

Dimensions of Health and Wellbeing Report

Dimensions Report

This is your personalised Dimensions report based on responses given on 29/02/2024. We **do not** store any reports, you must **SAVE** the report to your device (which will save a copy in your download folder). You can then choose to share the report with someone who is supporting you.

This report provides a summary of the ratings you have provided, identifying **strengths and areas where further support would be helpful**. The report includes links to pdf documents which contain signposting to information or services based on your responses. This includes local and national support, apps, video/audio and/or reading.

Note: Remember to save or print this report if you want to look at it again. You have 20 minutes from clicking **finish** to do this.

How to use this report

We recommend that you focus on the Dimensions documents in this order.

| | | |
|-------------------------------------|---------------------|--|
| Orange or Red | Rating Level 5 or 6 | Areas further support would be most beneficial |
| Light Green or Yellow | Rating Level 3 or 4 | Areas further support would be helpful |
| Dark Green | Rating Level 1 or 2 | Areas of strength but support may be helpful |



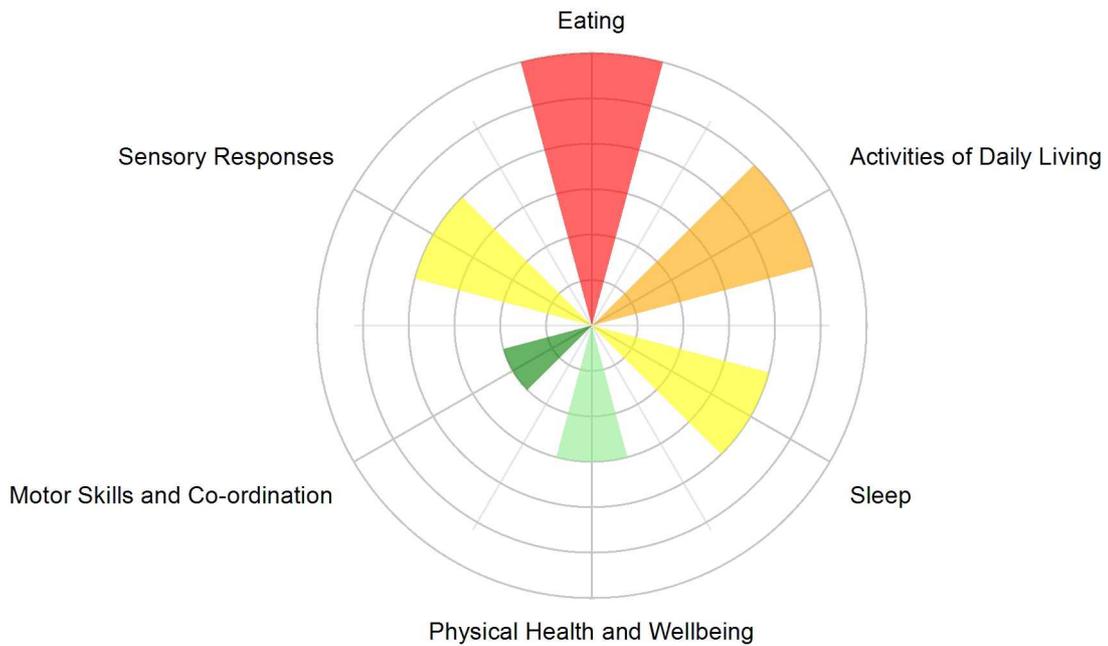
This icon on the report indicates that there is link to a pdf document which contain signposting to information or services.

Further Support

If you have any concerns that may not have been captured by the Dimensions tool, we suggest that you talk to a professional about these, so they can make sure you are getting the help you need. That could be a support worker, a teacher/SENCO, a social worker or a health professional such as a GP.

For further support and information about neurodiversity you may want to view the 'Information and Advice Booklet for Neurodivergent People and their Families' by following this link: dimensions.covwarkpt.nhs.uk/News.aspx?NID=26

Body and Physical Wellbeing



Dimensions Ratings:

Eating: Level 6

The young person refuses to eat enough food REGULARLY to sustain healthy weight and/or to meet nutritional needs, significant weight reduction noticed recently (past few weeks).

