

SEN Policy and Information Report

The Harbour School



Approved by: IEB

Date:

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

The Harbour School is a Community Special School which provides a specialist service for children and young people with social, emotional and mental health needs (SEMH) or medical needs. It is a four site school offering SEMH Education, Health and Care Plan placements and Alternative Provision places across the City of Portsmouth, including outreach and individual tuition. The School is commissioned by The Local Authority to provide SEN, Medical and Alternative Provision placements.

At The Harbour School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our learners whatever their needs or abilities.

All learners at The Harbour School are identified as having SEN; some learners have Education, Health Care Plans for Special Educational Needs. Since 2014, the school has been working with the Local Authority and other agencies to ensure learners' needs continue to be met within the new framework.

We are a school that celebrates and supports the wellbeing and achievement of all students to achieve the highest aspirations. At The Harbour School we want students to develop as independent learners. We also promote the physical, mental, moral, cultural, spiritual, emotional and social development of the students.

All teachers at The Harbour School have a responsibility for the students in their classes with Special Educational Needs. This means they need to provide a suitable environment and appropriate work for them. They are supported in this by the SENCO which uses the SEN Code of Practice 2015 as a basis for its policies.

The Social and Emotional Aspects of Learning (SEAL) are at the heart of all learning across The Harbour School (THS). The five strands of SEAL are self-awareness, managing feelings, social skills, empathy and motivation.

One school four sites

Site	Site Profile	Key Approaches
<p>Medical Provision includes:</p> <p>The Harbour Medical School Medical Tuition Trigger Tuition Hospital School</p>	<p>Medical School: Year r5 - 11 learners with medical needs - physical medical and anxiety medical. This includes anxiety disorders, school phobias and PTSD.</p> <p>Medical Tuition: Learners from Year R - 11 with physical medical or anxiety medical needs taught on a 1:1 basis at home, the community or in the Medical School Hub.</p> <p>Trigger Tuition: Learners from Year R - 11 with physical medical or anxiety medical long term needs that are mainly taught in their mainstream school but regularly need intermittent times off school due to an ongoing medical condition.</p> <p>Hospital School: Year R - 11 learners who have medical needs in Queen Alexandra Hospital.</p>	<p>A broad range of Personalised Programmes</p> <p>Assessing and Teaching Emotional Literacy.</p> <p>A large range of accredited pathways including many vocational options</p> <p>Small class sizes</p> <p>Subjects covered are designed to meet interests and needs.</p> <p>Pastoral team</p> <p>1:1 Literacy Support</p> <p>Dyslexia Screening</p> <p>Tailored Reading Programme</p>
<p>Complex Needs Provision includes:</p> <p>THS Bridge and THS @ Stamshaw</p>	<p>The Bridge 8 places and Stamshaw 11 places.</p> <p>Year 7 -11 provision for learners with complex SEMH Needs as an alternative to out of city placement.</p> <p>Year 7 - 11 learners with statements/EHCP for SEMH needs,</p>	<p>Highly individualised programmes</p> <p>High staff to learner ratio</p> <p>SEAL and PSHE</p> <p>Family partnership work</p> <p>Mentor Programme</p> <p>Key worker support</p> <p>1:1 Literacy and Numeracy Support</p> <p>Tailored Reading Programme</p>

		Bespoke accredited pathways
The Harbour Vocational Centre @ Vanguard	<p>Key Stage 4 Provision for learners with SEMH needs, who are permanently excluded from mainstream school, or at risk of exclusion, and for learners EHCPs for SEMH needs.</p> <p>AP and SEN placements</p>	<p>Vocational Curriculum, Differentiated pathways, Personalised learning programmes, small class sizes with a high staff to learner ratio, explicit SEAL, targeted group and individual mentoring, Positive Behaviour for Learning Policy, nurture groups, Responsive Pastoral Team, careers advice and work experience, staff trained in de-escalation techniques, PACE, Trauma Recovery and Attachment difficulties, Dyslexia Screening</p>
THS Outreach	<p>Outreach Teams</p> <ul style="list-style-type: none"> • Multi-Agency Behaviour Support (MABS) • Young Parents' Support Service (YPSS) 	<p>SEAL</p> <p>Positive Behaviour for Learning Policy</p> <p>Personalised programmes</p> <p>1:1 delivery</p> <p>Small group Teaching and Learning</p> <p>Accredited Pathways: EBac, GCSEs, Functional Skills, Arts Award</p>

