



# THE WILDFLOWERS

## ALTERNATIVE PROVISION

Delivered by Anima Youth C.I.C.

### FREQUENTLY ASKED QUESTIONS

This document answers the questions we hear most often from local authorities, commissioners, schools, SENCOs, parents and carers.

Our full Admissions Policy will be sent to you upon your initial enquiry. If you have a question that is not answered here, please contact us directly and we will respond within 2 working days.

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## □ About The Wildflowers

### Q What is The Wildflowers?

The Wildflowers is a specialist, girls-only alternative provision delivered by Anima Youth C.I.C. It supports girls and young women aged 11 to 18 who are unable to access mainstream education due to SEMH needs, communication and interaction differences, trauma, anxiety, school avoidance, disrupted education or complex contextual circumstances.

It is not a school. It is a structured, part-time, therapeutic educational provision designed to form part of a wider educational, EOTAS, EHCP or re-engagement package.

### Q Is The Wildflowers a school?

No. The Wildflowers is a non-regulated alternative provision. It does not replace a school place or the statutory duties of a placing school or local authority.

It is a specialist, part-time therapeutic education provision. Learners attend one four-hour session per week. It sits alongside and supports a broader educational package, whether that is an EHCP, EOTAS plan, reduced timetable or home education arrangement.

### Q Who delivers The Wildflowers?

The Wildflowers is delivered by Anima Youth C.I.C., an award-winning specialist organisation that has worked exclusively with girls and young women for over a decade. Anima Youth delivers:

- Girls-only Safe Space provision across London
- A young mothers' hub
- Ofsted-registered supported accommodation through Zintarah Haven
- Commissioned programmes with multiple London local authorities

The Wildflowers is the natural extension of this work into a structured, educational framework.

### Q Why is it girls-only?

Research and practice consistently show that girls with SEMH needs, communication differences and trauma histories present differently to boys, are more frequently under-identified, and respond better to single-sex therapeutic environments.

Mixed-group AP settings can feel unsafe, overwhelming or socially complex for girls with the profiles we support. Our girls-only environment removes those barriers and creates the conditions in which girls feel safe enough to learn.

### Q Where is The Wildflowers based?

The Wildflowers is based in London. Please contact us directly for our current venue address. We are happy to share full location details as part of your initial enquiry.

## □ Eligibility and Admissions

**Q Who is eligible to attend?**

The Wildflowers supports girls and young women who are:

- Female or female-identifying, aged 11 to 18
- Unable to access traditional education due to SEMH, communication and interaction, trauma, anxiety or complex need
- Out of school, on a reduced timetable, flexi-schooling, electively home educated, or awaiting a new placement
- Accessing provision under Section 19, EOTAS, an EHCP, or through private parent-funded arrangement

We do not support learners whose needs require clinical registration or who present risks that fall outside the scope of a non-regulated AP. We will always be honest with you if a referral is not the right fit.

**Q Do you accept learners without an EHCP?**

Yes. We support learners with and without EHCPs. For learners without an EHCP, we use IEP-style individual targets and progress tracking. All learners receive a baseline assessment on arrival and regular written progress reports.

Where a learner is being assessed for an EHCP during their time with us, our reports can be used as supporting evidence for that process.

**Q What is the admissions process?**

Our full Admissions Policy will be provided upon your initial enquiry. In brief, the process is:

- Step 1: Contact us by phone or email. We respond within 2 working days.
- Step 2: Share relevant information. This includes the latest EHCP or SEN support plan, any recent school or AP reports, and any known safeguarding background.
- Step 3: We carry out a compatibility review. Our Lead Practitioner and Qualified Teacher/SEN Specialist assess whether the learner is a good fit for the current cohort in terms of age, need and peer group dynamics.
- Step 4: Optional taster visit. The learner and family are welcome to visit before committing.
- Step 5: Placement agreement signed. This must be in place before the first session.
- Step 6: Start date confirmed. The learner begins. Baseline assessment is completed across the first 1 to 3 sessions. An initial report is issued within 3 weeks.

