



SEN information report: The Harbour School 2018 - 2019

What types of SEN do we provide for?

The Harbour School is a Cambridgeshire Local Authority maintained county wide special school catering for up to 80 pupils with Social, Emotional and Mental Health (SEMH) needs. The pupils are all boys aged between 6 and 16 years old. We are located in Wilburton, a small village 6 miles from Ely Cambridgeshire. There has been a school on this site since 1955. The Harbour meets the Cambridgeshire Local Authority specification for a County-wide Special School.

Children and young people who attend our special school will:

- have the most severe or complex social, emotional and mental health needs.
- often have learning difficulties associated with low self-esteem, poor attendance in lessons or lack of motivation and have a sense that they different from others.
- require modification to the curriculum and very personalised learning approaches
- have their needs identified and assessed through the Statutory Assessment process and have a Statement of Special Educational Needs or Education, Health and Care (EHC) plan.

What is our approach to teaching pupils with SEN?

The pupils are taught in classes of about 8 pupils with one teacher and 2 teaching assistants. We use a range of strategies to meet children's communication and therapeutic needs. Classrooms are well equipped to assist the teachers in making and providing resources for all subjects across the curriculum. All resources are planned to

	<p>meet the needs of pupils with a variety of learning styles, academic abilities and interests. We provide a total communication learning environment through Cambridgeshire STEPs to enable pupils to have every opportunity to communicate and understand.</p> <p>We have a range of furniture to support children with SEMH needs. Each teacher will plan their lessons to maximise the accessibility content to all pupils. This is a process that is subject to ongoing evaluation and review. We have iPad technology and specialised software programmes to support learning. Pupil Premium and Pupil Premium Plus is used to purchase specialised equipment for identified pupils.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>All learning and environments throughout the school are fully differentiated to meet the needs of the individual students. The school uses</p> <ol style="list-style-type: none"> a. topic based curriculum that incorporates all subjects on a rotating basis. b. Indirect learning through experiences and practical hands on activities. c. References to each individual Educational Health and Care Plans in order to differentiate to individual needs and requirements. <p>The following is used to show how the school adapts:</p> <p>Early identification of individual needs assists teachers to adapt their planning for these pupils. Provide visuals and clear modeling to support pupils</p>

	<p>learning. Use the interactive white boards and individual sheets.</p> <p>Provide practical aids in mathematics and science with hands on practical learning experiences.</p> <p>All pupils receive learning activities specifically designed to support their needs.</p> <p>Allow for quiet working space and 1:1 opportunities with the teaching staff.</p> <p>Pupils and T.A's have seats and desks with access to all equipment, teaching tools and aids.</p> <p>The school makes good use of our facilities which includes a swimming pool, outdoor learning and two nurture groups.</p>
<p>Continued:</p>	<p>In seeking academic excellence a balanced approach is taken – a balance between helping pupils learn to learn and enabling them to obtain the highest grades they can. Pupils are educated with a balance between vocational subjects and few more academic. The Key Stage 4 team have consistently high expectations of themselves and of their pupils which leads to educational outcomes, including results in external examinations, which are in line with the ability of the school's intake.</p> <p>In key stage 4 all students spend time both in school and college . The days in which the students are in school will depend on the college course they are following, this has a direct influence then on the subjects they follow in school. The students will all complete an Entry Level Science qualification and one or more of the qualifications listed below.</p> <p>Entry Level P.E</p>

	<p>Entry Level Life and Living Skills Entry Level Employability Skills Design Technology Food Technology Animal Care Personal, Social & Health Education Numeracy and Literacy intervention Study (The opportunity to complete college work, support in the UCAS process, including writing of a personal statement).</p>
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>Pupils range in ability and have a variety of special educational needs. Pupils are encouraged to work and socialise in differentiated groups. Senior pupils have opportunities to work and assist in younger primary classes. Outside of school, pupils have opportunities to mix and engage with non SEN pupils and use their social skills they practice at school. Sporting events, trips to local parks, garden centre's and indoor play areas allow for this. Key stage 4 pupils attend Cambridge Regional College 3-4 days a week. Identified pupils can access mainstream experiences.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>We offer various means of communication and ask parents for their feedback via a variety of means:</p> <ul style="list-style-type: none"> • Home/school communication sheet. • Annual report. • Annual summative data as part of the annual reviews process and new pupils progress meetings • Reports from professionals as part of the annual review (e.g. SALT, CAMH, Social Care, MST, EP, EWO etc).

	<ul style="list-style-type: none"> • Head Teacher awards and certificates. • Assessment files. • Termly LeAP/IRRP (individual Risk Reduction Plan) meeting (target setting). • Assemblies when parents/carers are invited. • Family Work interventions.
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>We offer various ways for pupils to communicate about their education. Questionnaires, Pupil Voice and during their daily tea and toast time. They are invited to their SEN/EHCP reviews and they are supported and encouraged to complete 'all about me' section. Pupil Voice also attends part of identified governor meetings.</p>
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>The school uses a variety of assessment processes as relevant to different key stages. These are documented in our assessment policy. We review progress daily in lessons which informs our planning, LeAP targets are reviewed at least half termly and there is an annual report to parents and carers on their child's progress. The LeAP targets are usually as a result of school and parental agreement on the areas they perceive that the child needs work on in relation to personal development, social and emotional aspects. Pupils will also be involved in these targets. There are many opportunities for pupils to reflect on their progress in lessons and they are encouraged to consider next steps and or what they might do differently.</p>
<p>How do we support pupils moving between different phases of education?</p>	<p>Students are supported through their transitions across the school between classes and key stages using a phased approach. Discussions regarding the transitions take place with students prior to any movement, the students are</p>

