

The Reimagine Programme

A five stage, trauma informed, PACE led developmental pathway designed to support young people in reengaging with learning through safe relationships, meaningful experiences, and personalised growth.

Why Experiential Learning Matters

Experiential learning whether through creative, practical, relational, community based, sensory, or outdoor experiences is at the heart of the Reimagine Programme. Young people learn best through doing, exploring, and engaging with real experiences that feel meaningful and relevant to them.

While outdoor experiences are a powerful part of our heritage and practice, they are one of many forms of experiential learning we use. Everything we do is hands on, reflective, and rooted in lived experience but the type of experience is personalised to each young person.

Experiential learning helps young people:

Build confidence through purposeful, hands-on success

- Strengthen emotional regulation and resilience
- Develop communication, collaboration and problem-solving skills
- Form meaningful connections—with staff, peers, learning, and their environment
- Transfer real-world experiences into learning and life skills


Every stage of Reimagine embeds experiential learning, adapted to what each young person needs to feel safe, engaged, and ready to grow.


The School of Outdoors Alignment


The Reimagine Programme directly reflects our organisational vision and identity. We embed our three guiding questions into every stage:

1. Is it the best it can be?
2. Has there been impact?
3. Have there been meaningful connections?

Visual Structure of the Programme


 Discover – Safety, trust, relationship foundations

 Explore – Expanding confidence and curiosity

 Deepen – Supported stretch and emerging skills

 Broaden – Linking interests to wider learning

★ Thrive – Identity, independence, and readiness for next steps

 DISCOVER “I feel safe and understood.”	
Purpose: Build safety, trust, and understanding.	Focus: Establish a secure relationship with an instructor. Identify interests, needs, motivators, and triggers. Observe behaviour, regulation, and communication styles.
Trauma-Informed & PACE Lens: <ul style="list-style-type: none">– Prioritise emotional and physical safety.– Use warmth, acceptance, curiosity and empathy to build trust.– Avoid overwhelming demands; follow the young person’s pace.– Provide predictable routines and co-regulation.	
Guiding Questions Embedded: <ol style="list-style-type: none">1. Is it the best it can be? We create the safest possible environment for connection.2. Has there been impact? We look for early signs of trust and engagement.3. Have there been meaningful connections? Building relationship is the core goal.	
Success Indicators: Young person feels safe and comfortable. Able to express basic preferences and needs. Participates in at least one activity with support.	
What success looks like: <ul style="list-style-type: none">• The young person has built a trusting relationship with at least one adult.• They can communicate basic needs, likes, and worries to their instructor.• They feel safe, calm, and comfortable in the environment most of the time.• They participate in at least one activity without distress or withdrawal.• There is enough understanding of their triggers, motivators, and interests to make a plan.	
Ready to move on when: “I’m comfortable enough to try new things with support.”	



EXPLORE “I can try new things safely.”

Purpose: Expand the young person’s comfort zone.

Focus: – Introduce a range of non-formal activities. Gently stretch boundaries while maintaining safety. Identify engagement patterns and early strengths.

Trauma-Informed & PACE Lens:

- Introduce new experiences gradually with choice.
- Reduce anxiety through curiosity (“I wonder how this might feel...”).
- Validate any hesitations or emotions.
- Support regulation during challenge.

Guiding Questions Embedded:

1. Is it the best it can be? – Activities match readiness, not pressure.
2. Has there been impact? – We expect to see confidence and curiosity emerging.
3. Have there been meaningful connections? – Shared experience strengthens relationships.

Success Indicators: Shows willingness to try new activities. Demonstrates emerging confidence and curiosity. Can cope with small challenges with support.

What success looks like:

- The young person is willing to **experiment with new activities** with gentle encouragement.
- Their comfort zone has **expanded** – they show increased confidence or **curiosity**.
- They can **cope with small challenges** or changes with support.
- They can **reflect** (verbally or behaviourally) on what they enjoyed or found hard.
- Clear patterns emerge about what **engages** or **overwhelms** them.

Ready to move on when: “I can handle a mix of activities and I’m ready to build deeper skills.”

 **DEEPEN “I can manage challenges and build skills.”**

Purpose: Build skills through supported challenge.

