



SEND Information Report	
Date of review	20 May 2026
Next review due	May 2027
Signed	<i>L Howieson</i>
Date	19/06/2026
Position	Chair of Governors



Values

KINDNESS and RESPECT: towards self, others and the environment.
AMBITION and DETERMINATION: to overcome challenges and be successful

This SEND Information Report outlines the ways in which we provide support for all our pupils with Special Educational Needs and Disabilities (SEND), enabling all pupils to reach their full potential, make academic and personal progress, and develop the skills and attitudes necessary for a fulfilling life.

Introduction

The Forum Centre (Blandford) and its satellite provision The Orchard (Lyttchett Minster) is a Dorset multisite maintained Pupil Referral Unit with provision for primary (KS2) and secondary (KS3/KS4) children and young people with Social, Emotional and Mental Health (SEMH) needs, and possibly additional categories of SEND need, in Dorset. Our aim is to provide the very best in education and support for all children who, for a variety of reasons, find themselves outside of mainstream school education.

The Forum Centre believes that success can only come through a close partnership between dedicated staff, confident pupils, supportive parents, and a committed management committee. We are a happy and ambitious school that enriches individuals academically, socially, and emotionally. We support pupil development in a safe, inclusive, therapeutic, and supportive environment, nurturing pupils' ambitions and ensuring they are proud of their success.

At The Forum Centre, we offer welfare and guidance support through our strong pastoral system. This system provides inspiration, opportunity, and a secure, healthy environment within which pupils thrive. Our pupils feel a strong sense of identity and belonging, secure in the knowledge that they are well understood and supported. We strive to help every pupil grow in confidence, be successful, and contribute effectively and responsibly to society.

All of our pupils will:

- Be treated as individuals, where their individual needs, interests, and skills are recognised and encouraged
- Be provided with opportunities to develop their self-esteem and become confident members of our community
- Receive a broad and balanced curriculum that reflects individual pupils' needs
- Be encouraged to achieve their full potential, in line with their abilities
- Learn to take increasing responsibility for their own learning and actions so that they are equipped to deal with adulthood
- Value education and the benefits of learning in all aspects of their lives

What kinds of special educational needs and disabilities does the school provide for?

It is anticipated that most pupils referred to The Forum Centre will be on the SEND register, and many of these will present with a Special Educational Need or Disability (SEND) requiring SEND Support. However, we recognise that individuals referred to us have unique and sometimes complex profiles, with needs additional to Social, Emotional and Mental Health, including Cognition and Learning, Communication and Interaction, and Sensory and/or Physical needs.

Our Special Educational Needs and Disabilities (SEND) team

The SENDCo led Special Educational Needs and Disabilities Team is a dedicated and professional body of staff whose aim is to provide holistic support for pupils with Special Educational Needs and Disability, which allows them to access the school curriculum and reach their full potential.

The SEND Team can provide individualised programmes, including additional timetabled Literacy and Numeracy support for those pupils working below age related expectations. These interventions enable the pupils to have more confidence in accessing the curriculum. Individual study support is available across all years when deemed necessary and occurs where a pupil has been disapplied from a curriculum area for a range of different reasons e.g. Social Emotional Mental Health difficulties or a specific learning difficulty. Additionally, key staff are trained in Maybo Conflict Management and Physical Intervention techniques. All staff undertake annual Safeguarding training and receive regular e-safety training. Key staff are First Aid trained

When a pupil enters the school, holistic data about the pupil from their previous education provisions is collated in addition to information gathered during their induction. Many pupils will already have SEND recommendations in place from previous schools that will be discussed at transfer. Once deemed settled at The Forum Centre, pupils may undertake a series of assessments to identify reading age, spelling age, maths age, handwriting difficulties, processing speed and other areas of difficulties. Results from the above testing allow informed decisions to be made regarding implementation of appropriate interventions.

