



# **Woodland Pathways**

## **Non-School Status & Delivery Model Policy**

**Date created or revised: 0925**

**Date of next review: 0926**

## 1. Purpose

This policy outlines Woodland Pathways' operational model in relation to **Department for Education (DfE)** and **Ofsted** requirements regarding the registration of independent schools.

It provides assurance to **local authorities, commissioning schools, and partners (including Norfolk and Suffolk Councils)** that Woodland Pathways operates **lawfully, transparently, and within the framework of part-time alternative provision.**

## 2. Scope

This policy applies to:

- All Woodland Pathways provision delivered to learners
- All commissioned placements from:
  - Schools
  - Local Authorities (including Norfolk & Suffolk)
  - Parents/carers (where appropriate)
- All delivery environments, including:
  - Outdoor education sites (primary provision base in Barford, Norfolk)
  - Community locations
  - Outreach settings

## 3. Policy Statement

Woodland Pathways provides part-time alternative provision only.

- Provision is designed to complement, not replace, mainstream education
- Learners remain on roll with their home school or commissioning body
- Woodland Pathways does not deliver full-time education

### Key delivery principles:

- Maximum hours per learner are typically well below full-time thresholds
- Provision is flexible, personalised, and needs-led
- Sessions may include:
  - Academic learning (KS2–KS5)
  - SEMH support

- Outdoor and experiential education
- Engagement and reintegration programmes

Provision may be:

- Short-term (intervention-based)
- Medium-term (stabilisation and engagement)
- Longer-term (where required by EHCP or commissioning plan)

All placements remain part-time throughout.

#### **4. Legislative Framework**

Under the Education and Skills Act 2008 and DfE guidance, a provider must register as an independent school if they deliver:

- Full-time education (18+ hours per week) to five or more pupils, OR
- Full-time education to any pupil with an EHCP or who is Looked After

#### **Woodland Pathways Compliance Position**

Woodland Pathways:

- Does not deliver full-time education
- Does not exceed thresholds requiring registration
- Provides part-time alternative provision only
- Operates fully within DfE and Ofsted guidance

Therefore:

**✓ Woodland Pathways is not required to register as an independent school**

#### **5. Alignment with DfE Alternative Provision Framework**

Woodland Pathways aligns with the DfE's three-tier Alternative Provision model:

##### **Tier 1 – Early Intervention & Prevention**

- Support for learners at risk of disengagement

- Emotional regulation and engagement strategies
- Targeted support alongside mainstream education

### **Tier 2 – Structured Part-Time Provision**

- Personalised, time-limited placements
- Focus on:
  - Re-engagement
  - Academic progression
  - SEMH development
- Delivered in small groups or 1:1

### **Tier 3 – Full-Time Provision**

- Woodland Pathways does not operate at Tier 3
- All learners remain part-time and on roll with their school

## **6. Educational Model**

Woodland Pathways delivers a blended academic and therapeutic curriculum, including:

- Core subjects (English, Maths, Science where appropriate)
- Functional skills and applied learning
- Outdoor education and nature-based learning
- Skills-based activities (e.g. drone technology, environmental studies)
- SEMH and resilience development

Learning is:

- Individualised and EHCP-informed where applicable
- Outcome-focused and measurable
- Designed to support:
  - Reintegration into school
  - Increased attendance and engagement
  - Improved wellbeing and confidence

## **7. Safeguarding & Responsibility**

- The home school or commissioning body retains statutory responsibility for:
  - Safeguarding oversight
  - Attendance
  - Curriculum entitlement

Woodland Pathways:

- Works in close partnership with schools and local authorities
- Follows robust safeguarding procedures in line with Keeping Children Safe in Education (KCSIE)
- Maintains clear communication with all stakeholders

## **8. Delivery Environment**

Woodland Pathways operates from:

- A 13-acre outdoor learning site in Barford, Norfolk
- Woodland, meadow, and river-based environments

This enables:

- Therapeutic, low-stimulation learning environments
- High engagement for learners with SEN and SEMH needs
- Practical and applied academic learning

We also provide:

- Outreach provision
- Learning within community and school settings where required






## **9. Quality Assurance & Compliance**

Woodland Pathways ensures high standards through:

- Continuous monitoring of learner progress
- Regular review meetings with commissioners
- Staff with:
  - QTS and education backgrounds
  - Residential care and SEMH experience
- Ongoing CPD and safeguarding training

## 10. Key Assurances to Commissioners

Woodland Pathways confirms that:

-  Provision is part-time only
-  Learners remain on roll with their school
-  We operate within DfE legal thresholds
-  We align with Norfolk & Suffolk AP expectations
-  We provide high-quality, evidence-informed alternative provision

## 11. Related Policies

This document should be read alongside:

- Safeguarding Policy
- Behaviour Policy
- Health & Safety Policy
- GDPR/Data Protection Policy
- Carbon Reduction & Environmental Plan

## 12. Contact Details

### Woodland Pathways

Company Number: 17132521

 [office@woodlandpathways.uk](mailto:office@woodlandpathways.uk)

## 13. Declaration

This policy confirms that Woodland Pathways operates fully within UK legislation and DfE guidance for alternative provision and does not meet the criteria for independent school registration.