

## School SEND (Special Educational Needs and Disability) Information Report – 2023 -2024

<b>SCHOOL NAME</b>	The Forum Centre
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<b>TYPE OF SCHOOL</b>	Pupil Referral Unit	Phase: Primary (KS2) and Secondary (KS3 / KS4)
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**Values:**  
**KINDNESS and RESPECT: towards self, others and the environment.**  
**AMBITION and DETERMINATION: to overcome challenges and be successful**

The Forum Centre is a Pupil Referral Unit with a provision for children and young people with Social Emotional and Mental Health (SEMH) needs in Dorset. It is our aim 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. All pupils are entitled to have access to a broad, balanced and relevant curriculum, which is adapted to meet individual needs.

The Forum Centre continues to believe that success can only come through a close partnership between a 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 develop the whole student in a safe, inclusive and supportive environment and nurture pupils’ ambitions ensuring they are proud of their success.

At The Forum Centre we offer welfare and guidance 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 always strive to help every student to grow in confidence, to be successful and to 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 entitled to have special educational needs identified and assessed
- 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
- be encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where pupils feel valued, secure and safe
- learn to take an increasing responsibility for their own learning and actions so that they will be equipped to deal with adulthood.
- value education and the benefit of learning on all aspects of their life

This SEND Information Report outlines information regarding the ways in which we provide support for all pupils with Special Educational Needs and Disabilities (SEND), for all pupils to reach their full potential, make academic and personal progress and develop the skills and attitudes necessary for a fulfilling life. The provision is reviewed regularly and may change over time.

<b>Recent Ofsted ratings</b>
<ul style="list-style-type: none"> <li>• Good - 2019 (July)</li> <li>• Good - 2015 (October)</li> <li>• Good – 2012 (January)</li> </ul>

<b>School Location</b>
The Forum Centre is a Pupil Referral Unit located on a single site in Blandford Forum (Dorset). We welcome children and young people from a wide geographical area.

The information required to be included in this SEND Information Report is stated in The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report.

### The Forum Centre SEND Data 2023-2024

Key Stage	Year Group	Total on roll	SEN Support	EHCP	Area of Primary Need			
					Communication & Interaction	Cognition & Learning	SEMH	Sensory or physical
4	11	31	21	10	6	0	25	0
	10	18	12	6	5	0	13	0
3	9	13	7	6	5	0	9	0
	8	5	1	4	1	0	4	0
	7	1	0	1	0	0	1	0
2	6	1	0	1	1	0	0	0
	5	2	1	1	1	0	1	0
	4	1	1	0	0	0	1	0
	3	0	0	0	0	0	0	0
<b>TOTAL</b>		72	43	29	19	0	54	0

### RANGE OF PROVISION

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

### 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 those will present with a Special Educational Need or Disability (SEND) and require SEND Support. However, we recognise that individuals referred to us have unique and sometimes complex needs. The Forum Centre may cater for pupils with Social, Emotional and Mental Health as a primary need, permanently excluded pupils and some medical referrals. This list is neither exhaustive nor exclusive.

### Areas of Strength:

All teachers and support staff at The Forum Centre are highly accomplished at relational practice and engaging disappled pupils. All staff have had additional specialist training and opportunities to gain qualifications and knowledge of de-escalation strategies, therapeutic approaches, mental health first aid, emotion coaching, attachment friendly schools, maths anxiety, ELKLAN speech and language and supporting pupils with SEMH.

The Special Educational Needs and Disabilities Team is dedicated to supporting Teaching and Learning within this environment. The SEND Team is a qualified 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 student 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.

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 calculate 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 personalised learning programmes.

Where appropriate pupils at the Forum Centre can access timetabled Notton Equine Assisted Learning sessions in addition to the services of an Integrated Mental Health Support Worker, on an individual basis, for pupils presenting with a wide range of social and emotional challenges which impact negatively on their resilience and ability to engage in learning. Pupils who are experiencing Emotional Based School Avoidance (EBSA) can be supported with outreach support in the home or support sessions after school.

