



# Inclusion and Early Intervention

## Service Offer to Schools 2020-2021

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# Educational Psychology Service (EPS)

## Educational Psychology Service (EPS)

**Team Manager:** Vanessa Grizzle – Principal Educational Psychologist  
**Assistant Managers:** Ulla Cheshire – Senior Educational Psychologist  
Jo Bispham - Senior Educational Psychologist

### **Team Members/ membership & roles**

The team also includes 15 Educational Psychologists (10.7 FTE); an Assistant Educational Psychologist and 3 Trainee Educational Psychologists. Two team members are also seconded part-time to Southampton University as Associate Professional Tutors for the Doctorate in Educational Psychology.

### **Core Purpose of Team/Description of Team**

BCP Council Educational Psychologists are all Health and Care Professions Council (HCPC) registered and work to promote the well-being, inclusion and achievement of children and young people up to the age of 25.

The Service aims to bring about positive change for children and young people where there are concerns about their learning, behaviour, emotional well-being, and mental health, physical or sensory needs. This is done by working with the people who know children best – their families, their teachers and other professionals who are involved.

BCP Council Educational Psychologists are employed by the Local Authority to provide independent advice and are, first and foremost, advocates for the child or young person.

### **Details of Service**

#### **The Educational Psychology Service works at three levels:**

- the level of the child and family
- the level of schools and educational settings
- the level of the local authority

#### **Service provision at each level includes:**

##### **Consultation**

Consultation involves working collaboratively with the people most closely involved with a particular issue in order to facilitate positive change.

##### **Assessment and Intervention**

Assessment may involve direct or indirect work with an individual or group. Direct assessment tools that may be used include; an analysis of work, observation, curriculum-based assessment, dynamic assessment, cognitive assessment, personal construct assessment and the use of checklists and scales. Assessment is used to inform, and plan change and intervention which may occur at an individual, group, school or local authority level.

## **Training and Staff Development**

The service provides a wide range of training for pupils, school staff and for professionals from other services. They work with those most affected by an issue to identify training needs and to tailor the content and delivery. Training can be offered to individual settings, groups of settings, service and workforce providers, parents/carers and other discrete groups.

## **Research**

The Service's work is informed by current psychological research. This includes research regarding; personal construct theory, attachment theory, positive psychology, solution orientated psychology and cognitive-behaviour approaches. The Educational Psychology Service is also involved in carrying out research projects which are used to inform our work.

## **Work with Acute and Complex Needs**

The service works with groups and individuals who have acute needs such as those experiencing loss and bereavement or trauma due to a critical incident. They also work with complex and highly specialised needs such as children and young people with profound and multiple learning difficulties.

## **Statutory Work**

When requested by the BCP Council Statutory SEND Team, BCP Council's Educational Psychology Service provides the local authority with psychological advice about a child or young person's needs to help inform decisions regarding Education, Health and Care (EHC) needs assessments and ongoing support and provision.

## **Whole School Approaches including Advice on Policy**

BCP Council's Educational Psychology Service works with individuals, groups, settings and other agencies to develop effective whole school approaches and policies on a range of issues.

## **Support Process/How is service delivered**

The Service provides a range of **core** services. This includes statutory and non-statutory services. Should an educational setting require additional time for other functions, this is available for purchase on a **commissioned** basis.

## **Core**

- statutory assessment of Children & Young Person (CYP) with Special Educational Needs and Disabilities (SEND) under Part 3 of the Children and Families Act 2014
- contribution to Annual Review of Education, Health & Care Plans, as agreed between the school, SEN Assessment Team and Educational Psychologist. Contribution could take a variety of forms e.g. attendance, work with CYP before or after, taking a view from the paperwork or contributing to outcomes etc.
- Initial observation and consultation with the setting, in respect of other pupils who may have SEND and are Children in Care and the educational placement is at risk
- are at risk of permanent exclusion and there is clear evidence of a graduated approach to addressing presenting challenges. (involvement is capacity dependent). contribution in respect of Multi-Agency Assessment in accordance with NICE (National Institute for Health and Care Excellence) guidelines and according to agreement with the local Clinical Commissioning Group (CCG)
- support within the first two days following a critical incident
- attendance at Team Around School meetings up to three times a year
- facilitation of SENCO Circles for SENCOs to share good practice and adopt a solution focused approach to problem solving

- in addition to the above, we will continue to offer a free weekly, term-time helpline to all schools and parents. Flyer available for details of day and time.

## **Commissioned**

### **Casework:**

early intervention, consultation and joint problem-solving with staff and /or parents/carers in relation to pupils' SEND

- assessment using one or more of a variety of methods and tools.

### **Whole school support in relation to:**

- consultation and joint problem-solving for systemic issues e.g. school policy and practice in relation to SEND including mental health needs and systemic interventions
- individual or small group 'supervision' for teaching and / or support staff
- additional support following a critical incident.

### **Planning and review:**

- review meetings with key staff and or parents
- evaluation of interventions

Attendance at up to six Emotional Literacy Support Assistant (ELSA) supervision groups for one ELSA (bookings through BCP Council Workforce Development website (CPD Online).

### **Primary or Secondary setting:**

The service works across settings catering for pupils/cyp aged 0 - 25

### **Key stage**

All

### **Referral and support access**

Core Services:

- core statutory work is accessed via the Statutory SEND Service
- core non-statutory work is accessed by settings in consultation with their link EP, or for Multi-Agency Assessments that are commissioned by the NHS, via the Senior EP with responsibility for the Development and Behaviour Pathway.

Commissioned Services:

- schools/academies can request a traded service package (for commissioned work) for delivery in the following school year subsequent to the publication of the BCP Council's EPS Catalogue.

### **Reporting & Feedback**

Following involvement from the team, feedback can be provided to all those involved in a range of ways including:

- follow up meetings
- visit records, including; minutes, letters and emails
- reports
- telephone contact

### **Evaluation Mechanism**

The team draws on a variety of approaches to consider the impact of their involvement.

These include:

- quality assurance reviews of reporting mechanisms against quality standards
- regular supervision
- feedback forms are sent to parents/carers, children and YP, and setting staff along with reports/letters

- feedback from parents, pupils and schools is considered, and this feedback and our responses are published termly on BCP Council's Family Information Directory (FID)

**Contacts (names, emails and numbers)**

General enquires about the Educational Psychology Service:

Name: BCP Council Educational Psychology Service

Telephone: 01202 456388 (East) or 01202 262009 (West)

Email: [EP@bournemouth.gov.uk](mailto:EP@bournemouth.gov.uk)

or [sendbso@bcpcouncil.gov.uk](mailto:sendbso@bcpcouncil.gov.uk)

Name: Vanessa Grizzle, Principal Educational Psychologist

Telephone: 01202 456183

Email: [vanessa.grizzle@bournemouth.gov.uk](mailto:vanessa.grizzle@bournemouth.gov.uk)

# Portage Service

**Team Manager:** Helen Jones – Portage Team Manager & National Portage Association (NPA) Accredited Trainer

**Assistant Managers:** Nicky Ealing - Senior Portage Officer

## **Team Members/ membership & roles**

The team consists of:

- one Portage Team Manger
- one Senior Portage Officer
- nine Portage Officers

All are qualified and experienced Portage/Early Years SEND Practitioners.

## **Core Purpose of Team/Description of Team**

The Portage Service provides a home-visiting educational service for pre-school aged children with SEND and their families. The team works in partnership with parents, early years setting and outside agencies to provide specialist SEND advice and support for children aged 0-3 years who have significant delays in their learning and development.

## **Details of Service**

The service is primarily for parents of children with SEND and can provide:

- an initial assessment of the child's strengths, additional needs and preferred learning style/activities. This incorporates a Derbyshire EYFS Small Steps baseline assessment
- advice and support to parents and their child either via a home visit, a Portage Stay and Play group, virtual video sessions or Tapestry on-line learning journal
- assessment and on-going monitoring of how the child is progressing across the EYFS Prime Areas
- advice and support to enable parents to break learning activities down into small achievable steps
- advice on adapting learning materials, toys and activities to meet the individual needs of children with SEND
- loaning of toys and provision of basic communication strategies to support home learning
- supporting and empowering parents to work in partnership with other agencies/professionals using a Team Around the Family ethos and incorporating the Signs of Safety framework
- advice/support to enable children and their parents to be included in their family and wider community
- advice/support for a successful transition from home learning to an early years setting or school
- statutory advice as part of the Education, Health and Care Needs Assessment where appropriate
- Portage Small Steps to Learning training via a 3-day workshop for parents and professionals working with children with SEND

## **Support Process/How is service delivered**

The package of Portage support currently offered to a child/family is dependent on their individual level of need, age, vulnerability and the other services and SEND support in place. Therefore, advice and support could be delivered via:

## **Portage Stay and Play**

These targeted sessions, held in Children's Centres, are for children with SEND and their families. They provide an opportunity to meet other children with developmental delays and their families, whilst having fun, playing and learning new skills together. Siblings under



school age can also attend. Information, advice and practical play and learning ideas can be gained from the Portage team and colleagues across Children's Services. These groups provide a positive small step from home learning to transitioning to an Early Years Setting.

### **Portage Virtual Support**

A telephone consultation or video appointment with a named Portage Officer. The aim is to offer Portage advice and learning strategies, provide a listening ear, answer questions and signpost parents to relevant information or services. A fun play and learning activity will be designed with parents so they can develop their child's learning and skills at home.

### **Portage Home Visiting**

This service offers short blocks of home visits with a named Portage Officer. The frequency of these visits will vary depending on the individual needs of each child, other services and support being accessed and capacity within the Portage service. Lasting for around an hour, parents are taught how to break learning outcomes down into small achievable steps. For Portage support to be successful, parents need to be willing and able to practice agreed learning activities/strategies with their child in between home visits.

### **Portage Small Steps to Learning Training**

See training section.

### **Primary or Secondary setting**

Not directly but may support transition to reception class for a child accessing Portage support.

### **Key stage**

Early Years Foundation Stage (EYFS)

### **Referral and support access**

The Portage service offers an open referral system, accepting referrals from families themselves as well as other agencies. Further information and an electronic request for involvement form are available via the BCP Council Local Offer

<https://www.fid.bcpCouncil.gov.uk/kb5/poole/fis/advice.page?id=VDNtCQ8zHHs>

### **Reporting & Feedback**

Throughout involvement with the team, feedback can be provided by parents in a range of ways including:

- direct feedback between the parent and allocated Portage officer
- shared visit records and activity charts
- shared Portage learning outcomes documents (similar to SEN Support Plans)
- joint home visits with the senior Portage officer/manager
- parent satisfaction questionnaires

### **Evaluation Mechanism**

The team draws on a variety of approaches to consider the impact of their involvement.

These include:

- review of EYFS outcomes data across the three prime areas
- benchmarking against the National Portage Association Code of Practice/Standards
- end of service feedback from parents
- feedback from other professionals

### **Contacts (names, emails and numbers)**

Helen Jones

E: [helen.jones@bcpCouncil.gov.uk](mailto:helen.jones@bcpCouncil.gov.uk)

T: 01202 261931

M: 07824 521406

## **Offer to staff supporting vulnerable children and young people in terms of workforce development**

### **Portage Workshop - A Small Steps Approach to Learning for Children with SEND.**

This is a certificated 2 ½ day training course delivered by Helen Jones – a National Portage Association Accredited Trainer. The workshop is suitable for anyone interested in finding out more about the Portage model, including early years practitioners, colleagues in schools, therapists and parents. The core content covers:

- the Portage partnership model of working with parents and other professionals
- Portage principles and how they can be applied in the home and in settings with children who have additional needs
- strategies, materials and resources used by Portage that can be used in the home and settings
- how to plan for success and set long term goals
- the importance of using clear language
- how to use a small steps approach in teaching children new skills through play
- strategies to overcome the barriers to play and learning
- approaches to help children generalise skills
- how to use a small steps approach to support and encourage positive behaviour
- strategies for planning suitable activities, assessing progress and recording children's successes

# Children's Occupational Therapy (OT) Team

**Team Manager:** Ruth Morgan

## **Team Members/ membership & roles**

6 Qualified Occupational Therapists including Team Manager, all HCPC registered.  
(4 FTE OT's)

## **Core Purpose of Team/Description of Team**

The Children's Occupational Therapy Team, work across BCP Council to assess and provide specialised equipment and recommend minor/major environmental adaptations to enable children and young people with complex physical disabilities to remain as independent and safe as possible at home within their family unit. We work to enable functional independence.

