



CHAMELEON

EDUCATION AND WELLBEING SERVICES

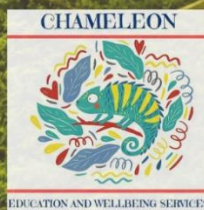
Alternative Education Provision

FOREST EXPLORERS

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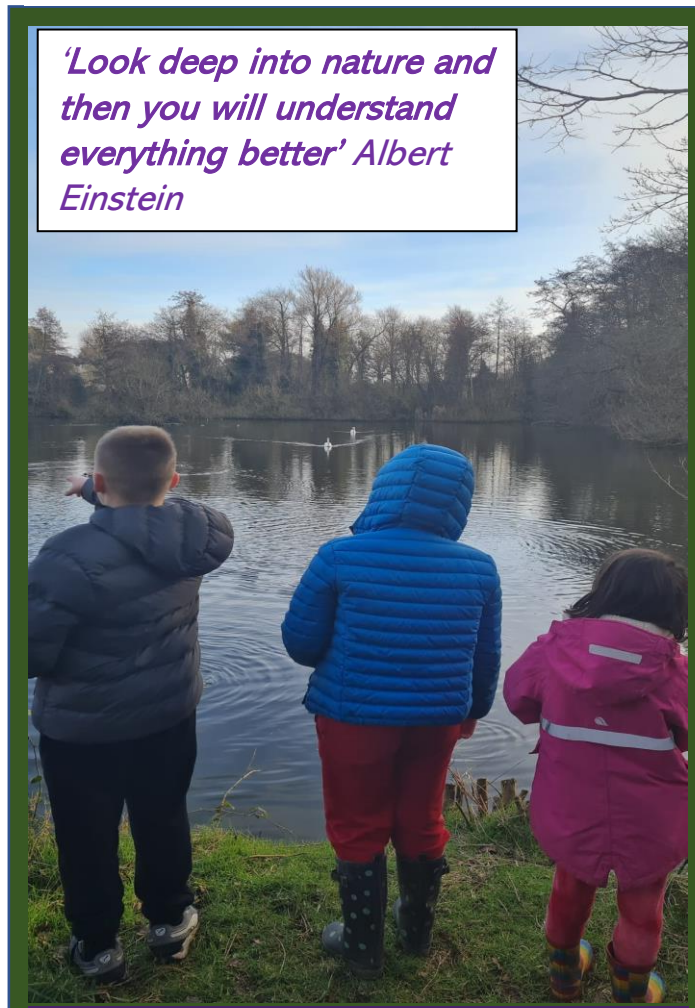


An outdoor Education and Wellbeing Provision. Therapeutic learning. Connecting with the world around us. Connecting with ourselves. Connecting with each other.



An Education and Wellbeing Provision

'Look deep into nature and then you will understand everything better' Albert Einstein



Connection...

- With the world around us
- With ourselves
- With people we trust... and our community

Who are we?

Forest Explorers is co-facilitated by;

Clare Walker, Director of Chameleon Education and Wellbeing Services,
<http://www.chameleoneducation.uk> Specialist and SEN Teacher.

Rebecca Jepson of Little Life Development,
<http://www.littlelifedevelopment.co.uk> Paediatric Occupational Therapist, Eco Sensory informed Practitioner.

What do we offer?

Forest Explorers is a **Multi-disciplinary, Eco Sensory** informed service for Key Stage Two children, based at The National Trusts **Bourne Mill** site, Colchester.

Bourne Mill has the perfect combination of **blue and green space**; both proven to have multiple benefits for overall health & wellbeing.

We offer weekly sessions for Key Stage Two children at Bourne Mill with the following groups of children.

- Neurodivergent individuals (including Autism, ADHD, Dyslexia, OCD, Dyspraxia)
- Mental Health Difficulties (Including depression & Anxiety)
- Those who have experienced Developmental Trauma
- Those with no known diagnosis, who are experiencing barriers to their learning

