



**THE
HARBOUR
SCHOOL**

**Referral, Admission
and
Review Arrangements**

Date reviewed	21/10/2022
Date approved	07/11/2022
Approver	LGB
Signature	Carol Tompkins-Owen
Next Review date	November 2024

Abbreviations:

AP: Alternative Provision

EHCP: Education, Health and Care Plan

ISP: Inclusion Support Panel

ILP: Individual Learning Plan

PCC: Portsmouth City Council

SEMH: Social, Emotional and Mental Health

SEN: Special Educational Needs

SEND: Special Educational Needs or Disabilities

Overview

The Harbour School is a Special School and Alternative Provision (AP) that provides education for pupils with a range of social, emotional and mental health (SEMH) needs. The school is based across four campuses with a range of provision to meet different needs, including:

- a) Permanently excluded from a mainstream school.
- b) 'At risk' of permanent exclusion from a mainstream school.
- c) Medically unable to attend a mainstream school.
- d) Special School provision for children and young people with long-term and complex Social, Emotional and Mental Health (SEMH) needs with an Education Health and Care Plan (EHCP).

Referrals

Referrals to The Harbour School are made from mainstream schools via the Local Authority Inclusion Support Panel (ISP) or SEND ISP for pupils with EHCP's.

Admissions

Upon referral, admission to the school is considered using the following criteria:

- a) Availability of places in the relevant provision, including the number of commissioned places available;
- b) The ability of the school to meet the needs of the pupil and keep them safe;
- c) The ability of the school to meet any SEND requirements;
- d) Parental views.
- e) Pupil views

Transition and Induction into The Harbour School

See Appendix 1

All pupils have an Individual Learning Plan (ILP) written collaboratively through the induction process.

See Appendix 2

Reviewing Pupil Progress

The review process has been developed in collaboration with mainstream schools, the Virtual School and the Local Authority.

Reviews Include:

- Individual Learning Plan (ILP) Reviews – each half term
- Personal Education Plans (PEP's) for Looked after Children -
- Annual Reviews of Education Health and Care Plans - annually
- Interim Reviews of Education, Health and Care Plans – as required
- Transition and Reintegration Plans – as required

All reviews aim to be meaningful and purposeful.

ILP Reviews with Dual Registered Schools

ILP reviews will take place each half term. ILP review meetings with dual registered schools may be face to face or virtual, based on an individual pupil's needs.

Staff at The Harbour School will gather the views of the pupil and the parent/carer.

The majority of ILP reviews with mainstream schools will be led by the Head of Campus, virtually with the lead link or SENCo from the mainstream school. These will be timetabled at separate times for each campus over a two-week period at the start of each half term.

ILP reviews for pupils referred to our Reintegration and Tuition Service will be led by the teachers from the service.

Dual Registered schools will receive attendance figures on a weekly basis for their pupils.

Dual Registered Schools will receive timely information regarding safeguarding concerns.

The Harbour School and the Dual Registered school will include approaches with the pupil and family to ensure they work together and keep connected.

Personal Education Plans (PEP's)

ILP reviews for Looked After Pupils will coincide with the Pupil's PEP. Looked After Pupils will also have transition plans for any change of provision.

Annual Reviews and Interim Reviews

Annual Reviews will follow Statutory Guidelines and be carried out in a pupil centred manner.

Readiness for mainstream school

Through the review of pupil progress at The Harbour School, it may be agreed that a pupil is ready to return to a mainstream setting, The process for reintegration will be dependent upon their registration status.

- Pupils who are Dual Registered without an EHCP:
The Harbour School and the mainstream school will plan reintegration back to mainstream school. This includes pupils referred to KS3 Short Stay School Provision
- Pupils who are Dual Registered with an EHCP
Pupils with an EHCP will need the involvement of an Educational Psychologist as part of the reintegration plan back to a mainstream school. An Annual or Interim Review will be held and referred to the Local Authority SEND team. This process would not be applicable to pupils accessing Short Stay School Provision.

