



SEND Policy and Information Report

2023-2024

DOCUMENT:	SEND Policy and Information Report
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Review Timetable:	Annually
Review:	The document should be reviewed by a nominated member of staff and updated annually if required; after ratification or earlier if there is any new local or national guidance, changes in process, or legislation.
Purpose of Document:	To provide guidance on processes and procedures related to SEND to ensure that identified students are supported to make outstanding levels of progress in their subject areas.
Implementation:	The procedures will be accessed via the THS Policies team
Dissemination:	The procedures will be available to all staff, teaching and non-teaching

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1.0 Aims

Our SEND policy and information report aims to:

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

The Harbour School provides a specialist service for students 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 SEND, Medical and Alternative Provision placements.

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

All students at The Harbour School are identified as having SEND; some students have Education, Health and Care Plans for Special Educational Needs.

We are a school that celebrates and supports the wellbeing and achievement of all students so they can maximise their potential. We aim for our students to become independent learners. We promote the physical, mental, moral, cultural, spiritual, emotional, and social development of our students.

All teachers at The Harbour School have a responsibility to provide a suitable learning environment for all students who have identified SEND. They are supported in this by our school SENDCo's who uses the SEND Code of Practice 2015 as a basis for these policies.

2.0 One School Four Campuses

The Bay
<ul style="list-style-type: none">• The Bay campus is a full-time educational provision that provides highly specialised provision for children and young people in KS2 to KS4 with complex SEMH needs who have an Education Health and Care Plan.• Students are taught in small groups and access a broad and balanced curriculum• Social and emotional skills are a key part of the curriculum offer and students at KS4 are able to access a range of option choices.• All students are well supported to transition into the next phase of their educational journey
Primary at The Bay
<ul style="list-style-type: none">• Primary at The Bay campus is full-time educational provision for students in school years 5 and 6. It is both a specialist provision and an alternative provision. Primary at The Bay provides highly specialised provision for children and young people with complex SEMH needs who have an Education Health and Care Plan, or for children, who for a variety of reasons are unable to attend a mainstream school. This includes social, emotional and mental health difficulties, physical difficulties, permanent exclusion from a mainstream school and where looked after children are between placements.• Students are taught in small groups and access a broad and balanced curriculum• Social and emotional skills are a key part of the curriculum offer and students in Year 6 will access KS2 SATs if appropriate.• All students are well supported to transition into the next phase of their educational journey
The Bridge Campus
<ul style="list-style-type: none">• The Bridge campus is a full-time educational provision that provides highly specialised Alternative provision for children and young people in KS3 and KS4 who for a variety of reasons are unable to attend a mainstream school. This includes social, emotional and mental health difficulties, physical difficulties, permanent exclusion from a mainstream school, pregnancy and young parents and where looked after children are between placements.• Students are taught in small groups and access a broad and balanced curriculum.• Social and emotional skills are a key part of the curriculum offer and students at KS4 are able to access a range of option choices.• Reintegration back into mainstream education is a key focus of our KS3 offer and is also considered for students in KS4 as appropriate• All students are well supported to transition into the next phase of their educational journey
The Lighthouse Campus
<ul style="list-style-type: none">• The Lighthouse Campus is a full-time educational provision for vulnerable students with complex social emotional and mental health learning needs for whom all other

educational provision has broken down. These students demonstrate a range of highly challenging behaviours and at times pose significant risk to themselves and others.

- The primary focus of The Lighthouse campus is to work effectively and holistically with the unmet emotional and relational needs of students using an emotional literacy framework which promotes relationships for wellbeing, learning of new social and emotional skills, behaviour change, engagement in learning, success and achievement.
- The provision aims to make a real difference to the life of a student who is heading for unfulfilled potential, harm to self or others, criminality or social exclusion.

The Vista Campus (including the Horizon Provision & Hospital Tuition)

- All students attending The Vista Campus have diagnosed very high levels of anxiety/mental health needs, preventing them from accessing mainstream education.
- KS3 and KS4 students are taught in small groups, enabling them to grow in confidence and emotional resilience.
- Social and emotional skills are taught alongside a broad and balanced curriculum.
- The main building is a single-storey with wheelchair access.
- Optional subjects are offered at KS4 that cater for a variety of interests and needs.
- All students are able to access the Nurture Room and the Sensory Room, if needed.
- Students are well supported for the next phase of their educational journey.