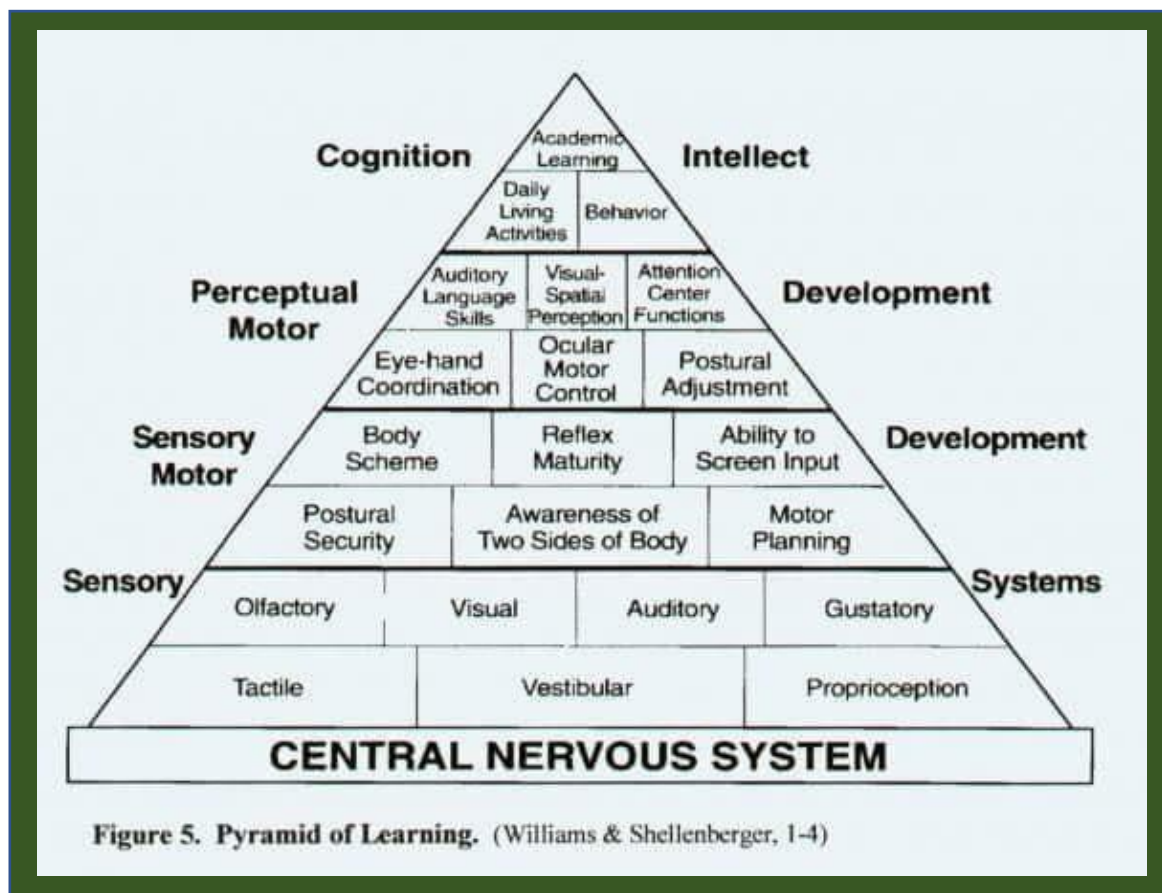
What are the aims of the sessions?

The aim of Forest Explorers is to provide a multidisciplinary approach to a child's education and wellbeing. The sessions are child centred but carefully directed and supported by the session leaders ensuring that the agreed outcomes are worked towards and eventually met.

Using a therapeutic approach to learning we make use of the 8 senses to develop the child's sense of connection with themselves, others, and the world around them. We can provide opportunities for the children to connect with the wider community by community days and projects in collaboration with The National Trust.

Children will be given a safe space and specialist support to be able to develop their toolkits and strategies, deepening their understanding of themselves and how they relate to the world around them. These developments will be shared with schools so that the child can be supported in transferring the skills they have learnt back into the classroom, supporting any reintegration programmes.

We work on meeting the child's sensory needs to support development with higher level functions such as behaviour and academic learning.

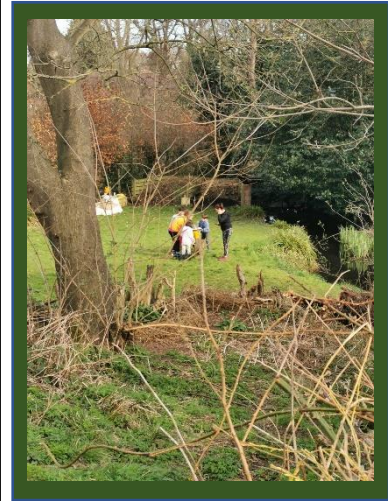


"Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning" Mr Rogers

What is the content of the sessions?

