Southampton City Farm	Pinkmead	Swimming
Purpose: City Farm provides hands-on, nature-based learning that builds confidence, communication, and resilience in young people. It offers a supportive environment where emotional regulation, social skills, and self-esteem can flourish through caring for animals and participating in meaningful tasks.	**Purpose:** To build confidence, resilience, and communication skills in young people. It provides a therapeutic environment that supports emotional regulation, social relationships, and self-esteem, while offering accredited pathways that recognise achievement.	**Purpose:** to provide pupils with a safe and enjoyable environment that promotes physical activity, sensory regulation, and wellbeing. It supports confidence, cooperation, and resilience through shared play experiences in the water. Swimming play enriches learning by developing essential life skills that extend beyond the pool.
Communication and Interaction		
Social communication in context: Pupils practise using speech functionally (asking questions, giving instructions, sharing observations). **Conversational skills:** Structured activities (feeding animals, group tasks) encourage turn-taking, topic maintenance, and appropriate tone of voice. **Confidence in communication:** Many SEMH pupils struggle with anxiety or self-esteem in social interaction; the farm provides a low-pressure environment where conversations feel more natural. **Teamwork communication:** Pupils develop the ability to negotiate roles, share ideas, and solve problems collaboratively in real tasks.	**Functional communication in context:** Working with horses or in equine settings demands clear, purposeful speech: giving instructions ("lead the horse this way"), making requests (help with tack, grooming), describing observations (the horse's gait, posture, behaviour). **Building conversational confidence and social pragmatics:** The programme nurtures communication as one of its six life-skills. **Relational communication & rapport:** The horse provides a "listener" role, allowing pupils to practise tone, clarity, confidence without feeling judged. This can transfer to human relationships. **Team communication & role negotiation:** Pinkmead emphasises teamwork, meaning pupils must coordinate tasks, share roles, negotiate responsibility, and communicate expectations with peers and staff.	**Listening and responding:** The pool environment gives pupils opportunities to follow simple instructions in a clear, purposeful context, building confidence in understanding and responding appropriately. **Turn-taking and teamwork:** Group play activities encourage pupils to share, wait their turn, and cooperate with others in a safe and enjoyable setting. **Verbal and non-verbal communication:** Swimming play promotes the use of speech, gesture, and body language in natural, playful exchanges, strengthening social interaction skills.
Cognition and Learning		
Practical, experiential learning: Farm tasks turn abstract concepts into concrete experiences (e.g., measuring feed = maths; animal lifecycles = science). **Sequencing and organisation:** Pupils practise following multi-step routines, e.g. "collect food, feed animals, clean area." **Engagement:** Pupils who may switch off in class often show sustained attention and motivation in outdoor/farm learning. **Problem-solving and resilience:** Unexpected challenges (spilled feed, animals not co-operating) provide natural opportunities to build flexible thinking.	**Structured, scaffolded learning in a meaningful context:** Pinkmead is explicitly presented as an educational programme, with "awards and achievements" linked into curriculum aims. Tasks like grooming, preparing tack, leading a horse, or planning a riding session incorporate sequencing, attention to detail, and cause-effect reasoning. **Life-skill development integrated with cognition:** The programme stresses "holistic development" — building confidence, responsibility and perserverance. These skills overlap with executive functioning: planning, organisation, sustained attention, adaptability. **Motivation, engagement & persistence:** Pinkmead provides a motivating and engaging environment where pupils are encouraged to sustain focus and develop persistence through real challenges, such as handling a reluctant horse or mastering a new skill. **Reflection, feedback & goal-setting:** The award structure allows pupils to set goals, receive feedback, reflect on progress, and incrementally build skills.	**Problem-solving and sequencing:** Games and routines in the pool require pupils to plan, sequence actions, and find solutions to challenges, supporting thinking and organisation. **Concentration and memory:** Familiar activities repeated in the water help children build attention span and recall, reinforcing learning through play. **Motivation and perseverance:** Swimming play is highly engaging, encouraging pupils to persist with tasks, practise skills, and build resilience in a supportive environment.