Horizon

- The Harbour School is commissioned to provide online small group teaching for students who are unable to attend their mainstream school for health reasons, alongside in-person emotional literacy sessions.
- The purpose of the Horizon provision is to provide a bespoke educational programme that allows students to successfully reintegrate back into a mainstream setting or onto the next relevant phase of their educational journey.

Hospital Tuition

- The Hospital Tuition Service aims to support children and young people, their families and mainstream schools across the city and region to access education and support their attendance, whilst admitted as patients to the paediatric department of Queen Alexandra Hospital in Portsmouth.
- Under the profile of need, the care given by the expert medical team to support children and young peoples' health needs is the primary need at this time, however, each morning, for those who are well enough, patients aged from year R to year 11 can receive a bedside visit from the hospital teacher based at Cosham campus. In addition, there is a dedicated study space (the Learning Nook) off the ward, with a desk, which is suitable for a secondary aged pupil to work at quietly away from their bedside (if the bay is busy or noisy), either independently or with the support of the teacher.
- The Hospital Tuition Service enables all of QA's paediatric patients to engage with some core skill education in English and maths, stay curious about learning and enjoy a distraction from the day-to-day challenges of being very unwell.

3.0 Legislation and Guidance

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

- Part 3 of the Student and Families Act 2014, which sets out schools' responsibilities for students with SEND and disabilities
 - The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health, and care (EHC) plans, SEND coordinators (SENDDCOs) and the SEND information report
- This policy complies with the statutory requirement laid out in the SENDD Code of Practice 0 – 25 (September 2014) and has been written with reference to the following guidance and documents:
- Children and Families Act 2014
 - Equality Act 2010: advice for schools DfE Feb 2010
 - SEND Code of Practice 0 – 25 (30 April 2020)
 - Schools SEND Information Report Regulations (2014)
 - Statutory Guidance on Supporting students at school with medical conditions DfE April 2014
 - The National Curriculum in England Key Stage 1-4 framework document: September 2014
 - The Harbour Schools' policies for Safeguarding and Child Protection
 - The Harbour Schools' Accessibility Plan
 - Teachers Standards 2021

This policy and SEND Information Report was created by the Senior Leadership Team through consultation with school staff, parents and stakeholders such as specialists from outside agencies including Educational Psychologists, Speech and Language Therapists and other outside agencies, who work with the school. It was shared and discussed with the Local Governing Board.

4.0 Definitions

A student has SEND 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 student or students of the same age by mainstream schools.

5.0 Roles and Responsibilities

SENDDCO

The named SENDDCOs for The Harbour School are Mrs Simone Elliott and Mrs Nicky Shaw

Simone Elliott

- BA in Primary Education with Qualified Teacher Status
- National Award for SEND Co-ordination (NASENDDCO award) gained 10th July 2013
- She has 13 years' experience as a SENDCo and is a qualified teacher.
- Contact details: 07711360948
(Monday, Wednesday, Thursday and Friday)
Email: simone.elliott@thsportsmouth.org

Nicky Shaw

- BSc in Sport Science and Physiology
- PGCE in Primary Education with Qualified Teacher Status
- NPQSL
- PRICE Qualified Instructor
- Mastery Maths Specialist
- Currently working towards achieving the National Award in Special Educational Needs Co-ordination.
- Contact details: 07908570133
(Monday, Tuesday, Wednesday and Thursday)
Email: nicky.shaw@thsportsmouth.org

The SENDCos will work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school

- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support for those students who are identified as AP within our school (Vanguard campus)
- Advise on the deployment of the school's delegated budget and other resources to meet students' 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 students and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and Governing Body 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 students with SEND up to date
- Be the identified designated teacher for looked after students

The Role of the Local Governing Body

The named Governor responsible for SEND is David Widdows.

The Local Governing Body determines the school's general policy, and is responsible for securing the necessary provision for any student identified as having SEND. The Governors ensure, through Headteacher delegation, that all teachers are aware of the importance of providing for these students.

