

Dorset SEN Graduated Approach



Dorset
Council

Section One: Introduction

Best Education for all

Dorset Council want Dorset to be the best place to be a child. We want to make sure that our schools and educational settings are supported to deliver the best education possible and that our children achieve their full potential.

We want our schools and settings to be inclusive for all of our children and young people. We want to ensure that our children and young people who are vulnerable and those that have special educational needs and disabilities have the right support at the right time and are enabled to have a stable and settled education.

We want our children and young people to be able to achieve their goals so that they are prepared for adult life and go on to successful futures.

Equality Act (2010)

Children and young people who have SEN may have a disability under the Equality Act (2010) – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

The Equality Act 2010 sets out the legal obligations that the Local Authority and education settings have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason related to a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services (for example a specialist chair, IT equipment or therapy)

Whether something is ‘reasonable’ depends on things such as:

- The child/young person's disability and what support, if any, they receive through an Education Health Care Plan (EHCP)

- How practicable the changes are and the resources of the education setting
- The cost of making the change or providing the aid
- If the change requested would overcome the disadvantage the child/young person experiences
- If there are other ways of overcoming the disadvantage
- Health and safety considerations and the interests of other children and young people.

The duty to make reasonable adjustments in education is anticipatory.

This means settings must consider in advance what they need to do to make sure all disabled children/young people can access and participate in the education and other benefits, facilities and services they provide for those within their settings.

Section Two: Graduated Approach

The Children and Families Act (2014) and the SEND Code of Practice set out how all early years settings, schools and post-16 providers have to meet the needs of all children and young people with SEND.

The SEN Code of practice states: “A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.”

The SEN Code of practice breaks down SEN into four broad areas. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Needs
- Sensory/Physical Needs

Early years settings, schools and post-16 providers use the Graduated Approach to meet the needs of children and young people.

All children and young people should receive high quality teaching through ordinarily available provision. **This is called universal support.**

Some children and young people need additional and different targeted/specialist support. **This is called SEN support.**

A few children / young people have higher support needs. **They will need personalised support and may need an Educational Health Care Plan (EHCP).**