## **Details of Service**

The team completes robust assessments taking into account the child and families views to enable children with complex physical needs to access their home environment, support functional participation and postural management with the aid of specialist seating and equipment. We complete moving and handling risk assessments and review these in accordance with regulatory timeframes. We work with families to recommend major adaptations through the Disabled Facilities Grant process from start to finish. We review children on a regular basis in respect of equipment. We work with children and young people 0-19 currently and liaise with our adult Occupational Therapist colleagues to ensure smooth transitions into adult Occupational Therapy services. We work with children and young people who have severe Autism and/or Learning Disabilities to facilitate a safe home environment for them to thrive, feel secure and enable parents to feel more confident when at home with their child. This may be through minor adaptations and/or joint working with our Intellectual Disability – Child and Mental Health Services – Occupational Therapy (ID CAMHS OT) colleagues. We liaise with our health Occupational Therapy colleagues and colleagues in education as required enabling us to gain a well-rounded picture of the child and their needs. We involve parents and carers in our assessments and action planning at all stages and empowers them through the Occupational Therapy process.

## **Support Process/How is service delivered**

Face to face assessments usually within the home environment. Sometimes visits to observe the child at School are required at the assessment stage and we may complete seating assessments at specialist schools as this can be quicker to arrange and enables us to work more closely with the special school Occupational Therapists to ensure continuity of care.

## **Primary or Secondary setting**

Neither specifically. We may call school and arrange an observation visit but this is more common in specialist settings than in mainstream schools. We very rarely visit a mainstream school setting.

## **Key stage**

N/A

## **Referral and support access**

Referral form directly to Occupational Therapy service. This is currently under review in respect of the new 'front door' process. Details on the Local offer.

### **Reporting & Feedback**

In terms of service feedback, we have a feedback form which is sent to families when their child is discharged from the service. We also receive email feedback from parents if something specific has made a big difference to their child's life.

We can use email, phone, via meetings, case records and accurate recording of assessments and action plans and notes.

### **Evaluation Mechanism**

Collate feedback received and evaluate strengths and weakness of the service.

### **Contacts (names, emails and numbers)**

[Ruth.morgan@bcpcouncil.gov.uk](mailto:Ruth.morgan@bcpcouncil.gov.uk)

01202 714613 or 07789716277

### **Offer to staff supporting vulnerable children and young people in terms of workforce development**

In the future we would like to offer some resources and face to face training on basic sensory processing awareness within the classroom and school environment to include a sensory toolkit or strategies for school staff to refer to.

Presently our colleagues in Health complete environmental assessments and specialist seating in mainstream schools and refer this to BCP Council, without our involvement. I would like consideration to be given to whether we could support these assessments and link directly to our colleagues in SEND, this would be a clearer route for schools to understand and would enable timely interventions using our specialist skills in this area. We could then consider manual handling training for school staff, advice on postural management, accessibility for children with physical needs etc.

# Early Help 1 Services

## Service Manager - Amanda Gridley

### Brighter Futures

**Operational Manager:** Geraint Griffiths

**Team Manager:** Jeanette Yorke

#### **Team Members/ membership & roles**

Amanda Gridley – Early Help 1 Lead

Operational Manager – Geraint Griffiths

Operational Manager – Gaye Wright

Jeanette Yorke – Brighter Futures Team Manager

#### **Core Purpose of Team/Description of Team**

The team will support schools in developing/ enhancing a parental strategy and practices. It will support parents across the age range of 5-16 years, utilising a multi-agency and community approach in identifying and promoting the home learning environment, particularly targeted to the disadvantaged. The team will consist of a Brighter Future Lead, a Senior Practitioner and Programme Officers.

#### **Details of Service**

The service can provide:

- support for schools to review and enhance parental engagement strategy and practices
- develop and establish network cluster meeting to provide a forum to share partnership knowledge, community information and data
- parent workshop and targeted groups to increase the home learning environment and support parents/carers
- dialogue and quality interaction spent with their children.
- support for parents/carers as active partners in developing positive relationships improving family relationships and stability

#### **Support Process/How is service delivered**

The service will be delivered through the following mechanisms:

- drop-in sessions for parents giving advice and signposting to services
- targeted groups for parents and children
- parent workshops
- case work
- transition programme - children's groups, support packs and parent workshops
- SEND targeted groups
- living with teenagers targeted sessions
- living with parents targeted sessions
- cluster meetings
- staff training for schools

#### **Primary or Secondary setting**

Primary schools

Links with secondary schools in transition

**Key stage**

EYFS, Key Stage 1 and 2

**Referral and support access**

A referral form will be completed by multi agencies to access the targeted groups and parent workshops. Families will then be contacted with course details. A triage process will be used to direct families to the appropriate service.

**Reporting & Feedback**

A quality assurance and moderation process will be developed. The groups and workshops delivered will have impact measuring toolkits to monitor outcomes. A termly outcomes summary report will be provided. These will feed into KPI's.

**Evaluation Mechanism**

The team draws on a variety of approaches to consider the impact of their involvement. These include:

- pre and post course questionnaires
- feedback from parents/carers, pupils and schools

**Contacts (names, emails and numbers)**

Jeanette Yorke

[jeanette.yorke@bcpcouncil.gov.uk](mailto:jeanette.yorke@bcpcouncil.gov.uk)

**Offer to staff supporting vulnerable children and young people in terms of workforce development**

The following areas will be provided:

**External Provider**

- Attention Autism Training
- Thinking bricks training
- Living with teenagers
- Attachment Training Level 2

**Internal Provider**

- Brighter Futures train the trainer programme – building and maintaining positive relationships, resilience, brain development, self-regulation, engaging with hard to reach families, promoting positive mental health and parenting strategies. This will include the Living with parents' course.

**Governors/ Headteachers**

Awareness briefings will be provided for Headteachers and Governors. This will incorporate understanding attachment and the development of a parental strategy.

**School Staff**

The Brighter Futures training programme will be delivered to staff and especially focus on Pastoral and Safeguarding leads. This will enable schools to deliver parent workshops and provide them with training on early help assessments and referrals.

# The Early Years Special Educational Needs Coordinator (SENCO) Team

**Team Manager:** Lesley Tasan  
**Senior Area SENCO:** Gemma Tappenden

## **Team Members/ membership & roles**

The team consists of 7 early years experts in special educational needs. Each with:

- A strong background in the principles of Portage: celebrating diversity and emphasising that all children can learn
- at least Level 5 in early years practice and an early years SEN background
- A very high level of safeguarding knowledge

## **Core Purpose of Team/Description of Team**

- discharging the local authority duty (Special Educational Needs and Disability (SEND) Code of Practice - 2015) of ensuring nurseries, preschools and childminders providing funded early education places, meet the needs of children with SEND following a graduated response to children's development
- ensuring that early years settings are able to deliver the learning and development requirements of the Early Years Foundation Stage (EYFS) effectively and inclusively, for children with varying levels of SEN and or a disability and particularly those children with and assessed SEND or an Education Health & Care plan (EHCP)

## **Details of Service**

Providing a full range of advice and practical support about approaches to early identification, assessment and intervention for young children with varying levels and types of SEN and or a disability.

Working proactively to strengthen the links between early years partners so that each stakeholder can contribute to providing the child with the holistic support and learning and development opportunities they need in their education setting.

Building confidence within the early years sector and between early years professionals in order to facilitate effective partnerships that lead to a personalised 'transition to school' process for children with higher level, complex SEND – particularly those children with an Education Health & Care plan.

Promoting the work of local impartial information, advice and support services available to parents of children with complex SEND.

Maintaining personal safeguarding practice that is of a high quality.

## **Support Process/How is service delivered**

- giving expert information, advice and guidance
- carrying out specific observations of children
- providing both verbal and written guidance on effective early identification of additional learning needs and using a graduated response approach to meet a child's needs

- designing and delivering tailored training/coaching support that will improve skills, knowledge and confidence in identifying and effectively providing for the learning and development needs of children with varying levels of SEN and or an identified disability
- role modelling of effective intervention strategies
- providing advice and guidance on developing specific targets for individual children
- undertaking detailed assessments, using evidence-based tools, to effectively identify more complex additional learning needs
- provide written guidance to the setting as to how these can be met, including any recommendations for additional resources
- guiding and advising on completion of the documentation needed for an Education Health and Care Needs Assessment (EHCNA)
- delivering specific SEN/Inclusive practice workshops which include the sharing of specialist expertise and dissemination of good early years practice

### **Primary or Secondary setting**

Pre-school and Primary

### **Key stage**

Early Years Foundation Stage (EYFS)

### **Referral and support access**

Via 'request for support' to central email / early years team manager email

### **Reporting & Feedback**

- by telephone/Skype/ email: advice, information and guidance on appropriate SEN support strategies
- following an observation or assessment - summary bullet points are given for setting SENCO to prioritise and action
- at termly or 6 weekly 2-way feedback contact: review progress that child is making and reflect on staff development

### **Evaluation Mechanism**

The team draws on a variety of approaches to consider the impact of their involvement.

These include:

- termly monitoring of child's progress against actions set by Area SENCO for impact on child's development
- partnership with early years SENCO in RAG rating SEN/Inclusion practice – currently using national early years sector SENCO Job Description – and reviewing staff development in implementation of strategies
- feedback from parents
- feedback from workshops delivered

### **Contacts (names, emails and numbers)**

Central email: [EHBSR@bcpcouncil.gov.uk](mailto:EHBSR@bcpcouncil.gov.uk)

Early Years Team Manager:

[Lesley.tasan@bcpcouncil.gov.uk](mailto:Lesley.tasan@bcpcouncil.gov.uk)

### **Offer to staff supporting vulnerable children and young people in terms of workforce development**

- workshops on sensory processing in the EYFS
- strategies to support a total communication approach in the EYFS
- strategies to support emotional development for young children with developmental delay in the EYFS
- understanding the child with social communication difficulties in the EYFS: how to support engagement with learning
- Signalong training
- Portage Small Steps training



# School Inclusion Services

**Team Manager:** Geraint Griffiths

**Assistant Managers:** Lorraine Burchell, Tanis Middlemiss, Jeanette Yorke, Rachel Anderson

## **Team Members/ membership & roles**

### **Senior Inclusion Officers:**

Shellie Robinson

Julia Walton

Jo London

### **Inclusion Officers:**

Tracie Burnett

Rob Cooke

Sue Cruells

Sam Mcloughlin

Jane Middleton

### **Senior Re-integration Officer**

E Ramsdale

### **Reintegration Officers**

Emma Davis

Kirsty Duff

Chrissie Faye

Sarah Newell

### **Employment and Performance Licencing Officers**

Kirsten Boundy

Caroline Cope

### **Parental Responsibility Measures Officers:**

Sam Cave

Rachel Woods

### **Core Purpose of Team/Description of Team**

To ensure all children have access to and positively engage with a high-quality education by supporting our schools to improve attendance, reduce persistent absence, decrease the number of pupils missing out on education and reduce exclusion.

### **Details of Service**

The team will:

- support schools to improve attendance, reduce persistent absence and decrease the number of children missing out on education
- support schools to further develop inclusive cultures, manage challenging behaviour and reduce permanent exclusions
- advise and support schools to ensure compliance with legislation relating to the exclusion of pupils
- undertake investigations to find children missing from education
- commission alternative provision for pupils that have been permanently excluded or are unable to attend school
- ensure the quality of alternative provision and monitor the progress of pupils placed within it

- support the re-integration of pupils into school after a period in alternative provision or of being unable to attend school
- administer the implementation of parental responsibility measures on behalf of schools
- monitor and support families who have chosen to electively home educate their children
- undertake statutory duties relating to the employment of children and the licencing of performances involving them

### **Support Process/How is service delivered**

- inclusion officers are available to offer information, guidance and support regarding good practice, at whole school and individual pupil level, in relation to improving attendance and reducing exclusion
- an attendance network which supports schools to work together and with the Local Authority to develop good practice and processes that support pupil's attendance at school
- a multi-agency panel will review the cases of children missing out on education to ensure effective and co-ordinated support in place
- a multi-agency panel will review the cases of pupils at risk of permanent exclusion to support and resource schools to develop a co-ordinated plan to avoid exclusion in place
- alternative Provision will be commissioned and monitored for pupils that are unable to attend school or have been permanently excluded
- re-integration officers will provide support for schools and individual pupils to enable them to successfully re-integrate into school after periods of significant absence
- schools' requests for the issuing of fixed penalty notices and prosecution of parents for a child's poor attendance will be administered in accordance with statutory guidance and the code of conduct for the issuing of fixed penalty notices
- Employment and Performance Licencing Officers will offer schools information and advice regarding such issues
- inclusion officers will undertake the statutory duties relating to children missing from education and children who are electively home educated.