	<p>individually supported over time starting with short sessions and building up in length as the students become used to the new settings and requirements.</p>
<p>How do we support pupils preparing for adulthood?</p>	<p>Pupils throughout the school are encouraged to be as independent as possible using the skills they have. This will include aspects of personal care, personal organization, learning to be independent of full adult attention, moving around independently and much more. From Key stage 3 there is a pathways model which is focused on developing functionality, consolidation and generalisation of skills. Identified pupils will follow a pathway that will provide ongoing opportunities for academic achievement and functional skills; others will follow a pathway that enables them to still develop skills but to learn how to apply these more independently and functionally. From year 9 there is careful planning for key stage 4 and beyond. There is input from Additional Needs Advisor and access to Cambridge Regional College.</p>
<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>The school views relationships and emotional wellbeing as vital to learning. There are good ratios of staff to pupils so that they can feel nurtured, valued and have their needs met. We support pupils who have individual behavior management plans if required and staffs meet regularly to maintain levels of awareness and training. The school has a significant focus on communication as many situations arise out of frustration at not being able to speak or express feelings. The school provides specific work in the curriculum (Enterprise) or bespoke 1:1 sessions. For some identified pupils there are opportunities to engage in music and</p>

	therapeutic work.
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>A highly skilled workforce that consist of a range of professional including teachers, Higher level teaching assistants , teaching assistants, instructors and a social worker . Staff qualifications allow them to provide in house training programme to ensure that all staff have basic skills in the aspects of meeting SEN that are universal across the school i.e. behaviour management and STEPs, managing epilepsy and other first aid issues.</p> <p>There are trained safeguarding officers on site to ensure that pupils are effectively protected from harm. Trained staff ensure all other staff are aware of their duty of care to keep children safe.</p> <p>Teachers work closely with other professionals such a Speech and language therapists, Physiotherapists and Occupational therapists who provide support and guidance to school staff. Knowledge, skills and practice is shared within the school and the school is closely involved with special schools across the region so that we keep abreast of ideas and practice that we could use. All staff at the school receive weekly training and continued professional development to support pupils with SEN. These training needs are bespoke and are assessed on a continuous basis in order to match the needs of the students as closely as possible. Staff can also request any training and any support they feel is relevant to their roles and requirements for supporting the students.</p>

<p>How will we secure specialist expertise?</p>	<p>Outside specialist expertise is requested on an individual basis in order to match the professionals to the needs of the students. The Senior Leadership Team also brings others in to supplement the skills base across the school.</p> <p>Expertise is provided through discussions with START, Education Psychologist, CAMH, individual doctors and specialist nurses, social services, family workers and out-reach teams. We also grow our own expertise by utilizing the passion, skills and knowledge of the workforce.</p>
	<p>The school uses its own budget to provide the majority of resources and facilities that are needed to provide for the pupils. Sometime the school will secure resources through making applications to charitable organisations</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>Children's Safeguarding Services and other organisations are invited and attend reviews and visit pupils in school to monitor their progress/needs. The safeguarding team and teachers attend meetings both inside and outside of school which look at how best to support pupils and their families. The head teacher attends fortnightly resource panels that decide where children with SEN would be best placed to have their educational needs met.</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>The school evaluates its own effectiveness and this is monitored through a variety of processes. The head teacher reports on all aspects of the school to governors and identified governor leads independently monitor and test out the data they have been given. The school buys external monitoring 3 times a year to provide governors with an independent view of the school and the head</p>

	<p>teacher's performance.</p> <p>The school is subject to an Ofsted Inspection every 3 years with the next one being due at the end of 2019.</p> <p>The school's effectiveness in the annual review process for statements and EHC plans is monitored by START.</p>
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>There is an opportunity for all parents or carers to raise concerns about their child's provision at any time through contact with either the class teacher or the head teacher. A parent or carer might also contact a governor. If a concern is more formal the complainant would be directed to the Complaints procedure which is found on the school's website. We would hope that through early intervention any complaints would be resolved without the need for this stage.</p>
<p>Who can young people and parents contact if they have concerns?</p>	<p>Pupils may raise a concern with their class team, their teacher or indeed a teacher with whom they may have a good relationship. Parents and carers may wish to address the class teacher directly or take their concern directly to the senior leadership team member, or lead of their child's specific provision. They can of course take their concern directly to the head teacher.</p>
<p>What support services are available to parents?</p>	<p>The school can provide some training for parents and carers in, behaviour management and guidance is provided for Esafety. As the school is specialist provision everything we do provides a level of support. We are also able to listen to parents and carers concerns and needs providing a sign posting service and making referrals if required ie early help referrals to support parent to access the disability and social care services.</p>

Where can the LA's local offer be found? How have we contributed to it?

The LA's local offer is to be found on the website on the admissions page. The school contributed to the local by provided information about it's provision and also provide some pupil voice contribution about the services provided by the LA

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer>

Parent Partnership Service

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiaass>