



'Adventure Lane'

Curriculum Statement

See also; Communication & Reading Strategy; Spiritual, Moral, Social and Cultural Development statement; PACE; and Curriculum statements (appropriate to Key stage).



Learner Characteristics

Explore learners will follow the thematic curriculum which makes links to key areas of the NC with an emphasis on promoting communication, life skills and problem-solving

Learner characteristics

- Intentional communication of needs and wants.,
- Developing levels of comprehension
- Developing appropriate use of Social Communication
- Greater contextual and social awareness
- Emerging problem-solving skills

The Thematic Curriculum

- Multi-sensory experiences with an emphasis of cause and effect
- Opportunities to express needs and desires
- Make connections to the world around them

Planning

Curriculum is delivered through themes/projects that makes links to NC Targets set from subject specific Flight Paths
PLGs (APDR) linked to EHCPs are woven through all learning opportunities

Assessment

Progress measured against Flight Paths and PLGs linked to the EHCP outcomes. This is captured on Evidence for Learning (EFL)

Adventure learners will follow the thematic curriculum, with learners offered discreet Science, DT, PE, Food Tech, PHSE, Music/Media, IT

Learner Characteristics

- Reciprocal communication
- Developing levels of independence
- Socially aware and shows want to engage, will regulate with prompts
- Developing understanding of abstract concepts
- Greater levels of comprehension and retention

The Thematic/Core Curriculum

- Multi-sensory experiences used as a vehicle to promote meaningful learning opportunities and social interaction
- Focus on promoting independence and problem-solving skills
- Make connections to the world around them

Planning

Core subjects taught through themes/projects where appropriate; some non-core subjects taught discreetly.

Targets set from subject specific Flight Paths where appropriate

PLGs linked to EHCPs are woven through all learning opportunities

Assessment

Progress measured against Flight Paths and PLGs linked to the EHCP outcomes. This is captured on Evidence for Learning (EFL)

Pioneer learners will follow the National Curriculum and subject specific learning. Primary will follow a thematic model, with subjects being taught in greater depth.

Learner Characteristics

- Unlimited turns in reciprocal conversations
- Communicates for context
- Greater social awareness and ability to read social cues & self regulate.
- Able to comprehend more complex concepts & High levels of independence

The Subject Specific Curriculum

- Developing/ developed behaviours for learning which enables opportunities to express needs and desires
- Supporting and encouraging independence in planning learning
- Problem solves and is resilient in making connections to the world around them

Planning

All subjects taught discreetly
Targets set from subject specific Flight Paths
PLGs linked to EHCPs are woven through all learning opportunities

Assessment

Learners on this Lane are measured against the National Curriculum via our flight paths, and will have the opportunity to be assessed against formative assessments. EHCPs are assessed using EFL, with evidenced captured using TAGS.

The Adventure Lane

At The Harbour School, children and young people (learners) will be placed at the center of all we do. This is built around a core offer based on our three 'Lanes to success's and the adaptations required to ensure a personalised curriculum (The Buoys).

Learners on the Adventure Lane will follow a thematic curriculum that is adapted so learners are exposed to deeper content. Secondary aged learners will have these topics taught through subject specific learning in:

Science, Art and Design Technology, PSHE, Food, Music, PE, Humanities, Media, IT basics, French,

PSHE and life skills such as problem solving, questioning and curiosity will be interwoven throughout the curriculum, as well as taught discreetly. Key skills are developed to prepare learners as much as possible for adulthood and independence.

Literacy will be taught through texts that enable links with PSHE to ensure a fully purposeful, enriched learning offer. Learners will begin to be introduced to the purpose behind learning, such as comprehension skills, writing for intention and applying mathematical thinking to real life that support their future. Adventure learners will start to recognize the importance of these skills for the life outside of school however will require adult support to apply them consistently.

A practical, hand-on approach to learning core subjects has been designed to encourage meaningful problem solving, mathematical thinking and scientific enquiry through **lessons** such as cooking, DT, PE and through **activities** such as role play, exploration and outdoor learning.



Our Lanes to Success:

Adventure

The Adventure Lane continues to support learners to have the desire to experiment and challenge their knowledge, building on what they already know, understand and can do. This Lane follows the expectations of the National Curriculum which is adapted to enable our learners to engage with materials that will support them for life beyond the Harbour School. This Lane lives out our ethos through our pillars;

Safe: Adventure learners typically have fleeting resilience and self-worth. At times they will rely on staff to support and advise when they are feeling anxious. Staff in turn will advise and/or direct the learners to remain safe. These interactions between staff and learners are small bespoke behaviour management lessons where, over time, learners can create a toolbox to help them recognise their thoughts and feelings and as a result they can pick the appropriate response to calm and manage their own behaviour. Over time, when strategies are identified by staff and learners, it will only be then when staff encourage this independent approach to personal behaviour management. Adventure learners will keep in mind their own safety but may not consider the safety of others in all that they do. The learners have the tools but do not always choose the right one.

Respectful: Adventure learners will be supported to explore the wider environment through opportunities to experience different environments, this might include learning outdoors, respecting their environment and their peers. These learning opportunities might be self-lead, informal, giving learners the chance to choose the activity, or developed through a structured approach, where staff will decide on the learning activity and reasoning, and will support the learner through direction. This Lane expects learners to have the respect for their environment and the impact they have on it.