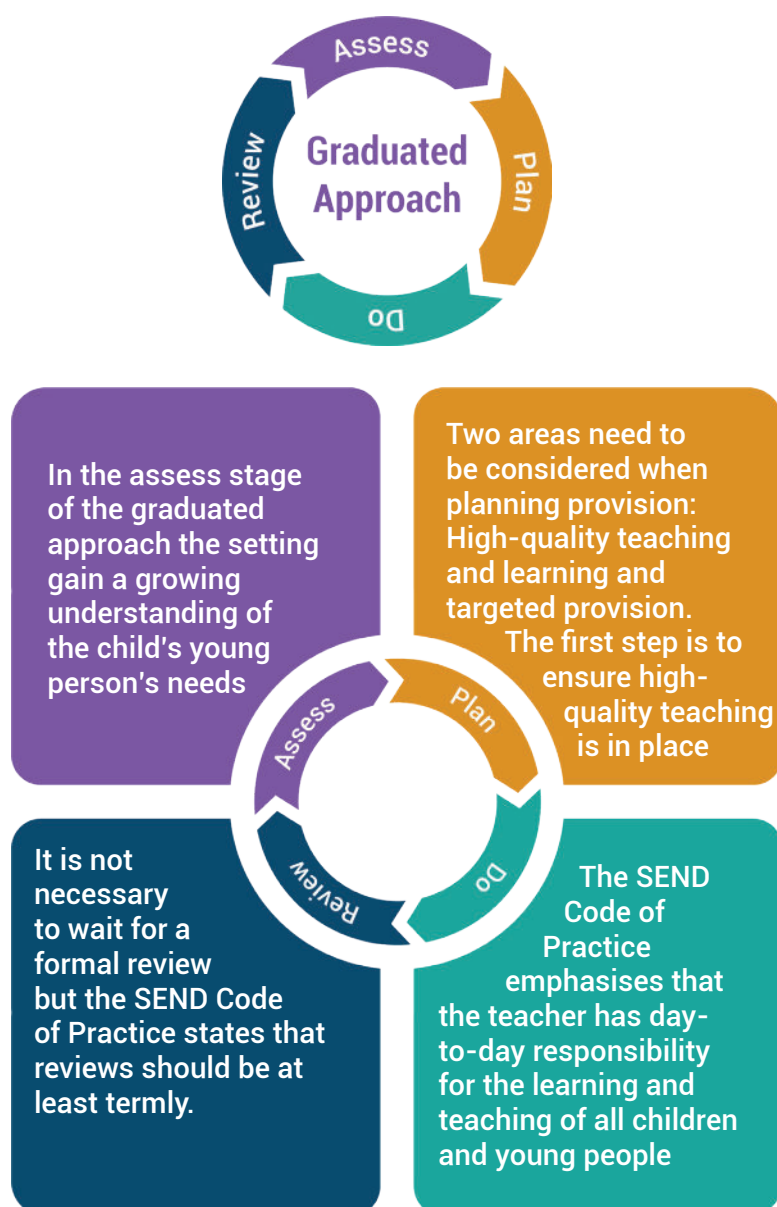


An EHCP is a legal document which describes a child or young person's special educational needs, the support they need and the outcomes they would like to achieve. Most children and young people's needs can be met without an EHCP and very few children and young people will require one. An EHCP can only be issued after a child or young person has gone through the process of an Educational, Health and Care Needs Assessment.

TOP TIP If your child lives in a different local authority to the school that they attend, it is the local authority where your child lives that has responsibility for Education, Health and Care Plans (EHCPs).

Schools and settings should follow an assess, plan, do, review approach at the universal, SEN support and EHCP stages.

The SEND Code of Practice puts an emphasis on the contribution of parents/carers and children and young people to the graduated approach.



Person-Centred Approach

A person-centred approach means preparing, supporting and encouraging the child or young person to have as much choice and control over their own life as possible. When we think in a person-centred way we focus on the child or young person, their gifts and skills as well as their needs.

We plan based on what is important to them and what is important for them and their family. In this way educational settings make sure that planning and actions are 'done with' the child/young person and their family, rather than 'done to' them.

Person-centred approaches should be used at all stages of the identification and assessment of SEN and in the graduated 'assess, plan, do, review'.

Successful transitions

Children and young people 'transition' when they move from one setting to another. This could be a change between educational settings (e.g. from an early years setting to a primary setting, a primary setting to a secondary setting, or a secondary setting to a post-16 setting) or a change within the educational setting (e.g. class to class). Information should be shared with children and young people, families, new staff and previous staff.

Parent-to-parent advice: Meet the SENDCo in the proposed new setting. Discuss your child's needs before they transfer there and find out how they will meet the needs. If it feels like the right place for your child, make sure that a proper transition process is put in place between the existing setting and the new one.

Transitions can be an exciting time, but some children and young people may require support to ensure that it is a positive experience for them. Schools and settings are expected to be aware of those children and young people who will need additional support with transitions and make plans for successful transitions.

Examples of support for transitions include:

- Extra visits to a new setting/classroom
- Visits with a trusted adult
- Visual timetables
- Events ticked off when finished
- Timers to show pupils how long they have for an activity

- Opportunities for periods of respite using withdrawal to smaller groups or individual time-out
- Plans for unstructured times

TOP TIP: If your child moves setting, SEN Support should still be provided, although it may be in a different format. The new setting might be able to meet your child's needs in a different way/using their resources differently.

All transitions should be a person-centred process. This means that all children and young people should have their views at the centre of process, and that the graduated approach should be used to assess the support that they require.

Preparation for Adulthood

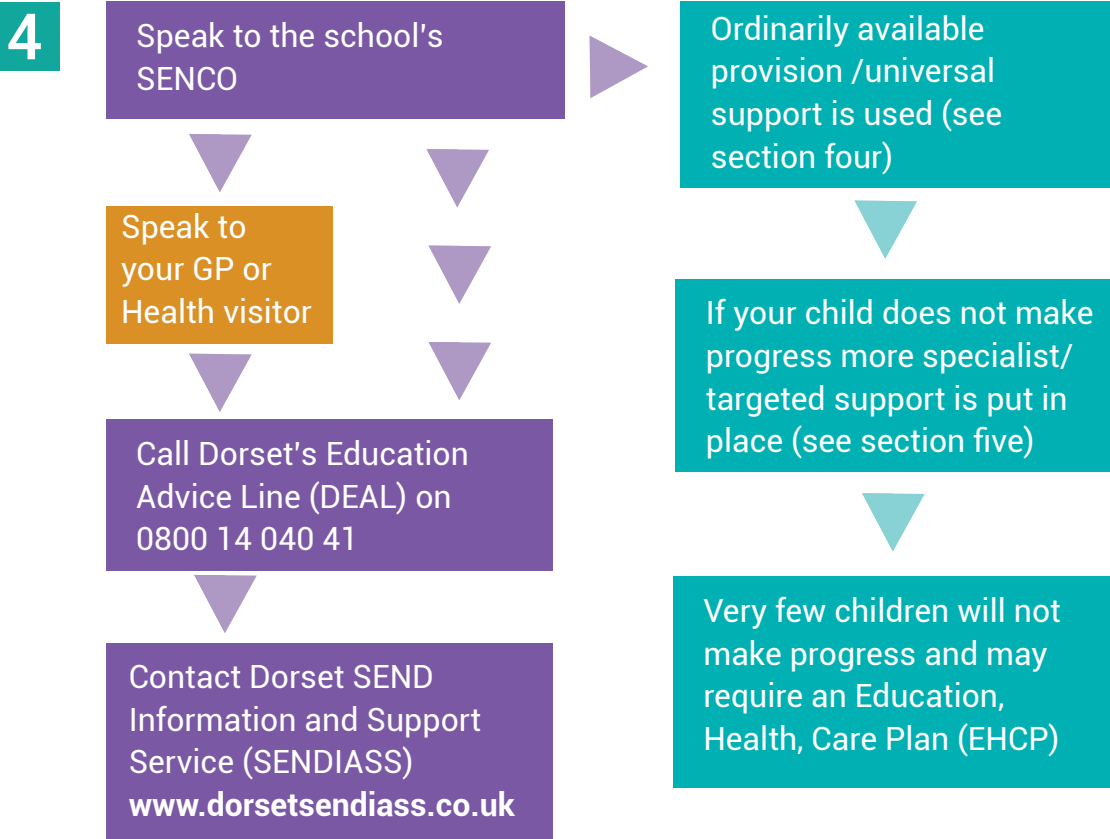
Preparing for adulthood is an important part of planning for every young person's successful transition from school-age education into adult life. In summary, the preparing for adulthood outcome areas are employment, independent living, community inclusion and health. Good preparation for adulthood adopts a person-centred approach; the young person will be central to the decisions made about them and involved in as much of the support planning as possible. Planning should involve appropriate professionals.

For young people with an EHCP local authorities must include a focus on preparing for adulthood and transition planning at the Year Nine annual review and at each review thereafter.

Section three: What do I do if my child is struggling at nursery, school or college?

TOP TIP: If a Health professional is already working with your child (paediatrician, physio, etc.), you may raise your initial concerns with them

- 1** Have a look at the school's SEN Information report (every school should have one of these on their website)
- 2** Talk to your child's class teacher, head of year, tutor – the person who has most contact with your child every day
- 3** Have a look at Dorset Council's Local Offer. www.dorsetcouncil.gov.uk/local-offer



TOP TIP: If your child already has an EHCP, you can contact your SEN Provision Lead through your locality (contact details are in section eight).

Section four: **Parent-to-Parent Advice and top tips for meetings**

TOP TIP: Ask staff to share ideas so that you can try them at home.

Parent-to-parent advice: If your gut feeling is that something is wrong, be persistent. Don't be put off by school's telling you 'everything is fine'.

TOP TIP: If a Health professional is already working with your child (health visitor, GP, paediatrician, physio, etc.), ask them to copy in the SEN Co-ordinator (SENCO) at your child's setting with any letters/ advice.

Parent-to-parent advice: Make notes about what you want to say at a meeting – any concerns you have, what is working well and what is not working so well. It may be helpful to take a friend, support worker or relative with you.

TOP TIP: Examples of records to ask for - attendance record, provision map progress against any 'assess, plan, do, review outcomes', records of behaviour, records of learning, risk assessments.

TOP TIP: Ask for copies of the records the setting is making about your child's progress, and the actions they are taking. You should be told and asked for your permission if they are referring to other agencies.

TOP TIP: During discussions, keep a record of agreed actions (what are they going to do? Who will do it? When will it be done by? When will you meet again to review progress?)

Parent-to-parent advice: It is common for a child with SEND to show different behaviour at the setting than they do at home. Some problems won't be resolved unless everybody looks at the whole child/family.

TOP TIP: The setting can NOT ask you to take your child home because they cannot cope with them. This would be an illegal exclusion. Also, they cannot require you to come into school to support your child.

Parent-to-parent advice: There may come a time when the setting suggests that since your child is making progress, their level of support could be reduced. Any changes in levels of support should be discussed with you.

Parent-to-parent advice: Even if the setting has been very helpful and put in place a lot of support, it is okay to point out if your child is not making adequate progress.

TOP TIP: Following a meeting at a school, if you feel unsure about something or would like something explained more fully, you should e-mail the school or talk to someone.

Section Five: Ordinarily Available Provision

This section outlines the provision that is expected to be ordinarily available in schools/settings. This is also known as universal support and so should be available for all children and young people.

Assessment

- A regular cycle of 'assess-plan-do-review' is used to ensure that pupils are making progress
- A range of assessments and tools are used to ensure a thorough understanding of learners.
- The impact of interventions is evaluated.
- Settings make adaptations to assessment arrangements as part of their everyday practice. This is used to establish the normal way of working for a child/young person.
- Access arrangements for examinations are put in place when appropriate for national tests and public examinations. Examples of access arrangements include rest breaks, laptop, extra time, scribe, adapted resources and reader.

Working with children, young people and families

- The SEND information report is co-produced with families
- Families are sign posted to Dorset's local offer: Dorset's Local Offer - Dorset Council
- Parents are aware of the SEN status of their child and support that is in place
- Children, young people and families are involved in the 'assess-plan-do-review' process
- The views of children, young people and families are sought, for example through surveys and coffee mornings

Pastoral

- The pastoral needs of children and young people are recognised and responded to
- Schools/settings are mindful of children and young people's individual social and emotional needs and other personal circumstances

- Pupils feel safe and valued
- Language used in the classroom demonstrates unconditional positive regard for pupils
- PSHE is used to support wellbeing
- Pupil awareness and sensitivity towards difference are raised and negative attitudes challenged

Environment

- The physical environment is adapted to meet the needs of learners. Reasonable adjustments are made according to individual needs.
- The accessibility plan is on the school's website
- Extra-curricular activities and educational visits are planned to fully include all pupils (in line with Equalities Act 2010)
- Pupils' sensory needs are known and responded to
- Staff are aware of lighting in the room e.g. glare from the board and where you stand in relation to the light
- Pupils are seated in the optimum position for their needs, for example pupils with a hearing impairment
- Pupils have access to sensory equipment that they require, for example ear defenders

Teaching and Learning

- Staff in schools and settings are aware of the needs of all pupils. They understand the nature and impact of these individual needs and how to respond to them
- Visual timetables are used where appropriate
- Clear and concise instructions with written or visual prompts are used (e.g. now and next cards)
- Modelling is used to aid understanding
- Learning is broken down into manageable steps/chunks
- Key Vocabulary is displayed with visuals
- Alternative ways of recording work are available, for example laptops
- Homework is differentiated appropriately for pupils
- Strategies are used to actively promote independent learning e.g. through pre-teaching, overlearning, appropriately differentiated resources

- Use of additional adults, where they are available, is planned to maximise their impact on learning and to develop independence
- Resources are clear and uncluttered. Print size and font is appropriate. Visual stress is reduced
- Concrete resources (physical objects such as using counters in maths for addition) and adapted resources are available for those children and young people who require it
- Physical resources such as PE and maths equipment are adapted to promote independence, for example different size balls
- Strategies used in interventions are integrated into class teaching so that learners can sustain progress

Staff skills and training

- There is a planned programme of ongoing Career Professional Development in relation to SEND
- Best practice is shared within the school and with other schools
- Teachers/know when to refer for extra support or advice
- The setting is aware of and regularly communicates with any other professionals who are involved with each pupil
- Advice received from other professionals is sought when appropriate and used to inform teaching and learning

Section Six: **Support for Areas of Need**

This provision should be in addition to ordinarily available provision. If your child is still struggling despite access to good universal provision, then pre-schools, schools and colleges should provide the more targeted provision set out here.

Communication and Interaction

- A one-page profile for a child or young person is written and used by all staff
- A discussion takes place at the joint planning meeting with EP and Specialist Teacher
- Individualised planning and targeted intervention with entry and exit criteria
- Sensory needs profile advice is sought from other services such as: The Locality Education and Early Help Team (for example, Portage Consultants, Early Years Advice Officer and Specialist Teachers) and a Speech and Language Therapist
- Outreach support from the Teaching Alliance of Dorset Special Schools (TADSS)
- Specific assessments of language and vocabulary, for example British picture Vocabulary Scale (BPVS) or language screener are undertaken
- A total communication system is in place
- Visual support is used
- Now and next cards are used
- Use of two choices (beginning with eye pointing or reaching for a single object, eye pointing, reaching or vocalising for preferred or non-preferred object and then possibly naming their preference from a choice of 2)
- Short simple instructions with time to respond (10 second rule)
- Barrier games are used
- Modelling of simple language
- Emotional Literacy Support Assistant (ELSA) or equivalent
- Use of pictures/symbols for child to make choices and communicate with
- Short simple turn taking games/sequences initially with a familiar adult, then a variety of adults, before introducing a familiar child, less familiar child and progressing to small group work
- Explicit teaching of important skills and rules of social interaction, with

modelling and use of key phrases, e.g. 'can I join in?'

- Personalised social stories to support understanding and choices
- Encouragement to recognise their own emotions and those of others
- Tasks broken down into manageable steps with a clear start and finish
- Regular short sensory breaks and access to an environment that meets need for movement based sensory input, quite space, access to outdoor space for movement and heavy muscle work e.g. pushing, pulling, jumping, climbing, running prior to learning or afterwards
- Alternative acceptable items to meet child's sensory needs, for example chew tools, twiddle at circle time and other group or focussed times, sit and move cushion
- Designated space or carpet square for sitting on the carpet
- Differentiated/scaffolded approaches for spoken and written language, activities and materials

Cognition and learning

- Staff with knowledge of PEIC-D training
- One-page profile for child written and used by all staff
- A discussion at the joint planning meeting with EP and Specialist Teacher
- Support from colleagues in the Locality Team, such as Specialist Teachers, Portage Consultants, Inclusion Leads and Early Years Advice Officer
- Outreach support from The Dorset Association of Special Schools (TADSS)
- Evidence-based interventions and support approaches
- Information and instructions delivered in short chunks with staff checking understanding
- Evidence-based interventions
- Pre-teaching of subject specific vocabulary, for example using word mapping strategies with visuals as appropriate
- Staff trained in working with children and young people with specific learning needs and able to break down skills into finely detailed steps
- Time to process language
- Access to assistive technology and to specialist equipment and materials as necessary e.g. Clicker, Read and Write Gold, reading pens, coloured overlays etc.
- Support to connect and generalise concepts e.g. Semantic Links, mind mapping

- Opportunities to repeat, revisit and consolidate new skills and knowledge

Social and Emotional Mental Health

- One-page profile for child written and used by all staff
- A discussion at the joint planning meeting with EP and Specialist Teacher
- Support from colleagues in the Locality Team, such as Specialist Teachers, Portage Consultants, Inclusion Leads and Early Years Advice Officer
- Team Around the Family Meeting (TAF)
- Use of standardised questionnaires with a specific purpose, such as the Boxall Profile
- Specific training to implement and change practice in relation to the child's needs such as attachment and trauma
- Incredible Years parenting programme
- Social stories
- Time limited targeted group work to develop friendship skills, social skills, problem solving, emotional literacy
- Modelling of positive behaviour management
- I Can Problem Solve Programme
- Buddy support/proximal praise
- Visual aids including now and next, timelines, timers, schedules
- Outreach support from The Dorset Association of Special Schools (TADSS)

Sensory (Hearing Impairment)

- Staff to have advice and training from specialist professionals, e.g. Hearing and Vision Support Services (HVSS), audiologist, Occupational Therapist/ Physiotherapist
- Use of an assistive listening device (radio aid) from the Hearing Support Service to help reduce the problems experienced due to background noise or distance from the speaker
- Training for key staff about meeting sensory needs
- Adaptions to the physical environment – acoustics, reduction of background noise
- Use of strategies to promote social inclusion, e.g. buddy system/ circle of friends

- Support with developing independent self-help skills and preparation for transitions and next stage
- Opportunities to acquire targeted vocabulary or songs/action rhymes in one-to-one or small group sessions in addition to larger group topic or singing activities
- Staff trained in checking the hearing aids and/or assistive listening device and troubleshooting any problem
- Access arrangements in place for examinations and assessments

Sensory (visual Impairment)