The Role of the SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at Governing Body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Governing Board on this
- Work with the Headteacher and SENDCo's to determine the strategic development of the SEND policy and provision in the school

The Role of the Headteacher

The Headteacher will:

- Work with the SENDCo's and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of students with SEND and/or a disability
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The Role of Class Teachers

Each class teacher, instructor or key worker is responsible for:

- The progress and development of every student 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 SENDCo's to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Ensuring that interventions as detailed in the EHCP are delivered

The Role of Support Staff

- Support staff must work closely and co-operatively with teaching staff to implement individual learning plans and deliver interventions for students with SEND

- They must follow carefully the advice and support plans of external professionals working with the student/s they support
- When supporting a student, support staff should strive to establish strong links with a student's family and contribute to an open dialogue between home and school.
- Whilst a student with an allocation of 1:1 support will need significant input and support; staff should strive to provide times of 'distant support' where possible to enable students to maintain or develop independent learning skills.
- The Harbour School ensure that support staff have opportunities for continuing professional development in a variety of areas to ensure that they are highly skilled members of staff, and that we, as a school, are maximizing their impact.

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

	<p>May be involved in anti-social behaviour in the community and vulnerable to student criminal exploitation or student sexual exploitation.</p> <p>May be neuro-diverse</p>
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Speech, Language and Communication Needs	<p>Students 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, with 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 plain 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 student 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> • Autism and Asperger's - with or without a diagnosis
Cognition and learning	<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.
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"> • Gross/fine motor skills • Mobility • Visual / hearing impairment • Global deficit difficulties • Sensory Regulation

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| <ul style="list-style-type: none"> • Multi-Sensory Sensitivity • Accessing the curriculum without adaptation • Toileting and self-care (enuresis and encopresis) • Avoidant Restrictive Food Intake Disorder (ARFID) |
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7.0 Identifying Students with SEND and Assessing their Needs

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

The progress of every student is monitored at termly student progress meetings. Where students are identified as not making progress despite High Quality Teaching, they are discussed with the Subject Lead, SENDCo /Head of Campus/ Safeguarding Team and Senior Leadership Team. An agreed plan of action will be put in place and recorded on the students individual learning plan, using all the information gathered from within the school. The student's progress, national data and expectations of progress are all taken into consideration. This includes high quality and accurate formative assessment.

Teachers are continually aware of student's learning. If they observe that a student, 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 student's previous rate of progress
3. Fails to close the attainment gap between the student and their peers.

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

Parents have the right to ask us to look more closely at their child's learning. We take all parental requests seriously and will deal with such requests in line with school policy. Frequently, the concern can be addressed by High Quality Teaching or a creative collaborative approach with parents.

The Harbour School also recognises the need to look at the whole student, which will include not just the special educational needs. We will also consider what is not SEND but may impact on a student'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 SEND)
- Attendance and Punctuality
- Health and Welfare, including contextual safeguarding issues
- English as an Additional Language (EAL)
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Student

8.0 Consulting and Involving Students and Parents

All students who are referred to The Harbour School have an Individual Learning Plan (ILP), individual risk assessment and an individual regulation plan to ensure their needs are met.

The ILP is completed with the student/parent/carer and, when appropriate, mainstream school, during a student led meeting. Students 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.

Students 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:	
Student details	Name, Date of Birth, Mainstream School, Alternative Provision or SEND
Attendees	All who attend the initial induction meeting
Student Strengths	What the student likes doing in and out of school, and what the student 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 SEND need
Long Term Goals and Reintegration	The student can talk about long term goals for learning
Harbour School Targets for Progress	<ul style="list-style-type: none"> • Regulation and Communication • Academic Progress • Emotional Literacy • Attendance
Actions	Actions to be agreed from the following
	<ul style="list-style-type: none"> • Student • 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

9.0 Assessing and Reviewing Students' Progress Towards Outcomes

- We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.
- Students 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.
- Students 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 SEND diagnosis and/or assessment of specific needs.

All teachers and support staff who work with the student 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 student's progress. More information about this can be found in our Graduated Response document.

10.0 Supporting Students Moving Between Phases and Preparing for Adulthood

Transition is particularly important, and we work hard to ensure that all students have a smooth transition. All of our educational provision placements, 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 SENDCo's and Lead Links from schools across the city. Local Authority Education officers chair and monitor the referral process. It is important to ensure a timely admission so that students are not out of school for prolonged periods.