- Pupils who are permanently excluded from their mainstream school
The Harbour School is commissioned to provide sixth day provision for pupils who have been permanently excluded from mainstream schools from years 5 – 11. Each pupil will be discussed at ISP in terms of their readiness for a mainstream school. Pupils who have been permanently excluded and not returned to a mainstream school will require the involvement of an Educational Psychologist to identify need and provision.

Year 11 Transition to Post 16 Destinations


The Harbour School works with the Careers Service and Local Post 16 Providers to plan successful transitions to Post 16 Destinations. Careers Education, Information and Guidance is planned throughout our curriculum

Appendix 1: Transition Process Flowchart

The Harbour School: Induction and Review Process





Appendix 2: Individual Learning Plan

The Harbour School Individual Learning Plan			
Pupil Name			
Pupil's preferred name and pronouns			
Date of Meeting:			
Attended by:			
Campus			
Pupil's Mainstream School		Name of School Contact: email address	
Other Agencies involved		Name and Contact Details	
Attendance on arrival at The Harbour School %:			
Reason for Referral: SSS/DR/EHCP/PX XX was referred to The Harbour School			
Our Understanding of Need/s: refer to EHCP/COP/Pastoral Support Plans/triggers and boundaries			
Successful Supportive Approaches: what helps the pupil?			
Pupil voice – what can you do if you're worried or concerned? Share what might cause worry or concern. Talk to someone, share KOOTH information, provide card for your phone, keep connected			
Targets:			
Regulation and Communication Target: Write SMART target here referring to EHCP/SEAL APP			
Emotional Literacy Target: Write SMART target here referring to EHCP/SEAL APP			
Curriculum Learning/Academic Target and Academic Pathway:			
Transition Plan into The Harbour School: Include any information about reduced hours, why this is in place to support the pupil and plan to return to full time			
Long Term Goals and Reintegration Plan:			

Arrangements for reviewing pupil progress:		
Actions		
What?	Who?	When?
Agreed Circulation		Name of Head of Campus
<ul style="list-style-type: none"> Mainstream School Parent/Carer Partner Agency Local Authority 		The Harbour School, XXXXXX Campus XXX.XXX@thsportsmouth.org

Appendix 3: Individual Learning Plan Progress Review Meeting Format

The Harbour School Individual Learning Plan Review			
Date of Meeting			
Pupil Name			
Pupil's preferred name and pronouns			
Campus			
Pupil's Mainstream School		Name of School Contact: With email address	
Other Agencies		Name and Contact Details	
Parent/carer contact details		Change of address/email/phone number, add changes to CPOMs and alert Campus Admin	
Attendance % on arrival		Baseline Attendance XX.XX%	
Rolling Attendance (RAG)	Autumn 1	Autumn 2	Spring 1
			Spring 2
			Summer 1
			Summer 2
Attendance Target and Plan Write here, add information and plan for pupils accessing reduced hours.			
Successful Supportive Approaches: Bullet point strategies that are successful			
Pupil's Views/Pupil Voice: re-visit – what can you do if you're worried about something?			
Parent/Carer Views			
Other Views including Dual Registered School's Views			
Target Review:			Progress Towards Target
Target not met/ Some progress towards target/ Making progress with target/Exceeding expected progress/target met			
Regulation and Communication Target: Write SMART target here			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Emotional Literacy Target: Write SMART target here			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Academic Progress Target: Write SMART target here			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
New Regulation and Communication Target: Write SMART target here			

New Emotional Literacy Target: Write SMART target here		
New Academic/Curriculum Learning Target Write SMART target here. For Looked After Children, include SMART targets for English and Maths.		
Next Steps/Actions, include keeping connected approaches for DR pupils, reduced hours, reintegration as applicable, EP involvement		
What?	Who?	When?
Agreed Circulation		Name
<ul style="list-style-type: none"> Mainstream School Parent/Carer Partner Agencies Local Authority for Reduced Hours 		Assistant Headteacher, Head of Campus The Harbour School, XXXX Campus xx.xx@thsportsmouth.org