



Outreach Statement of Purpose

Policy

Alternative Provision & Outreach



OUR PURPOSE

We engage with young people, inspire positive change, support their development and encourage effort in everything we do.

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HOME



EDUCATION



ADULTHOOD



RELATIONSHIPS



THRIVE



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1. Who We Are

Wild Intervention provides personalised **non-school Alternative Provision and Outreach** for Young People who require an alternative or additional approach to mainstream education.

We work in partnership with schools, Local Authorities, families and other professionals to provide individualised programmes built around each Young Person's identified needs, strengths, interests, risks and commissioned outcomes.

Our provision combines education, mentoring, practical activities and real-world learning experiences to support engagement, personal development and progression.

Young People referred to Wild Intervention may experience barriers including:

- SEND and additional learning needs;
- social, emotional and mental health needs;
- persistent or severe absence;
- difficulties engaging with mainstream education;
- risk of suspension or exclusion;
- disrupted education or periods outside formal education;
- family or social difficulties;
- safeguarding vulnerabilities;
- difficulties with emotional regulation or relationships.

Wild Intervention is **not a school**. Young People will normally remain the responsibility of their commissioning school or Local Authority while accessing Wild Intervention as part of their wider education and support arrangements.

Our role is to provide safe, purposeful and responsive Alternative Provision that helps Young People re-engage, make progress and move towards an appropriate next stage.

2. Our Purpose

Our purpose is to create opportunities for Young People who may not currently be thriving within conventional education.

Educational attainment is important, but progress within Alternative Provision is broader than academic outcomes alone.

We aim to help Young People:

- improve attendance and engagement;
- rebuild positive relationships with education and learning;

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- develop confidence and resilience;
- improve emotional regulation;
- reduce identified risks;
- develop positive relationships with adults and peers;
- strengthen independence and life skills;
- experience achievement and success;
- develop literacy, numeracy and wider learning where appropriate;
- prepare for their next stage of education, training, employment or adulthood.

We recognise that progress will look different for every Young Person. Programmes are therefore designed around the individual rather than requiring the individual to fit a standard programme.

3. HEART: Our Organisational Framework

Wild Intervention's work is underpinned by **HEART**:

Home

Understanding the importance of stability, safety, family relationships and the wider circumstances affecting a Young Person's life.

Education

Supporting engagement with learning, developing knowledge and skills, and helping Young People experience meaningful educational progress.

Adulthood

Building independence, confidence, practical skills, aspirations and readiness for the next stage of life.

Relationships

Developing safe, respectful and consistent relationships with trusted adults, families, professionals and peers.

Thrive

Helping Young People recognise their strengths, experience achievement and make sustainable progress socially, emotionally and educationally.

HEART provides a framework for looking at the **whole Young Person**, rather than measuring success solely through academic attainment.

4. RISE: What We Want Young People to Develop

Alongside HEART, we encourage Young People to **RISE** through the qualities of:

Respect – developing respect for themselves, other people, their community and appropriate boundaries.

Inspire – recognising strengths, developing aspirations and seeing that positive change and achievement are possible.

Support – learning to seek, accept and offer appropriate support and develop positive relationships with others.

Effort – developing perseverance, resilience and a willingness to attempt challenges, including when success is not immediate.

RISE is not a demand for Young People to behave in one particular way. It describes qualities that Wild Intervention seeks to model, encourage and develop through positive relationships and meaningful experiences.

5. Intent

Our intent is to provide each Young Person with a safe, individualised and purposeful programme that addresses the barriers affecting their engagement with education and wider development.

Young People referred to Wild Intervention may have experienced disrupted education, persistent absence, unmet additional needs, exclusion, difficult relationships with education, family difficulties or involvement with multiple professional services.

Progress will therefore look different for every Young Person. For some, attending and engaging consistently may initially represent significant progress. For others, the focus may increasingly move towards academic learning, independence, social development, reintegration or preparation for further education, training and employment.