### **Primary or Secondary setting**

Both

### **Key stage**

Key Stages 1 to 4

### **Referral and support access**

Services and support can be accessed through:

- Team around School meetings
- attendance at network meetings
- referral to Preventing Exclusions Panel
- referral to Children Missing Out on Education Panel

For further information and details of how to make referrals to specific panels and services contact: [schoolinclusion@bcpcouncil.gov.uk](mailto:schoolinclusion@bcpcouncil.gov.uk)

Permanent and other exclusions should be reported to:

[exclusions@bcpcouncil.gov.uk](mailto:exclusions@bcpcouncil.gov.uk)

### **Reporting & Feedback**

- the team reports to BCP Council Children's Directorate Management Board and BCP Council Schools Forum when appropriate.
- feedback on individual pupils will be provided at team around meetings and panels as relevant.
- feedback from children, families, schools and other stake holders is actively sought and welcomed.

**Evaluation Mechanism**

- regular reporting of performance against DfE and BCP Council key indicators.
- reporting of specific outcomes for schools and pupils.
- evaluation by service users (pupil, family and school)

**Contacts (names, emails and numbers)**

E: [schoolinclusion@bcpcouncil.gov.uk](mailto:schoolinclusion@bcpcouncil.gov.uk)

E: [Geraint.Griffiths@bcpcouncil.gov.uk](mailto:Geraint.Griffiths@bcpcouncil.gov.uk)

M: 07736 853706

**Offer to staff supporting vulnerable children and young people in terms of workforce development**

The team possess a wide range of knowledge and skills relating to attendance and exclusion and the issues impacting upon them.

A specific workforce development offer has not yet been formulated. The team will be consulting with schools to identify the contents of a future offer and can also work with individual schools or trusts to develop a specific offer to meet their needs.

Development activities can be delivered to management, specialist staff, teachers and governing bodies.

# Family Information Service

**Team Manager:** Louise Chiles

## **Team Members/ membership & roles**

The Family Information Service has 3 teams:

- an Information, Advice and Guidance Team
- a Marketing and Communications Team
- a Data Team with responsibility for the [BCP Council Family Information Directory](#) and the [SEND Local Offer](#)

## **Core Purpose of Team/Description of Team**

The Family Information Service provides information and guidance for families in Bournemouth, Christchurch and Poole with a range of issues regarding family life.

The service is free, confidential and impartial. We provide information for families of children and young people aged 0 to 19, or up to 25 for children and young people with special educational needs and disabilities (SEND).

## **Details of Service**

We provide information and guidance on a range of issues, but key areas of support are:

- finding childcare and wrap around care
- advice on childcare funding
- support with finding family activities
- information on school admissions processes

## **Support Process/How is service delivered?**

We provide support for families and young people, either face to face in BCP Council Welcome Areas, by phone or by email. We also do outreach work and can visit community venues, schools and early years settings etc to provide support for families at those locations.

## **Primary or Secondary setting**

We can provide outreach visits to Primary or Secondary settings.

## **Key stage**

We support families of children aged 0-19 and up to 25 for children and young people with SEND.

## **Referral and support access**

Families or young people can contact us on 01202 261970 or by email at

[familyinformation@bcpcouncil.gov.uk](mailto:familyinformation@bcpcouncil.gov.uk)

If a school would like an Information Advisor to attend a parent/carer event, please contact us using the details above.

## **Contacts (names, emails and numbers)**

01202 261970

[familyinformation@bcpcouncil.gov.uk](mailto:familyinformation@bcpcouncil.gov.uk)

## **Offer to staff supporting vulnerable children and young people in terms of workforce development**

The Family Information Service does not provide a workforce development offer.

# Early Help Programmes

**Operational Manager:** Gaye Wright – Locality Operational Manager

**Team Managers:**

Graham Downs – Parenting, Young Parents and Volunteering

Jane Rose - Come Talk with Me, speech, language and communication programme

Sharen Stevens - Starting out, Home Learning programme

Jeanette Yorke - Brighter Futures programme for parents of school aged children

**Team Members/ membership & roles**

4 Senior programme officers and 27 programme officers working across BCP 6 FTE – Programme Officers.

**Core Purpose of Team/Description of Team**

The Early Help Programmes Team will be delivering evidenced based parenting programmes across BCP Council using a graduated response model.

**Details of Service**

This is the BCP Council Early Help Programmes Parenting offer which is part of the new Early Help delivery Model. The Parenting Programme offer will have a suite of evidenced based Parenting interventions and programmes delivered by trained Programme Officers to/with Level 2 and Level 3 Families (0-18). This offer will be incremental as the new model is embedded.

The Parenting Programmes will include:

**Triple P** – Empowering Parents, strengthening Communities.

The Triple P – Positive Parenting Program® is an evidence-based system of parenting interventions. It's designed to build parents' skills so they can raise confident, healthy, happy children and teenagers, enjoy stronger family relationships, and create protective, safe environments for their families. Triple P gives parents simple and practical strategies they can adapt to suit their own values, beliefs and needs.

**Family Links Nurture programmes** – The Nurturing Programme, providing adults and children with the understanding, skills and ability to lead emotionally healthy lives, build resilience, empathy and self-esteem, and maintain positive relationships.

**DVRT** – Domestic Violence Recovery Tool Kit, the Recovery Toolkit is a trauma focused cognitive behavioural therapy programme. It is suitable for women not currently in an abusive relationship. The aim of the course is to empower participants with lifelong skills, tools and techniques to effectively make healthy relationship choices. The course focuses on the impact of DV on Children/Young people.

**WIC** – Who's in Charge? is a 9-week child to parent violence (CPV) programme aimed at parents whose children are being abusive or violent toward them or who appear out of parental control. The structure of the programme consists of 8 two and a half hour sessions with a two-month follow up.

**Living with Teenagers** - For parents and carers of teenagers aged 11 to 16 years old. The workshops support parents and carers who find themselves in difficulties with the behavioural and communication challenges that the teenage years can present. This course will support them in developing their skills in coping with and managing their teenager's behaviour

**TRICK Box** – Trick Box is a simple, fun and effective, emotional management and personal development programme supporting children and young people. BCP Council will be delivering the Early Years element of TRICK Box initially. Trick Box programmes develop positive life habits to deal with challenges in the here and now as well as building personal skills for the future.

For further information the BCP Council Parenting Graduated Response will be published and made available from October 2020.

### **Support Process/How is service delivered**

The Early Help Parenting Programme offer will be delivered in line with the BCP Council Operating Model and will build on effective models of delivery tested during lockdown. This will include delivery across BCP Council in Family Hubs, Schools and other community locations:

- face 2 face small group work (COVID Secure Practice)
- 1:1 Interventions (COVID secure practice)
- Digital Offer Interactive Group sessions online
- online parenting programmes – self-study with or without support, depending on need
- digital engagement through the Family Information Service
- underpinned by BCP Council Children’s Services Practice Standards

### **Primary or Secondary setting**

The focus of the programmes will be 0-11-year olds with some programmes supporting parents of teenagers.

### **Key stage**

All key stages

### **Referral and support access**

First Response Hub for Level 3 cases <https://pdscp.co.uk/working-with-children/applying-thresholds-and-reporting-concerns/>

The process for Level 2 cases will be confirmed October 2020.

### **Reporting & Feedback**

BCP Council Early Help Performance Data. Information and feedback will be shared with Lead Professionals in agreement with parents.

### **Evaluation Mechanism**

Each programme has its own evidence-based evaluation process. These evaluations will meet the BCP Council KPI ‘s (BCP Council Early Help, Family Support and Young People’s Strategic Framework: 2020-2023)

The outcomes of all the parenting programmes will include;

- improving Parenting Skills
- increased understanding of their child’s development
- improved confidence in setting and reinforcing boundaries
- increased positive interactions with their child
- improved confidence in dealing with behaviour
- improved parent and/or child safeguarding
- improved routines and basic care
- improved practical live skills

### **Contacts (names, emails and numbers)**

Locality Operational Manager – Gaye Wright [gaye.wright@bcpcouncil.gov.uk](mailto:gaye.wright@bcpcouncil.gov.uk)

Team Manager – Graham Downs [graham.downs@bcpcouncil.gov.uk](mailto:graham.downs@bcpcouncil.gov.uk)

### **Offer to staff supporting vulnerable children and young people in terms of workforce development**

BCP Council Programme Officers will be available for staff training days and will work alongside our Brighter Futures Programme Officers to support BCP Council Schools. The parenting programmes could be available in school settings depending on need. There will be opportunities for schools to participate in accredited training in the programmes (costs may vary).

# Early Help 2 Services

## Service Manager - Kendra Bell

### Early Help First Response Team

**Team Manager:** Rachel Gauntlett

#### **Team Members/ membership & roles**

Team Manager Rachel Gauntlett

Senior Practitioner Meryl Randle

Team of EH First Response workers

#### **Core Purpose of Team/Description of Team**

The Children's Services First Response Hub provides the public and professionals with advice, information and support for children who are vulnerable and at risk and is made up of the Multi-Agency Safeguarding Hub (MASH) and Early Help Team who provide:

- a prompt response when children or young people are considered to be at risk of harm
- advice and support for practitioners in agreeing an early help offer for children and young people
- simpler access to advice and support

The Early Help First Response Team sits within the Children's Service First Response Hub and is the first point of contact for requesting early help support for children and families living in Bournemouth, Christchurch and Poole. The Team respond to all contact and referrals for Early Help and work alongside the BCP Council MASH in the Childrens Service First Response Hub.

#### **Details of Service**

The Team provide information, advice and guidance for children, young people and their families and to professionals and acts as the gateway to Early Help assessment, support and services. Requests will be considered and either swiftly signposted to other appropriate services or passed through to one of our teams.

We aim to ensure that children, young people and families receive the right support, in the right place at the earliest opportunity.

Contact the Childrens First Response Hub if you are:

- worried a child or young person is at risk of, or is being hurt or abused
- if you know of a child or young person who may be vulnerable without additional help and support
- if you want to know more about the services available to support children, young people and their families

#### **Support Process/How is service delivered**

See details of service

#### **Primary or Secondary setting**

The Early Help First Response Team work with children aged 0-19

**Key stage**

All

**Referral and support access****Children's Services First Response Hub**

T. 01202 735046 Monday to Thursday: 8.30am to 5.15pm, Friday: 8.30am-4.45pm

E. [childrensfirstresponse@bcpcouncil.gov.uk](mailto:childrensfirstresponse@bcpcouncil.gov.uk)

All requests for support should be submitted on the [Inter Agency Referral Form](#) and with the consent of the family.

**Reporting & Feedback**

The Early Help First Response Team will inform professionals of the outcome of their referral. They will also share information where there is consent to do so from the family.

**Evaluation Mechanism**

Feedback from professionals and families is used to evaluate the service alongside performance data.

**Contacts (names, emails and numbers)**

General enquiries should be sent to [childrensfirstresponse@bcpcouncil.gov.uk](mailto:childrensfirstresponse@bcpcouncil.gov.uk) so that it can be directed to the relevant person. For service specific enquiries please contact [Rachel.Gauntlett@bcpcouncil.gov.uk](mailto:Rachel.Gauntlett@bcpcouncil.gov.uk)

**Offer to staff supporting vulnerable children and young people in terms of workforce development**

Where appropriate the Team will work alongside the schools Early Help link worker to support workforce development.



# Early Help Family Support Teams

**Operational Manager:** Nicky Booth

**There are six Early Help Family Support Teams each based in a locality:**

- Boscombe
- Christchurch
- Kinson & West Howe
- Poole Town
- Rossmore/Bourne Valley
- Turlin Moor

## **Team membership & roles**

Team Managers x 6

Senior Practitioners x 6

Early Help support workers x 29 FTE

Early Help Housing Support workers x 2

## **Core Purpose of Team/Description of Team**

Based in our Family Hubs, the Early Help Support Teams will provide targeted early help at 'partnership plus' level to children pre-birth -19 years and their families. The support teams will work collaboratively with other professionals and organisations to maximise the benefits of a multiagency approach which supports families to achieve better outcomes

Early Help Support Workers work with children, young people and their families using the Signs of Safety approach to assess strengths and worries. Our main assessment tool will be the Early Help Assessment, but this will be supported by other screening tools to ensure that any specific worries are fully understood. This approach will help to focus on individuals' strengths that can be built upon and seek to both identify and develop a sustainable plan with a support network to help address both an individual child's and the collective needs of the family. Where appropriate Early Help Support Workers will act as Lead Professional, always working alongside the family to build resilience and improve outcomes for the children.

The voice of the child and their lived experience will be paramount in identifying what needs to change and workers will proactively seek and respond to their wishes and feelings, advocating on their behalf where necessary. Our approach will be persistent, assertive and challenging in order to secure a common purpose within the family and the wider support network; plans will have agreed actions and timescales within which these should be achieved.

Early Help support workers are key members of the Team Around the School, supporting schools' colleagues in delivering early help; teams will also support health, early years and other partner colleagues to fulfil their lead professional or network responsibilities.

