



Flourish at the Farm

Provider Fact Sheet

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Who we are

Flourish at The Farm offers a bespoke, practical and therapeutic provision designed to support children and young people with SEMH (Social, Emotional, and Mental Health) needs across primary, secondary, and post-16 age groups. We work in close partnership with schools and Local Authorities to stabilise placements, re-engage students with education, and prepare them for successful long-term outcomes. Whether a student is on a part-time timetable, transitioning between schools, or has disengaged from formal education entirely, our flexible programmes provide a safe, nurturing space where trust is built and confidence can grow. We specialise in delivering tailored enrichment sessions, re-engagement support, transition planning, and post-16 pathways—all rooted in trusted relationships and purposeful, hands-on learning experiences, all delivered by trained specialists. Our bespoke curriculum is carefully designed to include therapeutic experiences, social development, and real-world skills that support independence, all while complementing and reinforcing what students are learning in school. From helping students navigate and develop confidence in school life to achieving qualifications and preparing for the world of work, we ensure every learner is seen, understood, and supported. Flourish at The Farm is more than an intervention—it is a transformational bridge that connects students to education, opportunity, and a brighter future.



Student Outcomes

Student Outcome 1: Enrichment to Sustain Engagement Our Enrichment programme supports primary and secondary students that are attending school on a part-time basis or are just beginning to re-engage with education after a period of absence. While the school setting is working to some extent, it may not yet be struggling to meet all of the student's SEMH (Social, Emotional, and Mental Health) needs. In these cases, Flourish at The Farm provides an enrichment programme that runs alongside school attendance. We work in partnership with the school to offer regular sessions at Flourish where the student can continue to develop their independence, social confidence, and practical life skills. These sessions serve as a therapeutic and stabilising supplement to the school experience, offering space for reflection, creativity, and support for navigating and developing their confidence in school life. As a result, the student is more able to access and cope with their school setting. Flourish acts as a support for students, school and families, helping prevent placement breakdown and maintaining engagement during periods of emotional vulnerability. The consistency and depth of support we offer help to sustain long-term attendance and personal growth.

Student Outcome 2: Re-engagement with a Primary or Secondary-Aged Student A primary-aged student had become completely disengaged from school. Attempts at a part-time timetable had failed, and the student was no longer accessing any form of education. At this stage, they were referred to Flourish at the Farm as part of a re-engagement programme. We began with a gentle, relationship-focused approach, starting with a single two-hour session each week. This allowed us to build trust, form meaningful bonds, and create a sense of emotional and physical safety for the child. Over time, the student began to respond positively, and their confidence and independence grew. As their comfort increased, we added a second weekly session, and attendance remained consistent. Once the student felt safe and secure in our setting, we started to reintroduce them to a trusted member of staff from their school. This connection was built around shared interests and mutual understanding. The school staff member learned about the student's needs, what supported their engagement, and what to avoid in order to prevent dysregulation. Eventually, the student began re-engaging with school on a very limited part-time basis, supported throughout by our team at Flourish. Our programme remained in place as an enrichment and safety net, ensuring consistency and emotional support. Gradually, the student transitioned back into the school setting, attending regularly while maintaining their link with Flourish. The partnership between school and Flourish enabled a sustainable and successful reintegration.

Student Outcome 3: Supporting a Transition to a More Suitable School A secondary school was struggling to meet the needs of a student who was reducing to a part-time timetable. The school acknowledged that the current setting was no longer suitable and that the student needed more tailored support. We stepped in to work collaboratively with both the school and the student. Our priority was to maintain a positive and trusting relationship with the student. We took time to understand what worked for them, what didn't, and what their specific needs were. This provided a strong foundation while a new, more suitable school placement was identified. Once a new setting was confirmed—often a specialist school—we played a key role in the transition process, sharing crucial insights and supporting the transfer of information. We worked closely with the receiving school to help them understand the full range of the student's needs and how to meet them effectively.

Safeguarding

DSL - Alice Crothall alice@flourishatthefarm.co.uk 01789 576600
DDSL - Finley Wykes finley@flourishatthefarm.co.uk 01789 576600
Enhanced DBS Staff
Safeguarding policy - Available
Insurance Documents - Available
QA - Available

Health and Safety

Delivery site is fully RA, Working Farm, Classroom, and Secure Entrance

All risk assessment and policies are reviewed every academic year - Sept 2026



FSM
Catered



No
Transport



Quality Assured by CAP
Documents on Sharepoint

Specialisms

Mentoring
Vocational
Outdoor Education
Primary
Secondary
Mental Well-Being

Mode of delivery

On-Site