Ground and Connect

When the group initially arrives, the children are supported in transitioning into the environment through Grounding activities. These activities give the professionals the opportunity to identify their abilities to ground themselves, observing how they regulate, as well as their survival strategies and patterns. Grounding gives the opportunity to establish a secure base within the sessions, establishing boundary lines for the group to stay safe physically in the environment and emotionally within our relationships. The professionals also use the opportunity to observe how comfortable and safe the children feel within nature and any regulating strategies they may use within the natural world.



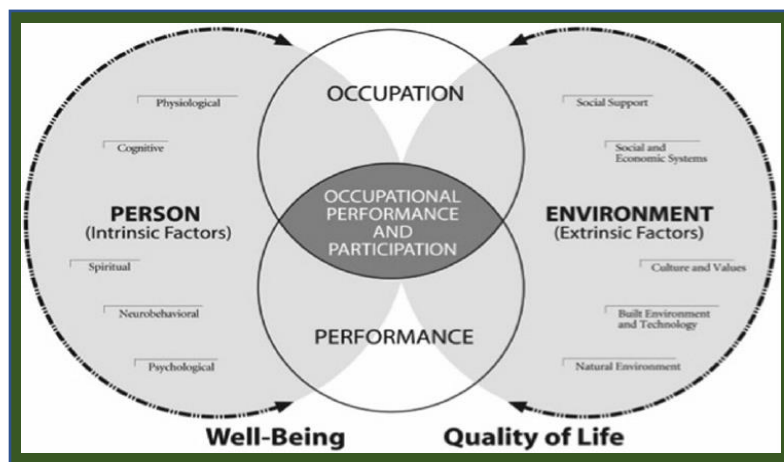
The main part of the session flows with the rhythm of the seasons and time. The group will engage in various opportunities to connect with the environment, themselves, and each other. The group will Discover, Create and Attend. The exploratory opportunities will allow the professionals to support children in the understanding of their 8 senses, regulation and using the natural world to develop their toolkits and strategies to thrive. The incidental learning which happens because of being in a calm alert state, has Science, Geography, History, Maths, P.E, Language and Communication, National Curriculum Links which are developmentally appropriate for the group. Education and Wellbeing is brought together to be a meaningful experience through the opportunities to connect with the wider community, facilitated with The National Trust.

Nourish and Reflect

All sessions end with Nourish. The group gathers to nourish themselves and / or others. This will often involve making a hot drink to share, a healthy snack, sometimes using ingredients foraged (safely) from the site. This emphasises the importance of looking after ourselves, self-care, exploring the relationship the children have with food and what this may indicate about their sensory profile. During Nourish, the group is guided through a reflection, where they are supported to make connections about their experiences, discuss and analyse, as well as plan how to make use of what they have learnt in different settings.

Guiding theories and models of practice:

- Developmental frame of reference
- Theory of Sensory Integration & Neuroscience
- EcoSensory Therapy Principles
- Developmental Trauma
- Intensive Interaction
- Psychodynamic Frame of Reference
- Person Environment Occupation Performance Model. This Occupational Therapy model looks beyond the child's limitations and supports us, at Forest Explorers, to consider barriers and enablers to the child's occupational performance (in this case, with their learning).





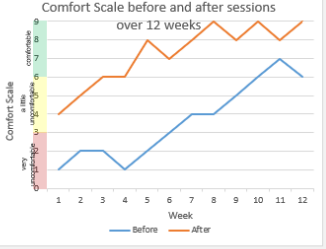
Christiansen, Baum, & Bass-Haugen, 2005

“If there is a healthy interaction between the person and their environment, then the person will experience success and improved well-being in occupational performance” (Baum et al., 2015)

Pricing Structure

Forest Explorer two-hour session	<ul style="list-style-type: none"> ➤ £82 p/hour, £164 p/session ➤ Inclusive rate of each session and meetings (planning, risk assessment, 6 weekly review, EHCP annual review etc)
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Intervention Review

	
<h3>Forest Explorers Intervention Review</h3>	
Child's Name: Molly (Pseudonym)	Date Review Written: 5/4/2022
Number of weeks attended: 12	Weeks Missed: 0
Comfort Scale Results: *This graph is fictional, but an example of a measure which will be used throughout sessions and reported on.	
	