Learn Stuff: This Lane does not expect that learners will make connections between learning themselves, but plans support to ensure that they are successful (through staff intervention such as questioning) at relating new knowledge, skills and content to previously learned knowledge, skills and content. Adventure learners gain experience by being presented with structured problems to solve. These learning experiences will be designed to build on previous experience be these formal or informal, developing thinking skills and offering feedback related to learning outcomes. Adventure learners will experience new skills and topics that they wouldn't have experienced before, they will have the opportunity to explore this new learning through hands on activities to gain conceptual understanding, these activities will be built into the sequence of lessons preventing misconceptions, thus making written tasks accessible and less daunting. Success will be celebrated at every opportunity.



The Helm

Being Me!

It is important that all of our learners enjoy being themselves and value who they are and all that they can achieve. We identify their strengths and work from these.

Outcomes

Our learners have targets taken directly from their EHCP outcomes which are woven into all aspects of their time at the Harbour school. There may also be other targets set depending on the individual needs of the learner. Some outcomes that maybe achieved by our learners include; GCSEs, BTEC, ASDAN, Entry level qualifications and unit awards

Thinking

This is defined into 4 areas of study; Physical Emotional, Social and My Learning. Each aspect includes different parts of curriculum study. We need all aspects to be successful and to have the tools we need to be well prepared for adult life.



Extending the boundaries

This is mapped against the Harbour Pledges & the schools '99 Things to do before 15 ¾'. These are can be completed in or out of school and are recorded on evidence for learning. Success is celebrated through certificates and badges. Opportunities are planned into our curriculum and during timetabled slots to ensure all learners have the chance to experience and succeed in areas that support their wider development.

Learning outside the classroom

We believe that every young person should experience the world beyond the classroom as an essential part of their learning and personal development, whatever their age, ability or circumstance. Here at The Harbour School we are lucky to have the unique grounds to support this outdoor learning ethos.



Progress (including Annual Reviews)

We use our flight paths, which are based on national curriculum to measure progress through a range of aspects of learning. It is important that we understand how far we have come and therefore we celebrate success at every opportunity. This is reviewed annually as part of the EHCP annual review meeting. This will be mapped against the outcomes on-the-learners EHCP and will be collated, monitored and analysed on Evidence for Learning (EFL).

Community

It is important to us that our learners are engaged in their community. This includes their school, but also the communities in which they live. Our learners come from many different areas and therefore need to experience a range of wider community settings. We aim to do this through trips and visits as well as community activities such as fundraising.

Future (PFA & CEIAG)

We know that high quality careers education and guidance is critical to young people's futures. It helps to prepare them for the workplace, as part of preparation for adulthood, by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. We support learners to gain self-development and career management skills they need to achieve positive employment destinations, and help learners to choose their Lanes, improve their life opportunities and contribute to their community



'My Voyage'



Every pupil has a 'My Voyage' document. This document explains the adaptations the individuals needs to successfully access the curriculum. These are written and updated by the adults who know the learners best, usually the class team. In Adventure and Pioneer (where appropriate) learners will complete these themselves. These are accessible in each room alongside their Personal Learning Goals. Evidence of progress will be recorded on Evidence for Learning.



The 'My Voyage' document also includes information about trips and visits pupils have been on and information about the 'PLEDGES' and '99 things' achieved.

This is built over time and reflects a pupils voyage through the Harbour.

Being Me!

My Likes:

My Family:

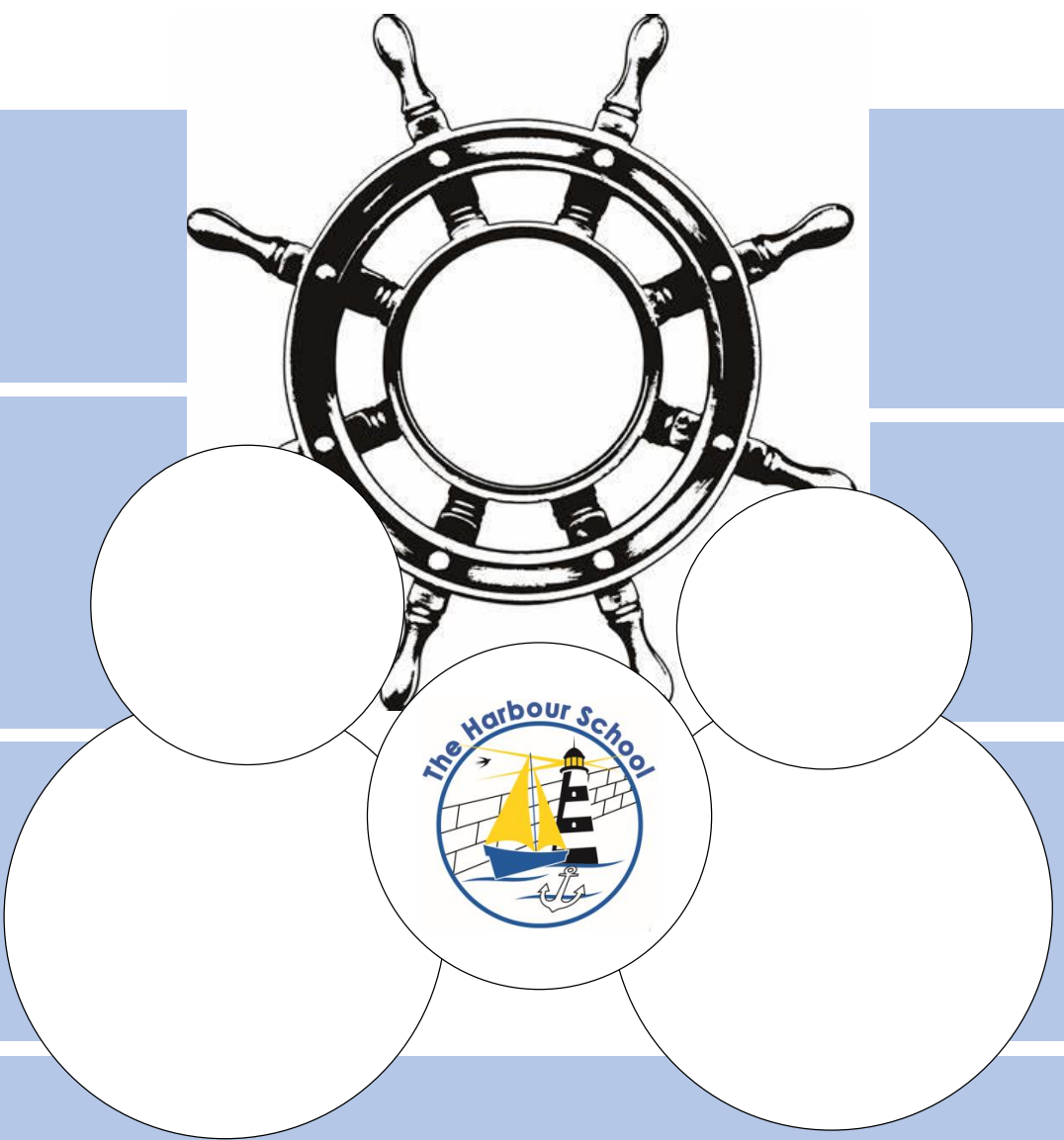
My Dislikes:

