



**Harbour
School**
Dorset

SEND Information Report

Next review: Sept 2020

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SECTION A

MISSION STATEMENT

- The Harbour School Dorset believes that all individuals have rights and responsibilities to themselves and to others.
- This is based on the belief that all individuals are of value and should be given the opportunity to learn and develop potential.

AIMS AND OBJECTIVES

AIM

- Our overarching aim is to enable young people to develop their full potential to lead a purposeful life.

The tables below show you the aims and objectives of The Harbour School based on those things that impact the everyday life of our school. These are:

- 1) Corporate objectives
- 2) Partnership working
- 3) Education objectives
- 4) Social objectives
- 5) Opportunities

OBJECTIVES OF THE HARBOUR SCHOOL

CORPORATE	PARTNERSHIP WORKING	EDUCATION	SOCIAL	OPPORTUNITIES
To provide appropriate, high quality education whilst endeavouring to provide a stimulating and personalised curriculum which will re-engage our students in learning.	Promote a thoughtful attitude towards the immediate and wider community.	Ensure that students are given the opportunity to make good progress.	Removing barriers to learning by supporting the social and emotional needs of learners.	Develop learners' educational and personal potential in a safe, stimulating and supportive learning environment.
Identify and assessing all students with SEND as early and as thoroughly as possible using the revised Code of Practice (2014).	To work in partnership with mainstream schools, and including pupils in mainstream education, where possible, by developing good, positive relationships.	Ensure pupils are educated in an inclusive environment, alongside their peers to enable each student to reach his or her full potential	Develop learners' personal integrity, self-esteem, personal and social skills.	Ensure equal opportunities for all.
Ensure that we are meeting the needs of all students with SEND by offering appropriate and flexible forms of educational provision, by the most efficient use of all resources.	To ensure that parents/carers and pupils are fully involved in the identification and assessment of SEND, and that we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach	Matching levels of additional support for learning to the wide variety of individual learning needs.	Value and celebrate learners' success and achievement.	Value, respect and encourage understanding of all cultures

OBJECTIVES OF THE HARBOUR SCHOOL continued

CORPORATE			SOCIAL	OPPORTUNITIES
To maintain up to date knowledge of current SEND good practice and methodology			Promote positive behaviour for learning, in line with school's Behaviour Policy.	Encourage an understanding of the need for sustainable development.
Provide appropriate CPD training and support for all staff to ensure a high level of professional expertise.			Provide positive role models in order to foster courtesy, kindness and mutual respect.	
Provide a safe, healthy and happy work place.				

SECTION B

Explanation and definition

The **Special educational needs and disability code of practice: 0 to 25 years** is the legislation that directs the school and how it operates. Within this document it states the governments' vision:

“Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.”

The definition of children and young people that have special educational needs is shown in the Code of Practice as:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

Has a significantly greater difficulty in learning than the majority of others of the same age,
or

Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

A school's provision for SEND is defined as support which is additional to or different from that which is available to all students at our school.

Pupils at The Harbour School may have special educational needs as a result of one or more of the following:-

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

These needs listed above are the categories of need that are identified in the **Special educational needs and disability code of practice: 0 to 25 years** document that is referred to above.

Principles for The Harbour School

- All children should have equal access and entitlement to the resources and inclusion in the opportunities available.
- All teachers are teachers of children with SEND. The use of relevant differentiated curriculum, that is work tailored to their needs, curriculum will ensure that all pupils have the opportunity to progress and achieve success.

Aims for the school

All teachers are responsible for meeting the individual needs of the pupils' special educational needs. It is recognised by all staff to be a whole school responsibility.

Aims for parents/carers

The Harbour School will continue to maintain close, positive and early contact with those parents/carers whose child has a special educational need.