- Use of resources and assistive technology to support learning and recording (e.g. adapted books, interactive books, magnifying equipment)
- The curriculum differentiated and presented to take account of individual needs (for example size of text, methods of recording, and expectations regarding work rate)
- Staff to have advice and training from specialist professionals, e.g. Hearing and Vision Support Services (HVSS)
- Key staff with training about meeting sensory impairment needs
- Adaptations to the physical environment – lighting, physical layout
- Use of visual cues and artefacts to support learning
- Access arrangements in place for examinations and assessments
- Use of strategies to promote social inclusion, for example buddy system/circle of friends
- Labels and teaching materials in classroom clear and appropriate size
- Support with developing independent self-help skills
- Ensure contrast where necessary to identify hazards in environment or on stairs
- Their own copy of materials and to avoid sharing books/monitors so pupil can position them in the best angle/distance
- Clear verbal explanations when giving a demonstration or verbalise what you write on a board
- Work in a large bold format, which is simple and uncluttered
- Use of www.RNIBBookshare.org to access electronic files for textbooks, used on tablet or laptop computer
- High contrast PE equipment, for example cones, bibs, balls
- Use of specific adaptation and modification style as advised by Qualified

Teacher of the Visually Impaired (QTVI) e.g. double line spacing, small sections of print

- Dedicated adult time to adapt and modify materials – time required according to needs
- Accessible science equipment etc. – as advised by QTVI
- Teaching of particular skills to improve curriculum access, e.g. touch typing (e.g. 'BBC Dance Mat Typing') or dictation (for possible use with programmes such as 'Dragon Dictate')
- Timely access to appropriate modified resources and curriculum, e.g. enlarged print, modified materials, good quality copies with good contrast and clutter free
- Assistance or supervision required at break and lunchtimes for mobility/safety
- Specific social and emotional needs met

Physical

- Systems in place for staff to routinely access information about a child's physical and/or medical needs
- Individual Healthcare Plans and/or Medical Risk Assessments developed with input from them, their family and relevant Health professionals
- Where necessary, emergency protocols are also agreed - These are updated annually but sooner if there is a change in circumstance
- The curriculum differentiated and presented to take account of individual needs, with reasonable adjustments made if required
- Seating in their optimum position as recommended by Children's Therapy staff for table work
- Fine and/ or gross motor skill development targeted through specific activities
- Strategies to promote social inclusion
- Adult support with their individual physiotherapy or occupational therapy programme
- Adult support above that which is usually necessary for: personal and self-care needs, assistance or supervision at break and lunchtimes, mobility and/ or safety, outdoor play, trips and visits
- Staff trained in understanding the child's physical/medical condition - Training may come from local Early Years specialists and/or relevant Health professionals, such as Children's Therapy staff
- An environmental audit to consider any barriers to accessibility
- A safe space for administering of medicines or for undertaking daily medical

procedures, allowing for privacy and dignity

- Early planning meetings with them, their family and relevant Health professionals to discuss transition to next educational stage
- Consideration given to the use of assistive technology to support learning or recording of work, with an ICT assessment requested, where appropriate
- Close home-school links, so school are aware of changes in circumstances that may impact on their physical and/or medical needs

Section Seven: Roles and Responsibilities

Dorset Council

Dorset Council's Children's Services are delivered through six localities: North, Dorchester, West, Chesil, East and Purbeck. The locality approach means that all services for children and families can be delivered locally and by one team.

Staff in localities include:

- Family Workers
- SEN Family Workers
- Specialist Teachers
- Education Psychologists
- Portage Consultants
- SEN provision Leads and Social Workers
- Virtual School Workers
- Social Workers

Locality Staffing

Role	Responsibility
SEN Team Manager	Oversees EHCP processes
SEN Provision Leads	Write and maintain EHCPs Oversee the EHCP review process
SEN Case Worker	Supports with the review process of EHCPs
Educational Psychologists (EPs)	Each school has a link EP Provide advice and support to schools, families and professionals Support schools to develop inclusive practice through consultation and training
SEN Family Workers	Support families who have children with SEN

Inclusion Team

Role	Responsibility
Inclusion Team Manager	Has oversight of: Children missing education, education for children in care, school attendance, school exclusions, part-time timetables, elective home education, alternative provision and youth work
Inclusion Leads	Each school has an Inclusion Lead link who lead on school attendance, children missing education, elective home education, exclusions, part-time timetables and alternative provision
Virtual School Leads	Provide direct support to schools' Designated Teacher for Children in Care (CIC) Attend and support the Personal Education Plan (PEP) process Advise on suitable interventions and ensure that the children and young people have suitable full-time education provision
Targeted Youth Workers	Undertake one-to-one, group, detached and outreach work and are an advocate for young people