As you have rated highly, we recommend you seek support from one of the support organisations on the flyer below or a healthcare professional (such as a GP).



[Eating Level 4-6 Child Self-care](#)

Activities of Daily Living: Level 5

The young person has significant difficulty participating in activities of daily living and this has a SIGNIFICANT impact on them.

As you have rated this Dimension at level 5 or 6, we recommend that you discuss your concerns with a professional in education (such as a teacher or SENCO) or a healthcare professional (such as a GP).



[Activities of Daily Living Level 2-6 Child Self-care](#)

Sleep: Level 4

The young person's difficulties with sleep have SOME impact on energy and engagement in activities of everyday living and/or emotional wellbeing through the day which may be noted/raised as a concern by school staff members or adults.



[Sleep Level 2-4 Child Self-care](#)

Physical Health and Wellbeing: Level 3

The young person has physical health needs that have LITTLE impact on their mental wellbeing and everyday life.



[Physical Health and Wellbeing Level 2-6 Child Self-care](#)

Motor Skills and Co-ordination: Level 2

The young person has difficulties with motor skills and/or coordination, but this has a MINIMAL impact on them.



[Motor Skills and Co-ordination Level 2-6 Child Self-care](#)



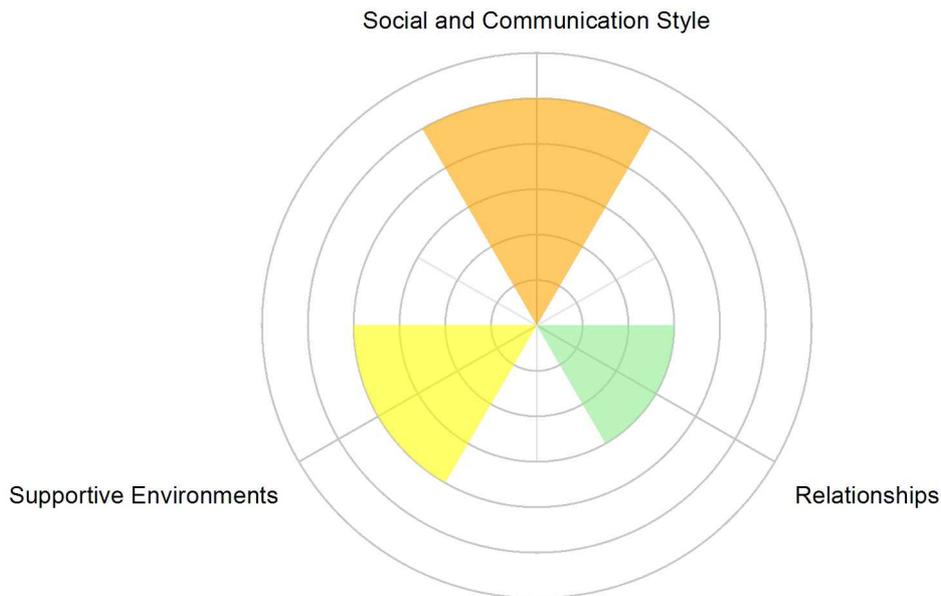
[School Motor Coordination Self-care Level 2-6](#)

Sensory Responses: Level 4

The young person has some difficulty with sensory preferences and this has SOME impact on everyday life.



[Sensory Responses Level 2-6 Child Self-care](#)



Dimensions Ratings:

Social and Communication Style: Level 5

The young person is RARELY able to express their needs, understand and be understood by others.

As you have rated this Dimension at level 5 or 6, we recommend that you discuss your concerns with a professional in education (such as a teacher or SENCO) or a healthcare professional (such as a GP).



[Social and Communication Style Level 2-6 Child Self-care](#)

Relationships: Level 3

The young person has LITTLE difficulty in forming and/or sustaining relationships with others.



