



## Frequently Asked Questions

### Q1: What exactly is Canopy?

A: Canopy is a permanent regenerative space and design laboratory within the education system. It is designed to regenerate children and, through them, begin to reshape schools and the wider system. It is not an “alternative provision” or a short-term intervention. Instead, it acts as a hinge point between children and schools, where learners are restored, empowered and equipped with strategies. Canopy provides the support for children that schools do not have the capacity to do.

### Q2: What is Canopy’s core mission and purpose?

A: Its mission is to demonstrate that belonging, variability, and agency are not extras but the very foundations of effective education systems. Canopy aims to regenerate children who are becoming increasingly disengaged, and equipping them with agency, emotional literacy and strategies to navigate uncertainty. At the same time, it aims to model new ways of designing classrooms and lessons that schools can adopt, catalysing wider transformation.

### Q3: Why isn’t Canopy prioritising daily academic ‘catch-up’ in subjects like maths and reading? Won’t children fall behind?

A: Canopy follows the principle *Regeneration Before Acceleration*. Children who come to Canopy must first be regenerated emotionally and relationally before they can accelerate academically. Instead, core subjects are woven into modules and authentic tasks (e.g. projects, reflection) Throughout the modules, the children are given the agency to explore their learning preferences which will support them with those core subjects when they are back at their mainstream school

### Q4: How does Canopy define “regeneration” in education?

A: Regeneration means to shift and heal, not to solve and fix. It is about restoring belonging, confidence, agency, trust and joy and creating conditions for growth. Children are recharged, schools are supported around realistic, sustainable redesign to provide realistic support for the children who need regeneration.

### Q5: What Canopy’s core guiding principles?

A:

- **Identity and Belonging:** belonging is intentionally built into every structure, routine and relationship.
- **Agency as the Core Outcome:** developing a child’s ability to make choices, act with confidence and shape their own learning to help them in school.

- **Universal Design for Learning (UDL):** the framework for building multiple pathways so all children thrive. Helping one learner creates possibilities for every learner.
- **Regeneration Before Acceleration:** children must first be emotionally and relationally replenished before curriculum acceleration.
- **Learning as a Systemic Act:** Each learner plays a role in shaping schools and the wider system.
- **Uncertainty as the Focus:** behaviours are seen as signals of unmanageable uncertainty, interpreted through the 3S framework (Sensory, Social, Structure).
- **Play and Low-Stakes Learning:** mistakes are celebrated as data, creating uncertainty (uncertainty, wobbly moments and challenge that we can digest and that nourishes us) and fostering increased capacity to take risks (something all learning requires).

**Q6: What does Canopy’s curriculum focus on?**

A: The curriculum addresses uncertainty across the three domains (Sensory, Social, Structure) through four modules:

- Belonging and identity, self-expression, confidence.
- Regulation: emotional literacy and regulation.
- Relationships: trust, reciprocity, conflict repair.
- Me as a Learner: agency and learner identity.

Core subjects are woven through these modules contextually, rather than taught as isolated blocks.

**Q7: What does a day look like at Canopy?**

A: A predictable but flexible day includes Breakfast & Soft Start, *Finding Just Right* (emotional/body check-in), module learning sessions, outdoor learning and Reflection & Closure. Embedded sensory sessions throughout the day are within the timetable to allow staff to flex pacing while maintaining safety and consistency.

**Q8: What outcomes are expected for children, families, schools and the system?**

A:

- **Children:** regain belonging in school, confidence, regulation and relational skills as well as agency.
- **Families:** gain shared emotional/agency language to support at home.
- **Schools:** benefit from strategies, resources and improved classroom climate, adoption of universal design practices, cultural shifts toward belonging and agency.

- **The System:** reduces exclusions/non-attendance through a preventative model and aims to support knowledge and understanding of the importance of UDL and regenerative practice.

**Q9: How long are placements and what happens when children return to school?**

A: Placements run in six-week cycles with “Return with Redesign” at the centre. The child produces a document with several strategies and schools participate in onboarding, model visits, return support and follow-up. This links back to by meeting the needs of one learner thoughtfully, we uncover ways of working that open up possibilities for everyone, creating a more inclusive learning environment.

**Q10: What about teacher workload, aren't schools already stretched?**

A: Canopy helps reduce workload by moving away from lots of individual adjustments and focusing on simple universal strategies that support whole classes. Teachers gain tools for calmer classrooms. The outreach cycle is designed to be light-touch, practical and supportive rather than any additional demands. Canopy provide simple strategies and resources that can be used realistically within their classrooms.

**Q11: What about evidence, how will The Canopy prove impact?**

A: Evidence comes through:

- Tangible artefacts produced at Canopy by the children
- Observable redesigns (flexible spaces, pacing, shared language).
- Light-touch data on environment and agency.
- Qualitative feedback from children, parents and home school staff.
- Long-term tracking of exclusions, attendance and engagement.

**Q12: How is Canopy different from alternative provisions?**

A: Canopy is not designed as a traditional AP or a catch-up model. Children remain on roll at their home schools and each placement offers an opportunity to reflect on and evolve classroom practice thus acting as a hinge point for classroom redesign. It focuses on restoring children's confidence and capacity while working in partnerships with schools to shape more inclusive future-facing ways of working.

**Q13: What impact can Canopy have across schools and the wider systems?**

A: Canopy is designed so that each placement contributes to something bigger. Children, staff and approaches are shared between the hub and schools, helping to build connections and a shared sense of responsibility. Over time, this leads to small, meaningful changes that spread beyond individual placements supporting gradual achievements across the system.

**Q14: Is Canopy just a short-term intervention?**

A: No. Canopy is part of a longer-term approach, designed to be a lasting part of how we support children and schools acting as a keystone of the wider education strategy. While placements are short and focused, the learning, relationships and strategies developed continue well beyond the six-weeks. By sharing what works and working alongside schools, Canopy helps create meaningful, lasting improvements over time helping positive changes to grow and last.