Early Years Team

Role	Responsibility
Early Years Team Manager	Oversees Early Years Services
Early Years Support and Advice Officer	Provide support and advice to early years providers
Portage Consultants	Educational service for children under five with complex needs Offer home visits to empower parents to support their child's learning and development Support transition to an early years setting when appropriate
Activity and Parenting Workers	Deliver groups and activities to support good development and peer support for children and families

Early Help Team (North and Chesil Localities)

Role	Responsibility
Early Help Team Manager	Lead a team of Family Workers
Family Workers	Each school has a link Family Worker Walk alongside families through challenges and difficulties

Education

Role	Responsibility
Specialist Teachers	Each school has a link Specialist Teacher They have expertise across a range of SEN Support schools to develop inclusive practice through consultation and training
Education Challenge Leads	Support schools in being inclusive by working with the locality team to understand and act on trends associated with elective home education, exclusions, part-time timetables, managed moves and off-rolling

Dorset Council also has a central Hearing Support Service (HSS) which works with children and young people with mild to profound hearing impairments. There is also a Vision Support Service (VSS) working with children and young people with mild to profound visual impairments.

For more information:

[Hearing and vision support services - Dorset Council](#)

There is a central Physical and Medical Needs Service (PMNS) which provide advice, guidance and training to make sure children and young people with physical and medical needs get the right support and can enjoy the same opportunities as their peers.

For more information:

[Physical and Medical Needs Service \(PMNS\) - Dorset Council](#)

Social Care

Within localities, children's social care provides statutory services for children and young people who are in need of help and protection. Each Locality has children's social care teams who are overseen by a Social Care Service Manager.

The Children who are Disabled Team (CWAD) is a central team which includes social workers, early help professionals and an occupational therapist (OT). They provide specialist early help support to children and young people and their families which includes key working and care management aimed at preventing the need for more intensive social care intervention. The paediatric OT services provide statutory services to support children to live at home as independently as possible by providing specialist equipment, adaptations and moving and handling advice.

Adult Social Care

A few children and young people will transition from children's social care to adult social care. Dorset Council have a small, specialist Transitions Team to help us understand what a young person's care and support needs might be when they reach adulthood. The Transitions Team have conversations with the young person and their family to understand what their care and support needs might be when the young person reaches adulthood and plan for this. The team are also able to provide information, advice and guidance about preparing for adulthood and being as independent as possible. The year 9 EHCP review is the point at which a referral to the transitions team should be considered.

**Anyone can make a referral by contacting the
Adult Access Team on 01305 221016.**

**The Transitions Team can be contacted at 01305 216611
or transitionsteam@dorsetcouncil.gov.uk**

Dorset Council will:

- Provide support to potentially vulnerable children and young people and their families as soon as needs begin to emerge or when there is a strong likelihood that support will be needed in the future
- Provide support at any and every stage of a child's life; pre-birth, during pregnancy, childhood and/or adolescence
- Provide a range of services with expertise in meeting the needs of children and young people with SEND including Educational Psychologists, Specialist Teachers, Family Workers, Inclusion leads and SEND Provision Leads

- Ensure each school has a link educational Psychologist, Specialist Teacher, Family Worker, Inclusion Lead and SEN Provision Lead
- Offer schools termly planning meetings with their link Educational Psychologist and Specialist Teacher
- Work to develop inclusive practice across Dorset through a core offer of consultation, training, modelling interventions, coaching and supervision

Parents

The Code of Practice states: Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools and Early Years Settings should meet parents at least three times each year.

A parent knows their child better than anyone else and should be involved in planning support for their child. Parents have often become experts in their child's condition and so need to be trusted in what they are saying. What is seen in school or the setting may not be the same as what parents experience at home.

Education Settings

The SEND Code of Practice states clearly what the roles and responsibilities of schools are. Dorset schools:

- Will demonstrate that they have implemented the graduated approach
- Will use their links with staff in Dorset's localities, such as Educational Psychologists and Specialist Teachers
- Will commit to the SENCo having time to do the role
- Ensure that school leaders including the governing body monitor and review how SEN resources and expertise are used.

TOP TIP: Dorset Council provides each school with a link Educational Psychologist, Specialist Teacher and Family Worker.

Mainstream schools with Resourced Provision for children and young people with Complex Communication Needs

There are currently six complex communication needs specialist resourced provisions in Dorset who cater for children and young people who present with social communication challenges. The resourced provisions are within mainstream schools.