When it is agreed that a student needs the support of a specialist placement or additional intervention from a referral to ISP, their current school and parents/carers complete change of provision (COP) form. A student 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 SEND placements are reviewed at least once a term with a statutory Annual Review each year.

Students with medical needs requesting a placement at the Reintegration and Tuition Service will be referred by their host school to the Inclusion School Panel. A Change of Provision (COP) form and medical evidence will be required.

If a student 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 student is moving to.

In KS4 all students receive support from a career adviser to discuss Post 16 provision. In Year 11 all students are invited to, and supported to attend, information visits to the local colleges. When the colleges invite students for interview they are usually accompanied by parent and/or THS staff. All students require an individual positive transition plan, involving gradual transition and regular visits prior to induction.

When students are preparing to leave us for a new school or college, we arrange additional visits. We liaise closely with staff when receiving and transferring students

to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood. If the student has complex needs, then an Education Health and Care plan review will be used at a transition meeting during which we will invite staff from both schools to attend.

11.0 Our Approach to Teaching Students with SEND

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

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

The SENDCo's and Subject 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

The SENDCo's, members of SLT and Subject leaders are responsible for organising interventions and approaches for students either as a small group intervention or 1:1 support, which might include provisions, such as:

- Placement within an appropriate provision; The Vista Campus, Horizon Services, Hospital School Service, The Lighthouse Campus, The Bridge Campus and The Bay Campus.
- Additional adult support in the classroom.
- Support from an educational key worker
- Support from a CAFT (Student and Family Team) worker
- Withdrawal sessions – when students come out of some lessons for prearranged sessions to further support EHCP outcomes, Speech, Language Communication Needs (SLCN), GL assessments, literacy, handwriting, reading, numeracy, precision teaching, study skills, organisational skills, social and emotional skills etc.

Referrals into external agencies can also be made with parental consent.

12.0 Adaptations to the Curriculum and Learning Environment

Teachers and Instructors are responsible for planning lessons that are accessible to, and differentiated for, every student. It is the staff's role to differentiate resources and activities to ensure the student 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 students' reading ages
- To provide additional apparatus or materials
- To adapt and adjust resources and materials to make them accessible for students with specific learning difficulties
- Small group or 1:1 learning

13.0 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 and Functional skill level.

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

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

The SENDCo shares information about students with the staff in the following ways:

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

- **Staff De-briefings:** The SENDDCO and Heads of Campus will advise about updates to risk assessments and regulation plans to ensure that the provision continues to meet each student's needs.

14.0 Support through Exams Access Arrangements

Students 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 SENDCO must produce a 'picture of need' for all students 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 has identified support staff on each site who work closely with the SENDDCO and have extensive knowledge of support available from multiagency services which can be accessed from:

- CAMHS (Student and Adolescent Mental Health Service)
- Educational Psychology Service (EP)
- Ethnic Minorities Achievement Service (EMAS)
- Outreach: PCC Inclusion Outreach service including support from Cliffdale and Redwood Park
- Integrated Targeted Youth Support Service (ITYSS)
- Multi-Agency Safeguarding Hub (MASH)
- Portsmouth City Council Special Educational Needs Team
- Student'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 Students
- Youth Offending Team (YOT)

- Police
- Community Wardens
- Further Education colleges, Southdown and Havant, Portsmouth and Sparsholt

15.0 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 students.

All new teachers and support staff will undertake a thorough induction program on joining the school, which will include a meeting with the SENDCo's.

The agenda for this meeting will include:

- Introduction to the school ethos and aims of SEND provision – including our commitment to working closely with students and their families
- Explanation of how 'graduated approach' works within our school
- Explanation of the 'Individual Learning Plan' system for recording, monitoring and evaluating provision
- Training in the use of intervention programmes and record-keeping
- Discussion of the needs of individual students they will be working with
- Where to find student records and SEND resources
- Overview of key interventions we use for SEND support

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, staff are encouraged to undertake training and development. Some needs may arise during staff appraisal/performance management discussions, and others will be identified and planned by the SENDDCOs. The Harbour School recognises the value in continually updating staff capability and will always seek to look for ways to extend expertise or develop new skills or knowledge.

In House and External training

All teaching staff have regular inset training on matters to do with providing the best support for students with special educational needs. Recent training includes Safeguarding, 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 instructors for the school.

Safeguarding training

Staff undertake an ongoing programme of Safeguarding training and renew Basic Safeguarding every three years.