Focus: Combine familiar activities with structured tasks. Introduce early elements of formal learning. Develop self-regulation strategies and routines.

Trauma-Informed & PACE Lens:

- Balance stretch with safety—challenge without overwhelm.
- Explore difficulties through curiosity, not judgement.
- Reinforce routines, structure and coping strategies.
- Reflect on what helps them feel calm and capable

Guiding Questions Embedded:

1. Is it the best it can be? – Tasks are thoughtfully chosen and well-prepared.
2. Has there been impact? – We see skill growth, regulation and resilience.
3. Have there been meaningful connections? – Collaboration deepens across contexts.

Success Indicators: Participates consistently across multiple activities. Manages mild frustration or structured tasks. Uses coping strategies with support.

What success looks like:

- The young person can participate in a **range of familiar activities** and maintain regulation.
- They can tolerate **longer sessions**, mild frustration, or more structured tasks.
- They show readiness to **mix fun activities with elements of learning**.
- They can **follow routines** that help them feel safe and settled.

They can identify **strategies** (breathing, breaks, help-seeking) that support them.

Ready to move on when: “I can take what I like doing and start learning new things through it.”

 **BROADEN “I can learn by linking my interests to new ideas.”**

Purpose: Connect interests to wider learning.

Focus: Link preferred activities to academic topics. Strengthen cross-curricular skills (e.g., literacy, numeracy). Support goal-setting and increasing independence.

Trauma-Informed & PACE Lens:

- Link interests to learning in affirming, empowering ways.
- Encourage autonomy in goal-setting.
- Explore learning connections with curiosity.
- Provide empathy when tasks become more challenging.

Guiding Questions Embedded:

1. Is it the best it can be? – Learning opportunities are purposeful and personalised.
2. Has there been impact? – Skills begin to transfer across contexts.
3. Have there been meaningful connections? – Interest-led learning improves relevance and engagement.

Success Indicators: Transfers skills between activities. Engages in longer or more structured learning sessions. Works toward simple, achievable learning goals.

What success looks like:

- The young person can connect their **interests** (e.g., horses, mechanics, nature) to new academic or skill-based topics.
- They are able to take part in **more structured learning** for increasing periods of time.
- They show an emerging ability to **transfer skills** (e.g., measurement in baking → maths).
- They can work with an adult to set **small learning goals**.
- Their confidence and independence **continue growing**, with fewer prompts.

Ready to move on when: “I can use what I enjoy to learn, and I’m ready for a bigger next step.”

★ THRIVE “I know how I learn best.”

Purpose: Prepare for a successful long-term learning pathway.

Focus: Consolidate strengths, needs, and learning preferences. Build readiness for mainstream, specialist, or blended settings. Encourage independence and sustained engagement.

Trauma-Informed & PACE Lens:

- Celebrate identity, strengths and growth.
- Explore hopes and anxieties about transition using PACE.
- Ensure transitions are predictable and well-supported.
- Empower the young person to advocate for their needs.

Guiding Questions Embedded:

1. Is it the best it can be? – Transition planning is thoughtful and personalised.
2. Has there been impact? – The young person demonstrates sustained readiness.
3. Have there been meaningful connections? – Relationships remain a foundation for next steps.

Success Indicators: Demonstrates consistent regulation and confidence. Understands how they learn best. Ready to transition to the environment where they will flourish.

What success looks like:

- The young person can engage in learning with **consistent regulation and confidence**.
- They understand their **strengths, needs, and preferred learning style**.
- They can manage **longer, more formal learning tasks** with the right support.
- They can use **self-regulation strategies** with growing independence.
- They are ready to transition to the **most suitable setting** (mainstream, specialist, blended).

Ready to move on when: “I can learn well, stay regulated, and I’m ready for the setting where I will thrive next.”

Overall Principles

- **Relationship-first:** Safety and trust underpin every stage.
- **Strength-based:** Build on what motivates the young person.
- **Personalised:** Flexible progression determined by readiness.
- **Holistic:** Emotional, social and academic needs are equal.
- **Outcome-driven:** Each stage has clear success indicators.
- **Mission-aligned:** Everything we do reflects our vision, values and guiding questions.