		Supported College placements Mentor Programme
THS @ Tipner	<p>Year 5 - 9 learners permanently excluded from mainstream school, at risk of exclusion, learners with statements/EHCP's for SEMH needs.</p> <p>AP and SEND placements.</p> <p>Near to School Project and Short Stay School for time limited Alternative Provision and reintegration to mainstream school.</p>	<p>SEAL and PSHE</p> <p>Positive Behaviour for Learning Policy</p> <p>Ready to Learn, Nurture, Pastoral Team</p> <p>Outdoor Learning, The Harbour School @ Creech Wood and BEAR Boat</p> <p>Small classes, high staff ratio based on primary model with positive relationships</p> <p>Thematic Curriculum and Creative Learning</p> <p>Basics Programme</p>

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Vanessa Flapper - vanessa.flapper@thsportsmouth.org
Tel: 02392 665664 Ext: 1238

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any support staff or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy
- Ensuring that interventions as detailed in the EHCP are delivered

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

Area of Special Educational Need	Relating to difficulties with SEMH Needs (In addition to SEMH Needs as their primary area of need learners may have other additional areas of need):
Social, emotional and mental health difficulties	<ul style="list-style-type: none">• May experience a wide range of social and emotional difficulties which manifest themselves in many ways such as becoming withdrawn or isolated, displaying challenging, disruptive or disturbing behaviour.• May reflect underlying mental health difficulties such as:<ul style="list-style-type: none">• anxiety or depression• self-harming, substance misuse, eating disorders• physical symptoms that are medically unexplained.• May have disorders such as:<ul style="list-style-type: none">• Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD)• Attachment disorder• Relational / Developmental Trauma• Oppositional Defiance Disorder (ODD)• Conduct Disorder• Foetal Alcohol Syndrome (FAS)• Dysregulation of behaviour• Post-Traumatic Stress Disorder• May have been subject to neglect and abuse• May be involved in anti-social behaviour in the community

<p>Communication and interaction</p>	<p>Learners with speech, language and communication needs (SLCN) may have difficulty in the following areas:</p> <p><u>Attention and Interaction skills.</u></p> <ul style="list-style-type: none"> • May have difficulties ignoring distractions. May need prompts to keep focussed and stay on task. May have difficulties interacting with others. May be on the autistic spectrum, Asperger's with particular difficulties around social interaction. <p><u>Understanding and Receptive Language</u></p> <ul style="list-style-type: none"> • May need visual cues. May have processing difficulties or delay in processing information. May need repetition and clear language, may have difficulty understanding what is being said to them. <p><u>Speech and Expressive Language</u></p> <ul style="list-style-type: none"> • May have difficulty in saying what they want to with limited vocabulary. May have limited grammatical and phonological development and awareness. Speech may be difficult to understand. • The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. <p><u>Social Communication Needs</u></p> <ul style="list-style-type: none"> • Autism and Aspersgers - with or without a diagnosis
<p>Cognition and learning</p>	<p>May have difficulties with the skills needed for effective learning:</p> <ul style="list-style-type: none"> • Learning at a slower pace than their peers, even with appropriate differentiation. • Specific learning difficulties (SpLD), dyslexia, dysgraphia, dyscalculia and dyspraxia.

<p>Sensory and/or physical needs</p>	<ul style="list-style-type: none"> • May have a medical or genetic condition that could lead to difficulties with: • Gross/fine motor skills • Mobility • Visual/ hearing impairment • Global deficit difficulties • Sensory Regulation • Multi-sensory sensitivity • Accessing the curriculum without adaptation • Toileting and self-care (enuresis and encopresis)
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5.2 Identifying pupils with SEN and assessing their needs

It is recognised that many children with Special Educational Needs experience difficulties that cover more than one area.

The progress of every child is monitored at half termly pupil progress meetings. Where pupils are identified as not making progress in spite of Quality First Teaching they are discussed with the TLR, SENCO /Assistant Head teacher/ Lead Pupil Support and SLT. An agreed plan of action will be put in place using all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress, is considered. This includes high quality and accurate formative assessment.

Class/ Subject teachers are continually aware of pupil's learning. If they observe that a child, as recommended by the 2015 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

1. Is significantly slower than that of their peers starting from the same baseline
2. Fails to match or better the child's previous rate of progress
3. Fails to close the attainment gap between the child and their peers.