Teams will sometimes support families and partners when the need for Childrens Social Care or another specialist service has reduced and where needs can now be met by a partnership approach in the early help arena.

## **Details of Service**

- information, advice and guidance to children, families and schools from the point of early identification
- named member of Team around the School
- assessment, planning and review
- signposting, coordination and inclusion of a range of services to meet identified need
- direct work and intervention

- coordination of cluster model and bringing local agencies and schools together to work in partnership

### **Support Process/How is service delivered**

Service is delivered through locality based Early Help Family Support teams

There are a range of other services delivered as part of a wider early help system; information about these will be communicated to you as these services develop either through the TAS process or via Schools News.

### **Primary or Secondary setting**

0-19 years

### **Key stage**

All

### **Referral and support access**

All new contacts for support will go through the Childrens Service's First Response Hub. 01202 735046.

### **Reporting & Feedback**

Teams report to Service Manager.

Performance is monitored through Quality Performance Improvement Board (QPIB).

### **Evaluation Mechanism**

Plan and review - Signs of Safety (SOS) grading profile used to determine measure of success.

Feedback from families and partners.

### **Contact details:**

Nicky Booth [nicky.booth@bcpcouncil.gov.uk](mailto:nicky.booth@bcpcouncil.gov.uk)

Andrea Gray (Turlin Moor) [Andrea.gray@bcpcouncil.gov.uk](mailto:Andrea.gray@bcpcouncil.gov.uk)

Alyson Hammond Forge (Poole Town) [Alyson.Hammond-Forge@bcpcouncil.gov.uk](mailto:Alyson.Hammond-Forge@bcpcouncil.gov.uk)

Lucy Titcombe (Christchurch) [Lucy.titcombe@bcpcouncil.gov.uk](mailto:Lucy.titcombe@bcpcouncil.gov.uk)

Nikki Dilke (Kinson/ West Howe) [Nikki.dilke@bcpcouncil.gov.uk](mailto:Nikki.dilke@bcpcouncil.gov.uk)

Pippa Emmerson (Boscombe) [pippa.emmerson2@bcpcouncil.gov.uk](mailto:pippa.emmerson2@bcpcouncil.gov.uk)

Steve Sargeant (Rossmore/Bourne Valley) [steve.sargeant@bcpcouncil.gov.uk](mailto:steve.sargeant@bcpcouncil.gov.uk)

### **Offer to staff supporting vulnerable children and young people in terms of workforce development**

- An introduction to Early Help
- Early Help Signs of Safety approach
- Early Help assessment and planning

# The Adolescent Hub

**Team Manager:** Steve Cox 'O'Rourke

**Assistant Managers:** Senior Practitioner Janene Gray

## **Team Members/ membership & roles**

Team of Adolescent Support workers, one Senior Youth worker and one Youth Worker.

## **Core Purpose of Team/Description of Team**

Focused on improving outcomes for children and young people who experience harm from exploitation and instability in their family setting and in education, the Adolescent Hub is a pro-active and responsive, individualised service providing support packages to parents /carers, children and young people to reduce the likelihood of harm from exploitation and support stability of care, home, health, education and relationships.

## **Details of Service**

The Adolescent Hub staff will build trusting relationships with young people and, most importantly, provide support to young people, when the opportunity to influence and create the conditions for change for young people is at its greatest. Identifying 'reachable' moments for young people will be a focus for the Hub staff and providing individual support to young people and their families

Supporting families and carers to manage risk is a key service delivery point. The Hub focuses on increasing carers' and parents' support, building resilience and creating the space and conditions to repair relationships and being part of a network for their young person and in managing the anxieties this often brings.

## **Support Process/How is service delivered**

Direct work with young people, their families offering 1:1 support and group work.

## **Primary or Secondary setting**

The primary focus of the offer is for 12-18-year olds.

## **Key stage**

Key Stages 3 and 4.

## **Referral and support access**

To be confirmed.

## **Reporting & Feedback**

Following involvement from the team, feedback can be provided in a range of ways including:

- follow up meetings
- intervention records
- reports
- telephone contact

## **Evaluation Mechanism**

Evaluation of Service

The team draws on a variety of approaches to consider the impact of their involvement.

These include:

- Review Framework
- Benchmarking against 'Quality Standards'
- Feedback from parents/carers, young people and involved partners

**Contacts (names, emails and numbers)**

Steve Cox-O'Rourke – Team Manager Adolescent Hub

[steve.cox-orourke@bcpcouncil.gov.uk](mailto:steve.cox-orourke@bcpcouncil.gov.uk) 01202 795326.

**Offer to staff supporting vulnerable children and young people in terms of workforce development**

There will be consideration of a BCP Council wide offer to schools focused on the development of knowledge and awareness of child exploitation and strategies for intervening early.

# Youth Service Offer: Youth Access Points, Participation, Positive Activities and Detached Youth Work

## **Team Managers:**

Nina Wilson  
Brian Bennett

## **Team membership & roles**

Team Managers  
Senior Youth Workers  
Senior Practitioners  
Youth Development Worker  
Youth Workers  
Youth Advice and Guidance Workers  
Adolescent Support workers  
Media and Digital Tracking Officer  
Assistant Youth Workers

## **Core Purpose of Team/Description of Team**

Provision of Youth Services to young people across BCP Council providing access, information advice and guidance, participation, engagement in positive activities, 1:1 targeted youth work support and detached youth work within the community.

## **Details of Service**

Youth Access Points; Number 18, Sussed and 507 provide a place of safety, knowledge, signposting and support in the community with a focus on four main areas:

- 11-19-year olds requiring information, advice and guidance on a range of issues including but not limited to; family breakdown, substance misuse, sexual health and housing
- Identifying and supporting young people in school years 12 and 13 who are NEET and young people in year 11 who may be at risk of NEET
- provision of 1:1 work with young people who are post statutory school age via Adolescent Support workers, who provide assessment, planning and review for young people aged 16+ with significant or complex needs
- provision of digital engagement via a dedicated young person's website; UPinBCP and social media platforms such as Facebook and Instagram

A dedicated Children's Participation team engages with young people across Bournemouth, Christchurch and Poole to deliver 'Participation'; working with young people on key principles and favoured activities to deliver the outcome of hearing and embedding the voices of children, young people and families in the decision making processes for service development, delivery and evaluation across BCP Council and with partners where appropriate. Young people are able to purposely participate and contribute through youth forums, being elected as Members of Youth Parliament, attending special events and through detached youth work.

The BCP Council open access youth offer combines open access positive activities delivered through youth centres and detached youth work in the community, deploying youth workers to targeted areas to engage, educate and influence young people promoting positive choices, risk awareness, activities and diversion. Youth workers are also part of the Team around the secondary Schools and will link into the Family Hubs supporting the community-based approach to supporting families and young people. 1:1 targeted youth work support will also be provided within the youth offer.

Youth workers will work within communities to develop new young people's positive activities, supporting community and voluntary sector development for universal offer and aim to build an offer which reflects the needs of the community wherever possible and increasing the use of volunteers within the BCP Council Youth offer. Youth workers will deliver youth work at locations where young people are known to frequent and who are vulnerable and at risk as well as providing a more general offer to all young people at various locations across Bournemouth, Christchurch and Poole, using mobile units to increase visibility.

The Youth Access Points, Participation, open access positive activities and detached youth work will provide:

- information, advice and guidance to children, families and schools from the point of early identification
- named member of Team around the secondary School and FE provision
- signposting, coordination and inclusion of a range of services to meet identified need
- direct work and intervention with the goal of enabling the young person to access their wider support network
- coordination of case support for young people who are NEET with a range of partners
- detached youth work across the conurbation, responsive to local need
- support of positive activity offer across BCP Council

### **Support Process/How is service delivered**

The Youth Access Points, based in Boscombe, Kinson and Poole Town, support alongside community-based delivery across the conurbation, linked to the needs of the locality.

### **Primary or Secondary setting**

11-19 years

### **Key stage**

All

### **Referral and support access**

Team Around the School/College

First Response

### **Reporting & Feedback**

Teams report to Service Manager.

Performance is monitored through Quality Performance Improvement Board (QPIB).

### **Evaluation Mechanism**

TBC

### **Contact details:**

Participation, Youth Positive Activities and Detached Youth Work:

Brian Bennett Team Manager: [brian.bennett@bcpcouncil.gov.uk](mailto:brian.bennett@bcpcouncil.gov.uk)

Youth Access Points

Nina Wilson Team Manager: [nina.wilson@bcpcouncil.gov.uk](mailto:nina.wilson@bcpcouncil.gov.uk)

Operational Manager for Youth Services

Jo Fry: [jo.fry@bcpcouncil.gov.uk](mailto:jo.fry@bcpcouncil.gov.uk)

**Offer to staff supporting vulnerable children and young people in terms of workforce development**

Consultation on local Youth Offer opportunities.

# Special Needs and Disabilities

## SEND Casework Team

**Team Manager:** Phil Saint (until 25 September 2020); Lewis Teasdale (after 25 September 2020)

**Assistant Managers:** Jacqui Leaver (until 25 September 2020), Lewis Teasdale (until 25 September 2020), Cecily Pearson

### **Team Members/ membership & roles**

Daniel Kerley, Case Officer  
Fiona May, Case Officer  
Joanna Benson Latchford, Case Officer  
Kerry Andrews, Case Officer  
Marie MacWilliam, Case Officer  
Marie Murphy, Case Officer  
Mari Miller, Case Officer  
Robyn Blakeway, Case Officer  
Jane Reader, Case Officer  
Rachel Smith, Case Officer  
Christian Newby, Case Officer  
Teresa Hegarty, Case Officer  
Jane Stewart, Case Officer  
Janette Percy, Case Officer  
Sandra Matthews, Case Officer  
Sarah Coles, Case Officer  
Jason Deelchand, Case Officer  
Dominic Manvell, Case Officer

### **Core Purpose of Team/Description of Team**

The SEND Casework Team manages the statutory SEND responsibilities on behalf of the local authority. We manage all casework relating to Education, Health and Care Plans (EHCPs) for children who have special educational needs including requests for statutory assessment, annual reviews, and changes of educational placement. We are a person-centred, positive service who focus on children and young people achieving their desired outcomes with support from their families, educational settings and professional networks. We are solution-focused and aim for a high level of coproduction with families in all our work.

### **Details of Service**

The SEND Casework Team provides:

- advice on the Children and Families Act 2014 Part Three and the SEND Code of Practice 2015 for families, schools and professionals
- updates to the Local Offer regarding SEND statutory services
- key contacts and support for families undergoing the statutory assessment process
- attendance where necessary at annual reviews of EHCPs
- support for successful inclusion in educational settings
- advice and support to families wishing to request placement in mainstream, alternative and special educational settings including consultations with schools and completion of panel requests where appropriate



### **Support Process/How is service delivered?**

Educational establishments in BCP Council will be allocated one or more case officers to work directly with parents, the SENDCO and other school staff, and the professional network around the school to ensure the identification and support of children and young people living in BCP Council who have special educational needs.

### **Primary or Secondary setting**

The Casework Team works with children and young people from ages 0 to 25 across early years settings, infant, junior and primary schools, secondary schools, and post-16 and post-18 educational settings.

### **Key stage**

All

### **Referral and support access**

Requests for statutory assessment can be received from young people over 16, parents/carers of children aged 0-15, or schools if the young person or parent has signed the form. Details can be found on the Local Offer.

### **Reporting & Feedback**

Feedback of Involvement:

- follow up meetings, visit records, telephone/email logs and telephone contact.
- reporting via DfE annually SEND2 data survey -published May each year

### **Evaluation Mechanism**

- feedback from young person, parents, schools and all other partners with whom we work
- learning from appeals to Tribunal, complaints, Ombudsman
- benchmarking of statutory timescales against national indicators
- monitoring of progress on key areas – data produced by data team
- QA processes for EHC Plans.

### **Contacts (names, emails and numbers)**

Email: [senteam@bcpcouncil.gov.uk](mailto:senteam@bcpcouncil.gov.uk)

### **Offer to staff supporting vulnerable children and young people in terms of workforce development**

- training on statutory processes including the statutory assessment and annual reviews
- guidance on completion of statutory forms including those for the statutory assessment and annual review, and the supporting paperwork to accompany these
- advice on holding person-centred, positive annual review meetings with a focus on achieving desired outcomes for the child or young person
- guidance around requests for changes of placement and the expectations of the SEND Panel regarding paperwork for submissions

# Special Educational Needs & Disabilities Information Advice and Support Services (SENDiass)

**Team Manager:** Victoria Hunt (Team Manager)

**Assistant Manager:** Kirsty Fisher (Senior Officer)

## **Team Members/ membership & roles**

1 Senior Officer

4 Officers (3 FTE)

1 Children and Young People Development Officer (0.6 FTE)

2 Business Support Officers

## **Core Purpose of Team/Description of Team**

Information, Advice and Support on matters relating to education, health and social care for children and young people (aged 0-25) with SEND and their parent/carers.