Staff training to support SEND

All teachers and support staff at The Forum Centre are highly accomplished at relational practice, therapeutic thinking and engaging disapplied pupils. Selected staff have had additional specialist training and opportunities to gain qualifications and knowledge of de-escalation strategies, such as;

- Therapeutic Approaches
- Mental Health First Aid
- Emotion Coaching
- Attachment Friendly Schools
- Supporting Specific Learning Difficulties

- Speech and Language
- Supporting pupils with SEMH
- Emergency First Aid
- C-Card Training

How will the curriculum be matched to my child/young person's needs?

On referral, the pupil and their family will meet with a member of the Senior Leadership Team (SLT) to discuss and plan their education at The Forum Centre. We adopt a collaborative approach whereby the Key Worker, Class Teachers, TAs, SENDCo, parents and pupils are involved in the decision-making process. This approach is maintained throughout a pupil's time at The Forum Centre.

All pupils at The Forum Centre follow the National Curriculum and have an individualised timetable based on their needs, abilities and circumstances. Pupils in KS4 will be taught on site in small groups for all core subjects, as well as two option subjects. Pupils in KS2/3 have a range of sporting and therapeutic activities available to them. Occasionally it may be necessary to educate a pupil 1:1.

Our curriculum reflects the profile of our pupils and supports their needs on an individual basis. Pupils in KS4 study for GCSEs alongside Functional Skills, BTEC and Entry Level qualifications. We also offer opportunities to develop self-confidence, social skills and support well-being through a variety of enrichment and therapeutic activities.

If deemed to be in a pupil's best interests, and to support their needs, they may have access to some additional alternative provision. All pupils have the opportunity to attend school trips, though this is dependent on behaviour and in line with an Evolve risk assessment of the activity. Parents are informed in advance of subject-specific trips taking place outside of school, and a risk assessment must be completed before the trip is sanctioned. Sometimes it may be appropriate for a parent to accompany a pupil on a school activity.

How will school staff support my child/young person?

Your child will have a pastoral Key Worker who will be responsible for day -to -day communication with parents/carers. It is hoped that your child will develop a strong relationship with their Key Worker and speak to them in the first instance regarding any issues that require the input of an adult. All teaching staff will meet regularly to discuss pupils' progress and to monitor any interventions. The Forum Centre is supported by a Management Committee (Governing Body).

Short term one-to-one tuition may be provided in the following circumstances:

- Home tuition for pupils with medical needs which prevent them from accessing the school site.
- For pupils whose behaviour is becoming a risk to themselves, other pupils or school property.

- For pupils who are attending an additional Alternative Provision or an offsite venue and require Maths and English interventions (and other subjects as required).
- For those who require English/Maths interventions within the school building.

Input from external professionals and specialists

At The Forum Centre we have developed strong relationships with external professionals including;

- SEN Locality Teams (North, Purbeck and East, West, Dorchester, Chesil)
- Children's Services
- Educational Psychologists
- Specialist Teachers
- Community Paediatricians
- Child and Adolescent Mental Health Services (CAMHs)
- Post 16 Provisions
- Alternative Provisions
- Careers Education Information, Advice and Guidance Professional
- Safer Schools Communities Team (Police)
- Youth Justice Service.

Where required we will request support from outside agencies as to how to best support our pupils with SEND. Where appropriate, audits, assessments and guidance can be sought and carried out to help us ensure the environment is appropriate to the needs we strive to support.

Where we feel additional support may be required for your child, we will initially contact you and discuss our concerns. If we highlight a need for further support, the appropriate referral will be made to an external agency. The outcomes from this referral will be shared with parents.

What support will there be for my child/young person's overall wellbeing?

Key Workers are the first link in supporting a child's wellbeing. A child's Key Worker will share any pastoral, medical or social care concerns at weekly meetings and will act as an advocate for the pupil.

Prescribed medicines are usually administered at home. However, at parents' request, should a pupil need to take medicine at The Forum Centre there is a procedure in place for requesting this (Administering Medicine in School Policy). Care plans are implemented where appropriate.

Staff are present on duty at every break and lunchtime in the pupil areas. Pupils are encouraged to speak to their Key Worker or any member of staff if they have any concerns.

We follow 'Safer Recruitment' procedures and all staff, volunteers and workers on site are DBS vetted.