Learning Centres and Resourced Provision for children and young people with Social, Emotional and Mental Health Needs

There are four Learning Centres in Dorset that serve the needs of children and young people who experience medical, social, emotional or mental health difficulties: Dorchester Learning Centre, The Forum Learning Centre, The Compass Learning Centre and Harbour Vale School. Three of these have a Resourced Provision for children and young people with an Education Health and Care Plan (EHCP) where the primary need is for social emotional and mental health difficulties.

Special Schools

There are a number of special schools within Dorset: Beaucroft School, Coombe House, Harbour School, Mountjoy School, Westfield Arts College, Wyvern Academy and Yewstock School. Admission to them is through Dorset Council's panel process.

More information about our special schools can be found on our local offer: [Special schools in Dorset - Dorset Council](#)

Health

Most families will be able to access the NHS services they require through "Universal Services". These services include your GP's, Health Visitors, Dentists, School Nurses, Walk-In Centres, Minor Injury Units etc. Services that anybody can access, at any time, without requiring a referral.

Some families will require additional, more specialist help from the NHS. We call these "Targeted Services". A referral is usually required to access these services, the referral will usually come from another professional such as your GP or Health Visitor.

Children and Young People with the highest levels of Physical or Emotional Health needs may be entitled for support through a Personal Health Budget. There is an assessment process for this, a referral is required from a Professional and there is eligibility criteria. Only very few young people require or are eligible for this level of support.

Further information can be found at:

[Personal budgets for children and young people with SEND - Dorset Council](#)

Services for Wellbeing and Mental Health

Universal Services include:

Dorset CAMHS

Website contains lots of information for children, young people, families and professionals
camhsdorset.org/

Useful resources for families:

camhsdorset.org/parents-carers/useful-resources-for-parents

Kooth online

This online counselling and emotional wellbeing platform for children and young people offers an online live chat option
www.kooth.com

Chat Health Dorset

Chat Health is a confidential text messaging service that enables children and young people (aged 11-19) to contact their local public health nursing (school nursing) team
Text: 07480 635511

Waves (West Dorset)

Offers a range of services for children and young people aged 10-18 by providing information, advice and guidance on issues that can affect mental health, including group work, counselling, anger management for young people aged over 13 and therapeutic support

for those affected by domestic abuse

The Rendezvous (North Dorset)

Sherborne's youth resource centre offers a friendly listening ear and emotional support or counselling, providing support on issues including bullying, eating disorders, gender identity, self-harm, stress and anxiety

www.therendezvous.org.uk

Treads (North Dorset):

An informal advice, information and drop-in centre for young people in Blandford

treadsblandford.wordpress.com

Dorset Mind Your Head

Delivered by Dorset Mind charity, Dorset Mind Your Head, is a whole-school approach to help young people, parents and teachers live life mentally healthy. Support includes counselling, drop-ins, mentoring and ambassador schemes, assemblies, PSHE, education and workshops for teachers and parents

dorsetmindyourhead.co.uk

For some children and young people a referral to your local Core-CAMHS Team may be required for targeted support. This is done using their referral form, details of which can be found at camhsdorset.org/professionals/referral

Section Eight: Contact details

Locality Contact Details

North Locality

northlocality@dorsetcouncil.gov.uk

01258474036

Dorchester Locality

dorchesterlocality@dorsetcouncil.gov.uk

01305224220

West Locality

westlocality@dorsetcouncil.gov.uk

01308425241

Chesil Locality

chesillocality@dorsetcouncil.gov.uk

01305762400

East Locality

eastlocality@dorsetcouncil.gov.uk

01202 868224

Purbeck Locality

purbecklocality@dorsetcouncil.gov.uk

01929557000

Further support for families and children and young people

Dorset's SEN Local Offer

www.dorsetcouncil.gov.uk/local-offer

Dorset Education and Advice Line (DEAL)

Dorset Education Advice Line (DEAL) - Dorset Council

0800 14 040 41

Dorset Special Educational Needs Information, Advice and Support Service (SENDIASS)
dorset.sendiass@family-action.org.uk

www.dorsetsendiass.co.uk

01305 595477

Dorset Parent-Carer Council (DPCC)
dpcc@dorsetparentcarercouncil.co.uk
07827793244

Parent-to-parent advice: Find a support group run by other parent carers who have children with similar difficulties
www.dorsetcouncil.gov.uk/fis-search