

The Harbour Centre at The Hythe School Response to the 14 Questions

School self-
 evaluation
RAG rating

Questions	School Response	
<p>1 How does the school know if children need extra help and what should I do if I think my child may have additional needs?</p>	<ul style="list-style-type: none"> • The Harbour Centre is a specialist resource provision for children with learning difficulties. Criteria for admission are clear - all pupils must have an Education & Health Care Plan. Placements are made through a forum of Surrey professionals. • Pupils attending The Harbour Centre have an Education and Health Care Plan (EHCP) which identifies the Centre as the most appropriate provision for the pupil. The EHCP also identifies the pupil's primary need, and any additional needs. The Annual Review of the EHCP ensures that this reflects the pupil's current needs. • In September 2014 the new Children's and Families Bill became law. This meant that the Statement of Special Educational needs was replaced by a new Education Health Care (EHC) plan. An EHC plan aims to incorporate information from Education, Health and Social care in one plan, with the aim of putting the child at the centre of the assessment process. The EHC plan runs from 0-25 years for children with special educational needs. • The progress of your child is monitored regularly by the Harbour class teacher and the Head of Centre so that when a pupil is not making expected progress in a particular area they can identify the need for additional support. This will then be discussed with you at target review meetings and Annual Review meetings. Where appropriate children are included in these meetings. • If your child seems to have an emerging or additional need it may be that there will be additional assessments carried out in the Centre from an appropriate specialist e.g. Educational Psychologist, Occupational Therapist, Physical Sensory Support etc... • If you have concerns about the progress or attainment of your child you should in the first instance speak to Harbour Centre staff to discuss your concerns. 	<p>Green</p>
<p>2 How will school staff support my child?</p>	<ul style="list-style-type: none"> • Every child starting at our Centre will have an Education and Health Care Plan. This document outlines the particular needs of your child and recommends the resources, teaching programmes and multi-agency involvement related to meeting these needs. • The Centre teacher will set targets for your child in discussion with the Head of Centre using the B squared assessment programme which assesses pupil's progress and generates assessments to be mastered. This information is shared with all staff and targets will be outlined in Annual Reviews and target review meetings. • The Harbour Centre teacher plans with the mainstream class teacher to ensure the Harbour Centre pupils can access learning. The Centre teacher and Manager work very closely with all staff to promote a multisensory approach to ensure all teaching and learning is differentiated. • Your child's reviews will include how much teaching and support they will receive from specialist staff in 1:1 and small group sessions as well as in their mainstream class. • The Centre teacher / Head of Centre has regular contact with your child throughout the day. The Centre teachers and lead LSAs will act as the first point of contact for you through direct meetings, email and telephone contact and/or home- school books. 	<p>Green</p>

		<ul style="list-style-type: none"> David Barter is the chair of the Governing Body which has a responsibility to ensure that all procedures and school systems and policies are in place and working effectively. Katharine Stearn is the governor with responsibility for pupils who attend the Harbour Centre. 	
3	How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none"> Your child will be taught in The Harbour Centre for the majority of the time and will have access to a personalised multisensory curriculum which meets their needs and their learning will be differentiated so they make at least expected progress. Targets from the Annual Reviews feed into termly target setting and then into daily planning. When appropriate your child will be included into their mainstream class. The Harbour Centre teacher plans with the mainstream class teachers so that your child will have access to a broad and balanced curriculum which is personalised to meet their needs and their learning will be differentiated to enable them to make progress. This may mean that in a lesson there will be different levels of work set, sometimes at an individual level. A themed curriculum is in place to ensure high levels of interest and engagement whilst covering all areas of the curriculum The level of support will depend on your child's needs and may take the form of reverse inclusion. This enables children from the Harbour Centre to access English and maths in the mainstream when appropriate. Children in the mainstream with additional needs also benefit from specialist expertise in the Harbour Centre. During the academic year we receive visits from external groups (e.g. theatre, sports, horticultural) who provide other opportunities for our pupils to widen their knowledge and skills as well as off-site educational trips and visits. 	<i>Green</i>
4	How will both you and I know how my child is doing and how will you help me to support my child's learning?	<ul style="list-style-type: none"> We offer an open door policy and if at any point you wish to discuss your child's progress, an appointment can be made to meet with the Centre Teacher or the Head of Centre. Staff in the Centre can offer advice and practical ways that you can help your child at home. All pupils have a termly target review which will have individual / group targets. Your child's progress is measured on a termly basis using a range of assessments tools including B-Squared to assist staff in accurately assessing attainment and progress. Your child will be set targets annually at the Annual Review, which are reviewed on a term by term basis. The school is committed to high achievement and self-evaluation and ensures that pupils demonstrate good progress. We will discuss progression routes for your child during 'Meet The Teacher' consultation evenings or Annual Review meetings in school 	<i>Green</i>
5	What support will there be for my child's/young person's overall	<ul style="list-style-type: none"> We are committed to multi-agency working to ensure that the needs of the whole child are met Professionals from other agencies including physiotherapy, speech & language therapy, occupational therapy and health, visit the Centre on a regular basis. As well as supporting individual pupils, these professionals advise staff on strategies and offer training. 	<i>Green</i>