## **Details of Service**

- telephone and email information & advice service (IAS)
- face to face support
- IAS relating to education - including but not limited to SEND support/the Graduated Response, EHCP processes, appeals/tribunals, disability discrimination, attendance, transitions, and exclusions
- IAS relating to health and social care where there is a SEND need - e.g. referral processes/pathways, thresholds for assessments, support at meetings where requested by parent/carer/YP
- support at meetings with professionals
- support to understand professional reports
- support to complete forms, write letters
- support at appeals and tribunals inc. exclusions Governor's Disciplinary Committee/Independent Reviewing Panel (GDC's/IRP's) and SEND and Disability Discrimination Tribunals
- training and workshops for parent/carers, and for professionals
- development opportunities and workshops for children/young people

## **Support Process/How is service delivered**

The service has two office bases, one in Bournemouth and one in Poole. Staff based in both offices, but cases are allocated to all caseworkers across BCP Council regardless of location (i.e. officer based in Poole could support a Christchurch family).

IAS usually delivered via email/telephone in the first instance then face to face support provided if required.

## **Primary or Secondary setting**

Both (+ Early Years and Post-16, Post-19)

## **Key stage**

- Early Years Settings
- Early Years Foundation Stage/Yr R
- Key Stage 1 / Years 1 & 2
- Key Stage 2 / Years 3 – 6
- Key Stage 3 / Years 7 – 9
- Key Stage 4 / Years 10 & 11

- Key Stage 5 / Years 12 & 13
- Age 16 – 19
- Age 19 – 25

### **Referral and support access**

Parent/Carers and YP (16+) refer themselves to our service directly through email or telephone. We aim to provide an initial response within 2 working days. If the case requires allocation to a caseworker, further response/more intensive support is provided within 5 working days.

We generally do not accept referrals from other professionals. We ask that professionals mediate contact between the parent/carer, child or young person, i.e. by phoning the service with them and passing the phone over. In exceptional circumstances where there are barriers to mediated contact, professionals may discuss the anonymised situation with SENDiass and a decision can be agreed regarding next steps.

### **Reporting & Feedback**

We ask our parent carers and young people for their consent to be contacted for feedback when we first log their referral. Parent carers and young people are asked for feedback on a half termly basis and annually.

We also receive feedback on an informal basis from parent carers, usually when their issues are resolved, and our work has come to an end with them.

All staff members have a link to our online feedback form included on our email signatures, so service users/professionals can provide feedback at any time anonymously.

As an 'arm's length' service, SENDiass has a service level agreement with BCP Council, which is reviewed annually.

SENDiass is in the process of being jointly commissioned with health (CCG).

Monitoring and governance is also provided by SENDiass Steering Group which includes representation by parent/carers, children/young people and key partners, across education, health and social care.

### **Evaluation Mechanism**

The service is benchmarked against our national IASS minimum standards, which reflect requirements for IASS within part 3 of the Children and Families Act 2014.

Continual data analysis and reporting. Termly management report and Annual Report, presented to Steering Group in November and published, following this.

Reflection on support provided/cases via 1:1 support for officers from manager.

Termly and annual anonymized feedback from parent/carers, children and young people

Feedback from professionals.

Comparing annual feedback year on year.

Regular discussions and meetings with other IAS services regionally and nationally.

### **Contacts (names, emails and numbers)**

General: [sendiass@bcpcouncil.gov.uk](mailto:sendiass@bcpcouncil.gov.uk)

Manager: [Victoria.hunt@bcpcouncil.gov.uk](mailto:Victoria.hunt@bcpcouncil.gov.uk)

Or

Senior Officer: [Kirsty.fisher@bcpcouncil.gov.uk](mailto:Kirsty.fisher@bcpcouncil.gov.uk)

Tel:

Poole office 01202 261933

Bournemouth office 01202 451970

## **Offer to staff supporting vulnerable children and young people in terms of workforce development**

We are currently beginning to develop a training offer for professionals across BCP Council.

We are in the early consultation stages of this and these responses will shape our model and the topics of workshops we will provide, as we have provided a range of topics for professionals to choose from.

However, we are envisioning that could be most likely to provide training in the following areas:

- SEND Support and The Graduated Response (school aged)
- Education, Health and Care Plans
- Annual Reviews
- Exclusions
- Disability Discrimination
- Attendance and Inclusion
- Transitions
- Co-production and partnership working

# Children with Disabilities Team

**Team Manager:** Ally Mole-Collins (at present temp Jan 21)

**Assistant Managers:** Ruth Arku (Agency Jan 21)

## **Team Members/ membership & roles**

### **Social Workers**

Social Workers

Kirsty Barrow

Tracy Fodor – leaving end of Oct

Crina Cerghezan

Jenni Bartlett

Cara Roscoe

Stef Bradshaw

Olivia Cheetham - start date 22 Sep

Esther Manikin - start date 15 Sep

Tim Mitchell - (currently ATM) stepping down from ATM from 1 Oct

Sally Shakespeare -start date 19 Oct

Bethany Campbell - ASYE start mid Oct.

### **Family Support Senior Practitioners**

Jan Ayres

Paul White

### **Agency Staff**

Tonderai Muhwati

Meena Grewal

Vicki Gerard

Jade Abbott

### **Core Purpose of Team/ Description of Team**

To provide a service to young people and their families, who have severe/profound physical and or learning disabilities, that impact on their daily life and are lifelong life limiting.

### **Details of Service**

Case holding team for Single assessments, review assessments.

Child Protection (CP), Child in Need (CIN), Child in Care (CIC) and court work.

Assessment implementation and reviewing of care packages.

### **Support Process/How is service delivered**

Through assessment of need and the provision of services to meet these needs. Through reviewing and monitoring these services regularly (6 Monthly or in a significant change of circumstance).

To review and assess that these care packages continue to provide the necessary support to enable our young people to be supported and for their families to be able to access breaks support in being able to meet the young persons need.

### **Primary or Secondary setting**

Primary

### **Key stage**

All 0 -18 range

### **Referral and support access**

Referrals are received through the Multi Agency Safeguarding Hub (MASH) front door.

Assessments are carried out and need is assessed either within the team or through signposting.

### **Reporting & Feedback**

There are close links between social workers and professionals working with individual young people and their families. These are part of the multi-agency working within the service.

There are processes in place to inform support and challenge these.

Through contacting the line manager/team manager if not achieved through individual case holders.

### **Evaluation Mechanism**

This is identified through the young person's progression, support and access to services.

### **Offer to staff supporting vulnerable children and young people in terms of workforce development**

We offer close links with services.

Manager level regular interlinking with specific specialist schools.

Individual work with Social workers within schools for individual young people.

Multi Agency progression in providing a holistic service to our young people through Health, education and social care.

# Health Services

## Mental Health Support Teams in School (MHSTS)

**Team Manager:** Nova Bovaird, Clinical Lead

**Assistant Managers:** Vivi Hamerska, Team Lead

### **Team Members/ membership & roles**

Nicky Swaffield, Practitioner/Supervisor

Fleur Harrison, Trainee Education Mental Health Practitioner (EMHP)

Hayley Borrows, Trainee Education Mental Health Practitioner (EMHP)

Frances Gedling, Trainees Education Mental Health Practitioner (EMHP)

### **Core Purpose of Team/Description of Team**

To provide one to one and group emotional and mental health support to children and young people (using low intensity Cognitive Behavior Therapy CBT) who are experiencing a low-level emotional health need.

To provide schools with support in developing a “whole school approach” to promoting good emotional and mental wellbeing for pupils, staff and the wider school community.

### **Details of Service**

The MHSTS in BCP Council currently offers interventions to 18 schools across the Borough who are involved in the 2-year pilot programme. The team offers one to one early intervention to children and young people who are experiencing a low level emotional/mental health need. Primarily the focus is on supporting those who are experiencing some anxiety and low mood, with some interventions focussing on low level behavioural and peer relationship issues. The Team also offers group work and work alongside and with school staff to support the school in developing a “whole school approach” to promoting good emotional health for pupils, staff and the wider school community (including parents and carers).

The service is delivered by education mental health practitioners who are currently within their training year, and as such a full complement of provision will not be available until they qualify in 2021.

### **Support Process/How is service delivered**

The MHSTS are currently only working with those schools/colleges (18 in total) included within the two-year pilot programme and referrals are identified and discussed with those schools individually as they arise.

### **Primary or Secondary setting**

The service is available for children and young people aged 5 to 18.

### **Key stage**

All except early years.

### **Referral and support access**

Referrals are accessed via school staff or via self-referral from young people within the schools we are currently working in.

**Reporting & Feedback**

Outcome measures are completed with children/young people/parents and carers both during and after interventions which are then used to inform service provision and are feedback to strategic partners. The MHST service is monitored and reviewed nationally by NHS England and the Department for Education.

**Evaluation Mechanism**

Outcome measures are used with parents/carers and children and young people to evaluate the effectiveness of interventions. Regular consultation with school staff is held to ascertain the value of wider interventions.

**Contacts (names, emails and numbers)**

The team can currently be contacted via email:

[dhc.mhsteam.bcp@nhs.net](mailto:dhc.mhsteam.bcp@nhs.net)

**Offer to staff supporting vulnerable children and young people in terms of workforce development**

Psycho-education, consultation and support around intervention for group work and whole school approaches to issues that arise.



# Paediatric Speech and Language Therapy Service (SALT)

## Team Members/ membership & roles

Bournemouth Cluster Lead: Emma Draper 07786110281 [e.draper@nhs.net](mailto:e.draper@nhs.net)

Poole Cluster Lead: Erica Davies 07786028754 [erica.davies2@nhs.net](mailto:erica.davies2@nhs.net)

Dorset East Cluster Lead (Wimborne, Ferndown, Christchurch): Sheena Turner  
07786335536 [sheena.turner2@nhs.net](mailto:sheena.turner2@nhs.net)

Service email for administration team / general queries: [dhc.slt.queries@nhs.net](mailto:dhc.slt.queries@nhs.net)

## Core Purpose of Team/Description of Team

The Speech and Language Therapy Service is a key partner to schools within a 'Whole System' approach of support for children and young people with Speech, Language and Communication Needs (SLCN). This also includes implementation of The Graduated Response for Special Educational Needs (SEN) through the 3 levels: Universal, Targeted and Specialist. Speech and language therapists are key partners for schools at all levels of the Graduated Response. Universal Level: Speech and Language Therapists provide training, advice and signposting to senior leaders and others to ensure communication-supportive practice throughout their school or setting and identification and long-term planning for children with SLCN. (N.B. This is a Traded Service –costs available on request). Targeted Level (School Action and School Action Plus): Speech and language therapists play a distinct and important role in the diagnosis of children with different speech, language and communication needs. They also provide professional support to help schools meet the needs of children with a range of SLCN including:

- assessing, planning, delivering and evaluating support for these children and young people.
- coaching and modelling support to school staff to assist in the delivery of programmes and targeted interventions for specific groups or individuals.
- Supporting educational target setting and evaluation. Working directly with the children with SLCN where a higher level of specialist support is indicated.
- Input to formal assessment processes for children who have long-term SLCN and who may need an Education, Health and Care Plan (EHCP). Specialist Level (Statutory): Provision of specialist SLT input identified in an EHC Plan where this is commissioned by the Local Authority.

## Details of Service

Dorset HealthCare Paediatric Speech and Language Therapy Service is a health provider commissioned by NHS Dorset CCG to deliver specialist assessment, advice and support to children and young people up to and including 18 years of age who are registered with a Dorset GP and experiencing difficulties with speech, language, communication or swallowing. This toolkit provides guidance and information for schools to be able to identify children with Speech, Language and Communication Needs (SLCN), and when it may be appropriate to request a specialist assessment from our NHS service. We accept requests directly from schools where the need for qualified Speech and Language Therapist support is indicated in accordance with the graduated approach of support for children with SEN. It is therefore expected that schools will have already provided some additional support and implemented strategies appropriate to universal and early stage targeted level. This would include inclusive quality first teaching for all pupils and additional targeted or personalised interventions to enable children to work at age-related expectations or above.

## **Primary or Secondary setting**

Both

## **Referral and support access**

Requests for our professional support and advice must be made using the Paediatric Speech and Language Therapy Request Form for schools. Please ensure this has been discussed and agreed with the parent/carer as we need their consent before we can accept a request initiated by a school. To submit a completed request for support form, please email [dhc.slt.queries@nhs.net](mailto:dhc.slt.queries@nhs.net)

Copies of the both versions of the request form can be emailed to you by our administration team or downloaded from the Dorset HealthCare website.

