



The below document outlines the services Flourish at The Farm provide during a student programme, alongside all the relevant information you will need to know as the commissioning school or other registered setting.

Flourish at The Farm is Quality Assured by all Local Authorities and meets the Alternative Provision Dfe and Ofsted compliance, regulations and protocols.

Overview of Placement

- Identification of the bespoke programme that Flourish at The Farm will deliver to each student – Re-engagement, Enrichment or Transition (Please visit the website or call us if you need further information on these)
- Planning, preparation and delivery of a bespoke one to one 2-hour session with a selected Flourish at The Farm learning mentor
- Full access to bespoke SEN curriculum and practices that are designed and delivered by our various specialists (Play Therapist, Thrive practitioner, SEN trained specialist Teachers and TA'S)
- All Flourish at The Farm resources
- Quantitative and qualitative termly report
- Completion of all required registration and statutory attendance recording and reporting

Student program review, renewal, and associated preparation work

- Before the start of the placement an Initial one to one site visit with a Flourish at The Farm mentor (approx. duration 30 - 45 minutes)
- All associated administration
- Assigned Flourish at The Farm mentor and preparation work
- All safeguarding duties
- Liaise on any student information changes
- Review of handover material, ensuring all mentors have knowledge of students' needs etc.
- Planning of student individual bespoke curriculum
- Setting new SEMH objectives and targets
- Recording and registering attendance or absence
- Liaison with school staff, local authority
- Liaison with parents / guardians

Progress review, EHCP and exit meetings:

Flourish at The Farm and School meetings are an integral part to the success of each programme. The information shared helps to ensure that all parties involved are aware of the current needs, and progress needed for the positive next steps in attending School more regularly and in a consistent, engaging way.

- Progress review: telephone mid-term and end of term meeting
- EHCP / Annual Review contribution and associated preparation work
- CIN meetings and associated preparation work
- Site visits by educational welfare professionals
- All documented evidence-based programme reporting used to inform the above