My Talents:

My Interests:

My Aspirations :

My Trusted Adults:



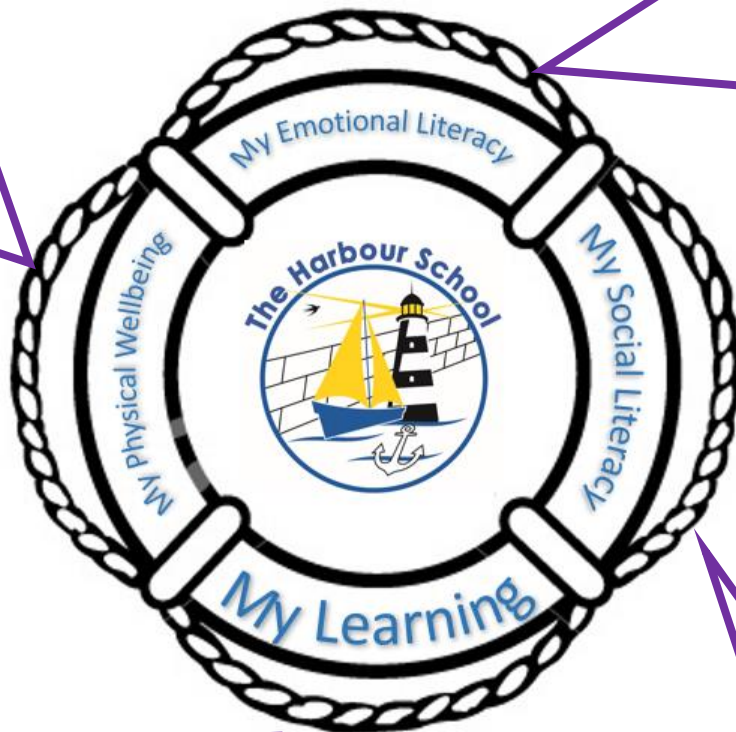
Adventure

My Physical Well Being (including My Safety): Our PSHE and personal development curriculum is intertwined in every day experiences as well through specific learning tasks focused on enhancing the learners knowledge around Personal, Social, Health and Wellbeing. Adventure Learners will have access to swimming, Learners have access to visits and trips including residential visits where they can adopt and practice being safe but also learn how to take measured risks. All learners have PE lessons where their focus develop motor skills, knowledge, and behaviors for physical activity and physical fitness. The aim for Adventure learners is to understand the importance of lifelong physical fitness, nutrition and personal safety, thus creating a positive view on Physical Well Being.

My Learning: On the Adventure Lane learners will study subjects in a combined, thematic approach, where an umbrella topic filters through all subjects. The thematic curriculum selects the most important parts of the National Curriculum for the learners and ensures that these aspects are learned in more depth. As a result, learners have a good understanding of subject content and allows them to have opportunity to select from a range of subjects at Key Stage 4. Adventure Learners have the resilience to adapt their learning styles which is needed as at times some subjects specific topics would need to be taught "stand alone" for a short time due to their nature. The Adventure Lane will offer opportunities for a more focused curriculum that fosters creativity and provides opportunities for deeper emotional development and thinking, in lessons such as Art and role play.