**Q How quickly can a learner start?**

This depends on current cohort availability and the information we need to complete a compatibility review. In many cases, where information is shared promptly and a place is available, learners can start within two to three weeks of initial contact.

We prioritise efficient but thorough admissions. Getting the peer group match right is important for the safety and wellbeing of all learners, so we do not rush this step.

**Q Do you offer taster sessions or visits?**

Yes. We actively encourage visits before the first session. For many of the girls we support, seeing the space and meeting the team before they start removes a significant amount of anxiety and makes the first day considerably easier.

Visits can be arranged as part of the admissions process. Please request one when you make your initial enquiry.

**Q What information do you need before a learner can start?**

At minimum we ask for:

- The learner's latest EHCP or SEN support plan (if applicable)
- Any recent school, AP or professional reports
- A completed individual risk assessment (or information sufficient to complete one)
- Any known safeguarding information relevant to the placement
- Confirmation of the funding route and commissioning arrangement
- Signed placement agreement

You do not need to have everything ready before you contact us. We are happy to begin conversations while documents are being gathered.

**Q Can you accommodate learners with complex or high-level needs?**

We are experienced in supporting learners with complex SEMH presentations, trauma histories, communication and interaction differences, exploitation risk, care experience and disrupted educational backgrounds.

However, The Wildflowers is a non-regulated provision. We are not able to support learners who require clinical or specialist health intervention as part of their daily provision, or whose presentation poses a risk that falls outside the safe management of a small-group AP setting.

We will always carry out a thorough compatibility review and be transparent with you about what we can and cannot safely provide.

**□ The Provision: Sessions, Curriculum and Structure****Q How many days per week does a learner attend?**

Each learner attends one four-hour session per week. Sessions run from 10:00 to 14:00 on Monday, Tuesday or Wednesday depending on the learner's age:

- Monday: Ages 11 to 13 (Foundation cohort)
- Tuesday: Ages 14 to 16 (Core cohort)
- Wednesday: Ages 16 to 18 (Transition cohort)

Additional 1:1 therapeutic mentoring can be commissioned separately and is available up to five days per week.

**Q What does a typical session look like?**

Each session follows a consistent, predictable structure:

- 10:00 to 10:20: Arrival, welcome and regulation check-in. Grounding activity.
- 10:20 to 11:10: Functional Literacy or Functional Numeracy, explicitly taught.
- 11:10 to 11:25: Movement break, snack and co-regulation time.
- 11:25 to 12:15: Creative Pathway activity linked to the current 6-week block.
- 12:15 to 12:45: Communal lunch. Relationship-building and social skills.
- 12:45 to 13:30: Therapeutic Development group work.
- 13:30 to 13:50: Reflection and celebration of effort. Transition preparation.

- 13:50 to 14:00: Safe departure and collection confirmed.

This structure is intentional. Predictability supports regulation.

### Q What is the curriculum?

The Wildflowers curriculum is built around four domains:

- Domain 1: Functional Literacy. Practical reading, writing and communication skills for real life.
- Domain 2: Functional Numeracy. Money, time, budgeting and everyday maths.
- Domain 3: Therapeutic Development. Emotional regulation, self-awareness, relationships, confidence and resilience.
- Domain 4: Creative Pathway. Six rotating 6-week blocks covering enterprise, arts, media, wellbeing, leadership and life skills.

Functional Literacy and Numeracy are taught explicitly as standalone subjects, not embedded into creative activities. All four domains are evidenced and reported.

### Q How big are the groups?

Groups are a maximum of 6 to 8 learners. There are always 3 specialist practitioners on site during every session.

The small group size is a fundamental part of the model. It enables strong therapeutic relationships, careful safeguarding oversight, high-quality differentiation and effective peer-group matching.

### Q Who is in the room during a session?

Every session has:

- A Lead Practitioner: experienced in education, SEND, SEMH or AP, leading the session.
- A Therapeutic Practitioner: trained in trauma-informed practice, leading therapeutic elements and providing in-session regulation support.
- An Assistant Practitioner: supporting learners throughout tasks, transitions and activities.

