



**Harbour
School**
Dorset

SEN Policy

Next Review: Jan 2021

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Introduction

The Harbour School provides education for primary and secondary age pupils from Year 5 upwards with complex needs associated with Autistic Spectrum Conditions (ASC) who have the capacity to access a suitably differentiated mainstream curriculum.

Pupils at The Harbour Special School will usually have an Education and Health Care Plan (EHCP) (*see Admissions Statement*) with identified special educational needs as a result of one or more of the following:-

- Communication and interaction difficulties
- Emotional and social development
- Sensory and/or physical needs

Pupils may have associated difficulties including:

- Extreme anxiety
- anger
- self-regulation
- socialising with peers
- attachment
- dyslexia
- dyscalculia.
- Imagination, interpreting social cues, generalising and predicting
- organisational skills

Principles

All children should have equal access and entitlement to resources and inclusion in the opportunities available.

A skilled and appropriately qualified staff team and the implementation of a blended and differentiated curriculum should ensure that all pupils will have the most effective individual programme drawn from a broad range of strategies and specialist interventions.

Aims for the pupils

The Harbour School provides opportunities for all its pupils so they can...

- Follow personalised and flexible, high quality education pathways

- Follow a broad, balanced and relevant curriculum with appropriate therapeutic support for individual needs
- Develop their own strategies to overcome barriers to learning and success
- Demonstrate their full potential, recognising strengths as well as weaknesses
- Develop aspiration and the self-confidence to be independent, lifelong learners
- Develop the skills, knowledge and confidence to participate in modern British society and function independently, both economically and socially
- Be involved in decision making

Aims for the school

All teachers are responsible for meeting individual pupils' special educational needs. We are all totally focused on achieving the best possible long-term outcomes for young people who have experienced anxiety, fear, frustration and anger as a result of unmet need.

We aim to meet the needs and the required provision as identified in individual EHCPs. As all pupils have EHCPs, this policy is of paramount importance as it informs the nature and implementation of other school policies and objectives (*Curriculum, Behaviour, Staff development, Assessment, Teaching & learning, resourcing, links with parents and other agencies.....*) in meeting the SEND needs of our pupils.

Aims for parents

From the initial stages of admission to the academy, The Harbour School will maintain continuing close, positive and early contact with all parents. Parents will be:

- consulted regarding the planning and review of the personalised curriculum
- Encouraged to discuss any worries with the school
- Invited to discuss their child if he/she has a particular difficulty or concern
- Kept informed of progress in meeting agreed targets and the effectiveness of any special help (therapies / intervention) which is being provided
- Encouraged to contribute to, or attend any reviews or meetings about their child
- Encouraged to play a full part in our community (Family Fridays)

Success Criteria

- Pupils are growing in self-confidence and becoming increasingly independent learners
- Half termly analysis of data from intervention groups demonstrates that strategies have improved progress and outcomes
- All pupils are making expected progress against challenging targets
- No students feel disadvantaged or discriminated against

Admission Arrangements

See admissions statement

Identification and Assessment (*see Assessment policy*)

- Pupils are assessed both on entry to the Harbour school and at regular intervals throughout their time at the school in order to inform their personalised curriculum including interventions and strategies
- All pupils join the school with an Education and Health Care Plan (EHCP) which outlines the outcomes they are working towards – this forms the basis of target setting for each pupil's Passport Plus (education plan)
- The school makes use of appropriate, nationally recognised screening and assessment tools alongside progress and attainment data
- The school takes account of transfer information and parental comments
- Pupils are reviewed at least half termly, set targets and supported appropriately
- Pupil centred annual reviews are attended by staff, parents and appropriate professionals to review progress, personalised curriculum, targets and aims for the following year.

Facilities

The school is currently in temporary Portakabin accommodation, but provides a variety of teaching environments

- Sensory adaptations to most areas
- 1-1 and meeting rooms
- Specialist science room
- A range of outdoor environments for both outdoor education and sports including: a forest skills area, and access to the Aweigh School for outdoors bounds activities

Specialist Expertise

We aim to foster a nurturing approach across the whole school. Teaching and non-teaching staff are experienced in meeting the needs of students with ASC and all staff are trained in positive handling (Positive De-escalation and Physical Intervention). Students work in small class groups with comparatively high staff/pupil ratios and benefit from an experienced staff team of teachers and Learning Mentors

In addition to our skilled academic and pastoral staff team, pupils will benefit from a range of specialists in:

- Speech and language therapy
- Social skills development
- Education Psychology
- Emotional and mental health support
- Occupational Therapy

The Presentation of the Curriculum (*see Curriculum and Teaching & Learning policies*)

It is in this area that The Harbour School is fundamentally different. Our blended therapeutic and academic curriculum with built in flexibility really does enable us to meet changing individual needs with a personalised curriculum.

We have a high staff to pupil ratio and the organisation of classes and the highly structured school day is based upon meeting pupils' on-going academic, social, emotional and health needs in a safe, stimulating and aspirational environment.

The following policies are linked:

Curriculum

Assessment

Teaching & Learning

Behaviour

Pupil Premium

Careers

Prevent