Opportunities are available for class teachers to discuss students within their site teams and refer other students of concern to the SENCO. In addition to this, there are regular meetings held with SLT where pupils of concern can also be raised.

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support.

The Harbour School also recognises the need to look at the whole child, which will include not just the special educational needs. We will also consider what is not SEN but may impact on a child's progress and attainment. The following areas may be discussed:

- Disability (the Code of Practice outlines the "reasonable adjustment "duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Child Looked After

5.3 Consulting and involving pupils and parents

All learners who are referred to The Harbour School have an Individual Learning Plan (ILP). The ILP is completed with the learner, parent/carer and is a learner led meeting. Learners with an EHCP have a statutory review every year; this is called their Annual Review. They will have the opportunity to complete a 'This is me' form to record their views on difficulties, progress and aspirations. Learners who are looked after by the Local Authority under a full care order or a voluntary Care Order also have a Personal Education Plan. Reviews should be combined wherever possible to avoid duplication and ensure maximum contributions.

The ILP identifies:	
Learner Details	Name, Date of Birth, Mainstream School, Alternative Provision or SEN
Attendees	All who attend the initial induction meeting
Learner Strengths	What the learner likes doing in and out of school, and what the learner is good at.
Reason for Referral	This information comes from the Change Of Placement form
Understanding of Support	What are the underlying areas of SEN need

required	
Long Term Goals	The learner has the opportunity to talk about long term goals for learning
Harbour School Targets for Progress	<ul style="list-style-type: none"> • Curriculum • Behaviour or Reintegration • Social and Emotional skills development • Attendance
New Skills to be taught	The skills and learning needs to take place to ensure progress
Actions	<p>Actions to be agreed from the following</p> <ul style="list-style-type: none"> • Learner • Harbour School Staff • Parent/carer • Mainstream school (if applicable) • Other Agencies

The Harbour School will continue to maintain close, positive and early contact with those parents whose child has a special educational need. Parents will be:

- Encouraged to discuss any worries with the school
- Invited to discuss their child if he/she has a learning or emotional difficulty
- Kept informed of any special help which is being provided
- Invited to contribute to, or attend any reviews or meetings about their child

5.4 Assessing and reviewing pupils' progress towards outcomes

- We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.
- Learners are identified and assessed on entry to the school and at regular intervals throughout their time at The Harbour School
- The school makes use of appropriate screening and assessment tools including National Curriculum data
- The school takes account of transfer information provided by the previous/dual registered educational setting
- Learners are reviewed half termly, set targets and supported appropriately

- The school takes account of concerns raised by either the parent/carer or by the teaching staff
- The school maintains close liaison with external agencies in order to establish a possible SEN diagnosis and/or assessment of specific needs.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

Transition is very important and we work hard to ensure that all students have a smooth transition. All provision places, both Special Needs and Alternative Provision, go through the Local Authority's referral process. The Local Authority Inclusion Support Panel (ISP) is made up of SENCO's and lead links from schools across the city. Local Authority Education officers chair and monitor the referral process. It is important to ensure as speedy an admission as possible so that children are not out of school for long periods.

When it is agreed that a learner needs the support of a specialist placement or additional intervention from a referral to ISP, schools and parents/carers complete Change of Placement (COP) forms. A learner who has an Education Health and Care plan, will also need to have had an Annual Review.

Alternative Provision (AP) placements are reviewed every six weeks and SEN/D placements are reviewed at least once a term with a statutory Annual Review each year.

For learners with medical needs requesting individual tuition, a request for a Time Out form needs to be completed and sent to The Harbour Medical School.

If a learner has a change of placement within The Harbour School or moves to another school or college this will also be agreed at ISP. We will share information with the school, college, or other setting the pupil is moving to.

In KS4 all learners receive support from a career adviser to discuss Post 16 pathways. In Year 11 all learners are invited to attend school visits to the local colleges, these visits are supported by Pupil Support staff. When the colleges invite

learners for interviews they are usually accompanied by parent and/or Pupil Support staff. Some learners require a gradual transition with regular visits prior to induction.

5.6 Our approach to teaching pupils with SEN

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Teachers are responsible for the progress and development of all the learners in their class. They are trained to teach learners with additional learning requirements and are responsible for making the curriculum accessible to all learners.