[www.dorsethealthcare.nhs.uk/professionals](http://www.dorsethealthcare.nhs.uk/professionals)

# Dorset HealthCare Paediatric Speech and Language Therapy Service

**Team Manager:** Christine Rainsford - Service Manager

**Assistant Managers:** Erica Davies - Clinical Manager

Jo Bryson – Professional Lead for Workforce Development and Training

## Team Members/ membership & roles

### **Bournemouth Central and North Cluster Lead:**

Emma Draper 07786110281 e.draper@nhs.net

### **Bournemouth East and Christchurch Cluster Lead:**

Sheena Turner 07786335536 sheena.turner2@nhs.net

### **Poole Cluster Lead:**

Samantha Bristow 07867141684 samantha.bristow@nhs.net

**Dorset East & Purbeck Cluster Lead** (Wimborne, Ferndown, Upton, Swanage, Wareham):

Katie Butler-Reay: [katie.butler-reay@nhs.net](mailto:katie.butler-reay@nhs.net)

**Dorchester and Dorset North Cluster Lead** (Dorchester, Blandford, Shaftesbury, Gillingham, Sherborne, Sturminster Newton):

Fleur Parker 07766 497386 Fleur.parker1@nhs.net

**Dorset West Cluster Lead** (Weymouth & Portland, Bridport, Lyme Regis):

Jo Bryson 07785 998866 jo.bryson1@nhs.net

**Service email for administration team / general queries:** [dhc.slt.queries@nhs.net](mailto:dhc.slt.queries@nhs.net)

[www.dorsethealthcare.nhs.uk/professionals](http://www.dorsethealthcare.nhs.uk/professionals)

## **Core Purpose of Team/Description of Team**

Dorset HealthCare Paediatric Speech and Language Therapy Service is a health provider commissioned by NHS Dorset CCG to deliver specialist assessment, advice and support to children and young people up to and including 18 years of age who are registered with a Dorset GP and experiencing difficulties with speech, language, communication or swallowing.

## **Details of Service**

The Speech and Language Therapy Service is a key partner to schools within a 'Whole System' approach of support for children and young people with Speech, Language and Communication Needs (SCLN). This also includes implementation of The Graduated Response for Special Educational Needs (SEN) through the 3 levels: Universal, Targeted and Specialist.

## **Support Process/How is service delivered**

Speech and language therapists are key partners for schools at all levels of the Graduated Response.

**Universal Level:** Speech and Language Therapists provide training, advice and signposting to senior leaders and others to ensure communication-supportive practice throughout their school or setting and identification and long-term planning for children with Speech, Language and Communication Need (SLCN). (N.B. This is a Traded Service – costs available on request).

**Targeted Level (School Action and School Action Plus):** Speech and language therapists play a distinct and important role in the diagnosis of children with different speech, language and communication needs. They also provide professional support to help schools meet the needs of children with a range of SLCN including:

- assessing, planning, delivering and evaluating support for these children and young people.
- coaching and modelling support to school staff to assist in the delivery of programmes and targeted interventions for specific groups or individuals.
- supporting educational target setting and evaluation.
- working directly with the children with SLCN where a higher level of specialist support is indicated.
- input to formal assessment processes for children who have long-term SLCN and who may need an Education, Health and Care Plan (EHCP).

**Specialist Level (Statutory):** Provision of specialist SLT input identified in an EHC Plan where this is commissioned by the Local Authority.

### **Primary or Secondary setting**

Both

### **Key stage**

All

### **Referral and support access**

To request advice and support from the Dorset HealthCare Paediatric Speech and Language Therapy Service please use the request form specifically for schools. This is available in an electronic or manual version and can be submitted by email (preferred) or by post.

Copies of the both versions of the request form can be emailed to you by our administration team or downloaded from the Dorset HealthCare website.

Dorset HealthCare University NHS Foundation Trust  
Paediatric Speech and Language Therapy Service  
11 Shelley Road, Boscombe, Bournemouth  
Dorset, BH1 4JQ

Telephone: 01202 443208

Email: [dhc.slt.queries@nhs.net](mailto:dhc.slt.queries@nhs.net)

[www.dorsethealthcare.nhs.uk/professionals](http://www.dorsethealthcare.nhs.uk/professionals)

### **Contacts (names, emails and numbers)**

Christine Rainsford Service Manager: [c.rainsford@nhs.net](mailto:c.rainsford@nhs.net)

Erica Davies Clinical Manager: [erica.davies2@nhs.net](mailto:erica.davies2@nhs.net)

Jo Bryson Professional Lead Workforce Development and Training: [jo.bryson1@nhs.net](mailto:jo.bryson1@nhs.net)

### **Offer to staff supporting vulnerable children and young people in terms of workforce development**

Training for schools is a Traded Service offered by the Dorset HealthCare Paediatric Speech and Language Therapy service. This could be in the form of a bespoke session for your school, or specific programmes (e.g. Elklan, Signalong). For further information please contact us: [dhc.slt.queries@nhs.net](mailto:dhc.slt.queries@nhs.net)

We also highly recommend the resources and advice available via The Communication Trust which is a coalition of over 50 not-for-profit organisations providing support for everyone working with children and young people to support their speech, language and communication. [www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk)

# Community Teams

## Communities Team

**Team Manager:** Cat McMillan, Head of Community Engagement

**Assistant Managers:** Kathy Boston-Mammah, Community Development & Engagement Manager

### Team Members/ membership & roles

Lianne Chorley- Community Development (CD) Officer Canford Heath.

Sarah McLaren, CD Officer Bourne Estate.

Wilbert Smith, CD Officer Christchurch (Priority Somerford).

Tina Kirkman, CD Officer Boscombe and Springbourne.

Caroline Green, CD Officer Townsend.

Vacant post, CD Officer West Howe.

Daisy Carr, Community Food Co-ordinator.

Amy Gallacher, Community Partnerships Officer.

### Core Purpose of Team/Description of Team

The CD team use asset-based community development approaches to work with communities to problem solve and develop. This could be supporting an action group to tackle a particular issue or supporting residents to start up a group or hold an event.

### Details of Service

As above.

### Support Process/How is service delivered

CD officers are (pre-covid) based in their geographical locations to enable close working with communities.

### Primary or Secondary setting

N/A

### Key stage

N/A

### How to refer/How is support accessed

Contact Kathy Boston - [Kathy.boston-mammah@bcpcouncil.gov.uk](mailto:Kathy.boston-mammah@bcpcouncil.gov.uk)

### Reporting & Feedback

N/A

### Evaluation Mechanism

N/A

### Contacts (names, emails and numbers)

Kathy Boston

[Kathy.boston-mammah@bcpcouncil.gov.uk](mailto:Kathy.boston-mammah@bcpcouncil.gov.uk)

### Offer to staff supporting vulnerable children and young people in terms of workforce development

This is something we are looking to develop through the creation of a BCP Council volunteering strategy. We hope to be able to provide opportunities in 2021/22 FIN year.

# Dorset Combined Youth Offending Team

**Team Manager:** David Webb, Service Manager

**Assistant Managers:**

(Line Manager to Education Officer)

Team Managers x 2 (Dorset and BCP Council areas)

Practice Managers –Line Managers to Youth Justice Officers

**Team Members/ membership & roles**

Dorset Combined Youth Offending Service is a multi-disciplinary team which consists of:

- Youth Justice officers/workers
- Education Officer
- Careers Advisor Health team (Speech and Language Therapist, CAMHS nurses, Psychologist)
- Parenting workers
- Restorative Justice workers
- Police Officers
- Reparation Team

**Core Purpose of Team/Description of Team**

Our purpose is to help young people who enter the youth justice system, to make positive changes, to keep themselves and others safe, to ensure that they have access to the support they need for their health and education, and to reduce reoffending.

As Youth Offending Service (YOS) are a multi-disciplinary team, we have a range of skills and knowledge to work collaboratively. We also often work alongside Police, Children's Social Care, Early Help and other key partner agencies to deliver the right help.

The Education Officer works to ensure that all young people with YOS have a suitable and accessible education provision according to their needs, and works closely with schools and other professionals to remove existing barriers to engagement and attendance, as well as reducing associated risks such as Child Exploitation, Not in Education, Employment or Training (CE, NEET) and low self-esteem, all which are risk factors to reoffending.

**Details of Service**

Education support:

- to support young people from the point of referral to YOS
- speech and language assessment on all young people with Court Orders, or if felt that this would be useful
- regular dialogue with schools to help remove barriers to engagement and attendance – e.g. direct work with young people, parent, signposting, referrals, escalating concerns, advice on specific approaches to improve engagement according to need
- sharing risk assessments with schools to support in managing challenging young people and promote inclusion despite difficulties
- working directly, or through access to mentors to increase young people's motivation in education settings, and therefore reduce exclusions
- regular working with SEND and Virtual school to look at suitable placements, SEND reviews
- working closely with BCP Council's Children's Social Care, including complex safeguarding team, and Early Help to support young people
- ensuring young people in custody receive continued education, and planning for steps back into education upon release

**Support Process/How is service delivered**

- YOS contact with young people normally take place outside school hours at community venues
- education support may also be within the school day, at the young person's education provision and at a suitable time that does not interrupt learning, to promote engagement and plan next steps

**Primary or Secondary setting**

Secondary settings (very occasional year 6)

**Key stage**

Education Officer works in KS3 and KS4 only – including planning/ transition to post 16 providers (YOS as a whole service will work until 18 years old).

**Referral and support access**

Support is accessed if a young person has committed an offence that requires input and support from the Youth Offending Service.

**Reporting & Feedback**

- regular feedback from schools
- young people's feedback forms
- discussion with parents/carers/young people
- system records
- reports

**Evaluation Mechanism**

- good practice/reflective groups within YOS
- quarterly returns to YOS Partnership Board
- Annual Youth Justice Strategic Plan, including key priorities and targets for forthcoming year, of which education is a priority.

**Contacts (names, emails and numbers)**

Sarah Preece, Education Officer [sarah.preece2@bcpcouncil.gov.uk](mailto:sarah.preece2@bcpcouncil.gov.uk)  
01202 453939, 07385 081806

**Offer to staff supporting vulnerable children and young people in terms of workforce development**

Dorset Combined Youth Offending Service is trained in and uses a trauma informed approach due to the complexity of our service users and how their unmet needs significantly impact on how they perceive and react to the world around them. We are therefore able to:

- support staff in understanding the core issues of our most vulnerable that lead to poor academic outcomes or exclusions
- provide advice and support to staff on methods to manage these challenging behaviours and attitudes and achieve a more positive outcomes – i.e. to increase school attendance, engagement, and less behavioural incidents. We will also reinforce this in our own practice to embed and work collaboratively with schools on advice and plans agreed
- provide ongoing support and discussion around themes of issues/individual cases that education provisions face. Using trauma informed/signs of safety approach to work through complex cases and formulate realistic and manageable steps for progress



# Safer Schools and Communities Team (SSCT) – Dorset Police

**Team Manager:** Yvonne Surman - Child Centred Policing Manager

**Assistant Managers:** Alex Meade – Operations Manager – SSCT

## **Team Members/ membership & roles**

1 x team manager, 1 x op's manager, 1 x admin officer

5 x Safer Schools & Communities Officers (SSCOs) allocated to the BCP Council area.

## **Core Purpose of Team/Description of Team**

The focus of the team will be to provide a visible, accessible and familiar presence to young people in order to promote positive engagement, reduce victimisation of young people and prevent & reduce offending by and between young people.

## **Details of Service**

Working in partnership, we will use a series of indicators and data sets to assist us in identifying children, schools and communities that require the support of the SSCT the most and we will prioritise our engagement to most effectively meet this need.

As part of our 'policing in schools' approach, every school in Dorset will have a named police contact, based on our 'Needs' model this will either be a SSCT officer or a Neighbourhood Policing Team officer.

For those schools (all types) who are within the 'complex' category, we propose to offer a dedicated SSCO to work as part of the school 'family', operating from within the school (times to be jointly agreed, but at least weekly).

All non 'complex' secondary and middle schools to have a named NPT Single Point of Contact (SPOC) with the expectation that they will have weekly engagement with their school and ideally working from within them one day a week (times/dates to be jointly agreed).

All non 'complex' Primary/ First schools will have a NPT SPOC with expectation of termly visits as a minimum and engagement as appropriate.

For those secondary/middle schools in the 'Enhanced' category, the expectation is that the NPT and SSCO will work closely with the school to identify issues and work together to put in place effective practices to mitigate them (1:1 work, small groups or classroom inputs).

Primary and First schools within the 'enhanced' category will be offered targeted advice and support from the SSCT, who will, where possible, work in partnership to develop diversionary activities.

