



# THE HARBOUR SCHOOL

## SEN Policy and Information Report

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Approver	LGB
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### Abbreviations:

**AD(H)D:** Attention Deficit (hyperactive) disorder  
**ASC:** autistic spectrum condition  
**ARFID:** Avoidant, restrictive, food intake disorder  
**BTEC:**  
**CAFT:** Children and Family Team  
**CEIAG:** Careers, Education, Information, Advice and Guidance  
**EHCP:** Education, Health, and Care Plan  
**FAS:** Foetal Alcohol Syndrome  
**GCSE:** General Certificate in Secondary Education  
**ILP:** Individual Learning Plan  
**MASH:** Multi Agency Safeguarding Hub  
**PACE:** Playfulness, Acceptance, Curiosity, Empathy  
**RSE:** Relationships and Sex Education  
**PSHE:** Personal, Social and Health Education  
**SEN:** Special Educational Needs  
**SENCO:** Special Education Needs Co-ordinator  
**SLT:** Senior Leadership Team

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## 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 pupils 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 a reintegration and tuition service. 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 our pupils whatever their needs or abilities.

All pupils at The Harbour School are identified as having SEN; some pupils 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 pupils' needs continue to be met within the new framework.

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

All teachers at The Harbour School have a responsibility for the pupils 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.

Emotional Literacy and Personal Development are at the heart of all learning across The Harbour School.

## One school four sites

Site	Site Profile	Key Approaches
<p><b>Cosham Campus</b></p> <p><b>Reintegration &amp; Tuition Service</b></p> <p><b>Hospital School</b></p>	<p><b>Cosham Campus:</b> Key Stages 3 and 4 with medical needs – physical medical and anxiety medical. This includes anxiety disorders, school phobias and PTSD.</p> <p><b>Reintegration &amp; Tuition Service:</b> Pupils at Key Stages 1 and 2 will be offered:</p> <p>Remote online learning in small groups for English, maths, and cross curricular learning (3 x 45 mins per curricular area per week).</p> <p>Emotional Literacy learning support at home, (2 x 60 mins per week).</p> <p>Pupils at Key Stages 3 and 4 will be offered:</p> <p>Remote online learning in small groups (12 x 45 mins per week, English, Maths and Science).</p> <p>Emotional Literacy learning support at home, (2 x 60 mins per week).</p> <p>Pupils preparing to reintegrate back to mainstream or to a special provision will be offered small group learning opportunities.</p> <p>Provides education for pupils (Year R-11) from all schools admitted to hospital within the children’s wards at Queen Alexandra Hospital.</p>	<p>A broad and balanced curriculum, including core subjects and foundation subjects</p> <p>Small class sizes with a high staff to pupil ratio</p> <p>Class tutors providing individual mentoring support</p> <p>Targeted 1:1 reading support</p> <p>RSHE curriculum (leading to an accredited outcome in Year 11)</p> <p>Careers guidance</p> <p>Tailored Emotional Literacy and Talkabout programmes</p> <p>Nurture classroom and sensory room.</p> <p>Personalised academic learning</p> <p>Close liaison with dual registered schools for longer term patients</p>
<p><b>Bridge and Stamshaw Campus</b></p>	<p><b>Bridge/Stamshaw Campus</b></p> <p>Key Stages 2, 3 and 4 provides provision for pupils with complex SEMH needs as an alternative to out of city placement.</p> <p>All pupils have an EHCP for SEMH needs.</p>	<p>Trauma Informed approaches including PACE (Playfulness, Acceptance, Curiosity and Empathy)</p> <p>Restorative Practice</p> <p>Personalised individual learning programmes</p>

		<p>Emotional Literacy and Personal Development RSE</p> <p>1:1 Literacy and Numeracy Support Programme</p> <p>Bespoke accredited pathways</p> <p>Family partnership work and learning opportunities</p> <p>Allocated key worker support</p> <p>Individual keyword reviews</p> <p>Residential experiences</p> <p>High staff to pupil ratio</p>
<p><b>Vanguard Campus</b></p>	<p><b>Vanguard Campus:</b></p> <p>Key Stage 4 - Alternative Provision and SEN (Special Educational Needs) placements.</p> <p>Provision for pupils in KS4 with SEMH Needs, who are permanently excluded from mainstream school, or at risk of exclusion, and for pupils with EHCPs for SEMH needs.</p>	<p>Vocational Curriculum, Differentiated pathways</p> <p>Personalised learning programmes, small class sizes with a high staff to pupil ratio, explicit targeted group, and individual mentoring</p> <p>Emotional Literacy and Personal Development</p> <p>Princes Trust and RSE</p> <p>Personal development including focus on Cultural capital and British values</p> <p>Promoting Positive Relationships and Behaviour Regulation Policy, nurture groups</p> <p>Responsive Pastoral Team, careers advice and work experience, staff trained in de-escalation techniques, PACE, Trauma</p>