Parents/carers will be:

Encouraged to discuss any worries with the school

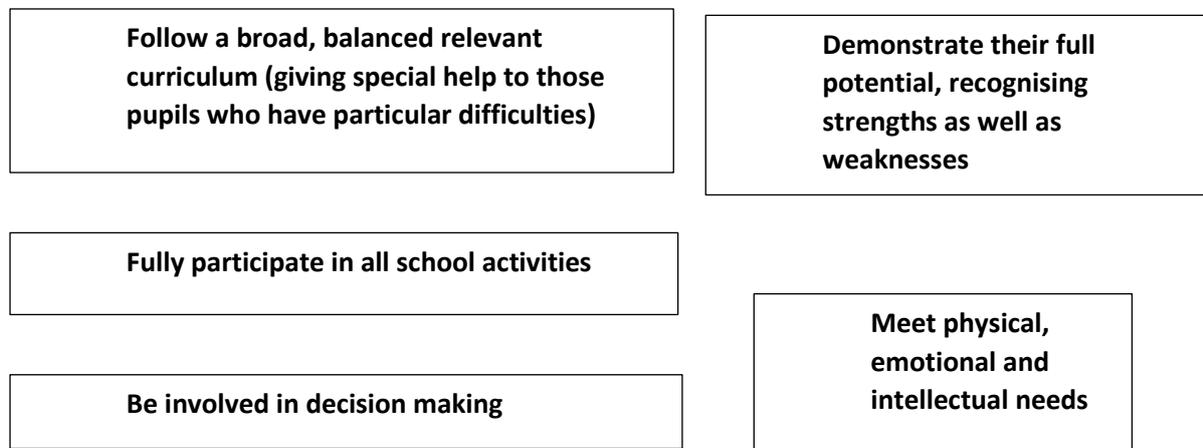
Invited to discuss their child's progress and attainment

Invited to contribute to, or attend any reviews or meetings about their child

Kept informed of any special help which is being provided

Aims for the pupils

The Harbour School provides opportunities for all its pupils. **Pupils can:**



Success Criteria is measured and met when:

- Data on intervention groups is analysed termly and it shows pupils are making progress towards targets
- Students are making expected progress against national benchmarked data
- Students do not feel disadvantaged or discriminated against

Admission Arrangements

Children who are admitted to The Harbour School using the following admission criteria ...

The Harbour School is a special school which currently provides 20 places for children of both sexes in the age range 10 – 14 specialising in provision for Autistic Spectrum Conditions (ASC), Speech, Language and Communication needs, related Anxiety, Social, Emotional and Mental Health conditions who are able to access a suitably differentiated curriculum.

For a child to be admitted, the school must be named, by a local authority, in the child's education health and care plan ('EHCP') Parents wishing their

children to benefit from our provision should ask their local authority to name our school in their child's EHCP.

Identification and Assessment

- Children are identified and assessed on entry to the school and at regular intervals throughout their time at The Harbour School.
- The school makes use of appropriate screening and assessment tools including National data.
- The school takes account of transfer information provided by the previous/dual roll educational setting.
- Pupils are reviewed half termly, set targets and supported appropriately.
- If the student performs significantly below their expected levels, this is an identifier.
- The school takes account of concerns raised by either the parent/carer or by the teaching staff.
- The school maintains close liaison with external agencies in order to support the SEND diagnosis.
- The school maintains close liaison with Local Authorities for all students under the Local Authority that placed them there and in particular, works closely with the Local Authority that places a Looked After Child in our school.

FREQUENTLY ASKED QUESTIONS

GENERAL QUESTIONS

INFORMATION

What should I do if I have a concern about my child's special educational needs?

Your main point of contact at school should always be your child's teacher. If you need to speak with other staff members, such as the SENDCO then this can be arranged via the class teacher or school office.

Who will explain provision to me?

Information about the provision on individual subjects can be discussed with the class teacher or middle leaders. Staff can meet with parents/carers at any point in the school year to discuss student progress.

In the case of individual or small group interventions, the class teacher or SENDCO will inform parents/carers explaining the aims of the intervention. Letters, phone-calls or emails will be used to keep parents/carers updated on their child's progress and discuss support in more detail on a regular basis

How the school governors are involved and what are their responsibilities?

Progress of students is evaluated every half-term and this is scrutinized by the Headteacher.

The Headteacher reports termly to the school governors; this report does not refer to individual students and confidentiality is maintained at all times.