My Emotional Literacy: On the Adventure Lane learners will experience ELSA and Thrive approaches to Emotional literacy support. These sessions will be interwoven in every day activities, particularly, if events of the day have caused extreme emotional responses. Time to reflect on these emotional responses will be given priority in a variety of way, such as, 1:1, small group, whole class reflective ELSA sessions to learn from the past experience taken place. From these sessions, Adventure Learners would be capable of using the Emotional literacy skills/tools learned in real life scenarios, initially with adult support and reminders, but eventually with increased independence. Adventure Learners will experience offsite and residential trips throughout their time at The Harbour to build their Emotional literacy by experiencing a wider range of Pro-social activities. Learners will focus on identifying the emotional states of themselves and others and develop positive habits. Through regular reflective discussions some Adventure learners will be encouraged to access further support from the support team

My Social Literacy: On the Adventure Lane learners will experience daily structured social activities (Tea & Toast, break time, lunch time, EBL, Pledges, Off site trips, Outdoor Learning, Team building, sport) to practice and hone-in on these skills in a safe environment where trusted adults can help model appropriate social skills, and over time allow learners to practice these skills with increased independence. The Adventure learners will have reflective conversations regularly through the day to support with their behaviour choices so that when their journey at the Harbour School ends, they have the necessary social skills to cope and participate within the wider community



My Physical Wellbeing

We understand the importance of health and fitness for the holistic wellbeing of our learners. We aim for our learners to be fit and active young people and make sense of the physical world, and we encourage this through the use of fun, engaging physical activities. To promote a buzz for health and fitness we take part in residential trips which challenge their skills, fitness, risk taking and sense of adventure.

Primary age learners on the Adventure Lane will have access to a discreet physical development lesson that will be delivered by a PE specialist. This also includes the use of our bespoke spaces such as The Pirate Ship, the Outdoor Gym and our sensory room, including our sensory circuits. In addition to our large outdoor spaces, our sports hall and the Astro Turf, learners across the whole school have plentiful opportunities for physical development. Across the academic year learners will be exposed to physical development concepts across three strands: Core Strength and Coordination, Gross Motor Skills and Fine Motor Skills.

Secondary age learners on the Adventure Lane will build upon skills learnt in Primary and be challenged appropriately by a PE specialist.

Swimming (Primary): At THS learners on the Adventure Lane will have discreet Swimming lessons taught by confident and competent adults. We believe that swimming is an essential life skill that will open opportunities for our learners for years to come. We are aware that learners will have varying levels of confidence in the water, ranging from water confidence to practising swimming techniques and all lessons will be adapted accordingly.

Core Strength and Coordination

Core strength relates the learner's ability to keep their body position and move, with coordination relating to the brain's ability to control body movements at the same time.

- Movement Play
- Spatial Awareness
- Obstacle Courses
- Parachute Games
- Ball Skills: throwing, catching, rolling, kicking, bouncing
- Move and Motion
- Crawling
- Yoga
- Therapy Balls

Fine Motor Skills

Skills learners develop that connect the brain and nervous system such as hands and fingers.

- Grasping, Gripping
- Bashing
- Squashing
- Poking
- Cutting
- Threading
- Posting
- Mark Making
- Stacking / Building

Gross Motor Skills

Skills learners develop using their whole bodies.

- Obstacle Courses
- Swinging
- Trampolining
- Running
- Walking
- Hopping
- Jumping
- Skipping

Swimming

- Water Confidence
- Water Familiarisation
- Stroke technique



My Emotional Literacy

On the Adventure Lane, it is important that PSHE is interwoven in all we do. Jigsaw is the scheme we choose to follow for sequential and purposeful learning due to its commitment to support learners with SEMH. As well as having PSHE as a 'Golden Thread' to our curriculum, our English curriculum is designed around books that foster learning in PSHE where appropriate and taught discreetly to ensure our learners get the opportunities to grow into social, regulated and capable members of the community.

We expect that Adventure Learners would be capable of using the Emotional literacy skills/tools, learned at school, in real life scenarios. Initially this would be with adult support and reminders, but eventually with increased independence. Adventure Learners will experience offsite and residential trips throughout their time at The Harbour to build their Emotional literacy by experiencing a wider range of Pro-social activities. Learners will focus on identifying the emotional states of themselves and others and develop positive habits.

The National Curriculum emphasises the important of ensuring learners have an understanding of healthy relationships and mental health. On the Adventure Lane, learners will be taught this as part of their discreet sessions together with an interwoven approach linked to the terms English curriculum. Emotional Literacy will also be supported through the use of ELSA & Thrive all the while applying the PACE approach when communicating and supporting Learners. We have staff trained in the delivery of these approaches and an individualised plan will be developed as appropriate.

All learners have a Class Teacher (Primary) or form tutor and support member of staff who they can discuss feelings with, where required learners are encouraged to explore these with the MDT (Counsellor, ELSA).

We follow the Key National Week focuses linked to mental health, anxiety and how to support these are timetabled throughout the year as a whole school.



Thrive enables staff to understand, identify and tackle the root causes of behaviour, so more time is spent productively on learning.



ELSA is an initiative developed and supported by educational psychologists, who apply their professional knowledge of children's social and emotional development to areas of need experienced by learners.



My Social Literacy

Communication and language (including pupil voice) is integral to the ability to access the learning offer on the Adventure Lane and will be a 'Golden Thread' to that connects learning activities, to learning, to retention. This includes speaking and listening skills and reading, as well as the social communication required to be a polite and effective communicator.

Learners will have access to opportunities to build communication skills through appropriate support in lessons and from the environment, planned adult interactions, Speech and Language tasks and interventions. ECHP's will be the starting point to ascertain what support is required, through LEAP meetings the support offered will be monitored termly and targets adapted accordingly.