		<p>CAFT (Children and Family Team) Mentors</p> <p>Recovery and Attachment Difficulties</p> <p>Dyslexia Screening</p> <p>Talkabout Programme</p> <p>Differentiated provisions depending on fluctuations in attendance</p>
<b>Outreach</b>	<p><b>Outreach Services:</b> To support pupils in other schools across Portsmouth.</p> <p><b>Multi-Agency Behaviour Support (MABS)</b></p> <p><b>Young Parents' Support Service (YPSS)</b></p>	<p>Evidence based relational approaches</p> <p>Direct support to CYP / Parents / school staff</p> <p>Small groups/ whole class / staff team</p> <p>Coaching / Action Learning Sets / Staff supervision</p> <p>Bespoke training</p> <p>Restorative Practice</p> <p>Trauma Informed approaches including PACE (Playfulness, Acceptance, Curiosity and Empathy)</p> <p>Collaborative Problem Solving</p> <p>Nurture Groups: Principles and practice</p> <p>Parenting support including Triple P, Non-Violent Resistance and communication, PACE, Up2U Family Practice</p> <p>Emotion Coaching</p>
<b>Tipner Campus</b>	<p>Tipner Key Stage 2 and 3 AP and SEND placements.</p> <p>Provides a 6<sup>th</sup> day provision for pupils permanently excluded from mainstream school, at risk of exclusion</p>	<p>Emotional Literacy and Personal Development RSE</p>

	<p>and pupils with EHCP's for SEMH needs.</p> <p>Short Stay School - for time limited Alternative Provision and reintegration to mainstream school.</p>	<p><u>Promoting Positive Relationships and Behaviour Regulation</u></p> <p>Ready to Learn, Nurture, Pastoral Team</p> <p>Outdoor Learning, small classes, high staff ratio based on primary model with positive relationships</p> <p>Trauma Informed approaches including PACE (Playfulness, Acceptance, Curiosity and Empathy)</p> <p>Thematic Curriculum and Creative Learning Basics Programme</p> <p>Talk About Programme</p> <p>CAFT Mentors</p> <p>Destination Reader</p> <p>KS3 Entry Level Maths and English</p> <p>Careers and Cultural Capital Learning</p>
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## 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

## 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 most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind 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 for other children or pupils of the same age by mainstream schools.

## Roles and responsibilities

### SENCO

The SENCO 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 coordination 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 regarding reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Be the identified designated teacher for looked after children.

## **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

## **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 pupils with SEN and/or a disability

## **Class teachers**

Each class teacher, instructor or key worker 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

## SEN information report

### 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 Needs	Relating to difficulties with SEMH Needs (In addition to SEMH Needs as their primary area of need pupils may have other additional areas of need):
Social, emotional, and mental health difficulties	<ul style="list-style-type: none"> <li>• 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.</li> <li>• May reflect underlying mental health difficulties such as: anxiety or depression, including</li> <li>• self-harming, substance misuse, eating disorders, physical symptoms that are medically unexplained.</li> <li>• May have diagnosed conditions such as:</li> <li>• Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) and associated co-morbidities,</li> <li>• Attachment difficulties</li> <li>• Relational / Developmental Trauma</li> <li>• Oppositional Defiance Disorder (ODD)</li> <li>• Conduct Disorder</li> <li>• Foetal Alcohol Syndrome (FAS)</li> <li>• Dysregulation of behaviour</li> <li>• Post-Traumatic Stress Disorder</li> <li>• May have been subject to neglect and abuse</li> </ul>

	<ul style="list-style-type: none"> <li>• May be involved in anti-social behaviour in the community and vulnerable to child criminal exploitation or child sexual exploitation</li> <li>• May be neuro-diverse</li> </ul>
	<p>Pupils 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"> <li>• 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 difficulties around social interaction.</li> </ul> <p><u>Understanding and Receptive Language</u></p> <ul style="list-style-type: none"> <li>• May need visual cues. May have processing difficulties or delay in processing information. May need repetition and plain language, may have difficulty understanding what is being said to them.</li> </ul> <p><u>Speech and Expressive Language</u></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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 the various aspects of speech, language, or social communication at various times of their lives. <u>Social Communication Needs</u></li> <li>• Autism and Asperger's - with or without a diagnosis</li> </ul>
Cognition and learning	<p>May have difficulties with the skills needed for effective learning:</p> <ul style="list-style-type: none"> <li>• Learning at a slower pace than their peers, even with appropriate differentiation.</li> <li>• Specific learning difficulties (SpLD), dyslexia, dysgraphia, dyscalculia, and dyspraxia.</li> </ul>
Sensory and/or physical needs	<p>May have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> <li>• Gross/fine motor skills</li> </ul>