How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?

We offer an open door policy where parents/carers are welcome at any time to make an appointment to meet with staff, and discuss how their child is progressing. Parents/carers can contact staff members through the school office.

Planned arrangements for communicating between school and home include:

- Weekly contact, a **home-school book and** phone calls
- Parents' meetings – these can be arranged individually by parents/carers to discuss progress and learning, and parents are invited to regular Family Friday meetings to look at work and discuss progress.
- If your child is supported by CAMHs they will have Care Plan Approach meetings attended by parents/carers and appropriate Harbour School staff
- Each child has an Education, Health and Care Plan (EHCP) or Statement of SEND, so there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the SENDCO Facilitator and is attended by parents/carers, relevant staff and outside agencies involved in the student's education.

How does the school know how well my child is doing?

Teachers and Learning mentors, as part of their professional standards, monitor and review all students' progress throughout the year.

The whole school system at The Harbour School includes:

- Data collection each half term, from all lead staff, showing the current level of attainment of all the students they teach. This means that staff in each subject area can track the progress of students across the school year and intervene if students experience difficulties.
- Pupils are issued with a Passport Plus, which records interventions in place and progress towards targets. This is reviewed every term, which might include testing or

screening. These programmes are reviewed by the middle leaders who use the information to plan and design the next half term's learning

- In-class additional support is reviewed frequently as part of daily debrief which teachers/support staff attend at the end of the school day to review the day and agree the next day's plans.
- Staff are observed by senior leaders as part of the school Managing Performance and Progress system.
- The Head Teacher is responsible for whole school data and tracks the school's progress against national standards. This provides guidance for academic leaders when planning the curriculum and additional support for students.
- On joining the school, at an appropriate time when the pupils are settled,
- students are assessed for reading, spelling, and maths skills and in some cases science skills. This allows us to identify when students may need further support, intervention, or additional assessment to detect any underlying difficulties.
- The school's 'Progression Framework' provides information about how well a student is engaging with the learning opportunities on offer and provides pastoral staff with evidence for how well a student is learning at school and developing their self-esteem.

What SEND training have the staff had or are currently having?

SEND training is an on-going programme of professional development for our staff, throughout the school year.

- Staff members have experience and training in planning, delivering and assessing intervention programmes.
- All staff are trained each year on the needs of new students joining the school – this can include training from specialist agencies or consultants, as well as from the internal staff with relevant expertise. On-line training is used for staff development using relevant SEND resources; for example the SEND Focus course run on-line by NASEN a government backed SEND organisation.
- SEND training forms part of the continuing professional development of all teachers and support staff and is organised in accordance with the needs of the students.
- The school works closely with outside agencies such as the Dorset Educational Psychology service and Autism Education Trust in order to access training opportunities on specialist areas of SEND. Opportunities to develop this aspect of local expertise are actively sought throughout the school year.
- All staff at the school are trained in teaching and working with students of SEND, with updates at Induction and INSET days

How are the school's resources allocated and matched to children's needs?

We ensure that all students have their needs met to the best of the school's ability, within the funds available.

Support is allocated on the basis of need. The students who have the most complex needs are given the most support.

GENERAL QUESTIONS

ACADEMIC MATTERS

How will The Harbour School support my child's academic progress?

Teachers are responsible for the progress of students in their lessons. They are trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all students.

The SENDCO and the SEND team together with middle leaders are responsible for ensuring that:

- Staff understand a student's needs
- Staff are trained in meeting those needs
- Staff have support in planning to meet a student's needs
- The quality of teaching for students with SEND, and
- Provision across the school is efficiently managed

Evidence of student support can be seen in a document called Passport Plus (PP+). The SENDCO together with the middle leaders and teachers are responsible for organising interventions for students either as a small group intervention or 1:1 support, which might include provisions, such as:

- **Additional adult support in the classroom** – all classes have Support staff (Learning Mentors) who support the teacher in helping the learning of all students.
- **Intervention sessions** – when students come out of some lessons for pre-arranged sessions to further support the implementation of their Passport Plus (PP+) for example, emotional literacy, handwriting, reading, numeracy, study skills, organisation skills, social skills, etc.

