

# PROSPECTUS





# TABLE OF CONTENTS

---

Hello from us	1
Vision & mission	2
Our values	3
Guiding principles	5
A day at the pod	7
Twig pod	8
Branch pod	9
Curriculum & care	10
In the woods	11
Admissions	12



# Hello from us



## Maz Wilberforce *Education Director*

Hi, I'm Maz. I am a warm and experienced masters level headteacher and special educational needs coordinator (SENCo). I firmly believe in the power of child-centred education that prioritises individual needs, interests and strengths. I strive to create and foster nurturing learning environments where students feel safe, valued and empowered to reach their full potential academically, socially, and emotionally, enabling them to thrive and make a positive impact on the world. I will always work alongside parents, families and local organisations to forge strong partnerships that provide the best possible educational experiences for every child.



## Tomlin Wilding *Human Needs Director*

Hi, I'm Tomlin. I specialise in neurodiversity, human development, relationships, and human needs. I consider my role in life as an educator. I am a guide, a knowledge base, a mentor and hopefully someone who inspires a continued desire to learn, as a parent, a writer, a speaker, a campaigner and an entrepreneur. I will always fight for the rights and needs of your child.





## Our Mission

Is to be a sustainable community for progressive, autonomous, human-scale education that nurtures and develops students; co-creating personalised learning that inspires a life of wonder and success.

## Our Vision

Our vision is to fulfil our mission by creating enhanced education, learning and support, on a part-time basis, for students who are unable to attend full-time education or want to enhance home education. This alternative and flexible provision is a professionally facilitated consent-based learning environment, known at the pod. To meet the needs of those students we will offer an alternative style of education centred around our values and guiding principles.



## AGENCY

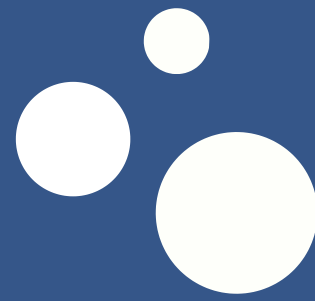
People of all ages deserve to have personal agency over their experiences, their development and their lives now and in the future. At Hawthorn, this level of autonomy is woven through every aspect of what we do, ensuring everyone learns, works and plays in alignment with their own personal agency.

## BALANCE

The most fundamental principle in nature is that of regulation or balance. Everything that nature (and therefore humans) need is maintained on the principle of enough, but not too much. At Hawthorn we seek to find this balance throughout our relationships, and within everything we do, including in how we help students regulate themselves and their needs, how we balance the curriculum, time within our day and how team members balance their lives for the wellbeing of the whole community.

## COURAGE

We know that many people who come to Hawthorn don't feel brave at first, whether student or adult. Often we have come here through a story that can leave us feeling pretty vulnerable at times, and we might believe we are not good enough. If you feel like this, you are in good company. We have felt this way before too. The thing to remember, is that someone who isn't scared, and vulnerable, cannot be brave. There is no courage, without fear. It took great fear, vulnerability and courage to start these pods. Living courageously is the only way to live as a whole human in this world, and we aim to lead with courage in the hope we can inspire students to do the same.



## DIVERSITY

It is diversity that ensures the survival of any species, and it must be celebrated and encouraged at all opportunities. We do not just accept difference at Hawthorn, we look for it and celebrate it. Further to this, diversity is a value impacting the approaches we take to learning, the tools we use, and the content of the curriculum.

## EXPLORATION

Exploration is a natural human drive to find out new information, and to seek truth through investigation and experience. At Hawthorn we understand that encouraging, and instilling the skills for, exploration in people leads them to choose life-long learning and supports innovation.

## FACILITATION

Facilitation is an unobtrusive and empowering form of achieving education. At Hawthorn, facilitation is the key to creating a dynamic learning environment where students enhance their knowledge, skills and understanding. Our team of facilitators is dedicated to a collaborative learning paradigm, empowering students to learn in their own unique way, with highly-trained professional scaffolding when needed. We believe that discovery is a team activity, so we focus on skills and behaviours that foster effective learning.

## GROWTH

Growth is an ever expanding idea. It doesn't get to a point, an age, a certificate or an exam and stop. It is life-long. At Hawthorn our goal is always about supporting personal growth, and a desire for continuous expansion. We also understand that learning and growth comes from making mistakes and changed understanding and behaviour, and so we encourage and celebrate imperfection as a fundamental skill to successfully achieve our goals for growth.



