



**Harbour
School**
Dorset

Harbour School Dorset | Policy

SEN Information Report

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**Southern
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Trust**



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Our School's approach to supporting pupils with SEND

Harbour School Dorset is an Academy Free School which is part of the Delta Trust providing special education for pupils with Autism Spectrum Conditions (ASC) and Social, Emotional and Mental Health needs (SEMH).

All students at Harbour School Dorset have an EHCP (Education Health and Care Plan).

Typically, learners will:

- Have an EHCP with a primary need of autism or SEMH, although learners may have additional needs such as SLCN.
- Be aged between 10 and 19.
- Require the support of an adapted and full-time wrap-around environment, facilitated by trained and experienced staff.
- Demonstrate an ability to access the National Curriculum in line with their peers, with appropriate differentiation and support.
- Fall within the possible presentation and diagnoses descriptors for Cohorts 1, 2 and 4 illustrated in the specialist placement materials from Dorset Council.

Within HSD, we have a Tiered Provision with all students entering on Universal Provision. Our Adapted Provision is accessed via referral for all students who need additional support at times or specific interventions. Our Stretched curriculum is then provided for those who cannot safely access the Universal or Adapted offer, or who need to access the Belonging Curriculum to meet their needs. If all three levels of our internal curriculum fail to meet a student's needs, in some cases, we can make referrals to Delta Bespoke to facilitate completely Bespoke, offsite timetables.

Catering For Different Kinds Of SEND

Cognition and Learning

Our students with Cognition and Learning needs are supported within their classes through high quality teaching and differentiated learning. Students are given extended processing time where required and adult support throughout their tasks. Assistive Technologies may be used where required. Students with higher levels of Cognition and Learning needs may be supported through interventions such as Precision Teaching or Fresh Start phonics intervention.

Communication and Interaction

Staff are trained in understanding the implications of communication and interaction needs. Structured break and lunchtime activities provide opportunities for staff to support students to develop their social skills.

Social, Emotional and Mental Health

Harbour School Dorset is a Therapeutic Thinking School, following this framework as part of our universal offer. Staff are trained in PACE+ approach for supporting students who may have experienced trauma. Our Relational Model provides a framework for rebuilding and repairing relationships when things go wrong in school and to support students to positively engage with the school environment. We have Music for Wellbeing sessions provided by an internal staff member. ELSA is available and we have access to a Counsellor who can support students.

Sensory and/or Physical Needs

HSD can provide support for those with visual and hearing impairments through working with the individual, specialist teachers from the LA and their parents. HSD has full step-free access across the site.

Key staff and expertise

All staff at HSD are trained to support the needs of the children who attend the school. The Senior Leadership Team and Extended Senior Leadership Team are responsible for ensuring staff have the training they need for effective provision.

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), MA)
Charlotte May	Therapeutic Thinking and Trauma Informed Practice	
Clare Stockley	ASC, Sensory and Physical Needs	
Helen Bradley	Designated Safeguarding Lead	

Name of SENCO	Email address	Phone number
Sophie Lovett	s.lovett@harbourschooldorset.com	

Securing and Deploying Expertise

Trusted adults are available to students with a high ratio of staff to students (at least 1:4) as trusting relationships are key to student's regulation. All students have Key Adults, who are usually Learning Mentors, who are responsible for tracking a student's time at HSD, monitoring needs and progress and communication with parents/carers.

All students also have a Class Tutor who oversees their provision alongside an Assistant Headteacher or Director. HSD works with Local Authority to ensure adequate resources are available to meet needs across the school. HSD also have access to an Occupational Therapist who is a Sensory Integration specialist and a trained Humanistic Integrative Counsellor. As part of our school team, we have Adventure Learning staff who facilitate sessions as part of our curriculum and on-site Forest School practitioners. HSD also liaise directly with CAMHS and Children's Social Care to ensure those who need external support are referred in a timely manner.

The Delta Education Trust provides CPD and specialist support including leadership development. South and West Associations of Leaders in special schools (SWALLS) provide support and training including annual conferences for Heads and Deputies with a specific focus on SEN. Harbour School Dorset works closely with local special schools (The Teaching Alliance of Dorset Special Schools (TADSS) to share best practice and expertise.

Expertise for specific areas is secured in line with school development needs e.g. Maths hub, English Hub, Occupational Therapy, Speech and Language Support.