Speech and Language (SAL): On the Adventure Lane learners will experience daily, structured social activities (Tea & Toast, break time, EBL, Pledges, Off site trips, Outdoor Learning, Team building, sport). They will be expected to develop and use appropriate social communication. To practice and hone-in on these skills in a safe environment where trusted adults can help model appropriate social skills, and over time allow learners to practice these skills with increased independence.

Therapeutic Thinking: All staff are trained in Therapeutic Thinking and use the language which supports this. This is reflected in our Harbour Expects. It helps us to use language which explains the difficult or dangerous behavior of individuals. Adventure learners will have reflective conversations regularly through the day to reinforce positive behaviour choices and offer support when required. This will ensure that, when their journey at the Harbour School ends, they have the necessary social skills to cope and participate within the wider community.

Responsible Decision Making: Learners will have experience of social environments and at times be able to make informed and appropriate choices independently. However, these choices may not be appropriate consistently and Adventure learners will need regular reminders and modelling from support staff to hone on the socially acceptable choices. Scenarios and choices that we make will be openly discussed and pupils will be supported in reflecting on these scenarios both in class settings and in more focused groups depending on the scenario that occurred.

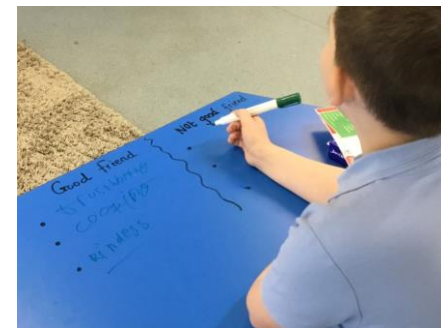
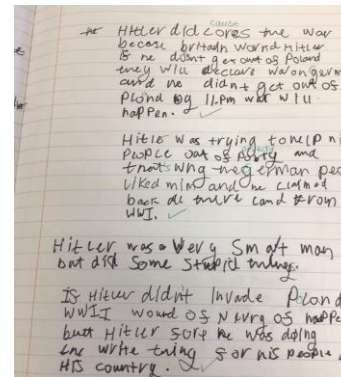
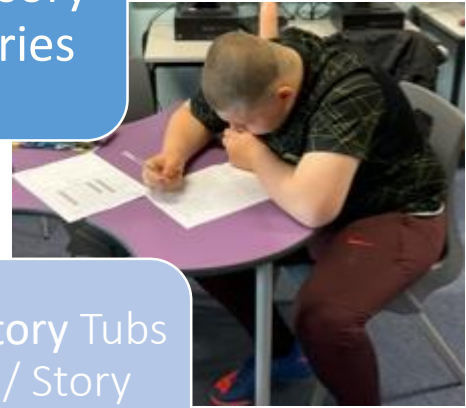
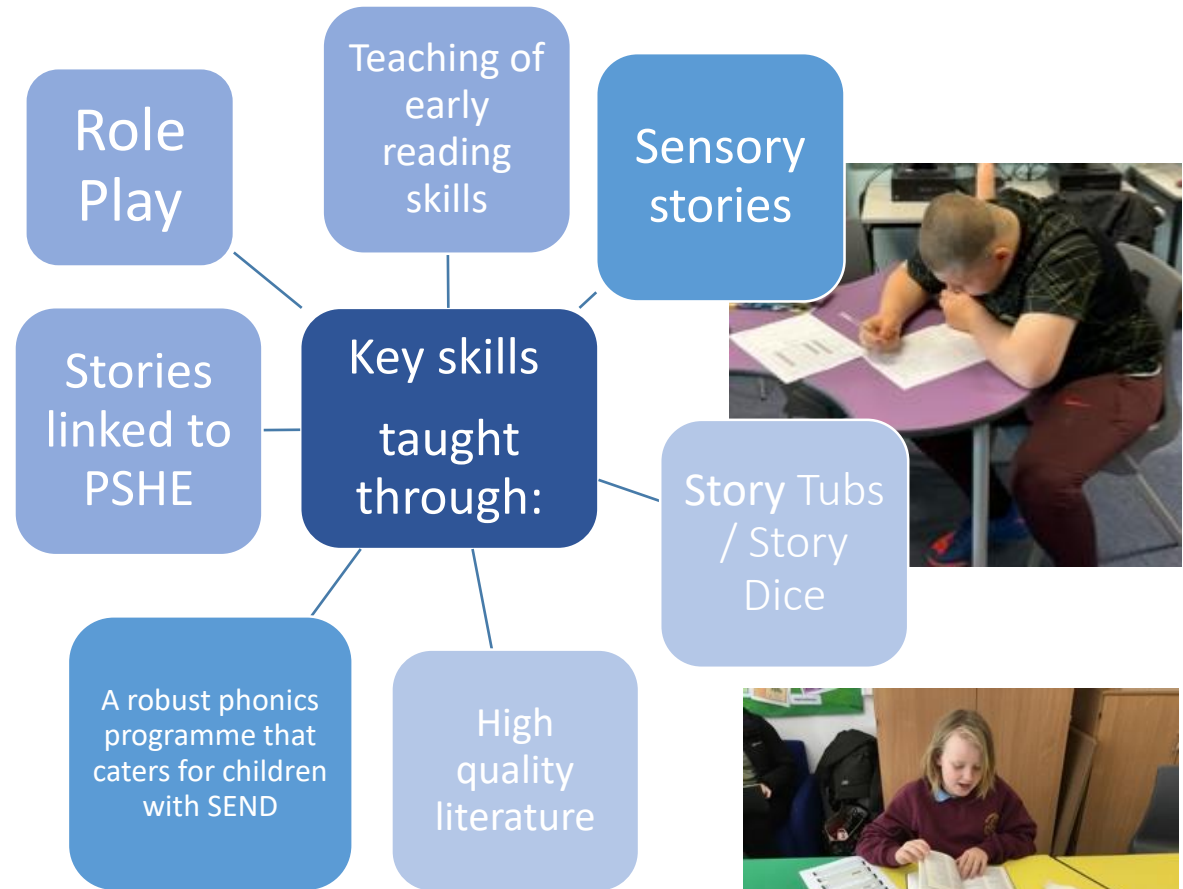