# Guiding principles



These eight Cs are our guiding principles for everything we do and create. These key foundational principles form the foundations whilst we are building the school, creating the curriculum, and when we are working together as a team to explore new ideas and facilitate learning.

## Child-centred

Being child-centred as a guiding principle ensures that we centre the rights of the child in a world where children's rights are not upheld, and in which children have little or no voice. Students at Hawthorn are the entire reason for its existence. We meet children where they are, as individual and authentic human beings with their own needs and rights.

## Consent-based

Being consent-based as a guiding principle ensures that we honour our own and others' rights to personal agency and autonomy, whilst keeping in mind and respecting the responsibility and accountability that are inherent within that.

## Community-structured

Being community structured as a guiding principle ensures that we operate as a group of people with shared goals and ideas, and at a scale that meets our human needs. Successful communities are built on collective culture, diverse characteristics, structure, common goals, personal freedom and fairness. This means remaining at a human scale, seeking the involvement of all stakeholders, and encouraging diversity. It means developing shared agreements, processes of compassionate justice, traditions and language across our community.



# Guiding principles



## COLLABORATIVE

Being collaborative as a guiding principle ensures that all team members, especially students, are co-designers of the curriculum, of all learning, and of the culture of the organisation. It insists on democratic leadership.

## CONNECTED

Being connected as a guiding principle ensures that everyone finds meaning in what they are doing, who they are with, and where they are. We know that feeling connection to your purpose increases commitment to the process and the outcome. Students and facilitators alike are passionate about what they are doing and understand the purpose and context of their learning.

## CURIOUS

Being curious as a guiding principle ensures that exploration is at the heart of learning. It allows everyone to be driven by their interest and to continually seek new ideas, perspectives, skill and experiences. Curiosity further celebrates compassionate understanding of diversity in ourselves and others.

## COMPASSIONATE

Being compassionate as guiding principle ensures that we find ourselves in shared humanity with those around us, seeking to understand deeply alternative experiences, and act in accordance with the most generous interpretation of others' behaviour. It insists that we have clear boundaries to prevent blame and resentment, allowing for persistently warm relationships of appropriate interdependence.

## CONSISTENT

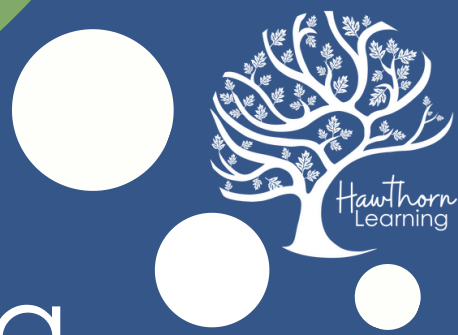
Being consistent as guiding principle means ensuring that we provide a stable and enduring environment that people can depend on to meet their needs, allowing them to feel able to be courageous and to explore in safety. Attachment theory tells us that humans need a safe-base from which to venture, and we know that predictability is essential to that.





A day at

# Hawthorn Learning



Start	End	What	Information
9:35	9:45	Arrive and settle	Drop off students and chat to us as needed
9:45	10:00	SYLO time	Sort Your Life Out time for students to be supported in transitioning into the pod.
10:00	10:15	Opening meeting	A consent-based meeting to connect and plan the day.
10:15	11:30	Open learning	Self-directed and facilitated learning as per plans for the day using our resources, including us.
11:30	11:45	Check-in	As students are free to meet their needs at all times, we don't need break time but we do stop to check in.
11:45	13:00	Open learning	See above
13:00	14:00	Lunch	Making and eating food together
14:00	15:00	Open learning	See above
15:00	15:15	Closing meeting	A consent-based meeting to check in and set intention for next session.
15:15	15:30	SYLO time	Sort Your Life Out time for students to be supported in transitioning out of the pod.

Students must bring their own food for the day and can eat and drink whenever they need to. There is a kitchen equipped with a fridge, kettle, toaster and microwave available to students. Facilitators will assist students where needed.