	well-being?	<ul style="list-style-type: none"> Pupil voice is encouraged in all areas of the Centre through regular meetings of the JLT (Junior Leadership Team). Pupils, where appropriate, contribute to the review of their targets and their Annual Review. The Harbour Centre provides a nurturing environment where a child's overall well-being is of utmost importance. 	
6	What specialist services and expertise are available at or accessed by the setting / school / college?	<ul style="list-style-type: none"> All of our Harbour Centre staff have had specialist training and development. The Centre Manager, in addition to her teaching qualification, has additional specialist qualifications in speech and language and Autistic Spectrum Disorder (ASD). Both teachers and support staff have undertaken a programme of training which keeps them up to date with all the specialist skills necessary for working with children with special educational needs/additional needs. In the Centre we have dedicated time from the following staff: <ul style="list-style-type: none"> Speech & Language Therapist / Assistant Music teacher Physiotherapist Occupational Therapist Educational Psychologist Outdoor Education Specialists Physical and sensory support In addition we liaise closely with other agencies who work collaboratively with school staff in meeting the wider range of pupils' needs: <ul style="list-style-type: none"> Social workers School nurse E.L.S.A. CAMHS nurses Home School Link Worker 	<i>Green</i>
7	What training are the staff supporting children with SEND had or are having?	<ul style="list-style-type: none"> All our staff receive regular training to support them to fulfil their roles. Teaching staff and teaching assistants have accessed targeted programmes of Continuing Professional Development to develop their skills which typically includes a range of specialist training, such as language development, sensory integration, the use of Picture Exchange Communication System (PECS), Makaton and any other needs that are raised through our performance management systems. There are first aid trained staff who provide personal care, receive moving and handling and medical training as appropriate. 	<i>Green</i>
8	How will my child be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> Our off-site visits are designed to enhance curricular and recreational opportunities for all our pupils. They provide a wider range of experiences for our pupils as well as promoting the independence of our children as learners. We also offer pupils the opportunity to take part in a wide range of residential activities and trips e.g. farm visits, walks around our local community, museum visits etc. All visits and activities are risk assessed to ensure they are appropriate for individual pupils 	<i>Green</i>

		<ul style="list-style-type: none"> Parents /carers take an active part in discussions around residential visits and these are discussed both formally at parent meetings/Annual Review meetings. 	
9	How accessible is the setting / school / college environment?	<ul style="list-style-type: none"> We have an Accessibility Plan which keeps access to the curriculum, the environment and information under regular review The building is accessible for wheelchair users with wide corridors. There is a disabled toilet and changing facilities. There is a sensory room and multisensory outdoor learning areas. Specialist equipment is made available when necessary such as chairs, laptops and communication aids which help your child access learning. 	<i>Green</i>
10	How will the setting prepare and support my child to join the school / transfer to a new setting?	<ul style="list-style-type: none"> We work closely with the local authority to ensure that children are offered provision that meets their needs. Parents are invited to visit The Harbour Centre prior to applying for a place and at any time during the application process. Children are encouraged to access transition opportunities, such as joining the Harbour Centre for activity sessions and visiting prospective schools. We work closely with our partner school(s) to offer a series of pre-transfer visits with support to help your child become familiar with their next teacher and setting. Social stories are in place to ensure a smooth transition. A Social Story is a short description of a particular situation, event or activity which includes specific information about what to expect in a situation and why. Transition planning is a vital part of the annual review process from year 1 and year 5 onwards. We work with our families to help this process. When pupils move on to another placement, their school records and examples of their work will be offered in order to make the transition as smooth as possible. Secondary Schools are invited to Year 6 Annual Review meetings where possible. The Centre Manager or teacher will attend the Annual Review at current schools if transfer requested. 	<i>Green</i>
11	How are the school's resources allocated and matched to children's special educational needs?	<ul style="list-style-type: none"> The Harbour Centre is funded separately to the mainstream and all allocated funds provide the personalised learning and appropriate levels of staffing. Some of our pupils are entitled to receive the pupil premium and these monies are targeted to improve attainment, provide access to specific resources such as specialist equipment, to provide access to alternative curriculum opportunities and to extend awareness through the experiential curriculum. Please see the Pupil Premium section of our website for more details. 	<i>Green</i>
12	How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"> We plan provision to achieve the outcomes set for each individual pupil and these are reviewed each term. In The Harbour Centre at the end of each session the teacher and staff review the progress pupils have made against the lesson objectives and this is used to plan the next steps in learning and additional support where necessary. 	<i>Green</i>

13	<p>How are parents involved in the setting/school/college? How can I be involved?</p>	<ul style="list-style-type: none"> • We believe that a pupil's education is a partnership between parents and teachers; therefore we aim to keep communication channels open and communicate with you regularly e.g. home school book, email, telephone calls and coffee mornings. • Parents are invited to all review meetings and there is a half termly parent forum which all parents are welcome to attend. 	<i>Green</i>
14	<p>Who can I contact for further information?</p>	<ul style="list-style-type: none"> • For parents the first point of contact is Angela Humphreys, Centre Manager or Emma Blackford, Centre Teacher (KS1) or Claire Chandler, Centre Teacher (KS2). • We use a Home/School book or parent/teacher emails or telephone calls to communicate with parents. Staff are also available at the start and end of day for parents to ask questions. • The Head of Centre (Angela Humphreys) can be contacted via The Hythe School office - 01784 452972. • If you are considering your child joining The Harbour Centre the first person to talk to is Mrs Angela Humphreys. 	<i>Green</i>