The SENCO and Curriculum Leaders are responsible for ensuring that:

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

The SENCO, Site Leads or Curriculum Leads are responsible for organising interventions and approaches for learners either as a small group intervention or 1:1 support, which might include provisions, such as:

- Placement within an appropriate provision; Harbour Medical School, Individual Tuition, Trigger Tuition, Hospital School, Complex Needs - THS Bridge and THS @ Stamshaw, The Harbour Vocational Centre @ Vanguard, THS Outreach, THS @ Tipner, THS Short Stay, THS Turnaround Project
- Additional adult support in the classroom.
- Withdrawal sessions - when learners come out of some lessons for pre-arranged sessions to further support EHCP outcomes, Speech, Language Communication Needs (SLCN), Dyslexia screening, literacy, handwriting, reading, numeracy, precision teaching, study skills, organisational skills, social and emotional skills etc.

5.7 Adaptations to the curriculum and learning environment

Course teachers/instructors are responsible for planning lessons that are accessible to and differentiated for every learner. It is the staff's role to differentiate

resources and activities to ensure the learner can access the learning. This can mean staff plan:

- Visual, auditory or kinaesthetic activities
- Pre-teaching content or vocabulary
- Over-learning topics
- To provide specially targeted texts and resources appropriate for learners' reading ages
- To provide additional apparatus or materials
- To adapt and adjust resources and materials to make them accessible for learners with specific learning difficulties
- Small group or 1:1 learning

Personalised curriculum

Modifications to the curriculum are dependent upon the needs of the individual student. Any modification is the result of careful discussion between the students, parents and staff at The Harbour School.

GCSE Subject Choices and BTEC Vocational Courses

At Key stage 4 students are guided through discussions with parents and staff to make choices that are appropriate to the aptitudes and preferences of students. Careful guidance is given to parents and students during meetings with school staff. Students are supported in making sure that their option choices are appropriate for their aptitudes, preferences and ambitions.

Additional entry level, level 1 and 2 qualifications can also be studied to supplement study at GCSE level.

We also work in partnership with other local educational establishments to provide alternative educational pathways for some of our students.

5.8 Additional support for learning

The SENCO ensures that staff have appropriate information about learners on the SEND register. This means that teachers are able to provide a suitable environment, plan appropriate work and support for learners.

The SENCO shares information about learners with the staff in the following ways:

- **The SEN Register:** The SEN Register is maintained by the SENCO. Students are placed on the register in accordance with the guidelines contained in the SEN Code of Practice 2014. This is continually updated.
- **One page profiles:** All students with an EHCP have a one-page profile. This gives staff more detailed information about the learner's individual special educational need, learning outcomes, interventions and strategies to be employed by teachers to ensure effective learning.
- **Staff Briefings:** The SENCO regularly updates Site Leads with relevant information on learners which is then passed onto staff at each site in their daily briefing.

Support through Exams Access Arrangements

Learners who may require access arrangements such as a scribe, reader or additional time for public examinations undergo more detailed assessment, in line with the guidelines produced by the exam boards at the end of year 9. New statutory guidelines for Access Arrangements Online (Sept 2018) state that the SENCO must produce a 'picture of need' for all learners with an EHCP and/or diagnosed learning disability such as ADHD, ADD.

Support through external agency support

If a student continues to have difficulties and it is decided to consult external services parents are always informed first.

The Harbour School have a Lead Pupil Support staff on each site who work closely with the SENCO and have extensive knowledge of support available from multi-agency services which can be accessed from:

CAMHS (Children and Adolescent Mental Health Service)

Educational Psychology Service (EP)

Ethnic Minorities Achievement Service (EMAS)

Outreach: Cliffdale and Redwood Park

Integrated Targeted Youth Support Service (ITYSS)

Multi-Agency Safeguarding Hub (MASH)

Portsmouth City Council Special Educational Needs Team

Children's Looked After Team

Occupational Therapy

School Nurse

School Attendance Team

Portsmouth Outdoor Centre

Portsmouth Information and Support Service

Sensory Support Teams

Social Care

Speech and Language Therapy (SALT)

Special Schools Network

Youth Offending Team (YOT)

Police

Community Wardens

Further Education colleges, Highbury, Southdowns, Portsmouth College, Sparsholt

5.9 Expertise and training of staff

SEND training forms part of the continuing professional development of all teachers and support staff and is organised in accordance with the needs of the learners.