Social, Emotional and Mental Health (SEMH)		
Emotional regulation: Contact with animals and nature lowers stress, helps pupils manage anxiety, and supports self-regulation. **Self-esteem and achievement:** Taking responsibility for animal care gives pupils a sense of purpose and success. **Pro-social behaviour:** Pupils practise empathy, patience, and kindness, reinforced by the farm environment. **Positive peer relationships:** Shared responsibility builds co-operation and trust within the group. **Behavioural support:** Structured, purposeful activities reduce opportunities for negative behaviours and allow staff to reinforce positive choices.	**Emotional regulation and calm presence:** Interacting with horses creates a calming and therapeutic effect. It offers a space where pupils can process emotions, decompress, and recover from stress in a structured environment. **Building self-esteem, confidence & agency:** Taking responsibility for an animal, mastering a new skill, and earning "awards" helps pupils perceive themselves as capable and valued. **Resilience, perseverance & coping with setbacks:** Working with animals is unpredictable; plans may fail, horses may refuse, tasks may need adjusting. Pupils learn to cope, persevere, and adapt, all key for SEMH growth. **Social relationships & peer support:** Pinkmead emphasises teamwork and building relationships as core life skills. Pupils support one another, share successes and challenges, and learn empathy through caring for a sentient being. **Reduced "performance anxiety" environment:** Compared to classroom tasks, the equine environment provides a different context where pupils may feel less judged and more open to risk-taking, exploration, and self-	**Emotional regulation:** The sensory qualities of the water provide a calming, therapeutic experience that helps pupils manage emotions and reduce anxiety. **Confidence and self-esteem:** Children experience success when exploring new skills and games in the pool, fostering pride and a positive self-image. **Positive peer relationships:** Shared enjoyment and cooperation in swimming play strengthen friendships and promote empathy, respect, and encouragement among peers. **Resilience and wellbeing**: Overcoming challenges in the water supports emotional growth, resilience, and overall wellbeing in a safe and structured environment.
Sensory and Physical Needs		
Sensory engagement: Farm settings provide natural sensory input (textures, sounds, smells) that supports regulation for pupils who may struggle in overstimulating classrooms. **Gross motor development:** Walking around the farm, lifting, carrying, digging, and grooming all build physical strength, coordination, and stamina. **Fine motor development:** Handling feed, tools, and small animals improves dexterity and control. **Healthy lifestyle:** Outdoor activity encourages physical health and positive routines, particularly beneficial for pupils with limited access to safe green spaces outside school.	**Sensory integration and regulation**: The equine environment is rich in sensory input: tactile (grooming, stroking), vestibular (leading the horse, movement), proprioceptive (holding reins, balance), auditory and visual stimuli (ambient sounds, horse movement).These inputs can be soothing or alerting, and under adult guidance can help pupils regulate sensory thresholds. **Gross motor skill development:** Activities such as leading the horse, mounting/dismounting, walking, balancing, and steering support strength, coordination and endurance. **Fine motor skills and dexterity:** Tack preparation, grooming, handling reins, cleaning equipment—all require precise, careful hand movements. **Physical fitness, stamina & outdoor engagement:** The outside, physical nature of equine activity promotes movement, cardiovascular health, stamina, and an alternative to sedentary indoor learning. **Environmental exposure & wellbeing**: Being outdoors, in a pastoral setting, with fresh air and nature contributes to general wellbeing and offers sensory "space" away from confined classroom settings.	**Sensory integration and regulation:** The pool provides rich sensory experiences through water movement, resistance, and temperature, which can be soothing or alerting and help pupils regulate sensory thresholds. **Gross motor skill development:** Swimming play supports strength, coordination, balance, and stamina as pupils move, float, and play in the water. **Fine motor skills and dexterity:** Handling floats, pool toys, and equipment encourages careful hand movements and control. **Physical fitness and stamina**: The active nature of swimming play promotes cardiovascular health, endurance, and positive physical activity routines. **Wellbeing and enjoyment:** Being in the pool offers pupils an enjoyable way to stay active, supporting both physical health and emotional wellbeing.

Sports 2 Aspire	QE2 Activity Centre
Purpose: Sport2Aspire is to use sport and physical activity to build confidence, connection, and resilience in young people. It offers a supportive environment where pupils develop communication, teamwork, and motivation through varied sports. Through guided experiences, pupils with SEMH EHCPs are empowered to grow socially and personally, using sport as a bridge to wider life skills.	**Purpose:** QE2 Activity Centre exists to provide accessible, enriching outdoor and indoor activities for people with additional needs, offering meaningful opportunities to develop skills, confidence, and wellbeing. It delivers tailored sessions (canoeing, climbing, bushcraft, archery, ropes courses, etc.) in a supportive environment, helping participants engage socially, emotionally, physically, and cognitively. Through challenge, exploration, and adaptive practice, it empowers individuals to grow, build resilience, and expand their potential.