[Relationships Level 2-6 Child Self-care](#)

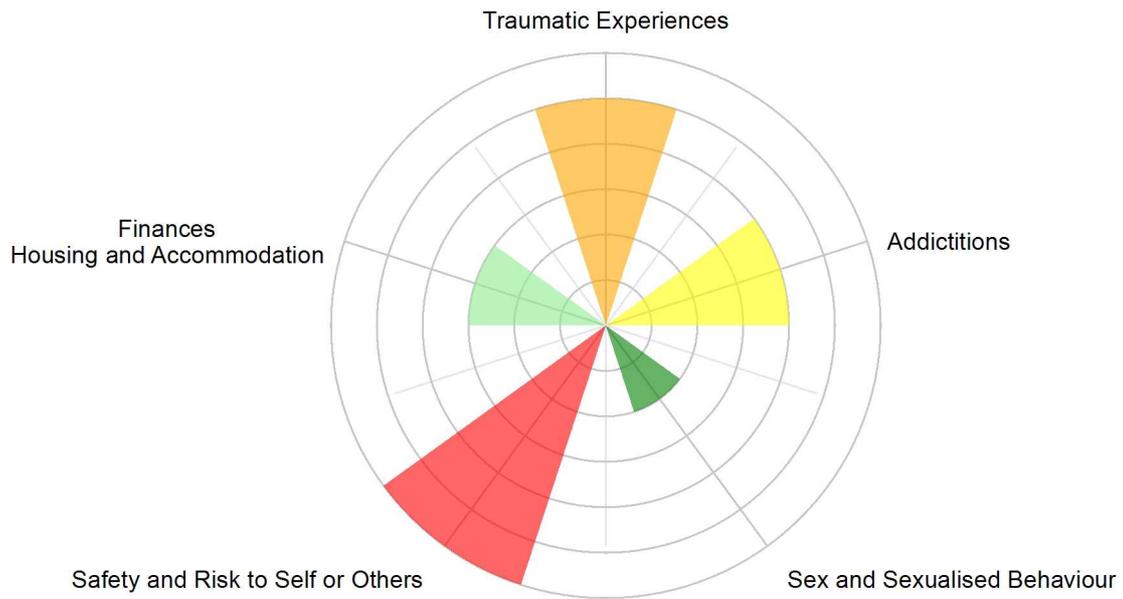
Supportive Environments: Level 4

The young person's environments are OCCASIONALLY supportive and does not meet their needs.



[Supportive Environments Level 2-6 Child Self-care](#)

Safety and Risk



Dimensions Ratings:

Traumatic Experiences: Level 5

The young person has experienced traumatic events, that have a SIGNIFICANT impact on distress levels and everyday life.

As you have rated highly, we recommend you support from one of the support organisations on the flyer below or a healthcare professional (such as a GP).



[Traumatic Experiences Level 2-6 Child Self-care](#)

Addictions: Level 4

The young person has reduced control over their habits, and this has SOME impact on their everyday life.



[Addictions Level 2-6 Child Self-care](#)

Sex and Sexualised Behaviour: Level 2

The young person RARELY displays and/or engages in sexual behaviours that are harmful and inappropriate for their age/developmental stage.



[Sex and Sexualised Behaviour Level 2-4 Child Self-care](#)

Safety and Risk to Self or Others: Level 6

The young person REGULARLY experiences thoughts of suicide, self-harm or risk to others, has attempted in the past and has active intentions to act on this.

As you have rated highly, we recommend you support from one of the support organisations on the flyer below or a healthcare professional (such as a GP).



[Safety and Risk to Self or Others Level 2-6 Child Self-care](#)



[School Self-Harm Self-care Level 2-6](#)



[School Tics Self-care Level 2-6](#)