In House and External training

Whole teaching staff have regular inset training on matters to do with providing the best support for students with special educational needs. Recent training includes: Autism Awareness, Nurture Groups, Bereavement and Loss, Self-harm, Understanding Mental Health/Illness, Trauma Recovery and Attachment, PACE Approach.

Team Teach training

All staff have also undertaken Team Teach training and renew every three years.

Safeguarding training

Staff have also undertaken Safeguarding training and renew every three years.

Each site has a 'Designated Safeguarding Lead' (DSL) who therefore has lead responsibility for such issues. The DSL will be able to offer advice as well as to liaise with statutory agencies where there are concerns about a child's welfare.

First Aider training

Key staff have undertaken First Aid training to provide immediate response to common first aid situations.

Further SEN Training

One member of staff has undertaken further training to achieve The National Award for Special Educational Needs Coordination:

Vanessa Flapper 2016

Two members of staff also completed the Speech language Communication Needs training course with Alex Kelly:

Vanessa Flapper 2017

Grace Jukes 2017

5.10 Securing equipment and facilities

We ensure that all learners with SEND have their needs met to the best of the school's ability, within the funds available.

The SEND budget allows the school to maintain small class sizes and support the employment of Pupil Support Staff who work with students with an EHCP or facilitate small group work for students who need extra support in literacy, numeracy or social interaction. They also support students throughout the school to ensure they can access the curriculum in class. Pastoral Staff work closely with individual learners to support and deliver Social and Emotional Aspects of Learning (SEAL) to address the Lagging Skills highlighted by assessment and to improve learner's level of Emotional Literacy (EL).

The budget is also used to buy equipment/resources for each department so that all students' needs are met.

Our provision is arranged to meet our learners' needs, within the resources available. This approach reflects the fact that different learners require different levels of support in order to achieve age expected attainment.

The SENCO meets with Site Leads to discuss the learner's needs and what support would be appropriate.

There are always ongoing discussions with parent/carers for any learner who requires additional support for their learning.

5.11 Evaluating the effectiveness of SEN provision

We believe that the education of learners is a partnership between parents and the school. A culture of co-operation between parents, schools, LEAs and others is important in enabling learners with special educational needs to achieve their potential. Meetings and discussions with parents are encouraged in the following ways:

- Progress Reviews and School Reports: in which regular assessment information is sent home.
- Parental meetings: Parents/carers are invited to meet with teachers and the SENCO to discuss your child's progress and how we can further support you and your child.
- ECHP Annual Review meeting: If your child has an EHCP an Annual Review will also take place which is an in depth look at progress and well-being at school.
- Progress meetings: parents of children with special educational needs will be invited to meetings to discuss the progress of specific objectives.
- Reviewing the impact of interventions and sharing this information with learner, parent/carer and school staff
- Using student and parent surveys

We actively encourage our parents/carers to pick up the phone, ring, or email us to ensure we are aware of our learners' difficulties and successes. We are therefore able to respond appropriately and immediately.

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

Learners at The Harbour School will have access to an extended curriculum programme including educational visits, outdoor education and sporting events. Learners will be supported by Teachers, Mentors and Pupil Support Assistants, where it is required to ensure learners can access the extra-curricular activity. Parents will be consulted about the best way to support children with special educational needs.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the event that it is considered unsafe

for a learner to take part in an activity, then alternative activities will be provided wherever possible.

How accessible is the school environment?

The school has various sites located across Portsmouth. The Harbour Medical School has two purpose built buildings on one floor, and includes disabled toilet facilities, low accessible kitchen worktops and wide door ways for wheelchair access. The brick building at the Medical School also has a disabled toilet and wet room facilities. The Vocational Centre @ Vanguard is on one level with wide door ways for wheelchair access, there is also access to disabled toilets. The sites at Tipner and Stamshaw both have entrances to the school sites that are accessible for wheelchairs. Disabled toilet facilities are also available on the ground level of each site. The sports Centre based at Tipner is wheelchair friendly and has disabled toilet facilities and a wet room.

There are car parks on each site that have parking bay for disabled badge holders, marked clearly with yellow paint.

The Harbour School liaises with Ethnic Minorities Achievement Service (EMAS) who assist schools in Portsmouth with supporting families with English as an additional language.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

The Social and Emotional Aspects of Learning (SEAL) are at the heart of all learning across The Harbour School (THS). The five strands of SEAL are self-awareness, managing feelings, social skills, empathy and motivation.