# Twig pod



The Twig Pod is our learning Pod for young people aged 8-11 years. It is open from 9:35am to 3:30pm on Tuesdays, Thursday and Fridays, during term time. Each student's experience on each day is unique as they have access to the resources in the pod, and collaborate with facilitators and their peers.



Plans are made as a group in the opening meeting and can be based on ideas from closing meetings in previous sessions, and by exploring ideas according to our resources and what students feel connected to. The interests and curiosities of all students are taken into account and everyone's needs are balanced.

Our primary goal in Twig pod is to be a place where students get inspired about learning and gain vital skills for broad and critical exploration in the long term. We want students to feel more connected to themselves, their families and the world around them.

## TWIG RESOURCES

The Twig Pod has access to a wide range and growing set of resources including:

- Arts & crafts inc. textiles crafts
- Cards and games
- Outdoor and physical toys
- Books and a cosy corner
- Sensory equipment
- Narrative and small world toys
- Stacking and building equipment
- Dress up and performance
- Duplo and lego
- Nature and forest resources.



# Branch pod

The Branch Pod is our learning Pod for young people aged 12-17 years. It is open from 9:35am to 3:30pm on Tuesdays, Thursday and Fridays, during term time. Each student's experience on each day is unique as they have access to the resources in the pod, and collaborate with facilitators and their peers.

Plans are made as a group in the opening meeting and can be based on ideas from closing meetings in previous sessions, and by exploring ideas according to our resources and what students feel connected to. The interests and curiosities of all students are taken into account and everyone's needs are balanced.

Our primary goal in the Branch pod is to be a place where students feel safe to take initiative, and gain the skills to work collaboratively and independently towards their own goals. We want students to feel more connected to themselves, their families and the world around them.



## BRANCH RESOURCES

The Branch Pod has access to a wide range and growing set of resources including:

- Art and design supplies
- Social & physical games
- Musical instruments
- Books and online resources
- Sensory equipment
- Science and maths equipment
- Quiet and comfortable spaces
- Dress up and performance
- Narrative tools
- Nature and forest resources.





# Curriculum and care

Our curriculum is largely up to the young people with whom we are learning. We seek to provide a rich educational environment where students are facilitated to feel balanced, connected to each other, and have agency and courage to explore and grow in safety.

Our priority is developing the skills for life-long learning such as conceptual thinking, negotiation, critical analysis, pattern recognition and problem solving. Alongside this we prioritise social and emotional literacy to ensure the long-term wellbeing and life-fulfilment of students and their families.

At Hawthorn we know that people can only learn when they are regulated as whole human beings. This means that we value meeting and balancing student's needs as the top priority. It is essential that we connect with our students and their families so that we have a deep understanding of their neuropsychological profile exploring needs, emotions, behaviour and motivation. There are five main elements to humans that the brain seeks to regulate: physical, cognitive, sensory, emotional and psychological. You can read more about human needs on our website or at [www.human-needs.org](http://www.human-needs.org).

A WHOLE  
HUMAN  
EXPERIENCE

# In the woods



We are very excited to say that from September 2024, our learning pods are moving to our permanent site in the woods near Beaulieu.

