Safeguarding Lead and registered social worker

DEPUTY DSL — Camilla China, Head of Provision

- Young people can talk to any member of staff about any worry, in or outside WILD Minds.
- Staff will never promise to keep a worry secret if someone could be at risk, but they will always explain what happens next.
- Concerns are recorded securely and acted on promptly, working with families, schools, local authorities and other agencies as needed.
- Our policies cover children and adults at risk, because we support young people up to age 25.
- Attendance is checked every morning. If a young person hasn't arrived and we haven't heard why, we contact the family that morning.

TRIPS, TRAVEL AND STAYING WITH STAFF

- Young people stay with their allocated adult or group, and never leave site without staff knowing and agreeing.
- Off-site learning and travel are planned and risk assessed. Travel training is only used when it is safe and agreed.

PHONES AND ONLINE SAFETY

- Phones and smart watches are handed in on arrival, kept safe, and returned at the end of the day.
- Online safety is part of our personal development and digital learning.

WELLBEING AND BEHAVIOUR SUPPORT

- We do not use points or sanctions.
- Each young person has a Regulation and Wellbeing Support Plan, and staff follow it.
- When things go well, we say so through WILD Recognition. When something goes wrong, we use Reflection and Repair: talking it through and putting things right, never shaming.
- Physical intervention is only ever used by trained staff when there is an immediate risk of harm, and is always recorded and reviewed.

HEALTH AND SAFETY

- Activities, sites, animals and trips are risk assessed.
- We provide all PPE, including safety boots, gloves, goggles and riding hats.
- Medication is stored safely and given with staff supervision.
- Sites are smoke and vape free; phones are kept safe during the day.

999 If anyone is in immediate danger, call 999. Young people can also contact Childline on 0800 1111, or text SHOUT to 85258, at any time.

Private, *never secret*

YOUR INFORMATION

We keep attendance, learning and wellbeing records in the secure WILD Portal and use them only to support each young person. We share information with a young person's school or local authority, and with other services where we need to keep someone safe. Wild Minds Pro Ltd is registered with the Information Commissioner's Office (ZC151818). Our privacy notice is available on request.

CCTV operates in student areas across our sites. Footage is kept for up to 31 days unless it is needed for an investigation.

PHOTOS AND CONSENT

We only take or share photos of young people with written consent, from the young person and, where appropriate, their parent or carer. Consent can be changed or withdrawn at any time, and we think carefully before naming anyone in public materials.

Young people must not take photos, videos or recordings of others without permission.

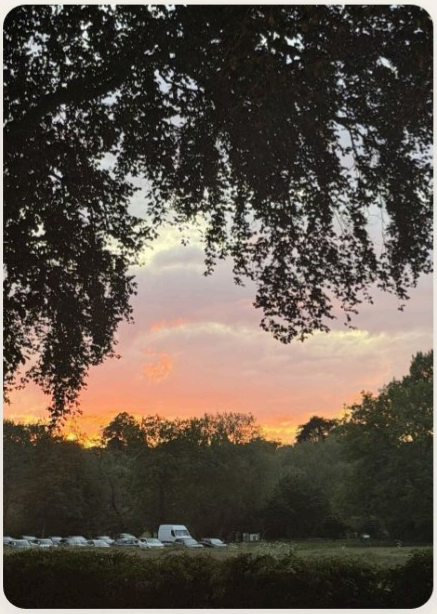
No young person can be identified anywhere in this guide.

EQUALITY AND INCLUSION

Everyone is welcome at WILD Minds. We make reasonable adjustments, respect each person's identity, culture, faith and the way they communicate, and do not tolerate bullying, harassment or discrimination of any kind. This guide is available in large print or read aloud on request.

WORRIES AND COMPLAINTS

If something isn't right, please talk to any member of staff first. If that doesn't resolve it, email **office@wildmindspro.com**. A manager who was not involved will look into it and reply in writing. Safeguarding concerns are always dealt with straight away, not through the complaints process.







