

Vision, ethos and values

Introduction

Harbour School Dorset (HSD) is an exciting development from The Delta Education Trust. The Trust specializes in Alternative Provision and Special School Education. Within the Dorset, Poole and Bournemouth localities there is a significant need for a Special school that meets the needs of pupils whom struggle specifically with High Functioning ASC.

Over a 7 year phased opening, the Harbour School Dorset will be a 160 place Special Free School, in line with confirmed demand from Dorset, Poole and Bournemouth local authorities. The Harbour School Dorset will meet the needs of 94 young people from 10-19 years, with Education and Health Care Plans (EHCPs) identifying Autistic Spectrum Conditions (ASC) and Speech, Language and Communication needs (SLCN), who have the capacity to access a suitably differentiated curriculum (*i.e.* high functioning), including those with high levels of anxiety and 66 young people from 10-19 years who have Education and Health Care Plans (EHCPs) identifying Social, Emotional & Mental Health (SEMH) needs whom can also access a suitably differentiated national curriculum. The design of the school has considered the differing needs of these two specific groups. SEMH pupils will admitted after the opening of the new permanent build which will hopefully be in April 2022.

The founding school for the Trust is The Quay School, an 'Outstanding' AP provider that has been tasked with sharing and extending its practice. Drawing on this outstanding framework the Harbour School Dorset will stand on a secure foundation whilst adapting its core values, ethos and values to make them its own in this bespoke setting.

As a Trust school, the Harbour School Dorset will completely aspire to high aspirations and outstanding outcomes. All associated with this driven school will understand and share the Trust values. Our qualities will be shown within school, clear in our communications and

marketing material and inserted into our educational programs and curriculum models. Our qualities and vision will drive the decisions and choices we make to guarantee that pupil experience is of the highest standard and will underpin the learning activities, the policies and the everyday interactions our children, staff, parents and visitors to the school encounter. Standards will be kept up through robust accountability processes.

Principles

Delta Education Trust's overarching vision is to improve outcomes for all pupils, especially the most vulnerable. We believe that by meeting individual need in a supportive and therapeutic environment we can reduce barriers to learning, develop resilience, create opportunities and build futures. Our Free School will provide an exciting broad and balanced curriculum, underpinned by academic rigour and specific, evidence-based, therapeutic interventions to meet individual need. Our model of using flexible pathways will include staff from across the MAT working in the school to provide access to a wide range of accreditation and a continuum of provision as student needs develop following successful interventions.

As these young people can and do present with challenging behaviours, we will operate with a high staff to pupil ratio. Staff will have specialist skills to address significant needs, alongside comprehensive knowledge and understanding of both specific learning difficulties, triggers and strategies for working with a range of needs and disorders. All staff will have access to a range of continuing professional development opportunities, particularly from CAMHS colleagues and will receive specific training to support our offsite activities. Health and Safety will be a priority and the school will be subject to an ongoing programme of audit and support. Our staff team will include subject specialists, vocational instructors, emotional literacy support staff, and a range of specialist professionals such as Speech & Language Therapists (SALT). We will continue to develop strong links with key agencies such as Social Care, CAMHS, Schools and Colleges, Early Help, IAG services,

Youth Service and Youth Offending Teams. It is through this type of visionary approach, with true partnership working between the MAT and Local Authorities, that we can effectively address the significant barriers to learning and positive life chances that these young people experience.

There are many different strategies for working with young people with ASC /SEMH and their associated conditions but the primary aim is to support and develop emotional literacy in order that young people recognise and communicate emotions and anxiety rather than discharging or defending against them. This range of conditions and behaviours can preclude sustainable relationships. Our approach will be coherent and consistent; solution-focused and restorative approaches is a model used effectively within the MAT and delivers positive outcomes for young people. We shall use a variety of nationally recognised approaches to address the Triad of Impairments for students with ASC including Makaton, TEACCH, Social Stories and PECS. Our specialist ASC Educational Psychologist will ensure that the school takes advantage of the latest clinical research.

We find and develop outstanding staff who are committed to doing whatever it takes to ensure the best possible outcomes for our pupils. We believe that the wellbeing of pupils and staff is key to their successful futures. Our vision can be distilled into three key principles:

- Turning Around lives
- Creating opportunities
- Building Futures

These can be further condensed to our 'touchstone' of:

'Learning together in the pursuit of happiness'.

This approach is at the heart of all we have achieved and will continue to guide us as we move forward.