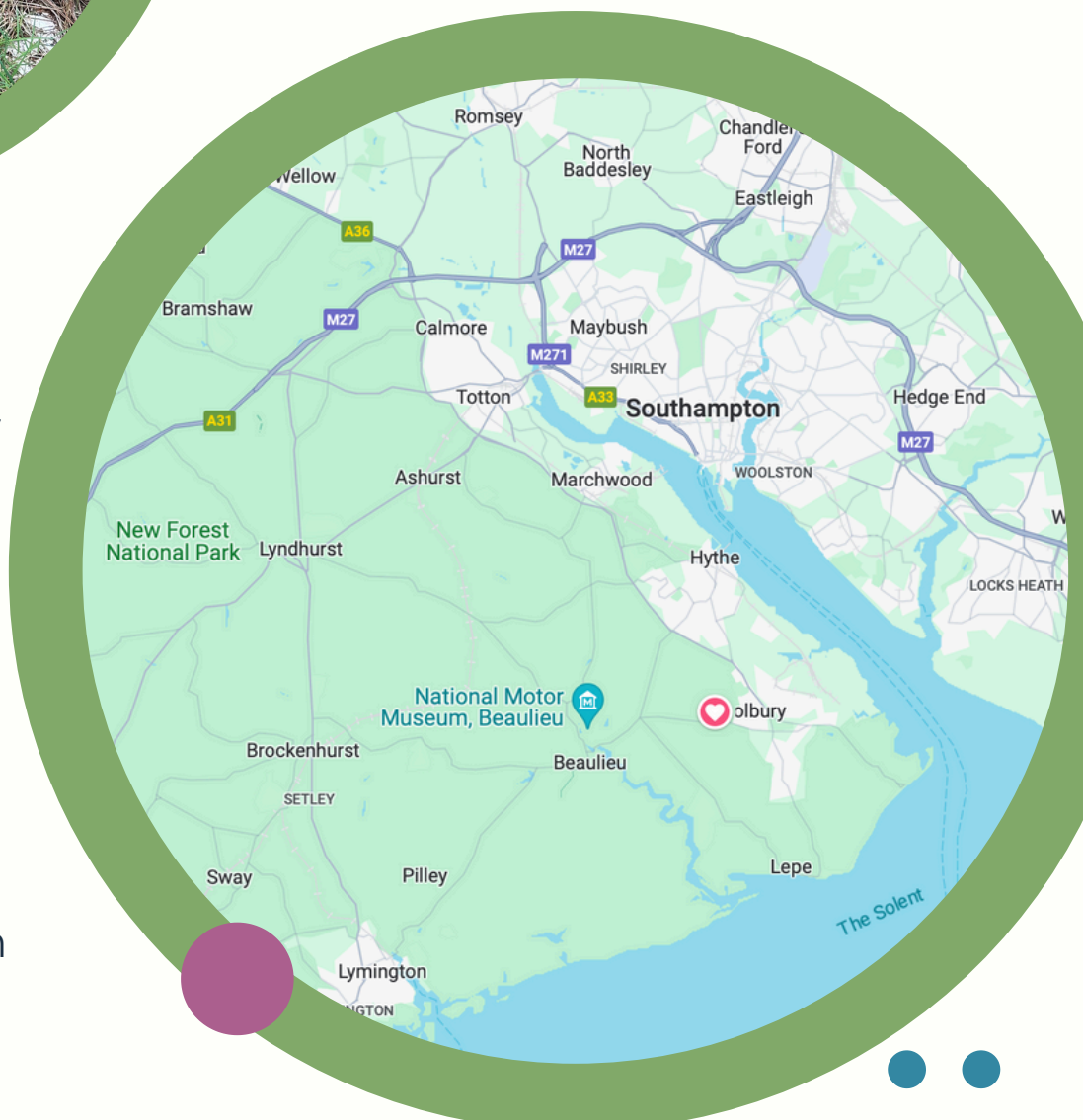
Students will learn in comfortable, heated log cabins in 9 acres of woodland, where they can explore, and learn.

## NEW LOCATION

Our new site is in Iper's Bridge, Holbury in the New Forest, near Beaulieu.

The postcode, to check how far we are from you, is SO45 2HD.

It is marked here with a heart.





# Admissions



Hawthorn Learning exists to support students who are currently not able to thrive attending full-time in a mainstream school environment, or who need the flexibility of some home education and some collaborative and professionally facilitated learning. We work closely with parents and carers, schools, childcare and healthcare professionals and our local authority to provide an alternative provision for those students. Our aim is to support children and equip them with the resources to access mainstream education and vocational training later in their educational journey. We also support children who are flexi-schooling to provide much needed respite from a full-time school placement.

Students are admitted to us following consultation with parents and carers, our needs coordinator (Tomlin) and our education lead (Maz) or following a request from the Local Authority where a child has an Education and Health Care Plan in place. All children are offered an individualised plan to transition into the best pod for them in the most positive way.

**Fees are £9000 per annum, paid yearly, termly or monthly.**

People who receive help with childcare costs may be able to claim for our setting.

The fees quoted above are for parents. Local Authorities and schools should contact us for fees.

## GET IN TOUCH

Thank you for taking the time to read this prospectus and learn a little about Hawthorn Learning. Please do get in touch to find out more and to request a chat, information on fees or full copy of our policies and procedures.

Telephone: 07765 251107

Email: [pod@hawthornlearning.org](mailto:pod@hawthornlearning.org)

Website: [www.hawthornlearning.org](http://www.hawthornlearning.org)