Equipment and Facilities

Our school facilities include specialist Vocational workshops which all students can access either through intervention or to gain qualifications after Year 10. All classes have access to a 'pod' – a learning/sensory space adjacent to the classroom to enable students a quiet space to work or regulate. There are various 'quiet rooms' located around the school and a therapy corridor which provides specific resources e.g. light and sound therapy, small animal care, a soft room for proactive regulation, a counselling space, ELSA support. We have also worked closely with our Occupational Therapist to design and equip a gym space which has both cardiovascular and resistance equipment for physical development and sensory integration work. HSD also has a trampette, swing set and climbing wall which are used both social interaction development and sensory/emotional regulation.

Identifying and assessing pupils with SEND

All students at HSD have an EHCP. However, we assess our student's needs continuously through Core Skills data analysis and monitoring progress towards EHCP outcomes as well as academic progress. We also monitor students for changes in behaviours that may indicate an unmet need. If this is apparent, our Tiered Provision system is used to enhance support. Students who may need to access our Stretched Provision or Delta Bespoke are discussed at an Internal Significant change in implemented effectively and

to highlight where other changes may be needed. HSD also liaise with external professionals such as the Educational Psychologist team when we feel a student has an unidentified need.

Consulting with pupils and parents

Parents

HSD Maintain regular communication with parents via:

- Regular contact with home – at least weekly phone calls or emails from Learning mentors and/or tutors to update on progress
- A Family Friday session every half-term for parents to meet with tutors and Learning Mentors to discuss the student's provision map, progress towards targets and look at children's work.
- Annual Review meetings with parents/carers and relevant professionals to evaluate progress towards EHCP outcomes and make any changes
- Team around the child/family meetings (TAC/TAF) with relevant professionals to discuss specific concerns raised by school, home or outside agencies
- An open-door policy for parents to contact the school and request meetings or phone calls to discuss any aspect of their child's education

Pupils

Pupils are consulted with via:

- Regular mentoring meetings – at least fortnightly to set and discuss targets for core skills which feed into the student's Provision Map.
- Pupil view pages are completed for EHCP Annual Review and students are encouraged to attend their Annual Review 6 Part of The Delta Education Trust
- We have a School Council for students to contribute to decisions made in the school and to express their views.
- Students are actively encouraged to meet with school leaders to discuss topics which they feel are important if they are not appropriate for a school council meeting.

Involving Key Stakeholders

- Annual Review meetings with parents/carers and relevant professionals to evaluate progress towards EHCP outcomes and make any changes
- Team around the child/family meetings (TAC/TAF) with relevant professionals to discuss specific concerns raised by school, home or outside agencies
- All professionals working with a child or family are invited to any meeting about a student to enable effective cross-service communication and support.

Progressing towards outcomes

- Provision Map outlines 'small steps' Core Skills targets which are set every half term in liaison with students (from mentoring meetings) and parents (from Family Friday meetings) which aim to meet EHCP outcomes plus any further targets identified by staff, student or family. Provision Maps are reviewed regularly and updated every half term
- Then Annual Review process enables yearly reviews of overall progress towards EHCP Outcomes and parents, students and professionals around the students are all invited to attend and contribute to these.
- Middle leaders and subject leaders produce a half-termly data report to show progress across the school.

Transition Support

- Key transition points have a priority in planning EHCP Annual Review meetings: students coming to a transition point are reviewed in the autumn term to allow discussions for provision in the next phase.
- Students join HSD from year 5 so transition points are Y7 KS2-KS3, Y9 KS3-KS4, Y11 KS4- Post 16, and transitioning from the school to work, further education or training.
- Our Destinations Advisor attends all Annual Reviews for those in Y10 and upwards to explore next steps and attends key meetings for those in Y9. She also works with an external Careers Advice agency to give statutory guidance at key transition points. Careers-related interactions are logged on Unifrog across the school.

- All students in Year 10 and upwards have Preparation for Adulthood as part of their curriculum offer which covers essential skills for work and living, as well as exploring next steps for them when they leave school. In lower year groups, they have access to a Life Skills curriculum which build towards Preparation for Adulthood.

Teaching Approach

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

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

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

Evidence of student support can be seen within a student's Provision Map. The SENDCO together with the SLT, Middle Leaders and teachers are responsible for organising interventions for students either as a small group intervention or 1:1 support, which might include provisions, such as:

- Additional adult support in the classroom – all classed have Support staff (Learning Mentors) who support the teacher in helping the learning of all students
- Intervention sessions – when students come out of some lessons for pre-arranged sessions to further support progress towards their EHCP outcomes and Core Skills targets. This may be therapeutic support such as emotional literacy support: sensory integration: social skills or life skills. It may be academic support e.g. reading, numeracy

Adaptions to the curriculum and learning environment

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

This can mean staff plan for:

- Trusted adults to be available to students with a high ratio of staff students (at least 1:4) as trusting relationships are key to students' regulation.