Safeguarding briefings are sent out to all staff every three weeks to provide an up to date CPD that is specific to the current contextual and identified needs of the school.

The Designated Safeguarding Lead for The Harbour School is Andrea Nesbit.

Each site has a 'Deputy Designated Safeguarding Lead' (DDSL).

DDSLs

The Lighthouse Campus- Alison Hannon, Rachel Endean and Sian Lacey

The Vista Campus- Anne Ormston

The Bay (including Primary at The Bay) - Lacey Plato and Lydia Fooks

The Bridge Campus- Heidi Gibbs and Jess Bartlett

The DSL and DDSLs will be able to offer advice as well as to liaise with statutory agencies where there are concerns about a student's welfare.

First Aider training

Key staff have undertaken First Aid training to provide immediate response to common first aid situations. There are allocated First Aiders at each Campus.

Further SEND Training

The school's SENDCo's regularly attend cluster network meetings and LA network meetings to keep up to date with local and national updates in SENDD and to discuss and share good practice.

- Key staff have been trained to deliver the Talk About Programme
- Key staff have been trained to deliver PRICE training and some have become qualified instructors.
- All staff have had PACE training

Securing equipment and facilities

We ensure that all students with SENDD 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 Student 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 students to support and deliver Emotional Literacy and Personal Development to address the Lagging Skills highlighted by assessment and to improve student's level of Emotional Literacy.

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 students' needs, within the resources available. This approach reflects the fact that different students require various levels of support to achieve age expected attainment.

The SENDCo's meet regularly with Deputy Headteachers/ Assistant Headteachers to discuss the student's needs and what support would be appropriate.

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

16.0 Evaluating the Effectiveness of SEND Provision

We believe that the education of students 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 students with special educational needs to achieve their potential.

Meetings and discussions with parents are encouraged in the following ways:

- Progress Reviews and Individual Learning Plans, in which regular assessment information is sent home.
- Parental meetings. Parents/carers are invited to meet with teachers and on some occasions the SENDCO or Campus Lead to discuss the student's progress and how we can further support you and your student.
- ECHP Annual Review meeting. If the student 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 student 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/carers, 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 students' difficulties and successes. We are therefore able to respond appropriately and immediately.

17.0 Enabling Students with SEND to Engage in Activities Available to those in the School who do not have SEND

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

A risk assessment is carried out and uploaded to 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 student to take part in an activity, then alternative activities will be provided wherever possible.

How accessible is the school environment?

The Harbour School, in line with its duty under the Disability Discrimination Act, as amended by the SEND and Disability Act 2001, has an accessibility plan which clearly outlines its commitment to improving the accessibility of the school. For more information about the accessibility of the Harbour School Campuses please see the accessibility policy.

The school has various sites located across Portsmouth.

The Vista 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 Bridge Campus is on one level with wide doorways for wheelchair access, there is also access to disabled toilets.

The Bay Campus has 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.

In communications with parents, paper copies of all electronic correspondence are provided where requested – and is available to all from the school office.

As part of our SEND provision, we encourage parents to come and speak to the class teacher / tutor or SENDCo if they require assistance with interpreting reports from specialists or filling out paperwork.

Messages can be passed through Campus admins, and these are passed on as required. Class teachers can be spoken to at the end of the student's school day, when collected or phone calls can be made if the student is taken home via transport. If a longer time is required, then parents are encouraged to make an appointment via the Campus admins.

Supporting Students with Medical Needs

The Harbour School recognises that students at school with medical conditions should be effectively supported so that they have full access to education, including school trips and physical education. In these circumstances we refer to the document **'Supporting students at school with medical conditions'** dated December 2015 for guidance. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and may have a statement or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational needs provision – in which case the SEND Code of Practice (2020) is followed.

Arrangements for students with Medical Conditions are made on an individual basis. When school is first informed about a medical condition, an 'Individual Health Care Plan' or protocol may be drawn up with parents and medical professionals, as described in our Supporting Students with Medical Conditions policy. This plan is a 'living document' and will be reviewed at least annually to ensure that it remains accurate.

The qualified first aid staff in school are responsible for medications unless otherwise identified for specific students who have a 1 to 1 Support. For further information please see the Supporting Student with Medical Conditions policy on our school website.