Further information regarding SEND support within The Harbour School is available to view on the schools' SEND Provision Map on the school website, which is currently under construction.

How will the curriculum be matched to my child's needs? What are the school's approaches to differentiation and how will that help my child?

Teachers/instructors are responsible for planning lessons that are accessible to and differentiated (tailored to meet individual needs) for every student. Students are entitled to participate in all areas of their timetabled curriculum and it is the staff's role to differentiate (tailor) and target resources and activities to ensure the student can access the learning.

This can mean staff plan:

- Visual (seeing), auditory (hearing) or kinaesthetic (touch) activities
- Pre-teaching content or vocabulary – this means to spend time before the full topic is taught learning more about the things within the topic or words within the topic that would otherwise hinder the pupils learning if they did not understand them
- Over-learning topics – this means the repetitive learning of something until it becomes second nature
- To provide specially targeted texts and resources appropriate for students' reading ages
- To provide additional apparatus or materials – for example some students may benefit from the use of whiteboards or even laptops/i-pads within lessons to help them focus on their learning

- To adapt and adjust resources and materials to make them accessible for students with specific learning difficulties
- Small group or 1:1 learning

How is the decision made about what type and how much support my child will receive?

- Our provision is arranged to meet our students' needs, within the resources available. This approach reflects the fact that different students require different levels of support in order to achieve age expected attainment.
- The CALs meet with teachers, as well as support staff, to discuss the student's needs and what support would be appropriate.
- There are always on-going discussions with parents/carers for any student who requires additional support for their learning.

How do we know if the support has had an impact?

The following will show the school and parents/carers if the support their child has had is having an impact on their learning:

- 1) We see evidence that the student is making progress academically against national/age expected levels and that the gap is narrowing – they are catching up to their peers or expected age levels
- 2) The student is achieving or exceeding their expected levels of progress
- 3) Verbal feedback from the teacher, parent and student
- 4) Formal or informal observations of the student at school

OTHER QUESTIONS

WELLBEING

What support will there be for my child's overall wellbeing? What is the pastoral, medical and social support available in the school?

The school uses a positive behaviour management system, whereby students are able to earn team points throughout their school week. These points can be earned by a variety of means, such as:

1. **Behaviour** – *Staff recognise those students who make good effort within sessions, students who display good manners, and students who are kind and respectful to their peers and staff they are working alongside with*
2. **Punctuality** – *The school recognises those students who maintain punctuality and are ready to learn at transition points in the day*
3. **Attendance** – *The school rewards those who achieve their attendance targets*
4. **Targets** – *Successful completion of targets set to support emotional and academic growth*

5. Contribution and Involvement – *Actively engaging within a session, helping the wider school community, or involvement within charity/community events*

Points are monitored by Teachers and Learning Mentors and are linked to rewards such as the right to participate in the termly enrichment activities/trips or to gain and collect rewards agreed by pupils and staff. This enables Learning Mentors and teaching staff to identify students who are not meeting their targets and to investigate and address the reasons for this.

The Harbour School holds a firm view that good emotional intelligence is an important factor in the development of well-being and a strong sense of self-esteem. It is therefore essential that emotional literacy underpins everything that we do.

All Harbour School staff receive on-going training in the many areas of emotional literacy. This enables our Mentors to spend 1:1 time each week with their allocated students in order to agree and set individual targets, talk through any issues and offer support and guidance.

Our trained staff are on hand to work with our students who have been identified as having needs around social, emotional and mental issues. The SENDCO arranges this provision in liaison with the class teacher and students can be seen in small groups or on a 1:1 basis.

The areas of emotional difficulties that these staff provide for are:

- specified social skills
- friendships and relationships
- anger management
- loss and change
- self-organisation
- self-awareness
- self-regulation
- motivation and empathy

Medical Support

If a student is unwell during the school day, then they will be sent to the qualified First Aiders. If the student is too ill to stay at school, their parent/carer will be contacted and asked to make arrangements for collecting them as soon as possible.