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

All pupils at The Forum Centre 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. There are opportunities to investigate work experience. Pupils in KS2/3 follow the National Curriculum and have a range of sporting and therapeutic activities available to them. Occasionally it may be necessary to educate a student 1:1.

### **How will school staff support my child/young person?**

#### **On site**

The Forum Centre has a small supportive staff who will work together to identify your child's needs and plan provision or intervention accordingly. Your child will also 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 need the input of an adult. Your child will also be supported academically by their Key Worker. 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).

Our curriculum reflects the needs of our pupils and supports their needs on an individual basis. Pupils study for GCSEs alongside functional skills, BTEC and entry level qualifications. We also offer provision that develops self-confidence, social skills and supports well-being through equine assisted learning, forest school and physical activities.

#### **Outreach and Home Tuition**

Staff at The Forum Centre (TFC) recognise that all children and young people are entitled to an education of a high quality and are committed to ensuring that the needs of the most vulnerable groups of learners are met. One to One and home tuition is taking place on a regular basis across our school. The impact of One to One tuition is significant in terms of the increase in tutored pupils' attainment and also in elements of their life that are harder to measure such as confidence, improved parental relationships and a change in attitude to learning and themselves.

We are flexible and sensitive to the changing needs of pupils and One to One tuition is an effective method of minimising the interruption and disruption to those pupils who are particularly vulnerable or hard to engage, in order that they continue to have access to as much education as possible, so that they are able to maintain the continuity of their education.

#### **One to one tuition may be provided in the following circumstances:**

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

- For pupils who are working in Alternative Provision or an offsite venue and require Maths and English intervention (and any other subjects required).
- For who require intervention in the school building.

### **EBSA After School Support and Tuition**

For pupils experiences Emotional Based School Avoidance (EBSA) support can be put for individuals to access tuition after school on the school site on a one to one bases or on classes with highly reduced pupils numbers.

### **How is the decision made about what type and how much support my child/young person will receive?**

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. Pupils with SEND are expected to make the same rate of progress as those without. All pupils are supported by the staff to meet their targets.

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 student is central to all decisions made and will be consulted regularly throughout of the process.

### **Staff training for supporting pupils/young people with SEND**

We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way.

All staff receive regular training in understanding the needs of pupils such as those with Attachment Disorder and Social, Emotional and Mental Health needs. 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.

Other types of training are undertaken, include:

- |   |  |                                |
|---|--|--------------------------------|
| • Exam Invigilation and Access Arrangements                               | • SEND Code of Practice (2015)                                 | • Emotion Coaching             |
| • Safeguarding and Child Protection                                       | • Attachment Friendly Schools                                  | • Relational Practice          |
| • Scanning / Reading Pens   | • Adverse Childhood Experiences                                | • Safer Schools                |
| • Autism Spectrum Condition (ASC)   | • Mental Health First Aid                                      | • Math's Anxiety               |
| • Attention Deficit Disorder and Attention Deficit Hyperactivity Disorder | • ELKAN Speech and Language for Vulnerable Learners            | • Eating Disorders             |
| • Person Centered Approaches  | • Motional – Mental Health                                     | • Inclusion                    |
| • Positive Behaviour Management & Relationships (STEPS)                   | • Therapeutic Thinking Dorset (Formerly STEPS Dorset)          | • Recovery Curriculum          |
| • Specific Learning Difficulties (dyslexia, dyscalculia, dysgraphia)      | • Maybo Conflict Management and Physical Intervention Training | • Lexia (literacy)             |
| • Inclusion   | • Trauma and mental health                                     | • Prevent                      |
| • Interpersonal Cognitive Problem Solving                                 | • Emotional Literacy Support                                   | • Dyslexia friendly classrooms |
| • Supporting young people who self-harm                                   | • Sensory Supporting Classrooms                                |                                |

The Centre also operates an internal training programme for support and teaching staff.