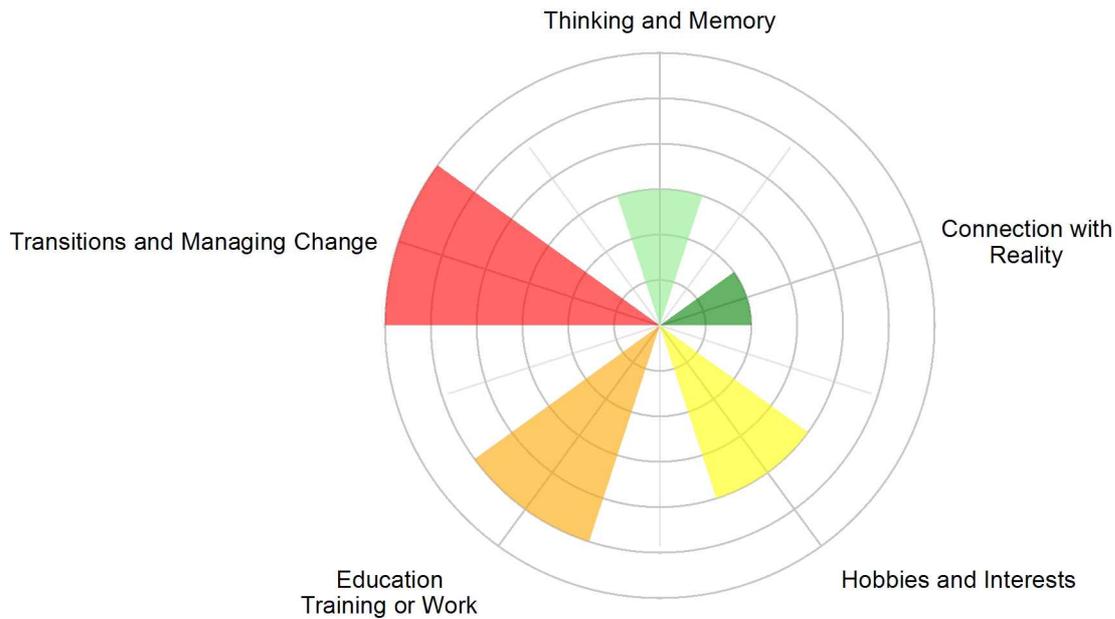
Finances, Housing and Accommodation: Level 3

The young person may have some difficulties with the financial and/or housing/accommodation situation and this has a LITTLE impact on physical and/or mental wellbeing.



[Finances, Housing and Accommodation Level 2-6 Child Self-care](#)

Thinking and Learning



Dimensions Ratings:

Thinking and Memory: Level 3

The young person's thinking and memory skills have a LITTLE impact on their everyday life.



[Thinking and Memory Level 2-6 Child Self-care](#)

Connection with Reality: Level 2

The young person experiences a loss of contact with reality, but this RARELY causes them distress or puts them or others at risk.



[Connection with Reality Level 2-4 Child Self-care](#)

Hobbies and Interests: Level 4

The young person has active hobbies and interests that they are OCCASIONALLY able to access.



[Hobbies and Interests Level 2-6 Child Self-care](#)

Education, Training or Work: Level 5

The young person FREQUENTLY struggles to access and/or engage in education, training and/or work.

As you have rated this Dimension at level 5 or 6, we recommend that you discuss your concerns with a professional in education (such as a teacher or SENCO) or a healthcare professional (such as a GP).



[Education, Training or Work Level 2-6 Child Self-care](#)



[School Behaviour Self-care Level 2-6](#)

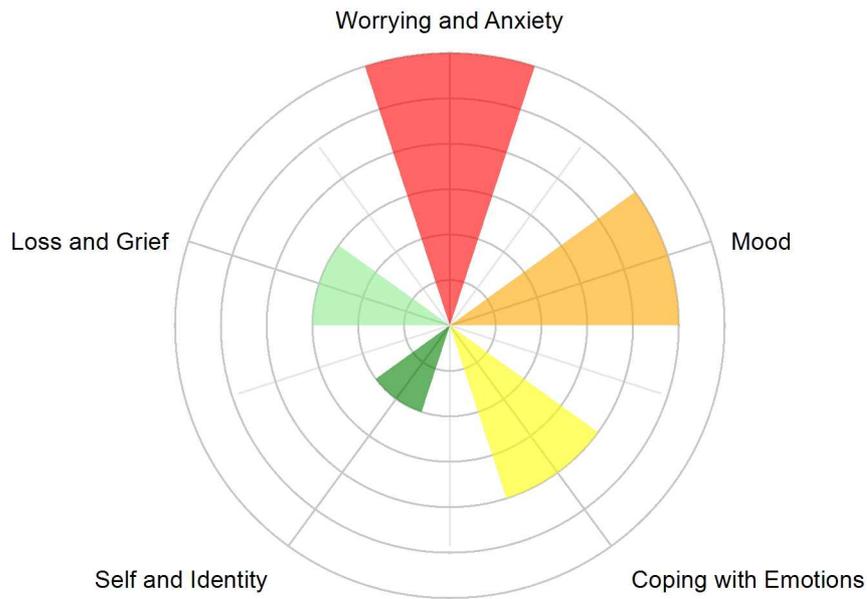
Transitions and Managing Change: Level 6