All curriculum, assessment and progress tracking is overseen weekly by a Qualified Teacher and SEN Specialist, who may or may not be on site on every delivery day.

### Q What is the Creative Pathway?

The Creative Pathway is the fourth curriculum domain. It rotates across six 6-week blocks:

- Block 1: Enterprise and Business
- Block 2: Arts and Creative Expression
- Block 3: Media, Digital and Communication
- Block 4: Wellbeing, Movement and Self-Care
- Block 5: Community, Leadership and Social Action
- Block 6: Life Skills, Independence and Future Pathways

At the end of each block, learners engage in a real-world experience matched to the theme. For ages 14 and over, this is a supported work experience placement. For ages 11 to 13, a professional from the relevant field visits the session as part of a Career Insight Experience.

### Q What is the work experience offer and how does it work for younger learners?

Learners aged 14 to 18 complete a 2 to 3 hour supported work experience placement at the end of each 6-week block. A member of staff accompanies the learner throughout. Placements are

matched to the current Creative Pathway block and the learner's interests. They include women-led businesses, social enterprises, community organisations, creative studios and professional workplaces.

Learners aged 11 to 13 take part in a Career Insight Experience instead. A professional from the relevant industry visits the session to speak with the group about their work, career journey and the skills they use. Learners ask questions and begin to connect their own strengths to possible futures, in a safe and familiar setting.

Both models generate evidenced progress against Preparation for Adulthood EHCP outcomes.

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## □ Progress, Reporting and EHCP Evidence

### Q How do you track progress?

Every learner receives a baseline assessment in their first 1 to 3 sessions, led by our Qualified Teacher and SEN Specialist. This informs individual targets, EHCP alignment and peer group planning.

Progress is tracked through practitioner observations after every session, Functional Literacy and Numeracy records, Therapeutic Development progress, Creative Pathway participation, work experience preparation and reflection, and individual target reviews every 6 weeks.

### Q What reports will we receive?

Depending on your role, you will receive some or all of the following:

- Initial Placement Report: issued within 3 weeks of the learner's start date. Covers baseline assessment, initial targets and provision overview.
- 6-Week Progress Report: at the end of each Creative Pathway block. Covers progress across all four domains, work experience or Career Insight reflection, and updated targets.
- EHCP Review Evidence Pack: on request. Written progress narrative against Section E outcomes and Section F provision, signed off by our QT/SEN Specialist.
- Annual Review Contribution: on request. Full written evidence for the Annual Review meeting.
- End of Placement Summary: on exit. Full progress record, achievements and recommended next steps.

All reports are written by or reviewed by our Qualified Teacher and SEN Specialist. You will not receive attendance logs dressed up as progress reports.

### Q Can your reports be used at an EHCP Annual Review?

Yes. Our reports are specifically structured to provide evidence against EHCP Section E outcomes and Section F provision. They are written by or reviewed by our Qualified Teacher and SEN Specialist and are accepted by local authorities as professional evidence at Annual Review.

We can also provide a written Annual Review contribution report and, on request, attend the Annual Review meeting or contribute via written statement.

### Q Which EHCP outcome areas do you address?

We provide evidenced support and progress reporting across:

- Communication and Interaction: expressive language, social communication, self-advocacy, professional communication
- SEMH: emotional regulation, relationships and boundaries, confidence and identity
- Cognition and Learning: Functional Literacy, Functional Numeracy, task engagement, differentiated learning
- Preparation for Adulthood: work experience, life skills, independence, employability, future pathway planning
- Social Participation: positive peer group, conflict resolution, group communication, community confidence

**Q Do you work alongside other professionals supporting the learner?**

Yes, and we actively encourage this. We work alongside Educational Psychologists, CAMHS, social workers, school pastoral teams, early help practitioners and Virtual School Heads. We see ourselves as one part of a wider network of support, not a replacement for it.

We attend TAC and review meetings on request and contribute written reports. We do not work in isolation and we do not compete with the support already around a learner.