### **Specialist Facilities/Equipment to support SEND**

A staffed room (Room 15) for break and lunch for pupils who need a quieter and/or less busy environment at these times.

### **Input from Educational Psychologists/Therapists/Advisory Teachers/other specialist support services.**

At The Forum Centre we have developed strong, professional relationships with the team of agencies we work with.

Currently we liaise with:

- Locality Team

- Children's Services
- Referring schools
- SEN Team and SEN Provision Leads at County Hall
- Educational Psychologists
- Specialist Teachers
- Youth Justice Service
- Community Paediatricians
- Children and Adolescents Mental Health Services (CAMHS)
- School Nurse
- Hearing and Vision Support Service
- Speech and Language Support Service
- Physiotherapy and Occupational Therapy
- Reach Drug and Alcohol Services
- Post 16 provisions
- Alternative Provisions
- Careers Education Information Advice and Guidance professionals
- NHS Sexual Health Team
- Safer Schools Communities Team (Police)

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.

From a medical perspective we have fully trained first aiders in school and a C-card trained staff member. We are also able to refer pupils to other health professionals. Care plans are implemented where appropriate.

We have an Integrated Mental Health Support Worker who works directly with the pupils with regards to any emotional needs they are experiencing. Key Workers will put forward names for this support when it is deemed that emotional issues are affecting the individual to the level where it is impacting upon their learning.

### **How do you involve other agencies in meeting the needs of student/ young people with SEND and in supporting families?**

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 such as CAMHS, Specialist Teachers or the Safer Schools Team. The outcomes from this referral will be shared with parents at review meetings/ EHCP Early Annual reviews/ Annual reviews or transition reviews.

### **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 Workers will share any pastoral, medical or social concerns at weekly meetings and will act as an advocate for their pupils.

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 administering this (Administering Medicine in School Policy).

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

We follow 'Safer Recruitment' guidance 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 until their lessons are finished. 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.

There is an annual pupil survey for pupils to make their opinions heard and to be involved in decision making processes, this includes involvement in the interview process for job vacancies.

## **INCLUSION**

### **How do you promote inclusion within the school? Including day and residential trips?**

- Via the school website and through the SEND Policy.
- Risk Assessments for all school trips include consideration for SEND provision.
- SEND CPD for all staff every year.
- SEND information is disseminated to all staff via: SEND register, Weekly Staff Meeting, SEND Focus, 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 from their baseline.

### **How will my child/young person be included in activities outside the classroom including physical activities and school trips?**

At The Forum Centre pupils may access a proportion of their timetable outside of the classroom. It is expected that every pupil will have access to some alternative provision if it is deemed to be in their best interests. All pupils are included in school trips dependent on their previous good behaviour and in line with an Evolve Risk Assessment of the activity. Parents are informed in advance of subject specific trips taking part out of the school and a Risk Assessment must take place before the trip is sanctioned. Sometimes it may be appropriate for a parent to accompany a pupil on a school activity.

### **What proportion of children currently at the school have SEND?**

100% (73/73) of pupils at The Forum Centre are identified as having SEND.

29 pupils have an EHCP and the school is in the process of exploring requests for 6 more.

## **PARENT SUPPORT INVOLVEMENT/LIAISON**

### **How do you involve/support the parents of children/YP with SEND regarding identifying and meeting their needs?**

We warmly welcome involvement from our parents. All our processes and meetings follow a Person-Centred approach.

Currently you can be involved in:

- Attending Education Health and Care Plan Early Annual / Annual / Transfer reviews.
- Any other meetings that involve decision making about your child's education.
- Parents consultation evenings, and target setting.
- Helping your child complete independent study work.

We encourage parents 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 text to parent's service to communicate with our parents.