Change has a SEVERE impact on everyday life and/or young person has no support.

As you have rated this Dimension at level 5 or 6, we recommend that you discuss your concerns with a professional in education (such as a teacher or SENCO) or a healthcare professional (such as a GP).



[Transitions and Managing Change Level 2-6 Child Self-care](#)



Dimensions Ratings:

Worrying and Anxiety: Level 6

The young person's difficulties with anxiety have a SEVERE impact on daily life, has a diagnosis of an anxiety disorder.

As you have rated this Dimension at level 5 or 6, we recommend that you discuss your concerns with a professional in education (such as a teacher or SENCO) or a healthcare professional (such as a GP).

 [Worrying and Anxiety Level 2-6 Child Self-care](#)
 [School Worrying and Anxiety Self-care Level 2-6](#)

Mood: Level 5

The young person's difficulties with mood have a SIGNIFICANT impact on everyday life. This may be noted/raised as an area of concern by others.

As you have rated this Dimension at level 5 or 6, we recommend that you discuss your concerns with a professional in education (such as a teacher or SENCO) or a healthcare professional (such as a GP).

 [Mood Level 4-6 Child Self-care](#)

Coping with Emotions: Level 4

The young person OCCASIONALLY has difficulty in coping with their emotions, needs more support (from others and/or to use coping strategies themselves).

 [Coping with Emotions Level 2-6 Child Self-care](#)
 [School Anger Self-care Level 2-6](#)

Self and Identity: Level 2

The young person has a good understanding of who they are, they like who they are, and this may have MINIMAL impact on their confidence and self-esteem levels.



[Self and Identity Level 2-6 Child Self-care](#)

Loss and Grief: Level 3

The young person has an experience of loss, and this has a LITTLE impact on them and/or their everyday life.



[Loss and Grief Level 2-6 Child Self-care](#)

If no flyers are presented, then it does not appear that this person has difficulties related to their health and well-being. However, if you have concerns about this, or feel that the problems they have are not captured by Dimensions, it would be helpful to talk to a professional about your worries. In this situation, it would be a good idea to call the service and discuss it with a clinician before sending in a referral.

| Question: | Response: |
|-----------------------------------|-------------------|
| Who are you looking for help for? | Someone I support |
| What is the person's age group? | 13-17 |
| What is the person's gender? | Female |
| Which area do they live in? | Warwickshire |

| Dimension: | Level (0-6): |
|-------------------------|--------------|
| Worrying and Anxiety | 6 |
| Mood | 5 |
| Eating | 6 |
| Coping with Emotions | 4 |
| Thinking and Memory | 3 |
| Connection with Reality | 2 |

| | |
|-------------------------------------|---|
| Social and Communication Style | 5 |
| Self and Identity | 2 |
| Activities of Daily Living | 5 |
| Sleep | 4 |
| Traumatic Experiences | 5 |
| Addictions | 4 |
| Hobbies and Interests | 4 |
| Physical Health and Wellbeing | 3 |
| Sex and Sexualised Behaviour | 2 |
| Education, Training or Work | 5 |
| Safety and Risk to Self or Others | 6 |
| Loss and Grief | 3 |
| Motor Skills and Co-ordination | 2 |
| Relationships | 3 |
| Finances, Housing and Accommodation | 3 |
| Supportive Environments | 4 |
| Transitions and Managing Change | 6 |
| Sensory Responses | 4 |