Pupils in year 9 and below are not permitted to leave The Forum Centre site unaccompanied. Pupils in years 10/11 may leave the school site at lunchtime with parents' / carers' permission.

Parents/Carers are encouraged to provide a healthy lunch and snacks for pupils. If entitled, pupils receiving Free School Meals will be provided with a packed lunch.

Inclusion within the school

- Implementation of the schools SEND Policy.
- Ongoing and frequent SEND CPD for all staff.
- SEND information is disseminated to all staff via: SEND register, Student Spotlights, Weekly Staff Meeting, SEND Focus, the digital TFC SEND Hub, Personal Learning Plans (PLPs) and specific guidance for the more complex conditions.
- The SENDCo meets with new staff as part of the induction package, regarding SEND and the structure/procedures within school for pupils with SEND.
- All work for SEND pupils is adapted by the teacher to ensure pupils can access tasks and progress.

Parent/Carer involvement

We warmly welcome involvement from our parents and carers.

All our parents/carers are involved in an induction at The Forum Centre. This is arranged prior to the child/young person's placement and enables an opportunity for a member of the Senior Leadership Team to meet with parents/carers with a view to sharing information relevant to the child/young person. Parents'/carers' views are discussed, and an overview of the provision is shared, along with the arrangements for their child's placement.

We encourage parents/carers to communicate with us, as often as necessary, by phone, email or face to face. Key Workers make regular contact with home and we also use a successful SMS service to communicate with our parents.

The Headteacher/SLT coordinate review meetings with parents/carers that may require multiagency involvement. For any single registration pupils needing an Education, Health and Care Needs Assessment (EHCNA), our SENDCo will request this in partnership with the parents and liaise with the parents to complete the required documentation. The SENDCo provides support for parents through this process, including the coordination and planning of transition when it is required into the identified appropriate setting.

Communicating pupil progress

Pupils' overall progress is reviewed termly with adjustments to provision made to focus on subjects where pupils are underachieving. Parents are consulted where there is significant concern about progress usually by telephone in the first instance.

At weekly phase meetings pupils causing concern are discussed; appropriate support is discussed and if necessary parents called in for meetings to discuss the support and concerns.

When appropriate, Team Around the Family meetings are held to discuss concerns and progress. There is close liaison with Children's Services if there is an allocated social worker or concerns have been raised.

Annual pupil and parent surveys are distributed to help the subject departments analyse the effectiveness of support and implement appropriate adjustments.

Preparing children with SEND for their next destination

Transitions

As our pupils attend on a temporary basis until long-term provision is identified, The Forum Centre supports an enhanced transition process. The nature of our pupils' needs is such that transitions can be particularly difficult to manage and cope with. Consequently, careful consideration and planning is put in place around all transitions (big and small). A significant transition that all our pupils encounter is the start and end of placements, therefore we have formalised good practice and procedures specifically for these transitions. Each child's transition is tailored to the child's specific needs and circumstance.

Transition strategies can include (this is not exhaustive):

- Transition meetings arranged to ensure partnership working between settings, parents and any other relevant professionals and to plan the transition process
- Bringing staff from new setting to meet the child in our 'safe' setting
- Visits to new setting – supported by key staff

Careers

All KS3 and KS4 pupils have access to careers advice and guidance with an independent Careers Advisor and a staff member with responsibility for careers education. Careers education is delivered through the curriculum subjects, SELF lessons, careers visits and workshops. Over the years we have fostered strong links with post-16 providers who are informed of the SEND of any pupil offered a place for the following academic year

The Forum Centre offers work experience opportunities to all students where appropriate and accessible to their individual needs. SEND pupils are supported by the school and are visited by appropriate staff during their time in the world of work. Assistance is given to Year 11 when attending College Taster Days to help them decide which college course to apply for. Year 11s write a CV and Personal Statement supported by their Key Worker and English teachers to help prepare them for their next steps.

Dorset Council's EET (Education, Employment and Training) Team supports young people aged 16-19 (or up to 25 for those with special educational needs or disabilities) who are not in employment, education or training (NEET).