My Learning – Literacy

The development of children's spoken language underpins all areas of learning and development. Pupil's back-and-forth interactions form the foundations for language and cognitive development. The number and quality of conversations learners have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what learners are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. This is true of both Primary and Secondary aged learners.

Reading frequently to children, with learners, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give learners the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. Exposure to different reasons for language are promoted termly through rhymes, poems and songs, developing language, talking with learners about the world around them and conversations about fiction and non-fiction books and stories shared with them.

Adventure Learners start to be more resilient when writing. These writing tasks may be project based or discreetly taught depending on the most appropriate style to convey the test type. Adventure learners would be expected to apply their phonological knowledge accurately with adult prompting or with visuals. Adventure learners would expect a scaffolded lesson where they can begin to independently complete written tasks, but with the knowledge of support staff being there to lend a helping hand when needed. Talking tins, word banks, key words are all tools that will be available and on the whole used independently by pupils, at times supporting adult might support with organising support aids.



My Learning – Maths

Exploring Numbers

- Place Value
- 1:1 Correspondance

Big and Small

- Counting
- Comparing numbers

More and Less

- Adding
- Subtracting

Cooking

- Measuring
- Mass, capacity and temperature

Shopping and Saving

- Value of coins
- Exchanging and calculating using money

Routines

- Timetables
- Ordering and sequencing

Telling the Time

- Telling the time on a digital
- Concept of time

Let's Investigate

- Mathematical thinking and problem solving
- Pictograms and bar charts

Shapes and Sizes

- Properties of shapes
- Symmetry

Grouping and Sharing

- Multiplication and division

Directions

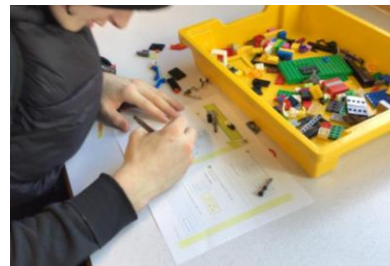
- Turns and angles
- Compass direction

Maths forms a key part of our curriculum, with learners developing key life skills in problem solving, number and time taught through Numeracy lessons which enable and provoke mathematical enquiry using the concept of concrete, pictorial and abstract sequencing. Aspects of this approach run through every Lane making it easier for learners to interchange between Lanes making it easier to apply prior knowledge.

Learners on the Adventure Lane are exposed to numerical concepts and develop early numeracy skills through practical approaches to learning enhancing the development of independent life skills.

Mathematic units on the Adventure Lane are designed using National Curriculum expectations and adapted to foster, engagement, making meaningful and purposeful connections for our learners. This may be in project based learning or discrete Maths lessons depending on which approach will best support the learners understanding and application of the maths skill.

Each unit has a progression grid that supports teachers to extend and challenge, building numerical knowledge and skills that will enhance learners critical thinking, spatial awareness, problem solving and number sense helping learners to apply numerical concepts in everyday life.



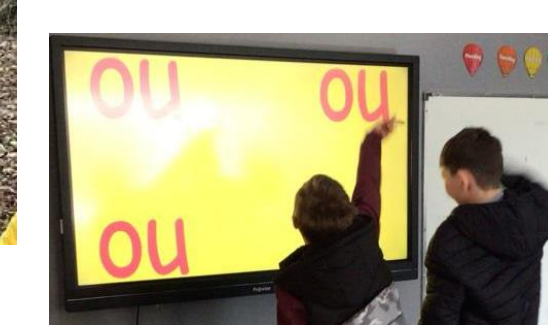
My Learning –Reading

It is crucial for children to develop a life-long love of **Reading**, and this is primarily achieved in the Adventure Lane through a Literacy Curriculum built on high quality literature linked to the thematic curriculum and PSHE. This thematic curriculum enables our learners to personally experience and make real life connections to stories, that supports information processing and builds vocabulary. This main focus throughout multi-sensory experiences will be to engage learners with particular aspects of the story and how the primary engagement can be built upon to further enhance the learners' connections to stories. Sensory opportunities aim to develop learners understanding that writing can have a purpose and can be meaningful.

The teaching of reading will begin as soon as our learners walk through the door at THS through our phonics programme. Our **Phonics** programme will allow learners early exposure to sounds, using a personalised approach that utilises multi-sensory mediums. Multi-sensory phonics teaching provides visual, auditory, kinaesthetic and tactile activities to enhance the learners' connections with the different phonemes. Despite the early exposure and multi-sensory approaches to phonics, teachers should focus on learners' phonemic awareness and how these can be expanded through appropriate texts. Teachers will intertwine their phonics teaching into the wider curriculum making the "new" learning clear and evident within lessons.

The Adventure learners in Primary classes complete daily reading/phonics sessions as well as daily English lessons which are taught discreetly or through the topic depending on which is more appropriate. Adventure Learners would be expected to apply their phonological knowledge independently with increased accuracy. At times adventure learners would be able to apply this knowledge to their writing tasks with adult or visual prompts.