18.0 Support for Improving Emotional and Social Development

Emotional Literacy is a key area of focus across The Harbour School.

We understand that the students 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 students challenging behaviour can be a barrier to learning and to their success beyond their time at The Harbour School.

We also know that students 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 students' attempts to get their basic needs met.

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

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

19.0 Working with Other Agencies

The Harbour School works closely with any external agencies that are relevant to individual students' 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, student protection teams, family intervention programmes
- Portsmouth City Council Educational Psychology Service
- Hampshire Police

20.0 Complaints about SEND Provision

Complaints about SEND 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 by contacting the school on 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 campuses are as follows:

The Lighthouse Campus
The Bridge Campus
The Vista Campus
Horizon
The Bay Campus

Alison Hannon
Luke Baker
Karen Lemieux
Kath Curtis
Sian Lacey

SENDCo's - Simone Elliott and Nicky Shaw

Alternatively, if you have a complaint that you feel should be looked at by the Headteacher please make contact by phoning 02392 665664.

The parents of students with disabilities have the right to make disability discrimination claims to the first tier SENDD tribunal if they believe that our school has discriminated against their student. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Parent and young people can contact the First Tier Tribunal (SEND Tribunal) in the following ways:

- www.justice.gov.uk/tribunals/SENDd
- 01325 289350
- Special Educational Needs & Disability Tribunal,
1st Floor, Darlington Magistrates Court,
Parkgate, Darlington DL1 1ZD

21.0 Contact details of Support Services for Parents of Students with SEND

Portsmouth is a needs led city. This means that it should not matter if your child has a diagnosis, they will get support and help based purely on the needs that they have.

All students and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and enables them to fulfil their potential. This means they should:

- achieve their best.
- become confident individuals living fulfilling lives
- make a successful move into adulthood, whether into employment, further or higher education or training.

The information, advice and resources in the Portsmouth local offer will help you to support your student in their education setting. To search for all education support and services in Portsmouth City go to <http://www.portsmouthlocaloffer.org/>

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 students and staff. By working

together, we will be able to ensure we give each student 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 student with special educational needs and their parents.

Portsmouth Parent Voice are for the parent/carer of a student or young person with an additional or special need and/or disability; aged from 0 – 25 years old, to voice their opinions on what you would like for your student or young person.

They can be contacted via their website <https://www.portsmouthparentvoice.org/>

For more information, email SEND.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 SEND 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.portsmouthSENDdiass.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/>

22.0 Bullying

The Harbour School believe that all students and young people have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying. We are an inclusive school and work hard, through circle times, our PSHE curriculum and our Positive Relationships and Behaviour Regulation Support policy to create a culture of respect where strengths are celebrated, and differences valued.

We actively promote inclusion by:

- holding PSHSE lessons as part of our curriculum offer to provide an opportunity for student's concerns to be discussed.
- student having ample opportunities at playtimes and lunchtimes to mix and get to know student from other classes.
- within classes, using a variety of grouping-types so that student regularly work with a range of learners.
- class sessions discussing a variety of themes and values.
- restorative sessions to address any issues that have occurred and ensure all parties feel supported and able to continue with their learning.
- we have systems of mentoring and work with the youth offending team.
- the school employs pastoral area leads (at least one per campus) who work directly with students who are experiencing difficulties with their emotions and relationships.

As a school, staff are vigilant for signs of bullying in all students – whilst mindful that students with SEND can be vulnerable to bullying. Where possible, it is our policy to find solutions for barriers to learning which are inclusive (see above), discreet and enabling. We promote independence in learning at all times, and learning persistence by teaching strategies for success and, through positive relationships, building self-esteem and a determination to succeed.

Where a student with SEND describes an incident or makes an allegation of bullying, direct action will be taken and recorded on CPOMS.

As a school we also participate in antibullying week. More information about that can be found here: <https://anti-bullyingalliance.org.uk/>

Appendix 1 – Abbreviations

AD(H)D	Attention Deficit (hyperactive) Disorder
ASC	Autistic Spectrum Condition
ARFID	Avoidant, Restrictive, Food Intake Disorder
BTEC	Business and Technology Education Council
CAFT	Student 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
SEND	Special Educational Needs
SENDDCO	Special Education Needs Co-ordinator
SLT	Senior Leadership Team