Individual 1:1 meetings are organised with the parents prior to transfer where Pupil Learning Profiles (PLPs) are coproduced with the parents and student input: these pupil profiles are passed on to the pupil's Key Worker, then made available to staff to raise their awareness of the student's difficulties along with suggested strategies which may help the student to access the curriculum and make progress. These profiles are fluid documents and reviewed termly.

### **How do you communicate their progress and areas of difficulty?**

Pupils' overall progress is reviewed termly; adjustments to support packages are 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.

Annual student and parent surveys are distributed to help the department analyse the effectiveness of support and implement appropriate adjustments.

### **How will the school prepare children with an SEND to join their next setting/school/college/stage of education or life?**

We have an independently qualified Careers Advisors who visits once a week and strong links with Bournemouth and Poole College, Kingston Maurward College and SWRAC – these are post-16 provisions where a significant number of our pupils go to in year 12. All post 16 provisions are informed of the SEND of any pupil offered a place for the following academic year

All KS3 and KS4 pupils access careers education through the curriculum or discrete Self lessons. KS4 pupils have access to independent careers advice and guidance. Opportunities for engagement with employers are made available.

Some Year 10 and 11 pupils undertake work experience placement and SEND pupils are given assistance to organise this 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 to help prepare them for their next steps.

The Education Employment and Training Team at Dorset County Hall support young people who have not yet moved into a post-16 provision.

## **INVOLVEMENT OF CHILDREN AND YOUNG PEOPLE**

### **How do you consult with pupils with SEND and involve them in their education, including planning for SEND intervention?**

- Annual Student Surveys
- Every student 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.
- Termly reviews of Student Profiles
- Student council ran by the Integrated Mental Health Support Worker

## **EVALUATING SEND PROVISION**

### **How do you evaluate the effectiveness of provision made for children and young people with SEND?**

#### **Key Stage 2**

KS2 pupil assessment and attendance data is obtained prior to transfer to The Forum centre. This data is consolidated and made available to all teaching staff.

Any intervention is then discussed with the parents and student.

Intervention and support for KS2 is then determined on the student's need and level of ability. Each student's progress is monitored and analysed after the publication of each Progress Check (termly).

#### **Key Stage 3**

KS3 pupil 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 for KS3, from the SEND Department, is then determined on the student's need and level of ability. Each student's progress is monitored and analysed after the publication of each Progress Check (every eight weeks). The aim for those KS3 pupils in receipt of literacy and/or numeracy support is to improve their class performance in line with expected progress.

#### **Key Stage 4**

KS4 pupil assessment and attendance data is obtained prior to transfer to The Forum centre. This data is consolidated and made available to all teaching staff.

Once deemed settled at The Forum centre pupils may undertake a series of assessments to calculate reading age, spelling age, maths age, handwriting difficulties, processing speed and other areas of difficulties. Any intervention is then discussed with the parents and student.

All pupils on the SEND List who have an EHC Plan or are at SEND Support Threshold have predicted minimum grades based on available assessment and attainment data. Each SEND student's progress is monitored and analysed after the publication of each termly Progress Check and appropriate action is taken for the subject areas where pupils are underachieving.

### **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](mailto:office@tfc.dorset.sch.uk)

**Name of SENDCo:** Joe Callender  
Contact details: [j.callender@tfc.dorset.sch.uk](mailto:j.callender@tfc.dorset.sch.uk)

## **CONCERNS AND COMPLAINTS**

### **How can parents raise concerns or make a complaint about SEND provision?**

The complaints procedure is available via the SEND Policy; any complaints should initially be addressed via the SENDCo, if needs are not being met, the Head teacher 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](mailto: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.

Pupil voice is heard through daily contact with Key Workers, School Council meetings and pupil surveys.

**Dorset County Council's Local Offer**, outlining services available for student 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 student 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](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)

COMPLETED BY (Name and Position)	Joe Callender, SENDCo and Assistant Head teacher
DATE COMPLETED	3 December 2018
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