In all KS3/4 classes have a class reader session daily where expert reading is heard from teachers. In these sessions a range of skills are explored with adult support such as comprehension questions, key vocabulary, spelling, word analysis.



For the Love of Reading primarily focuses on the concepts of choice making and expressing preferences as the vehicle to promote the love of reading on the Adventure Lane.



Children (with SEND) have to navigate the same written language, unlock the same alphabetic code, learn the same skills, and learn and remember the same body of knowledge as their peers. It is a critical skill in helping them prepare for adulthood.

DfE (2021)



My Learning – Discreet Subjects

On the Adventure Lane, learners in Secondary will be taught discreet lessons by specialist teachers depending on the make up of the group. Adaptation in planning means learners will be exposed to deeper content using resources to ensure new knowledge is accessible. Within these discreet lessons Adventure Learners will have a range of resources to help scaffold their lessons such as: word banks, sentence starters, visuals to support sequencing, model answers, live modelling from teachers; we would expect learners to attempt using the resources independently followed by learners seeking support from their trusted adults if the task was becoming too overwhelming.

In Primary, children will access a thematic curriculum throughout, moving towards discreet lessons as they grow. This reinforces prior learning, introduces new subject content and ensures that learners are fully immersed in new vocabulary and contextual understanding, making sure learners are learning more and remembering more.

Science	Food Technology	Media
PSHE	Design Technology	IT Basics
PE	Humanities	Music



Extending the Boundaries

Our values are an essential part of The Harbour School life. Our values-based approach is referred to as our 'Pillars' and these are embedded in all we do. These link into 99 things to do before 15 and 3/4 and The Pledges Curriculum that run across all Meridian schools. We believe the values contribute to a strong learning environment that enhances achievement and develops learners social, emotional and relationship skills. Not only are the values held in high regard, acknowledged and celebrated in the learners, but they are modelled by the staff throughout. This also gives learners the opportunity to discover hidden talents.

Pledges: At The Harbour School we have developed and invested in a broad set of Pledges that learners are expected to complete during the course of their time at the school. Pledges, like the curriculum, will be tailored to each learner's interests. Learners who have siblings who attend another Meridian Trust school will be able to share their pledges success in the same way with equal reward. PLEDGES is an awards system which offers learners a range of opportunities that enhance their learning and development. It is an expectation of every learner to complete their PLEDGES during their time at the academy. The PLEDGES system aims to encourage and support many important qualities in our young people, such as responsibility, leadership, and citizenship, all of which are crucial for ensuring learners are ready for the next stage in their education, training or employment and have brighter futures.



99 THINGS TO DO BEFORE YOU'RE 15¾



	PARTICIPATION	LEADERSHIP	EXCELLENCE	DIVERSITY	GIVING	ENVIRONMENT	SERVICE
COPPER	Take part in a school event	Lead an activity in my class	Show Kindness, Courtesy or Hard work	Share with others	Put things I use away	Help someone in my class	
Bronze	Complete 50% of '99 Things'	Plan and deliver an assembly as part of a team	Represent my class in a school event	Communicate with someone from a different cultural background	Take part in an event which raises awareness of a charity or community project	Consistently demonstrate responsibility for keeping the classroom tidy	Help someone when they are finding something difficult.
SILVER	Create an article for the school newsletter	Be a class monitor and complete this to my teacher's satisfaction	Receive an academic, sporting or cultural award from school	Actively participate in activities which explore diversity	Complete a sponsored event	Help organise activities which would actively improve the school environment	Be a tour guide for parents or visitors to the school.
GOLD	Complete '99 Things'	Make a positive contribution as a student representative and have a reference written up	Represent the school in a team of individual sport, cultural or academic competition	Produce a project about a culture new to you or country that you have not lived in	Organise with support, a fund-raising activity in school as part of a team which benefits a charity or community project	Complete clearing duties in the dining hall for 1 week	Play a role in supporting an activity that provides a service to the Harbour community
PLATINUM	Help to organise a concert, show or sporting event	Be a leader of a sporting, cultural or academic event/ team	Represent the school in 3+ team or individual sport, cultural or academic competitions	Lead an assembly on diversity to the school or local community	Organise donations to a food bank or local community project	Be part of an organisation of a group of students to implement a charity or environmental initiative	Volunteer and help at a school event after school.
Diamond	Take on a lead role in a concert, show or sporting event	Be a member of the school's Student Council or an ambassador for the school in a particular area	Achieve an award from an organisation outside of school	Lead an event for the Harbour community on diversity	Independently run a fund-raising activity in school which benefits a charity or community project	Participate in an out of school community environmental event	Volunteer in a local charity shop or for an out of school charity event or community project

Many of the PLEDGES have at their core the 'British Values' of:
 • Democracy • The rule of law • Individual liberty • Mutual respect • Tolerance



Learning Outside the Classroom

We believe that every young person should experience the world beyond the classroom as an essential part of their learning and personal development, whatever their age, ability or circumstance. Here at The Harbour we are lucky to have the unique grounds to support this outdoor learning ethos.

Outdoor Learning is a broad term that includes: outdoor play [learning through play], school grounds projects, environmental education, recreational and adventure activities, personal and social development and more.