All schools within the 'universal' category will be offered 'targeted' educational inputs via the SSCT such as 'weapons', 'child exploitation' and 'sexting' in line with force and local priorities and as deemed appropriate.

## **Support Process/How is service delivered**

Support is delivered direct to school by their named officers.

## **Primary or Secondary setting**

Please see above - *Details of Service* section

**Key stage**

Please see above - *Details of Service* section

**How to refer / How is support accessed**

We are not operating a referral system; schools will be allocated a name contact based on our assessment of needs model.

All other schools can contact the team via: [ssct@dorset.pnn.police.uk](mailto:ssct@dorset.pnn.police.uk) or 01202 222 844.

**Reporting & Feedback**

There will be a Memorandum of Understanding (MOU) to be agreed between Dorset Police and the individual school which will set out reporting and feedback mechanisms.

**Evaluation Mechanism**

- ongoing review of our need's assessment data sets
- reduction in students entering youth justice

**Contacts (names, emails and numbers)**

The team contact details are: [ssct@dorset.pnn.police.uk](mailto:ssct@dorset.pnn.police.uk) or 01202 222 844.

Schools will be given their SSCO/NPT SPOC details direct.

**Offer to staff supporting vulnerable children and young people in terms of workforce development**

Our staff working in schools will determine (with the SLTs) what CPD we could offer, for example; restorative practices, online safety, CE etc.

# Other Support Organisations

## Parent Carers Together

**Team Manager:** Co-chairs - Nikki Jacques & Louise Middleton  
Administrator - Beth Callis

### **Team Members/ membership & roles**

Steering Group Membership - Louise Middleton, Nikki Jacques, Peter Phillips, Maureen Rolfe, Renata Noyce, Louise Wildon, Elaine Cotter, Su Jeyapaul, Laura Freeman, Nicola Cummins. We also have a large number of parents and carers from across the Bournemouth, Christchurch and Poole area who are signed up as members of Parent Carers Together. They receive our newsletter, updates, participation requests and Monkey Surveys and polls. Members can also join our closed group on Facebook and are also invited to attend special events such as workshops, seminars and webinars such as our recent Q & A virtual session with SENDIASS.

### **Core Purpose of Team/Description of Team**

This is the statutory parent carer forum (PCF) for the BCP Council area - the 'voice' of parent carers of children and young people with SEND aged 0 - 25 years in Bournemouth, Christchurch & Poole.

### **Details of Service**

Parent Carers Together is a friendly parent carer forum which is part of the National Network of Parent Carer Forums (NNPCF) set up to represent the voices of parents and carers of children and young people with Special Educational Needs and/or Disabilities in Bournemouth, Christchurch and Poole. Parent Carers Together is a voluntary group of parents and carers of disabled children who are working together to ensure the services in Bournemouth, Christchurch and Poole meet the needs of children and young people with SEND and their families.

### **Support Process/How is service delivered**

This is done by the parent carer forum and members gathering the views of local families with a young person with SEND and feeding in those views, comments and experiences at meetings of BCP Council LA or Dorset CCG anonymously. By working in partnership with the local authority, educational settings, health providers and other providers, Parent Carers Together is able to use direct feedback from parents/carers to highlight where local services, processes and commissioners are working well or challenge when changes or improvements need to be made. By providing parental feedback on what's working well and what isn't, Parent Carers Together do their best to help remind officers and professionals involved in providing SEND services of the need to be accountable and to spend any monies and use resources effectively and in the best interests of the SEND young people who should be at the heart of any decision-making to ensure better outcomes for them. Parent Carers Together gathers this information in a variety of ways, from attending coffee mornings, school fairs and parents evenings, to organising coffee mornings/information sessions at schools and inviting members to feedback direct following Mailchimps and via surveys and polls, or online meetings and appeals for participants to take part in discussions. We also have a website: [www.parentcarerstogether.org.uk](http://www.parentcarerstogether.org.uk) and an open Facebook page, plus a closed 'Members' Only' group. We have a dedicated steering committee - who are working together to develop the forum plus a large number of members who have signed up to join Parent Carers Together to feedback, receive information, complete surveys, be invited to participation events, and attend webinars etc as mentioned above.

### **Primary or Secondary setting**

We cover all settings and represent parents and carers whose SEND young people are not attending school or are Education Other Than at School (EOTAS) etc.

### **Key stage**

All key stages - the criteria is that the parents/carers must have a children and young person with SEND aged 0 - 25 years.

### **Referral and support access**

We cannot support individual parents and families, but we can signpost them to other organisations such as SENDIASS/ Contact/ IPSEA etc. who may be able to help pinpoint the correct services/contacts required. The forum's remit is to gather collective views not to represent individual parents and their Parents and carers who wish to inform us of their concerns or ask questions can contact us through the website:

[www.parentcarerstogether.org.uk](http://www.parentcarerstogether.org.uk) or via email: [info@parentcarerstogether.org.uk](mailto:info@parentcarerstogether.org.uk) or via our Facebook groups - both the open page and the closed group or through the Messenger service attached to both groups.

### **Reporting & Feedback**

Feedback Parents and carers are invited to feedback via our website, Facebook groups, via private messenger and at events we attend. They are also invited to participation sessions; respond to Mailchimps, surveys and polls.

### **Evaluation Mechanism**

Mechanism On our website we have a Feedback Form as we wish to know what parents and carers think about our service. If anyone - parent, carer, professional or other has a view, idea, contribution then they are invited to share these with Parent Carers Together confidentially (safeguarding policy made clear) under general feedback, raise an issue. Any concerns, criticisms or negative/positive comments about the forum are initially brought to the co-chairs' attention and immediately addressed and reported to the steering group by email or via the regularly held Steering Group Meetings. Official regular Grant Monitoring Processes also mean Parent Carers Together is regularly checked and assessed by Contact and BCP Council LA to ensure it is doing what a parent carer forum should be and that its finances are correct, and membership is increasing etc.

### **Contacts (names, emails and numbers)**

Beth Callis - administrator: [beth@parentcarerstogether.org.uk](mailto:beth@parentcarerstogether.org.uk)

Nikki Jacques - co-chair: [nikki@parentcarestogether.org.uk](mailto:nikki@parentcarestogether.org.uk)

Louise Middleton - co-chair: [louise@parentcarerstogether.org.uk](mailto:louise@parentcarerstogether.org.uk)

General: [info@parentcarerstogether.org.uk](mailto:info@parentcarerstogether.org.uk) Telephone: 07852 422089

Website: [www.parentcarerstogether.org.uk](http://www.parentcarerstogether.org.uk)

Welcome leaflets can be provided in English, Portuguese and Polish and we also have a translator function on our website.

### **Offer to staff supporting vulnerable children and young people in terms of workforce development**

On joining Parent Carers Together, parents and carers who chose to volunteer as parent representatives are offered Participation Training to enable them to effectively represent the parent carer forum and the voices of parents & carers at meetings and events. Some parent/carer forum members e.g. the co-chairs Nikki & Louise Middleton, plus others, may be willing to speak at events/training sessions to provide the voice of a SEND parent/carer with real lived experiences. Parent Carers Together can also attend educational establishments and events in BCP Council e.g. coffee mornings etc. to engage and recruit representatives of local families of SEND children and young people to enable wider feedback and participation. Co-chairs Nikki & Louise will be AET (Award in Education and Training) qualified in the near future to support SENDIASS at future training and workshops for parents and staff.

# The Listening Ear Counselling Service

**Team Manager:** Anita Weldon

## **Team Members/ membership & roles**

6 qualified counsellors  
1 placement counsellor

## **Core Purpose of Team/Description of Team**

To provide one to one counselling for children 5-19 dealing with issues such as anxiety, depression, self-harm, family breakdown, gender identity, sexual orientation, anger management, and abuse.

## **Details of Service**

The Listening Ear utilises a variety of counselling techniques including

- talking therapy
- art and creative therapy
- play therapy
- CBT
- Mindfulness

## **Support Process/How is service delivered**

The Listening Ear primarily links with local schools to provide counselling in school. Alternative locations can be found if needed.

## **Primary or Secondary setting**

Both

## **Key stage**

KS1, 2, 3, 4

## **Referral and support access**

Referrals should be made via Early Help/Art Brokerage. Referrals can be made by school professionals, social services and GPs.

If a parent/carer feels their child/young person is in need of counselling support, they should contact the pastoral team at their child's school or allocated social worker if applicable.

## **Reporting & Feedback**

Following involvement from service, feedback can be provided in a range of ways including:

- follow up meetings
- visit records
- reports
- telephone contact

## **Evaluation Mechanism**

The team draws on a variety of approaches to consider the impact of their involvement. These include:

- counsellor's reports which include a variation of The Young Person's Clinical Outcomes in Routine Evaluation (YP-CORE)
- feedback from parents, clients, and schools
- regular supervision for counsellors

**Contacts (names, emails and numbers)**

Anita Weldon [anita@thelisteningear.org](mailto:anita@thelisteningear.org)

[info@thelisteningear.org](mailto:info@thelisteningear.org)

**Offer to staff supporting vulnerable children and young people in terms of workforce development**

- training on the effects of mental health issues for children and young people
- training in effective ways to work with children and young people
- training in Anger management
- training in working with Trauma

# Outreach Services

## Linwood Teaching School

**Team Manager:** Kate Tuck, Teresa Brennan  
Admin Co-ordinator Jackie Horne

### **Team Members/ membership & roles**

2 Outreach teachers, Sue Saxby, Jen Hart

Multiple trainers in different fields of expertise of SEND from Linwood School

### **Core Purpose of Team/Description of Team**

Linwood Teaching School provides **Universal** SEND support to schools (Primary and Secondary) and specific support for individual pupils at SEN Support & EHCP Level. We work in a solution-focused way, providing advice and guidance to help pupils achieve their potential. As well as this, we offer training for individuals and whole schools / settings on a wide range of SEND.

### **Details of Service**

Linwood Teaching School can offer advice, support and training in the areas of Communication & Interaction (including speech, language & Communication (SLCN), Cognition & Learning and Autistic Spectrum Condition (ASC), such as:

- teaching activities and resources, especially for developing early and functional skills
- support with 1:1 pupil teaching strategies to produce a clear plan-do-review approach
- advice and support on implementing effective differentiation... how to enable pupils to have greater ownership of their own learning
- specialist knowledge of communication disorders, Downs Syndrome, Cerebral Palsy, Autistic Spectrum Conditions, Fragile X, and many other recognised syndromes and disabilities
- guidance with measuring the impact of differentiation strategies on reducing barriers to learning for pupils with SEN as integral to Quality First Teaching (QFT)

### **Support Process/How is service delivered**

Through Outreach support teachers working with schools on individual cases, whole school/setting training or centrally run training events.

### **Primary or Secondary setting**

Both, including post 16 & Early Years

### **Key stage**

All

### **Referral and support access**

Outreach referral form

Contact Linwood Teaching School for training discussion

BCP Council Workforce development to book individual places

### **Reporting & Feedback**

Following Outreach involvement, feedback is via contact reports shared with school.

**Evaluation Mechanism**

Training evaluations are carried out on the day, with a longer term follow up sent to the school / individual after 3 months

**Contacts (names, emails and numbers)**

[katetuck@linwood.bournemouth.sch.uk](mailto:katetuck@linwood.bournemouth.sch.uk)

[teresabrennan@linwood.bournemouth.sch.uk](mailto:teresabrennan@linwood.bournemouth.sch.uk)

[jackiehorne@linwood.bournemouth.sch.uk](mailto:jackiehorne@linwood.bournemouth.sch.uk)

**Offer to staff supporting vulnerable children and young people in terms of workforce development**

Training in many areas of SEND:

Autism Education Trust training programme, Down's Syndrome, Dyslexia & Dyscalculia, Signalong, Quality First Teaching, Speech, Language & Communication, Sensory Integration, and many more.



# Longspee Outreach

**Team Manager:** Rachel Thynne

## **Team Members/ membership & roles**

Alisa Watson

## **Core Purpose of Team/Description of Team**

We employ a team of teachers, experienced in both mainstream and specialist teaching, who have an assortment of skills and knowledge specifically focused on working with children who, at times, present with challenging behaviours, stemming from a range of Social, Emotional and Mental Health (SEMH) needs. We have an informed understanding of mental health and the causes and management of challenging behaviours.

## **Details of Service**

The team offer a range of services to BCP mainstream schools. They specialise in providing advice and guidance from whole school level through to planning for individual pupils.

The Outreach Service will provide effective support for the inclusion of pupils with SEMH within school. The staff will work with schools to ensure their time is used creatively to provide a service which promotes exceptional outcomes for pupils, using person centred approaches based on the Assess-Plan-Do-Review cycle.