**□□ For Parents and Families****Q My daughter has not left the house in months. Is she ready for this?**

This is the most common thing parents tell us when they first get in touch. You do not need to wait until your daughter is ready. The Wildflowers is designed for girls at exactly this point.

We start slowly, with no academic pressure in the first sessions. The group is small and consistent. The adults are the same people every week. There is food, warmth and no performance required. For many girls, the first day is the hardest and it gets easier from there. We recommend arranging a visit before the first session so your daughter can see the space and meet the team on her own terms, with you beside her.

**Q How will I know how my daughter is getting on?**

You will receive a written 6-week progress report at the end of each Creative Pathway block. This covers her progress in Functional Literacy, Numeracy, Therapeutic Development and the Creative Pathway. It is written in plain English.

Between reports, we are available by phone or email. We will always contact you if something significant happens, positive or concerning. You will not be left without information.

**Q Can I choose which day my daughter attends?**

The session day is determined by your daughter's age. Monday sessions are for ages 11 to 13, Tuesday for 14 to 16 and Wednesday for 16 to 18. This is fixed because the staggered age structure is central to how peer groups are safely and appropriately matched.

**Q What if my daughter finds it hard to engage or has a difficult session?**

This is expected and normal, particularly in early weeks. Our Therapeutic Practitioner is in the room throughout every session specifically to support regulation, manage difficulty and help learners re-engage safely.

We use break cards, agreed signals and individual regulation plans. If a learner is consistently struggling, we will speak with you promptly and together think about whether adjustments to the plan are needed. We do not manage difficulties by quietly reducing expectations.

**Q Can I fund the placement myself without going through a school or local authority?**

Yes. Parent-funded placements are available at the same rate as other placements. Sessions are £250 each, with a 6-week block costing £1,500 and a 12-week term costing £3,000.

We ask for a minimum 6-week commitment to allow relationships to form and progress to be meaningful. We are happy to discuss payment timing and arrangements. Please contact us to talk through your situation.

### **Q My daughter is still on a school roll. Can she still attend?**

Yes. Many learners attend The Wildflowers while remaining on a school roll. This includes learners on reduced timetables, those on managed moves, those at risk of exclusion and those on phased reintegration plans.

The school commissions the placement and your daughter remains on roll throughout. We liaise directly with her SENCO or inclusion lead and feed progress reports back to the school. You, the school and us stay connected.

### **Q What happens when my daughter is ready to move on?**

We begin thinking about next steps from the moment a learner joins us. Transitions are never abrupt. We work with you, the school or the local authority to plan the next stage, whether that is returning to school, transitioning to college, training, employment or another provision.

Where your daughter has been accessing Anima Youth's wider Safe Space provision, that community connection can continue beyond The Wildflowers, providing a consistent and trusted touchstone as she moves forward.

## **□ For Schools and SENCOs**

### **Q Can we refer a learner who is still on our roll?**

Yes. Schools regularly commission The Wildflowers for learners who are still on roll but struggling. This includes learners on reduced timetables, those at risk of permanent exclusion, those returning from PRU or hospital provision, and those on managed moves.

Your learner remains on your roll and your statutory responsibilities remain in place. We are an AP provider, not a school.

### **Q Will you contribute to SEND reviews, TAC meetings and Annual Reviews?**

Yes. We provide written progress reports aligned to your SEND documentation and EHCP outcomes. We attend TAC and review meetings on request and provide written Annual Review contributions.

We can also produce interim reports or written observations for specific meetings outside the standard 6-week reporting cycle.

### **Q How do you communicate with us between reports?**

You will have a named contact at The Wildflowers. We are available by phone or email and will proactively flag anything significant between report cycles. You will never be left without information about how a learner is doing.

### **Q What if the placement is not working?**

We will tell you. We do not hold on to learners who need something we cannot provide. If a placement is not working for the learner or the group, we will raise this with you promptly, explain our reasoning and work with you to identify next steps.

Equally, if a learner is thriving but the commissioning arrangement needs to be reviewed, we will raise that conversation proactively rather than waiting for a review meeting.