	<ul style="list-style-type: none"> <li>• Mobility</li> <li>• Visual / hearing impairment</li> <li>• Global deficit difficulties</li> <li>• Sensory Regulation</li> <li>• Multi-sensory sensitivity</li> <li>• Accessing the curriculum without adaptation</li> <li>• Toileting and self-care (enuresis and encopresis)</li> <li>• Avoidant Restrictive Food Intake Disorder (ARFID)</li> </ul>
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## 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 despite Quality First Teaching, they are discussed with the Curriculum Area Lead (CAL), SENCO /Head of Campus/ Pastoral Area Lead and Senior Leadership Team. An agreed plan of action will be put in place using all 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 pupils within their site teams and refer other pupils 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
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## Consulting and involving pupils and parents

All pupils who are referred to The Harbour School have an Individual Learning Plan (ILP). The ILP is completed with the pupil, parent/carer and is a pupil led meeting. Pupils 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. Pupils 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.

<b>The ILP identifies:</b>	
Pupil details	Name, Date of Birth, Mainstream School, Alternative Provision or SEN
Attendees	All who attend the initial induction meeting
Pupil Strengths	What the pupil likes doing in and out of school, and what the pupil is good at.
Reason for Referral	This information comes from the Change of Placement form
Understanding of Support required	What are the underlying areas of SEN need
Long Term Goals and Reintegration	The pupil can talk about long term goals for learning
Harbour School Targets for Progress	<ul style="list-style-type: none"> <li>• Regulation and Communication</li> <li>• Academic Progress</li> <li>• Emotional Literacy</li> <li>• Attendance</li> </ul>
Actions	Actions to be agreed from the following

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|--|--|
|  | <ul style="list-style-type: none"> <li>• Pupil</li> <li>• Harbour School Staff</li> <li>• Parent/carer</li> <li>• Mainstream school (if applicable)</li> <li>• Other Agencies</li> </ul> |
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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

### **Assessing and reviewing pupils' progress towards outcomes**

- We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.
- Pupils 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
- Pupils 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 to establish a 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.

### **Supporting pupils moving between phases and preparing for adulthood**

Transition is particularly important, and we work hard to ensure that all pupils 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 prolonged periods.

When it is agreed that a pupil 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 pupil 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 pupils with medical needs requesting Reintegration and Tuition Services will be referred by their school to the Inclusion School Panel. A Change of Placement (COP) form and medical evidence will be required.

If a pupil 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 pupils receive support from a career adviser to discuss Post 16 pathways. In Year 11 all pupils are invited to attend school visits to the local colleges, these visits are supported by Pupil Support staff. When the colleges invite pupils for interviews they are usually accompanied by parent and/or Pupil Support staff. Some pupils require a gradual transition with regular visits prior to induction.

## **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 pupils in their class. They are trained to teach pupils with additional learning requirements and are responsible for making the curriculum accessible to all pupils.

The SENCO and Curriculum Leaders are responsible for ensuring that:

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

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

- Placement within an appropriate provision; Cosham Campus, Reintegration and Tuition Services, Hospital School Service, Bridge and Stamshaw Campus, Vanguard Campus, Tipner Campus, Short Stay School and Turnaround Project
- Additional adult support in the classroom.
- Withdrawal sessions – when pupils come out of some lessons for prearranged 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.

## **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 pupil 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 pupils' reading ages
- To provide additional apparatus or materials
- To adapt and adjust resources and materials to make them accessible for pupils 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 pupils, parents, and staff at The Harbour School.

### **GCSE Subject Choices and BTEC Vocational Courses**

At Key stage 4 pupils are guided through discussions with parents and staff to make choices that are appropriate to the aptitudes and preferences of pupils. Careful guidance is given to parents and pupils during meetings with school staff. Pupils 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 pupils.



## Additional support for learning

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

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

- **The SEN Register:** The SEN Register is maintained by the SENCO. Pupils 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 pupils with an EHCP have a one-page profile. This gives staff more detailed information about the pupil'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 Campus Leads with relevant information on pupils which is then passed onto staff at each site in their daily briefing.