Targets: (Include One Plan/EHCP Targets/GAS): <ol style="list-style-type: none"> To explore the grounds without being in physical contact with Mum for part of the session. To respond to facilitators gesturally and verbally. To demonstrate increased confidence in demonstrating her interests to the group and engage in some of the group activities. To manage frustrations within the Bourne Mill Site, choosing a safe place to retreat to if needing some space. 	
Review: <ol style="list-style-type: none"> Molly now explores the grounds both with her Mum (walking side by side) and has also explored the grounds independently with her mum a short distance away. Molly will now often respond both gesturally and verbally (albeit quietly) with a trusted facilitator. Molly also wrote a letter to a facilitator and gave this to her at the beginning of a session. 	
<ol style="list-style-type: none"> Molly will now show facilitators her pictures and creations; when prompted by Mum, invited to by a facilitator and from time to time completely independently. She also now engages in some group activities, with support from Mum. At times still on the periphery. She has begun to initiate very brief verbal communication with one other child in the group. No verbal outbursts/shouting was observed in recent weeks and Molly appears much more able to retreat to her safe place (Mum) if feeling uncomfortable. 	
Summary (Detail level of connection with self, others and world around): Molly has made some incredible progress during her time at Forest Explorers and it was a pleasure to work with her. As can be seen from her targets review above, she has made considerable gains with regards her verbal communication, social communication, confidence, engagement in group activities and emotional regulation.	
<ul style="list-style-type: none"> Molly is starting to connect with herself more by increased identification of her needs and seeking out her secure based when required. Connections with self is an area which will need further input moving forwards as mentioned below. As Molly demonstrates extensive interoceptive processing difficulties which impact on her basic self-care needs and emotional regulation. Molly is connecting wonderfully with the natural world around her (her environment). This can still be very dependent on her having her secure base nearby (Mum). Molly is beginning to connect with others from time to time if they are a trusted adult. This has taken several weeks. There has also been some fleeting engagement with one other trusted child within the group which has been lovely to see. Molly has produced some beautiful, creative work during her time with us and we are looking forward to sharing some of her creations with the local community during open days, which she has agreed to. 	
Learning Opportunities / Curriculum Links: Molly has engaged in learning opportunities linking to the KS1 curriculum, Science, Math, Geography, PE, Art, and English. Molly particularly enjoyed Science and PE based sessions, learning about living things, planting, and growing a variety of seeds, exploring the physiological affect exercise has on our bodies, and learning about healthy eating through the weekly Nourish element. Molly engaged in sessions incorporating Math, Geography, and Art when exploring maps, compass points using this knowledge to investigate tracks in the mud and identify which animals live at Bourne Mill. Molly engaged from the periphery with a group activity, making a textured, birds eye view map, but pursued many independent Art projects using natural resources from Bourne Mill. Molly particularly enjoyed using props to role play various 'Animals of Bourne Mill' staying in character for an extended period.	
Recommendations & Next Steps:	

<https://forms.gle/CWzJxmbYcdBspU537>



<ul style="list-style-type: none"> To continue with another half term of Forest Explorers to consolidate and extend on the above targets, and work on increasing confidence and independence further. Interoceptive Awareness Therapy; for both self-care needs and emotional regulation development. A full Occupational Therapy Assessment, including sensory assessment would be advised for the future, sensory strategies to provide deep pressure tactile and proprioceptive input to support regulation, and advise around managing tactile defensiveness.
Transferrable Strategies: (successful strategies which could support transition to other groups, interventions, provisions, or school) <ul style="list-style-type: none"> Safe space/cozy corner for Molly to retreat to when overwhelmed. Ensure there are weighted items (e.g. lap pad/wheat bag) available within the cozy corner. One Hard heavy work activity (racing and running/any pushing/pulling resistive activities) should be used wherever possible before any transitions to calm and regulate. Make use of smell and taste within sessions wherever possible to encourage engagement, increased arousal and focus. Molly may need to bring her camera to sessions/classes in order to feel secure and to provide a gateway for communication with trusted adults.
Facilitator Name completing review: Rebecca Jepson, Clare Walker

Referral Form (School / ECC) <https://forms.gle/WcZc9yhj1mqvi9wSA>

Parent / Carer Consent Form <https://forms.gle/CWzJxmbYcdBspU537>