You are part of *the team*

STAYING IN TOUCH

The Hive, our parent and carer portal, shows updates, attendance and end-of-term reports. Each young person's plan is reviewed with them, their family and their school or local authority at least every six weeks.

IF YOUR YOUNG PERSON CAN'T COME IN

Please tell us before 09:40, on The Hive or by calling 07403 015891. The register closes at 10:20, and the school or local authority is told automatically once attendance is recorded.

WHAT TO WEAR AND BRING

Practical clothes that can get muddy, legs covered, and a waterproof layer all year round. No open-toed shoes or false nails. We provide safety boots and PPE. Bring a packed lunch and a drink; sweets, fizzy and energy drinks stay at home.

STARTING WITH US

You are welcome to visit before a place starts. The first weeks are a gentle start, with a baseline period so we can get to know your young person and agree their plan.

TERM DATES 2026–27

TERM	DATES	TERM	DATES
Autumn 1	Mon 7 Sep – Fri 23 Oct 2026	**Spring 2**	Mon 22 Feb – Thu 25 Mar 2027
Autumn 2	Mon 2 Nov – Fri 18 Dec 2026	**Summer 1**	Mon 12 Apr – Thu 27 May 2027
Spring 1	Mon 4 Jan – Fri 12 Feb 2027	**Summer 2**	Mon 7 Jun – Fri 16 Jul 2027

Closed for bank holidays (3 May and 31 May 2027) and INSET days (28 May and 19 to 21 July 2027).

You are not expected to be perfect. You are expected to try, to accept support and to follow the safety rules.

From our Student Handbook









Commissioning *a placement*

Placements are individually assessed and commissioned around each young person's needs, the support required, the attendance pattern and the intended outcomes, with an Individual Learning Plan linked to EHCP outcomes where there is a plan. Costings are provided after consultation and referral.

1–3 days
a week, or full time by agreement

09:40–14:30
standard day, term time

Rolling
referrals accepted all year

1:1
intensive support where commissioned

WHAT YOU CAN EXPECT

ATTENDANCE	Recorded daily and shared with you; absence followed up the same day.
PROGRESS	Half-termly reports against agreed outcomes.
REVIEWS	Written reports for EHCP annual reviews, and attendance as required.
TRANSITION	Planned from day one, with supported handovers.
POLICIES	Our full Policy Handbook 2026–27, on request.
VISITS	Monitoring and announced or unannounced visits welcome.

HOW TO REFER

1. Initial enquiry and suitability conversation
2. Referral form and supporting documents
3. We review suitability and capacity
4. Visit and assessment with the young person and family
5. Proposed pathway, timetable and site plan
6. Supported start, baseline and first review

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

ORGANISATION DETAILS

LEGAL NAME	Wild Minds Pro Ltd, trading as Wild Minds Alternative Provision
COMPANY NO.	14401644 (England and Wales)
UKPRN	10097452
ICO	ZC151818
ASDAN CENTRE	41257
NOCN CENTRE	C003740
STATUS	Not a registered school, so not Ofsted inspected, but we work to the Ofsted framework and DfE AP guidance
INSURANCE	Employers' and public liability £10m, abuse £5m
ANIMAL LICENCE	LC202602-157410, Model Farm, to June 2029
REGISTERED OFFICE	Wild Minds, Acorn House, Straight Bit, Flackwell Heath, Buckinghamshire HP10 9LS



14 VISIT, REFER OR GET IN TOUCH

Come and *see us*

Families, young people and professionals are always welcome to visit. Get in touch and we will arrange a time to show you around, at a pace that suits your young person.

EMAIL
office@wildmindspro.com

PHONE
07403 015891

REFERRALS
wildminds.pro/referrals

Helping wild minds thrive

Wild Minds Pro Ltd, trading as Wild Minds Alternative Provision. Registered in England and Wales, company number 14401644. UKPRN 10097452. ICO registration ZC151818. Registered office: Acorn House, Straight Bit, Flackwell Heath, Buckinghamshire HP10 9LS.

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