## Support through Exams Access Arrangements

Pupils 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 pupils 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 multiagency 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 Information and Support Service
- Sensory Support Teams
- Social Care
- Speech and Language Therapy (SALT)
- Special Schools Network
- The Virtual School for Looked after Pupils
- Youth Offending Team (YOT)
- Police
- Community Wardens
- Further Education colleges, Southdown and Havant, Portsmouth and Sparsholt

### **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 pupils.

### **In House and External training**

Whole teaching staff have regular inset training on matters to do with providing the best support for pupils 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 and Speaking Space.

### **Physical Intervention Training**

The Harbour School will be using the PRICE approach and key staff have been trained as trainers for the school.

### **Safeguarding training**

Staff undertake an ongoing programme of Safeguarding training and renew Basic Safeguarding 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

The SENCO will or will have undertaken further training to achieve The National Award for Special Educational Needs Coordination

Key staff have been trained to deliver the Talk About Programme

Key staff have been trained to deliver PRICE training

An identified member of staff has the lead for supporting staff with BLANK questioning

## Securing equipment and facilities

We ensure that all pupils 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 pupils with an EHCP or facilitate small group work for pupils who need extra support in literacy, numeracy, or social interaction. They also support pupils throughout the school to ensure they can access the curriculum in class. Pastoral staff work closely with individual pupils to support and deliver Emotional Literacy and Personal Development to address the Lagging Skills highlighted by assessment and to improve pupil's level of Emotional Literacy. The budget is also used to buy equipment/resources for each department so that all pupils' needs are met.

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

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

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

## Evaluating the effectiveness of SEN provision

We believe that the education of pupils is a partnership between parents and the school. A culture of co-operation between parents, schools, Local Education Authority, and others is important in enabling pupils 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 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 pupil 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 pupils' difficulties and successes. We are therefore able to respond appropriately and immediately.

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

Pupils at The Harbour School will have access to an extended curriculum programme including educational visits, outdoor education, enrichment, and sporting events. Pupils will be supported by Teachers, Mentors and Pupil Support Assistants, where it is required to ensure pupils 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 using EVOLVE prior to any off-site activity to ensure everyone's health and safety will not be compromised. If it is considered unsafe for a pupil 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. Cosham Campus has two purpose-built buildings on one floor, and includes disabled toilet facilities, low accessible kitchen worktops and wide doorways for wheelchair access. The brick building at the Cosham Campus also has a disabled toilet and wet room facilities. The Vanguard Campus is on one level with wide doorways for wheelchair access, there is also access to disabled toilets. Tipner and Stamshaw Campuses 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.

## **Support for improving emotional and social development**

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

Emotional Literacy and Personal Development are at the heart of all learning across The Harbour School.

We understand that the pupils within our school community present a range of behaviours that might affect their progress, wellbeing and the safety of themselves and others. For

several of our pupils' challenging behaviour can be a barrier to learning and to their success beyond their time at The Harbour School.

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

- learned
- because of interaction with the environment
- functional in that challenging behaviour is often a result of pupils' attempts to get their basic needs met.

Our Positive Relationships and Behaviour Regulation Support Policy promotes relational approaches:

- Modelling wanted behaviour
- Showing pupils, they are worthwhile and wanted
- Maximising participation
- Helping pupils identify their strengths and encouraging them to set their own goals including having high expectations for pupils to always do their best
- Teaching pupils, the social and emotional skills that they need to succeed

## **Working with other agencies**

The Harbour School works closely with any external agencies that are relevant to individual pupils' 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

## **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 is 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 Campus are as follows:

Bridge and Stamshaw Campus – Caroline Burnett

Vanguard Campus – Damon Beasley

Cosham Campus and Reintegration & Tuition Service – Karen Lemieux

Tipner Campus – David O'Neill

SENCO - Interim SENDCo Jane Marshall

Alternatively, if you have a complaint that you feel should be looked at by the Headteacher then you can contact Matthew McLoughlin-Parker (Headteacher) or Lisa Taylor (Deputy Headteacher).

## **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 pupils and staff. By working together, we will be able to ensure we give each pupil the opportunity to succeed and to become 'the best they can be'.

Parents' and Carers' views will be considered 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](mailto: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](mailto: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/>

### **Portsmouth Local Authority Offer**

The Portsmouth Local Offer website is collaboration between parents and carers of disabled children, pupils, 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/>

### **Monitoring arrangements**

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