Every programme should have a clear purpose and be informed by the Young Person's needs, strengths, interests, risks, aspirations and commissioned outcomes.

Programmes may include:

- English and mathematics;
- functional literacy and numeracy;
- structured or online learning;
- mentoring and key work;
- personal development;
- physical activity;
- practical and community-based learning;
- emotional regulation and relationship work;
- independence and life skills;
- employability and preparation for adulthood;
- supported group experiences;
- transition and reintegration activity;
- accredited learning where available and appropriate.
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We maintain high aspirations while recognising that Young People may require different approaches, environments, timescales and levels of support to achieve them.

6. Implementation

Young People complete an induction appropriate to their needs and circumstances. This helps us understand the Young Person, establish a positive working relationship and ensure staff have the information required to provide safe and effective support.

Relevant information may be gathered from the Young Person, parents/carers, referring schools, Local Authorities, EHCPs and other professionals involved in their education or support.

Programmes are personalised around the referral and commissioned outcomes and may include a combination of:

- 1:1 Outreach;
- carefully planned small-group activity;
- structured learning;
- mentoring and key work;
- practical and community-based activities;
- physical activity;
- personal development;
- independence and life skills;
- transition and reintegration support.

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Our approach is relationship-based, combining consistency and clear boundaries with appropriate flexibility, challenge and support.

We recognise that learning can happen in different environments and in different ways. Structured academic learning remains important where it forms part of the Young Person's programme, but learning may also take place through practical activity, discussion, community experiences, problem solving and personal development.

Safeguarding underpins all delivery. Staff work within Wild Intervention's safeguarding, risk assessment, professional boundaries, transport, lone-working and information-sharing arrangements.

Progress is reviewed throughout the placement using evidence appropriate to the Young Person and their commissioned outcomes. This may include attendance, engagement, learning, achievement of targets, emotional regulation, incidents and risk, independence, relationships, Young Person voice and feedback from families and professionals.

Wild Intervention works collaboratively with commissioners and other professionals to consider whether the programme remains appropriate and what should happen next.

7. Progression and Reintegration

Alternative Provision should provide a pathway forward, rather than becoming an endpoint in itself.

Where appropriate, Wild Intervention supports Young People towards:

- reintegration into mainstream education;
- transition to specialist provision;
- a blended or mixed education package;
- further education;
- vocational learning or training;
- employment-related pathways;
- greater independence and preparation for adulthood;
- another provision better able to meet their identified needs.

Reintegration into school is therefore an important potential outcome, but it is not the only measure of success.

Transitions should be planned around the individual Young Person and informed by evidence of their progress, needs and readiness.

8. Impact

We measure impact by the meaningful progress a Young Person makes from their individual starting point.

Expected outcomes may include:

- improved attendance and engagement;
- increased participation in learning;
- achievement of individual targets;
- improved emotional regulation;
- reduced incidents or identified risk behaviours;
- increased confidence and self-esteem;
- stronger relationships with adults and peers;
- improved communication and social skills;
- increased independence;
- greater readiness for group or formal learning;
- achievement of qualifications or accreditation where applicable;
- successful reintegration or transition;
- clearer aspirations and greater readiness for adulthood.

Progress may not always be linear, and not every outcome will be appropriate for every Young Person.

Success means that the placement has helped the Young Person move forward – becoming safer, more engaged, more confident, better equipped and closer to an appropriate next stage.

9. Quality Assurance and Review

Wild Intervention seeks to maintain a safe, consistent and high-quality Outreach service through appropriate recruitment, staff induction and training, safeguarding oversight, supervision, observations, risk assessment, record keeping, outcome monitoring and management review.

Feedback from Young People, families, commissioners and professionals is used alongside attendance, progress and service information to identify strengths and areas for development.



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Wild Intervention uses the DfE Non-school Alternative Provision: Voluntary National Standards as an important framework for reviewing and developing the quality of its Alternative Provision.

This Statement of Purpose will be reviewed annually, or sooner where there is a significant change to Wild Intervention's service model or relevant national guidance.