Communication and Interaction	
Listening and responding: Pupils practise following clear instructions, game rules, and routines. The sporting context makes these demands meaningful, helping children respond quickly and appropriately in dynamic situations. **Team communication:** Sports require pupils to share ideas, negotiate roles, and plan tactics together. This supports turn-taking, active listening, and respectful communication within a group. **Social confidence:** By working alongside passionate coaches and peers in a safe setting, children develop confidence in expressing themselves verbally and non-verbally. Positive reinforcement from adults and teammates encourages pupils to take part in conversations and contribute more actively.	**Listening to instructions & safety communication:** Many activities (e.g. climbing, archery, ropes) require participants to listen carefully to safety briefings, follow instructions, and respond to prompts in dynamic contexts. **Teamwork & collaborative communication:** Group challenges, raft/canoe builds, or orienteering tasks require participants to communicate, negotiate roles, coordinate actions, and solve problems together. **Confidence in social interaction**: In a structured, inclusive environment, participants can practise speaking up, asking questions, giving feedback, and engaging with peers and instructors, reinforcing social confidence.
Cognition and Learning	
Problem-solving and strategy: Games and sports present real-time challenges where pupils must adapt their approach, anticipate outcomes, and find solutions. This builds reasoning and decision-making skills in a practical, engaging way. **Concentration and memory:** Learning and recalling sports rules, sequences of movements, and positions within a team require sustained attention and memory. Repetition through play helps pupils embed these skills over time. **Motivation and perseverance:** Sport naturally provides both success and challenge. Pupils are motivated by the fun and competitive elements of games, while setbacks such as missing a goal or losing a match give structured opportunities to practise resilience, persistence, and "trying again."	**Problem-solving & strategy:** Adventure tasks such as orienteering, bushcraft, team challenges, and ropes courses require planning, adapting strategies, evaluating outcomes, and overcoming obstacles. **Sequencing, memory & attention:** Participants must remember multi-step procedures (e.g. safety procedures, tying knots, route planning), sustaining concentration and working memory through tasks. **Motivation & resilience through challenge:** The variety of activities allows participants to experience struggle, practise persistence (e.g. climbing a difficult route, mastering a new technique), and celebrate progress and achievement in a safe space.
Social, Emotional and Mental Health (SEMH)	
Emotional regulation: Physical activity provides a healthy outlet for energy and emotions. Movement in sports helps reduce stress and anxiety, supporting calmer, more regulated behaviour. **Self-esteem and achievement:** Success in sports including scoring, improving a skill, or contributing to a team effort, builds pride and confidence. Pupils see themselves as capable and valued within a group. **Relationships and teamwork:** Through cooperative play, pupils learn empathy, encouragement, and respect for others. Being part of a team fosters a sense of belonging, which is particularly important for children with SEMH needs. **Resilience and wellbeing:** The structured nature of sport means pupils experience both success and setbacks. Learning to cope with losing, persisting through practice, and celebrating small wins develops emotional resilience and promotes overall wellbeing.	**Emotional regulation & risk-managed challenge:** The balance of challenge and support helps participants experience controlled risk, excitement, and achievement. This can boost self-regulation, reduce anxiety, and promote emotional growth. **Self-esteem, confidence & sense of achievement:** Successfully completing an activity, reaching the top of a climb, navigating a route, or making a raft—builds pride, confidence, and self-efficacy. **Peer support, belonging & positive relationships**: Working together on shared tasks fosters trust, empathy, encouragement, and positive social bonds among participants and instructors. **Resilience through setbacks**: Participants will inevitably encounter failure or difficulties (e.g. a route too hard, equipment challenge). Learning to persist, reflect, adjust, and try again strengthens resilience and coping strategies.
Sensory and Physical Needs	
Gross motor skills: Sports develop core strength, coordination, balance, and agility through running, jumping, throwing, and other movements. These skills transfer into everyday functional tasks. **Fine motor skills:** Activities such as controlling a ball, gripping a racket, or handling equipment require precision and dexterity, strengthening hand-eye coordination and control. **Physical health and stamina:** Regular participation in sport improves cardiovascular fitness, builds stamina, and supports healthy growth. It also establishes positive lifelong habits around physical activity. **Sensory regulation:** The rhythm, pace, and structure of sporting activities provide rich sensory input. Movement, noise, and physical exertion are channelled positively, helping pupils regulate sensory responses in a safe and supervised environment.	**Sensory integration & regulation:** Activities engage multiple senses: tactile (gripping ropes, handling tools), vestibular and proprioceptive (balancing, climbing, swinging), auditory and visual (navigating terrain, environmental cues). Controlled exposure helps participants regulate sensory input and build tolerance. **Gross motor development & coordination:** Climbing, walking uneven terrain, ropes, canoeing, and other physical tasks build strength, balance, coordination, agility, and endurance. **Fine motor control & dexterity:** Handling equipment (ropes, knots, tools, archery gear) supports precision and control in hand-eye coordination. **Physical wellbeing & stamina**: The sustained movement and exertion across activities supports cardiovascular fitness, muscle tone, stamina, and overall physical health. **Environmental wellbeing & connection with nature:** The outdoor, woodland, riverside setting offers restorative exposure to nature, fresh air, and space to promote calmness, stress relief, and well-being.