

## THE HARBOUR SCHOOL

The Harbour School (THS) is a special school, in Portsmouth, for pupils aged 5-16 with behavioural, emotional and social difficulties (BESD) and medical needs. It is a five site school offering BESD statement places and alternative provision places across the City of Portsmouth, including outreach and a residential hostel.

### What is the need?

THS is larger and more complex than most special schools. Nearly all pupils have special educational needs connected to their behavioural, emotional and social difficulties.

### What do they do?

- **Whole School Approach**

The vision and values of the school are embedded in a culture of inclusion and the every child matters agenda. Emotional wellbeing is kept at the forefront of all learning across THS through regular reflect and review, briefings and de-brief, lesson observations and monitoring of teaching and learning. These practices inform the school's development planning, including continued personal development and developing multi-agency work.

The school has established a whole school approach through strategic and systemic planning in their School Development Plan (SDP). There are five key strands in the SDP which are systemically and robustly reviewed:

- Attendance
- Social and emotional progress
- Behaviour, exclusions and reintegration
- Curriculum achievement and attainment
- Outreach services based at 'The Harbour School@Milton' site

All five of these areas interconnect and they have found that the most positive outcomes occur when there is a holistic, multi-agency approach with parents/carers in supporting learners across these key areas.

The school's Self Evaluation Summary identifies key strengths and areas for development and so informs the next steps in whole school development. Staff are encouraged to contribute to this and a culture of reflect and review is embedded across the school.

- **SEAL**

From its opening, the Social and Emotional Aspects of Learning (SEAL) has been at the heart of all learning across the school. All lessons have a subject learning objective and a SEAL objective. SEAL is also taught as explicit lessons.

Teaches and deliverers use the schools' progress materials, SEAL APP (assessing pupil and progress) to help them identify what the students are able to do across the 5 strands of SEAL and what needs to be learnt. For more information about SEAL visit <https://www.gov.uk/government/publications/social-and-emotional-aspects-of-learning-seal-programme-in-secondary-schools-national-evaluation>

### Individual learning

An individual learning plan (ILP) is drawn up with every young person, key staff and parents/carers. The ILP identifies reasons for referral and understanding of

presenting behaviours. Targets and actions for progression are identified, shared and agreed for curriculum learning, behaviour, social and emotional development and attendance. These targets are regularly reviewed.

- **Multiagency working**

The school works with a range of external agencies such as CAMHS, youth offending teams, SEN Teams, Exclusion Teams and various local voluntary sector organisations to aid communication and understanding. By doing this it helps them support learners in their behaviour, social and emotional development.

Senior leaders from the school and CAMHS work at a strategic level in planning and supporting vulnerable learners. CAMHS offer supervision and support good practice. CAMHS have also developed the Good to Talk programme with volunteer counsellors.

The Educational Psychology service provides support with observations, teaching strategies, training and statutory requests. Pastoral managers from each of the 5 sites engage other agencies for direct work with a range of students from disaffected students to others who are putting themselves at risk.

- **Supporting Staff**

Staff wellbeing is held in the highest regard. Senior leaders on all sites have a common approach to supporting the wellbeing of effective teams. All staff have access to supervision, from daily de-brief to one-to-one sessions with line managers or partners in CAMHS.

- **Bereavement/Loss**

Each site has a loss champion who is able to work with individual learners. They work with those who have experienced bereavement through to those with deteriorating medical needs.

- **Complex cases**

The most complex cases are discussed and planned in ways that better meet the individual's emotional needs. The most complex cases are referred to the school's Pupil Placement Panel, which is formed of senior leaders who suggest ways forward.

The Multi-Systemic Team (MST) is working with the school to help some of the hardest to reach and complex families. Further information about MST can be found at - <http://www.mstuk.org/>

The Harbour School @ Stamshaw provides a highly specialised, therapeutic approach for a maximum of ten learners who are most at risk. Personalised programmes based on social and emotional needs; ensure that learners are able to access the learning they most need -

<https://theharbourschoolportsmouth.org/curriculum-stamshaw/>

- **What is the impact and how is it measured?**

On arrival all learners, parents/carers and teachers/key staff complete a National Foundation for Educational Research (NFER) emotional literacy checklist. This gives a baseline score across the five strands of SEAL and indicates areas for learning in

SEAL. The behaviour score is reviewed every six weeks and the NFER checklist repeated every six months. These score are entered onto a database and analysed for progress, trends and those most at risk. This data supports the development of teaching and learning in behaviour and social and emotional skills.

All sites use daily diaries to support learning in behaviour and social and emotional development. Staff discuss these diaries with learners, identifying successes and challenges.

Attendance has increased by 4.9%, and 69% of learners have increased attendance; 69% of learners have made progress with the development of their social and emotional skills; and 85% of learners have improved their behaviour score; and there was a 7% increase in the number of learners receiving the schools gold standard (5A\* -G).

**Contact for further information**

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<http://theharbourschoolportsmouth.org/>