### Q Can we do a flexi-school arrangement?

Yes. Flexi-school arrangements, where a learner attends The Wildflowers on designated days with the school's agreement, are available at a reduced rate of £200 per session. This reflects the reduced administrative requirements and reporting obligations compared to a full LA or Section 19 placement.

## □ For Local Authorities and Commissioners

### Q What commissioning routes do you accept?

We accept placements via:

- Local authority Section 19 commissions
- EOTAS packages within an EHCP
- School-funded AP
- Flexi-school arrangements
- Parent-funded private placements

We are experienced in working with LA commissioning and procurement processes and are happy to discuss individual arrangements.

### Q Are you on any approved provider lists?

Please contact us directly to discuss this. We are happy to work through any supplier registration or approved provider process required by your authority.

### Q What is your safeguarding framework?

The Wildflowers operates a comprehensive safeguarding framework appropriate for the vulnerability of our cohort. This includes:

- A named Designated Safeguarding Lead and Deputy DSL, trained to the appropriate level
- Enhanced DBS with barred list checks for all staff
- Annual safeguarding training for all practitioners
- Safeguarding and Child Protection Policy aligned to Keeping Children Safe in Education
- Individual risk assessments for every learner
- Missing from Provision procedures
- Online safety, GDPR-compliant data handling and a full policy suite reviewed annually

Our full safeguarding policy and governance documents are available on request.

### Q What oversight is there of the curriculum and educational quality?

All curriculum, baseline assessment and progress tracking at The Wildflowers is led and quality-assured by a Qualified Teacher and SEN Specialist. Their role includes designing and reviewing the curriculum, overseeing differentiation, reviewing individual learner progress, contributing to EHCP review evidence and signing off all reports before they are issued.

Delivery is observed by the QT/SEN Specialist at least monthly. Weekly staff planning and debrief sessions are built into the operational model.

### **Q Can you provide provision for looked-after children and Virtual School referrals?**

Yes. We regularly support looked-after children and work closely with Virtual School Heads. We understand the specific requirements around PEP meetings, SDQ measures and the heightened consistency needs of care-experienced learners.

Our small team, stable staffing and consistent environment are particularly well-suited to learners who have experienced multiple placement moves and disrupted attachments.

## **□ Fees and Commissioning**

### **Q What are the fees?**

All fees are inclusive of curriculum delivery, Functional Literacy and Numeracy teaching, Therapeutic Development, Creative Pathway, real-world experience (including staff accompaniment), progress tracking, practitioner observation notes, 6-week progress reports and EHCP review contribution reports.

Standard placements (LA/Section 19, EOTAS, school-funded, parent-funded): £250 per session, £1,500 per 6-week block, £3,000 per 12-week term.

Flexi-school arrangements: £200 per session, £1,200 per 6-week block, £2,400 per 12-week term.

1:1 Therapeutic Mentoring (commissioned separately as an add-on): from £50 per hour.

There are no hidden costs.

### **Q How are placements invoiced?**

All placements are invoiced in advance, per 6-week block or per term. A signed placement agreement must be in place before the first session. We are experienced in working with LA commissioning and procurement requirements and happy to discuss individual arrangements.

### **Q What is the minimum commitment?**

We ask for a minimum commitment of one 6-week block. This is the minimum time needed for relationships to form and for meaningful progress to be made and evidenced.

Placements can be extended on a rolling 6-week basis or commissioned for a full term. There is no fixed maximum duration.

### **Q What is the 1:1 therapeutic mentoring add-on?**

In addition to the weekly group AP session, learners can access specialist 1:1 therapeutic mentoring up to 5 days per week, commissioned separately from the placement fee.

Sessions are typically 1 hour and are delivered through cooking together, art-based sessions, community outings, regulation work, confidence sessions and identity work. The cost starts from £50 per hour.

This add-on is particularly useful for learners who are not yet ready for the group session, who need additional support alongside the AP day, or who are in a high-anxiety period and need a trusted adult available more frequently.

### Still have a question?

Please contact us directly. We respond to all enquiries within 2 working days.

Our Admissions Policy will be sent to you upon your initial enquiry.

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