In a medical emergency, a First Aider will attend urgently, or call for an ambulance if the student requires hospitalisation. Students who have severe allergies, health care plans for a specific illness or other significant health/medical needs are flagged-up to all staff throughout the school year.

The Harbour School works closely with health care agencies to ensure that first aiders and staff are kept up-to-date and trained to support any students with a specific illness, such as diabetes, chronic fatigue, depression and anxiety for example.

How does the school manage the administration of medicines?

Medicines for students are managed by a named member of staff who is First Aid trained.

All medicines are kept within the school office. If a student requires medicine during the school day, the following procedures will be followed:

- All medicines must be given in person to the school front desk by a parent/carer
- The student's name and date of birth are recorded alongside the date, time, name of medicine, and dosage
- Depending on how the medicine needs to be stored, it will be kept in either a locked cupboard or a fridge in the school front office.
- To take their medicine, the student must go the school front office, where the dose will be administered by the First Aider or named Mentor
- Each time the medicine is administered, the time, date and dosage is recorded

What specialist services and expertise are available and accessed by the school?

The school works closely with any external agencies that are relevant to individual students' needs; including:

Health – GPs, school nurse, clinical psychologists and psychiatrists (CAMHS), paediatricians, speech & language therapists, occupational therapists

YADAS – Young Adults Drug & Alcohol Service Poole

EDP- drug and alcohols service Dorset

Social Care – locality teams, social workers, child protection teams, family intervention programmes

Dorset and BCP Educational Psychology Service

Dorset Police – Safer schools team

How will the school prepare and support my child when joining the school and transferring to a new school?

Our goal is to make sure that all of our students feel like they belong at The Harbour School. Learning is most effective when students feel they belong and are comfortable in the school environment.

- All Harbour School staff are provided with information about all new students' needs, strengths and background which is placed on the School Management Information System. SEND information is updated as and when new information is received.
- All students will have a Teacher and Learning Mentor who will work with them to create their 'Pupil Passport'. This document contains information which will be used

when creating lesson plans and differentiation as it records information that the student tells us about themselves and how they prefer to learn

- All students admitted to the school after the start of the academic year are screened at an appropriate points on entry, to identify any areas of need and to provide information to staff about the student's learning
- Every student's school file is looked at by their Teacher and Learning Mentor who ensures that all staff have relevant information regarding their students in order to differentiate and plan the learning tasks ahead.
- The Headteacher, SENDCO and middle leaders ensure that the correct individual support is in place for the students who require additional help.
- Before starting at The Harbour School, parents/carers and new students are invited to meet with the child's Headteacher, to introduce themselves, share information and establish contact with the school.
- All information relating to a student's exam concessions and required differentiation is passed on to college or training provider during the summer term of year 11, when college places have been confirmed.

OTHER QUESTIONS

INCLUSION

What support is there for behaviour, avoiding exclusion and increasing attendance

The Harbour School aims to promote an environment where the use of a 'restorative' approach is preferable.

This enables students, staff and parents/carers to come together and identify the cause of an incident and work together in a positive manner, whereby all parties concerned have an opportunity to voice their views, listen and understand the consequences of their actions.

If a student is falling significantly behind their peers, and their behaviour is affecting their learning or the learning of others, then additional support may be provided.

- The school Family Liaison worker helps parents/carers manage their child's attendance at school and can support with outside agencies coming into school or refer families to outside agencies that can support the whole family.
- The Family Liaison Worker will monitor attendance; oversee legal action against parents/carers whose child does not attend school.
- The school have a number of specially trained staff, such as Learning Mentors, who work with students when their learning is affected by their behaviour; providing emotional support, sign-posting to sources of guidance and advice, liaising with external agencies, overseeing education plans and arranging workshops/lessons about emotional, social and mental health.
- Learning Mentors work with their students if their behaviour is affecting the learning of other students, in order to help them develop skills for understanding and managing their emotional, social and mental health for supporting learning at school

How will my child be able to contribute their views?