## **Support Process/How is service delivered**

- observations and feedback, including what is working well for the pupil and further advice and strategies to support staff in your school
- setting targets and monitoring progress
- monitoring and evaluation of advice and strategies implemented
- timely reports following visits
- meetings with teachers, teaching assistants, other support staff, SENCOs and SLT as appropriate
- facilitating the Assess- Plan- Do- Review cycle with regular joint planning and review meetings with parents and school staff

## **Support can also include:**

- Team Around the School Meetings
- contributions to Annual Reviews
- contributions to Behaviour Support or SEMH Plans
- specific researching on other complex mental health needs
- contributions to EHC assessments
- working with other professionals such as Educational Psychologists, CAMHs and Speech and Language Therapists
- supporting transitions

## **Primary or Secondary setting**

Both

## **Key stage**

EYFS - KS4

## **Referral and support access**

Application form to [sendbso@bcpcouncil.gov.uk](mailto:sendbso@bcpcouncil.gov.uk)

**Reporting & Feedback**

Reporting and feedback is via meetings, Record of Assessment / Involvement forms and regular Joint Action and Review meetings.

**Evaluation Mechanism**

Review meetings, behaviour audits and impact forms.

**Contacts (names, emails and numbers)**

Rachel Thynne – [r.thynne@longspeeschool.co.uk](mailto:r.thynne@longspeeschool.co.uk)

Alisa Watson – [a.watson@longspeechool.co.uk](mailto:a.watson@longspeechool.co.uk)

01202380266

**Offer to staff supporting vulnerable children and young people in terms of workforce development**

Bespoke training packages.

Work with key members of staff.

# Tregonwell Outreach

**Team Manager:** James Franzen Outreach Manager

## **Team Members/ membership & roles**

Julie Cheshire: Outreach Teacher

TBC: Outreach Teacher

*(Caroline Latimer departed the Tregonwell Outreach Team last month)*

Katie Blandford: Outreach Administrator

## **Core Purpose of Team/Description of Team**

We employ a team of teachers, experienced in both mainstream and specialist teaching, who have an assortment of skills and knowledge specifically focussed on working with children who, at times, present with challenging behaviours, stemming from a range of Social, Emotional and Mental Health (SEMH) needs. We have an informed understanding of mental health and the causes and management of challenging behaviours. Our office is based at the Nigel Bowes campus in Ensbury Park, Bournemouth.

## **Details of Service**

The team offer a range of services to BCP Council mainstream schools. They specialise in providing advice and guidance from whole school level through to planning for individual pupils. The Outreach Service will provide effective support for the inclusion of pupils with SEMH within school. The staff will work with schools to ensure their time is used creatively to provide a service which promotes exceptional outcomes for pupils, using person centred approaches based on the Assess-Plan-Do-Review cycle.

## **Support Process/How is service delivered**

Support includes:

- observations and feedback, including what is working well for the pupil and further advice and strategies to support staff in your school
- setting targets and monitoring progress
- monitoring and evaluation of advice and strategies implemented
- timely reports following visits
- meetings with teachers, teaching assistants, other support staff, SENCOs and SLT as appropriate
- facilitating the Assess- Plan- Do- Review cycle with regular Joint Planning and Review meetings with parents and school staff

Support can also include:

- Team Around the School Meetings
- contributions to Annual Reviews
- contributions to Behaviour Support or SEMH Plans
- specific researching on other complex mental health needs
- contributions to EHC assessments
- working with other professionals such as Educational Psychologists, CAMHs and Speech and Language Therapists, as well as the wider BCP Council Outreach Team
- supporting transitions

## **Primary or Secondary setting**

Both

## **Key stage**

EYFS - KS4

**Referral and support access**

Application form to [sendbso@bcpcouncil.gov.uk](mailto:sendbso@bcpcouncil.gov.uk)

**Reporting & Feedback**

Reporting and feedback is via meetings, Record of Assessment / Involvement forms and regular Joint Action and Review meetings.

**Evaluation Mechanism**

Review meetings, behaviour audits and impact forms.

**Contacts (names, emails and numbers)**

Outreach Team email [outreach@tregonwell.co.uk](mailto:outreach@tregonwell.co.uk)

Phone 01202 636257

James Franzen [james.franzen@tregonwell.co.uk](mailto:james.franzen@tregonwell.co.uk)

Julie Cheshire [julie.cheshire@tregonwell.co.uk](mailto:julie.cheshire@tregonwell.co.uk)

Katie Blandford [katie.blandford@tregonwell.co.uk](mailto:katie.blandford@tregonwell.co.uk)

**Offer to staff supporting vulnerable children and young people in terms of workforce development**

Bespoke training packages.

Work with key members of staff.

System Support.

Strategic Leadership Advice.

# Winchelsea School Outreach

**Team Manager:** Ginny Brown

## **Team Members/ membership & roles**

Other teachers from time to time.

Outreach teachers can get advice and support from:

- Speech and Language Therapists
- Behaviour Support Specialist
- Ladybird and Signalong Tutor

## **Core Purpose of Team/Description of Team**

To support the learning and development of children and young people who have

- learning and cognition needs
- sensory, physical and communication needs in their mainstream schools.

## **Details of Service**

The Outreach teacher works with the adults around the child to set and achieve targets for progress and attainment.

## **Support Process/How is service delivered**

Service can include:

- visit, observation and feedback
- meeting with class team to discuss strategies
- supporting target setting and Plan Do Review Process with school staff and parents. Sometimes the pupil is involved
- helping school implement other aspects of Graduated Response, EHCP requirements and advice from other professionals
- providing reports of visits, advice, guidance
- making, modelling, suggesting materials and resources.
- holding review meetings with parents and school staff.
- working with child (not during Covid-19 restrictions)
- link with other professionals such as Educational Psychologists and Speech and Language Therapists.

## **Primary or Secondary setting**

Both

## **Key stage**

All key Stages

## **Referral and support access**

School leaders, often SENCo's or Inclusion leads will send in a request to SENDBSO at BCP Council.

This request is brought to the three-weekly panel chaired by Bournemouth Senior EP at the moment.

The most appropriate Outreach Teacher is asked to take on the case.

The case is agreed at level:

- V – This is a Visit by Outreach teacher to get further information to report back to next panel.
- Level 1 Up to 4 visits a term, 10-15 hours
- Level 2 Up to 8 visits a term – 20-30 hours
- Level 3 Up to 10 visits over 2 terms 30-45 hours.

### **Reporting & Feedback**

Some cases are reported back to panel – particularly if there have been difficulties. Reports are written after every visit, contact, planning meeting and review meeting.

### **Evaluation Mechanism**

At the end of each term of Outreach, school fills in Outreach Evaluation School form. This to include data such as attendance and attainment and KPI's around likelihood of getting EHCP, asking for special school place and the confidence of the school in meeting the child's needs.

Outreach teacher fills in Outreach Evaluation Form which includes indications as to how far the school has followed advice, Graduated Response and how well they have disseminated the advice and used for other children.

Outreach teachers record and analyse number of KPI's met and percentages of targets met.

### **Contacts (names, emails and numbers)**

Ginny Brown

Winchelsea School

Guernsey Road BH12 4LL

[v.brown@winchelsea.poole.sch.uk](mailto:v.brown@winchelsea.poole.sch.uk)

01202746240

### **Offer to staff supporting vulnerable children and young people in terms of workforce development**

We can offer:

- Early Bird
- Early Bird Plus
- Signalong
- At times, visits to the school.
- Outreach teacher can offer small team training around child's particular needs, particularly regarding
- Attention
- Working Memory
- Dyslexia
- Down Syndrome

# Virtual School

## Virtual School

**Team Manager:** Jeff Mason

**Assistant Managers:** Kelly Twitchen, Wayne Chappell

### **Team Members/ membership & roles**

Virtual School Education Officers:

Jane Cooper

Claire Harvey

Leah May

Chris Dovey

Tom Trenowden

Stuart Parsons – MIT

Jay Friddani – Senior Business Support

Luana Girling - Policy and Governance Officer

### **Core Purpose of Team/Description of Team**

The Virtual School is responsible for improving the educational outcomes for looked after children. Personal Education Plan meetings are statutory social care meetings that take place 3 times per year (2 times per year for post 16). The Virtual School ensure that these meetings take place and support social care in working with schools to ensure that children in care achieve their potential.

### **Details of Service**

The Virtual School does not exist in real terms as a building, there are no teachers and children and young people do not attend ‘the Virtual School’ neither are they ‘on roll’. It is a service provided by dedicated professionals within the local authority whose work it is to promote and co-ordinate educational support for looked after children and care leavers to succeed at nursery, school, college and university; or any other place of learning.

The role and purpose of the Virtual School is to ensure that all professionals who work with children in care and care leavers have high educational aspirations for them so that our pupils and students are given the best opportunities to engage, progress and achieve to their full potential.

From the moment a child or young person enters the care of the local authority they are allocated a Virtual School Education Officer (VSEO) to work alongside colleagues within the LA and other professionals to help understand each child or young person’s educational needs, including any challenges they may face. That officer then provides advice, support and challenge to those professionals working around the young person so that they are able to access the best possible educational provision according to their needs. The VS also maintains regular contact with pre-schools, nurseries, schools, academies, colleges, training providers and universities and liaises closely with designated teachers and other relevant professionals to promote aspiration and improve educational outcomes for Children in Care and Care Experienced Young People

The VS oversee and quality assure Personal Education Plan (PEP) meetings and associated documentation. As part of the PEP process, the allocated VSEO will analyse attendance, progress and attainment data in order to track, monitor, support and challenge all those involved in the student’s education and welfare. The VS also allocate, track and monitor the effective use of pupil premium plus funding and its impact for children of statutory school age. Under certain circumstances the Virtual School Headteacher may agree to fund additional learning opportunities or specialised alternative provision including one to one tuition at Key Stage 5

The VS works alongside SEND colleagues to ensure the Code of Practice is adhered to as it pertains to Children in Care and also provide advice and guidance for children previously in care to the local authority in certain circumstances (SGO, Adoption, CAO)  
The VS champion children in care both within BCP organisational structures (as an effective Corporate Parent) and within the education system as a whole to promote good attendance and the aspiration that every child is on a roll with a registered provider. The VS work with colleagues in Inclusion and the education sector to reduce the number of children who are NEET, lower exclusion rates and course termination due to poor attendance/engagement and aim for zero permanent exclusions for children in care.

### **Support Process/How is service delivered**

- statutory PEP meetings 3 times per year or twice a year for year 12 and 13
- monthly Designated Teacher meetings
- team around the school meetings
- linking schools with other LA services

### **Primary or Secondary setting**

Early years – year 13

### **Key stage**

All

### **Referral and support access**

Support through PEP meeting, Team around the School meeting and DT meetings. Parents and schools of previously looked after children can contact Virtual directly for support. Please request support through the VSEO that is allocated to the young person attending your school or contact Kelly Twitchen or Wayne Chappell.

### **Reporting & Feedback**

- VS Annual report on outcomes for all CIC and performance across the service including Post 16
- Strategic Partnership Board

### **Evaluation Mechanism**

- OFSTED
- Corporate Parenting Board

### **Contacts (names, emails and numbers)**

Jane Cooper- [jane.cooper@bcpcouncil.gov.uk](mailto:jane.cooper@bcpcouncil.gov.uk)  
Claire Harvey- [claire.harvey@bcpcouncil.gov.uk](mailto:claire.harvey@bcpcouncil.gov.uk)  
Leah May- [leah.may@bcpcouncil.gov.uk](mailto:leah.may@bcpcouncil.gov.uk)  
Chris Dovey- [chris.dovey@bcpcouncil.gov.uk](mailto:chris.dovey@bcpcouncil.gov.uk)  
Tom Trenowden- [tom.trenowden@bcpcouncil.gov.uk](mailto:tom.trenowden@bcpcouncil.gov.uk)  
Kelly Twitchen- [Kelly.Twitchen2@bcpcouncil.gov.uk](mailto:Kelly.Twitchen2@bcpcouncil.gov.uk)  
Wayne Chappell- [wayne.chappell@bcpcouncil.gov.uk](mailto:wayne.chappell@bcpcouncil.gov.uk)  
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Luana Girling- [luana.girling@bcpcouncil.gov.uk](mailto:luana.girling@bcpcouncil.gov.uk)  
Stuart Parsons- [stuart.parsons@bcpcouncil.gov.uk](mailto:stuart.parsons@bcpcouncil.gov.uk)  
Jay Friddani - [Jay.Friddani@bcpcouncil.gov.uk](mailto:Jay.Friddani@bcpcouncil.gov.uk)

### **Offer to staff supporting vulnerable children and young people in terms of workforce development**

Bespoke attachment training for schools through KCA.

Designated Mentor training.

An Introduction to the role of Designated Teacher for Children in Care.



Governor training.