Pupil Involvement

Pupils are at the heart of decision-making, ensuring high quality support is carefully planned around the specific needs of the child. The Forum Centre involves pupils by:

- Every pupil has a Key Worker that they spend the first 15 minutes of every day with which provides daily opportunities to discuss their progress and any worries or barriers to learning.
- Pupil voice is heard through daily contact with Key Workers, School Council meetings and pupil surveys.
- Commenting on how they feel they are progressing, as well as the support and opportunities they would like during placement review meetings, transition meetings and EHCP review meetings.
- Providing opportunities to discuss their day, timetable, and other aspects of their schooling with key workers, behaviour mentors, and middle and senior leaders
- Education Health and Care Plan (EHCP) Annual, Early Annual and Transfer reviews are all Person Centred and facilitated by the SENDCo. This means that the pupil is central to all decisions made and will be consulted regularly throughout of the process.
- Groups of pupils may be ask to be involved in the recruitment and selection process of new staff.

Engagement with pupils plays a key role in promoting a culture of positive expectation and valued behaviours encouraging the school values of **KINDNESS** and **RESPECT** towards self, others and the environment and **AMBITION** and **DETERMINATION** to overcome challenges and be successful.

Relationships with our pupils and a therapeutic approach are key to everything that we do at The Forum Centre. We fully understand that it is only through secure and healthy relationships that children can feel safe with the risks that learning brings. Pupils are involved in the learning process at all levels. Through thorough marking, using feedback and response, they are aware of their targets and know what they have to do to improve.

All our pupils are with us on a temporary basis until long-term provision is identified. We actively seek to involve our pupils throughout this transition or reintegration process and their voice is fully considered when transition planning.

Evaluation of Effectiveness of Provision

Pupil information including assessment and attendance data is obtained prior to transfer to The Forum centre. This data is consolidated and made available to all teaching staff. Intervention and support is then determined on the pupil's need(s) and level of ability. Each pupil's progress is monitored and analysed after the publication of each termly Progress Check (termly).

We welcome external scrutiny from the Local Authority, our Education Challenge Lead, our Management Committee, and Ofsted.

Who can I contact for further information?

You can discuss your child's provision with their Key Worker as the first port of call (contact details located on your child's Progress report), subject teachers or the SENDCo through the main phone number 01258 455202 or by emailing the: office@tfc.dorset.sch.uk

Name of SENDCo: Joe Callender

Contact details: j.callender@tfc.dorset.sch.uk

CONCERNS AND COMPLAINTS

The complaints procedure is available via the SEND Policy (located on the school website). Any complaints should initially be addressed via the SENDCo, if needs are not being met, the Headteacher should be consulted.

Parents and carers can contact the Dorset Special Educational Needs Information, Advice and Support Service (SENDIASS) for support. email: sendiass@dorsetcc.gov.uk

OTHER INFORMATION

- School website <https://theforumcentre.com>
- Pupils undertake Relation and Sex Education during SELF sessions.
- Workshops are delivered to pupils on Internet Safety.
- The School has an anti-bullying policy in place.

Accessibility	Fully Wheelchair Accessible		Yes
	Auditory/Visual enhancements		No
	Schools Accessibility Plan – available on the schools website		
Core Offer	Are you currently able to deliver the ‘core offer’ as set out in Dorset’s Local Offer?		Yes
Policies	Are the schools policies available on it’s website for:	SEND	Yes
		CHILD PROTECTION	Yes
		BEHAVIOUR	Yes
		Equality information and objectives	Yes
Disability Legislation	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010.	Yes	

Dorset Council's Local Offer, outlining services available for pupil and young people who have SEND, can be found at: <https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer.aspx>

Find out more about the **local offer** of support which is available for disabled pupil and young people and those who have SEND on the Dorset Family Information Directory or SENDIAS on 01305 341978

Parents can find further information on Special Educational Needs and Disabilities in this DfE guide attached below:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilites_guide_for_parents_and_carers.pdf

The Forum Centre's **SEND Policy** is located on the schools website

COMPLETED BY (Name and Position)	Joe Callender, SENDCo and Deputy Headteacher
DATE CREATED	3 December 2018
LATEST UPDATE	May 2026