Students' views are highly valued at the school and their opinions are sought on many areas of school life, as well as their own learning in order to promote an inclusive environment.

We use a variety of methods for seeking student views:

- The school has an active student council, where students are elected each year to represent their peers. The student council consults on whole school plans, leads on charity activities at school and is able to express student views to senior leaders throughout the school year.
- Pupils are regularly given the opportunity to complete questionnaires where we actively seek the viewpoints of students on a range of topics. The results of this questionnaire are used by the Senior Leadership Team to develop the whole school improvement plan.
- If a student takes part in an intervention programme, then they will contribute their views to the half-termly review of progress.
- All students help to write their Pupil Passport document that informs the school all about them and their views/feelings on their support needs.
- If a student needs further support a Passport Plus document is written and their views about their support needs will feed into this document.
- At annual reviews for EHCP pupil views will be sought before any review meetings.

How will my child be included in activities outside the classroom including school trips?

All students are entitled to be included in all parts of the school curriculum and we aim for all students to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

Our site based in Bovington is situated on two floors, the lower floor includes disabled toilet facilities, and wide doorways for wheelchair access should this be required.

There is a car park on site with a parking bay for disabled badge holders, marked clearly in yellow paint.

We liaise with METAS (Minority Ethnic & Traveller Achievement Service) who assist schools in Dorset in supporting families with English as an additional language or with a Traveller background.

Who can I contact for further information?

- A parent/carer's first point of contact should be the child's teacher to share concerns. Contacts are as follows

Contact teachers via the school office office@harbourschooldorset.com

Telephone 01929 508286

- Parents/carers can also arrange to meet the SENDCO by contacting the school office and asking to speak to the SENDCO Facilitator who assists the SENDCO.

SENDCO: Helen Bradley h.badley@harbourschooldorset.com

Telephone: 01929 508286

Other agencies that can offer information and support

The school liaises with and can refer parents/carers to the following agencies for information and support:

Poole, Christchurch, Bournemouth	Dorset
<p>Poole SEND Information, Advice and Support Service (SENDIASS) offering independent, free advice for parents of children with SEND:</p> <p>https://www.poole.gov.uk/schools-and-education/parental-support/send-information-advice-and-support-service-sendiass/</p>	<p>Dorset SEND Information, Advice and Support Service (SENDIASS) offering independent, free advice for parents of children with SEND:</p> <p>https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/education-and-learning/services-to-help-support-your-child/dorset-special-educational-needs-information-advice-and-support-service-sendiass.aspx</p>
<p>Child and Adolescent Mental Health Service BCP:</p> <p>http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/service.page?id=opFD6CVOxe0&=</p>	<p>Child and Adolescent Mental Health Service Dorset:</p> <p>https://familyinformationdirectory.dorsetforyou.gov.uk/kb5/dorset/fsd/service.page?id=ywyKJPnwBNo</p>
<p>BCP Educational Psychology Service:</p> <p>http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/service.page?id=vZ8PZ4LD21E&=</p>	<p>Dorset Educational Psychology Service:</p> <p>https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/education-and-learning/services-to-help-support-your-child/educational-psychologists.aspx</p>
<p>Education provision for looked after children:</p> <p>http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/service.page?id=X-lsR-0NL_k&=</p>	<p>Education provision for looked after children:</p> <p>https://www.dorsetcouncil.gov.uk/children-families/childrens-social-care/children-in-care/children-in-care.aspx</p>
<p>Exclusion from school:</p> <p>http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/service.page?id=01l5Moc-Lvl&=</p>	<p>Exclusion from school:</p> <p>https://www.dorsetcouncil.gov.uk/education-and-training/schools-and-learning/at-school/excluded-from-school-a-guide-for-parents.aspx</p>