- Students with ASC may have visual timetables and other resources to help them know the routine of the day or steps to follow to complete a task
- Regular sensory breaks and opportunities to use strategies to maintain emotional regulations e.g. physical breaks, time outside class
- Visual (Seeing), auditory (hearing) or kinaesthetic (touch) activities to meet the needs and learning preferences of individuals
- Pre-teaching content or vocabulary – this means to spend time before the full topic is taught learning more about the things within the topic or words within the topic that would otherwise hinder the pupils learning if they did not understand them
- Over-learning topics – this means the repetitive learning of something until it becomes second nature
- To provide specially targeted texts and resources appropriate for student's reading ages
- To provide additional apparatus or materials – for example, some students may benefit from the use of whiteboards or electronic tools within lessons to help them focus on their learning
- To adapt and adjust resources and materials to make them accessible for students with specific learning difficulties
- Small group or 1:1 learning

The learning environment is designed to be autism friendly with minimal visual stimulus and access to outdoors – this benefits all learners.

All classes have access to a 'pod' – a learning/sensory space adjacent to the classroom to enable students a quiet space to work or regulate.

Inclusivity in activities

All pupils at HSD have SEND, but pupils are encouraged to socialise with each other at lunch-time and break times. Staff are always with students to support social communication. Our students have a wide range of profiles and presentations and staff encourage all students to interact with each other regardless of 'primary need'. Open discussions about diagnoses, or different needs – whether SEND related or otherwise – is regularly encouraged by staff.

Supporting

Emotional and social development

All students have a group of trusted adults who develop social and emotional awareness through supportive professional relationships with students.

ECHP outcomes include social interaction and SEMH targets and students work on these through their Core skill targets and regular mentoring sessions.

Students are supported in social communication skills and emotional regulation by their key staff.

Zones of Regulation is used across the school to help students to identify their emotional state and identify strategies to regulate.

PACE+ approach is used across the school. Staff use modelling of emotional regulation and verbalise this process to help students understand.

The Relational Model is implemented to support students when things go 'wrong' in school and is trauma informed.

Students may be referred to ELSA or for counselling at school.

Programmes such as Talk about are widely used.

Social stories and Comic Strip Conversations are also widely used.

Online Safety

HSD recognises the online safety risks relevant to our students and looks to mitigate these through explicit teaching of safety skills, continuous pastoral support for our students and clear lines of communications with parents and carers. We also work alongside the Safer Schools team to educate our students in Online Safety where relevant.

Sexual violence and harassment

HSD implements a robust PSHE curriculum which explores personal safety and consent in an appropriate manner for our students. Strong relationships with staff and students enable trusting conversations about these issues and any safeguarding concerns are dealt with in line with our

safeguarding policy. Mentoring provides ample opportunity for students to be supported to understand risks and behaviours on a one to one basis.

Evaluating effectiveness

We know the support their child has had is having an impact on their learning when:

- we see evidence that the student is making progress academically and that the gap is narrowing – they are catching up to their peers or expected age levels
- The student is achieving or exceeding their expected levels of progress for core targets and academic learning goals
- Verbal feedback from the teacher, parent and student is positive
- Formal or informal observations of the student at school demonstrate that progress has been made from starting points
- Students are accessing and engaging with their allocated provision

Handling Complaints

- A parent/carer's first point of contact should be the child's tutor to share concerns. HSD consider communication with parents key to the success of the school
- If parents or carers feel this does not resolve the concern they may then speak to the Base Leader, Family Liaison Officer or a member of SLT
- If a concern cannot be resolved through these channels parents should use the HSD complaints policy which is available on the school website www.harbourschooldorset.com

Local Offer

[SEND Local Offer - Dorset Council](#)

[The Bournemouth, Christchurch and Poole SEND Local Offer - BCP Council](#)

Named Contacts

Name of individual	Email Address	Phone Number
Helen Bradley DSL	h.bradley@hambourschooldorset.com	01929 508286
Sophie Lovett SEND/CO Deputy DSL	s.lovett@hambourschooldorset.com	01929 508286
Dan Butt Headteacher	d.butt@hambourschooldorset.com	01929 508286
Charlotte May Asst Headteacher/Dep DSL	c.may@hambourschooldorset.com	01929 508286
Dave Jennings Asst Headteacher/Dep DSL	d.jennings@hambourschooldorset.com	01929 508286
Kate Baxter Asst Headteacher/Dep DSL	k.baxter@hambourschooldorset.com	01929 508286
Mark Frowd Director of Vocational & Post 16/Dep DSL	m.frowd@hambourschooldorset.com	01929 508286