We understand that the learners within our school community present a range of behaviours that might affect their progress, wellbeing and the safety of themselves and others. For a number of our learners challenging behaviour can be a barrier to learning and to their success beyond their time at The Harbour School.

We also know that learners present behaviours that are worthy of praise, celebration and positive reinforcement. We know that behaviours are:

- learned

- as a result of interaction with the environment
- functional in that challenging behaviour is often a result of learners attempts to get their basic needs met.

Our Behaviour for Learning Policy is laid out under six headings based on the work of Sue Roffey, who advises that we need to go beyond behaviour management techniques using a relational approach in order to change behavior in the long term through the actions below:

- Modelling wanted behaviour
- Showing young people they are worthwhile and wanted
- Maximising participation
- Helping young people identify their strengths and encouraging them to set their own goals including having high expectations for learners to do their best at all times
- Emphasising choice rather than control

And core to THS:

- Teaching young people the social and emotional skills that they need to succeed

5.14 Working with other agencies

The Harbour School works closely with any external agencies that are relevant to individual learners' needs, including:

Health - GP's, school nurse, clinical psychologists and psychiatrists (CAMHS), paediatricians, speech & language therapists, occupational therapists

Multi Agency Safeguarding Hub (MASH) - can quickly share information and make decisions as to the required level of intervention.

Social Care - locality teams, social workers, child protection teams, family intervention programmes

Portsmouth City Council Educational Psychology Service

Hampshire Police

5.15 Complaints about SEN provision

Complaints about SEN in our school will be resolved as set out in our Complaints Policy.

If you have a concern that you feel should be looked at by the leadership team, please do make contact straight away. It is usually best to discuss the problem face to face. It's best to make an appointment to do this and you can make one by ringing

02392 665664. You can bring a friend or relation to the appointment with you if you would like to. The leadership team for the Harbour School provisions are as follows:

Lynn Power @ The Bridge

Kim Budd @ Vocational Centre

Catherine Walker @ Medical

Lisa Caine @ Outreach

Lynn Power @ Stamshaw

Lisa Taylor @ Tipner

Vanessa Flapper SENCO

Alternatively if you a complaint that you feel should be looked at by the Head then you can contact Ian Hunkin (Head of School).

5.16 Contact details of support services for parents of pupils with SEN

Parent Voice

To ensure the success of The Harbour School it is important that our Parents and Carers continue to support the hard work of our learners and staff. By working together, we will be able to ensure we give each learner the opportunity to succeed and to become 'the best they can be'.

Parents' and Carers' views will be taken into account at review meetings and via an annual parent questionnaire.

The Harbour School work closely with Portsmouth City Council who provide support for both children with special educational needs and their parents.

For more information, email sen.education@portsmouthcc.gov.uk, phone 023 9284 1238 or write to Special Educational Needs, Portsmouth City Council Civic Offices, Guildhall Square, Portsmouth, PO1 2EA.

Parent Support for SEN families

The Special Educational Needs and Disability (SEND) Information, Advice and Support (IAS) Service for Portsmouth provides:

- A free and confidential service, provided independently from education, health and care providers
- Impartial information, advice and support relating to special educational needs and disability (SEND)

- Advice and support from independently trained Information, Advice and Support (IAS) Service staff
- Support through the statutory processes relating to Statements of Special Educational Needs and the new Education Health and Care (EHC) needs assessment and planning
- Information and practical support to find the answers to your questions in relation to education, social care and health services

For more information, go to <http://www.portsmouthsendiass.info>

Or call **0300 303 2000** or email portsmouthiass@roseroad.org.uk or contact parent partnership at the Frank Sorrell Centre, Prince Albert Road, Southsea, PO4 9HR.

For more information, to help you find what is available in the Portsmouth area for those with Special Education Needs or Disabilities (ages 0-25) and how to access a variety of services including Portsmouth City Council 'Local Offer' click on the link for further information: <http://www.portsmouthlocaloffer.org/>

5.17 Portsmouth Local Authority Offer

The Portsmouth Local Offer website is collaboration between parents and carers of disabled children, young people and Portsmouth City Council to help you find what is available in the area for those with Special Education Needs or Disabilities (ages 0-25) and how to access a variety of services.

Please click on the link to access Portsmouth Local Offer
<http://www.portsmouthlocaloffer.org/>

6. Monitoring arrangements

This policy and information report will be reviewed by SENCO Vanessa Flapper **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by Interim Executive Board (IEB).