<p>Free school meals:</p> <p>http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/service.page?id=CAzJX8l_wZ0&=</p>	<p>Free school meals:</p> <p>https://www.dorsetcouncil.gov.uk/education-and-training/schools-and-learning/at-school/free-school-meals.aspx</p>
<p>Medical needs:</p> <p>http://www.poole.gov.uk/education-and-learning/school-and-colleges/medical-needs/</p>	<p>Medical needs:</p> <p>https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/education-and-learning/services-to-help-support-your-child/physical-and-medical-needs-service-pmns.aspx</p>
<p>Portage for Children with Special Educational Needs and Disabilities (SEND):</p> <p>https://www.poole.gov.uk/schools-and-education/schools-and-colleges/portage-for-children-with-special-educational-needs-and-disabilities-send/</p>	<p>Portage for Children with Special Educational Needs and Disabilities (SEND):</p> <p>https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/education-and-learning/services-to-help-support-your-child/portage-preschool-support-service-pps.aspx</p>
<p>School attendance:</p> <p>http://www.poole.gov.uk/education-and-learning/school-and-colleges/school-attendance/</p>	<p>School attendance:</p> <p>https://www.dorsetcouncil.gov.uk/education-and-training/schools-and-learning/at-school/school-attendance.aspx</p>
<p>Dorset Speech and Language Service:</p> <p>https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/health/therapy/speech-and-language-therapy-salt-paediatric-for-children-and-young-people-aged-0-to-19.aspx</p>	<p>Dorset Speech and Language Service:</p> <p>https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/health/therapy/speech-and-language-therapy-salt-paediatric-for-children-and-young-people-aged-0-to-19.aspx</p>
<p>Poole Social Care:</p> <p>https://www.poole.gov.uk/children-and-families/social-care-for-children/social-services-children/</p>	<p>Dorset Social Care</p> <p>https://www.dorsetcouncil.gov.uk/children-families/childrens-social-care/child-protection-social-care.aspx</p>

BCP Child Protection: https://www.poole.gov.uk/children-and-families/social-care-for-children/child-protection/	Dorset Child Protection: https://www.dorsetcouncil.gov.uk/children-families/childrens-social-care/child-protection-social-care.aspx
Ted Webster Family Centre: http://www.poole.gov.uk/communities-and-people/children-and-family-care/ted-webster-family-centre/	
Dorset Police Safer Schools Team: https://www.dorset.police.uk/help-advice-crime-prevention/safety-in-your-community/ssct/	Dorset Safe Schools and Communities team https://www.dorset.police.uk/help-advice-crime-prevention/safety-in-your-community/ssct/
Young Adults Drug and Alcohol Service: http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/service.page?id=yhTB6eqxViY&=	Young Adults Drug and Alcohol Service: https://www.dorsetcouncil.gov.uk/care-and-support-for-adults/service-directory/reach-drug-and-alcohol-services.aspx
School Nursing http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/service.page?id=6364-xvckYc&=	School Nursing: https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/health/doctor-dentist-and-nursing/school-nursing.aspx
Special Educational Needs Specialist Service: http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/service.page?id=kBtk9KAUadM&=	Special Educational Needs Specialist Service https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/education-and-learning/services-to-help-support-your-child/special-educational-needs-specialist-service-senss.aspx
Dorset Dyslexia Association: https://www.xchangeonline.co.uk/kb5/dorset/aiminghigh/service.page?id=AE0yWP5LDkY	Dorset Dyslexia Association: https://www.xchangeonline.co.uk/kb5/dorset/aiminghigh/service.page?id=AE0yWP5LDkY

Teenage Pregnancy BCP http://www.poole.gov.uk/health-and-social-care/health-and-medical-advice/teenage-pregnancy/	Teenage pregnancy Dorset https://maternitymattersdorset.nhs.uk/pregnant/teenage-pregnancy/

Abbreviations

ML – Middle Leaders

CAMHS – Child and Adolescent Mental Health Service

CPD – Continuing Professional Development (staff training)

EHCP – Education, Health and Care Plan

ELSA – Emotional Literacy Support Assistant

ISP – Individual Service Plan

PP+ - Passport Plus (document of support for students with additional needs)

SEND – Special Educational Needs and Disability

SENDCO – Special Education Needs and Disability Coordinator

HSD – The Harbour School Dorset

Review

This information report is a working document and therefore is open to change and restructuring as and when the need arises.

To be reviewed by: October 2020