Through skilled teaching, outdoor experiences readily become a stimulating source of fascination, personal growth for our learners and can lead to breakthroughs in learning. Active learning readily develops the learning skills of enquiry, experiment, feedback, reflection, review, communication, problem solving, an enterprising attitude and cooperative learning – to name only some of the benefits. All learners are exposed to these opportunities, depending on the “Lane to Success” they will be presented and delivered in alternative ways.

Outdoor Learning can help to bring learning alive. For that reason, the outdoors can have an impact on areas of the curriculum as diverse as imaginative writing and personal and social development. Outdoor learning also provides experiential opportunities allowing learners to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change. For this reason, we at The Harbour take every opportunity to take our learning experiences outside when appropriate.

Adventure Learners have the skills and awareness to consistently follow safety procedures and manage risks effectively with minimal adult reminders. Learners have a wider range of skills and have the freedom to demonstrate these skills whilst assessing their own projects risks when learning outside the classroom.



Future

We are committed to providing the best possible Careers Education, Advice and Guidance (CEIAG) to all of our students. This will be provided fairly and equitably. We aim to do everything we can to inspire, encourage and equip each one of them to realise their aspiration and meet potential in order to have fulfilling and successful working lives. We understand the role parents play in supporting their children/dependents and endeavor to keep parents well informed of aspects of our careers program.

We use the Gatsby Benchmarks to measure the quality of our CEIAG provision and are keen to engage with local employers.

Adventure Learners are provided with real life experiences where planned educational visits support opening their minds to the wider world around them. These visits provide opportunities to view jobs being carried out firsthand, with known adults to support conversations, pupils can discuss and question the workers to get a wider understanding of how and what it takes to get a job in that same line of work, allowing every opportunity to spark a natural interest and a pursuit in a specific line of employment. These ideas are built upon and explored further in class.



PROVIDER ACCESS STATEMENT The Harbour School

INTRODUCTION

This policy statement sets out The Harbour School arrangements for managing the access of providers to the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

FUPIL ENTITLEMENT

All pupils in years 8 to 13 are entitled:

- to find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for year 8 to 9 pupils and two encounters for year 10 to 11 pupils.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
- answer questions from pupils.



Community

It is important to us that our learners are engaged in their community. This includes their school, but also the communities in which they live. Our learners come from many different areas and therefore need to experience a range of wider community settings. We aim to do this through trips and visits as well as community activities such as fundraising.

Adventure Learners can access the community whilst maintaining sociably acceptable behaviors for the majority of the time. However, there may be unexpected events, when accessing the community which may lead to heightened feelings, at this point learners may need to support from staff to help regulate in an environment unfamiliar to them.

Examples of our community activities are;

- Beyond school's learning visits and opportunities linked to our 99 Things and PLEDGES
- Opportunities to travel
- Work experience opportunities
- Charity events
- Elections for leaders in our School Council and Environment Council
- Culture events and planned learning opportunities surrounding these



Progress

At The Harbour School Assessment is based on our Flight Paths. Each area of the curriculum has a Flightpath to show how each step is built on or from prior learning. This does not always expect learning to be linear but gives the opportunity to identify which bits of prior learning has been missed and may identify barriers to sequential learning. Evidence of progress is collated on Evidence for Learning (EfL) and is shared with families through the EfL platform. We know that 'work' looks different for learners and therefore we value 'work' in whatever form this is captured.

Our curriculum expects learners to experience their learning both inside and outside of the classroom. Not only do we track their progress we share their progress with their families and professionals. Learners don't just stop learning when the school day ends therefore, our Extending the Boundaries curriculum (My Pledge & 99 Things to do before you're 15³/₄) incorporates learning which is achieved in their wider life experiences and can be shared with school through EfL.

Adventure Learners have the capacity to regularly record their work within books but this is not the only way to record their learning. Adventure Learners will have a variety of evidence, some learning recorded on EFL; topic folders and subject specific books.



Outcomes

Adventure:

Outcomes on this Lane will build on what the learner already knows and can do. There is a focus on core knowledge and development in so that a learner will be given opportunity to make progress and move between Lanes. Outcomes will be written with the individual's progress in mind and may be taken from frameworks such as:

- National Curriculum
- Personal targets taken from the pupil's EHCP
- AQA Unit Awards
- PLG's
- SATs
- Pledges / 99 Things
- Entry level qualifications



The Buoys

The Buoys are the support inputs which guide our path. Whilst all Lanes head in the same direction, some lanes have more guiding buoys than others.

The support ensure that learners have what they need to engage them in learning and ensure progress is made, supporting them to reach their end destination, whatever that may be.

We understand at the Harbour that learners face many different challenges, just like the challenges boats face on the rough seas. Our role is to remove these barriers to enable our boats (learners) to navigate the waters safely to their next destination (life beyond the Harbour School).

Support might look different for each pupil, even if they are on the same Lane. Nothing stops learners travelling onto different lanes and being supported by additional buoys. This prevents any learner being limited by the curriculum Lane they are on.

This support could include:

- Additional Reading interventions
- Elsa time
- Thrive
- Sensory Circuits
- Art Therapy
- Brick Therapy
- Counseling
- Timetable adaptations
- 1:1 interventions / pre-teaching



Our Flight Paths:



At The Harbour School Assessment is based on our Flight Paths.










Each area of the curriculum has a Flightpath to show how each step is built on or from prior learning. This does not always expect learning to be linear but gives the opportunity to identify which bits of prior learning has been missed and may identify barriers to sequential learning.

Evidence of progress can be seen in books and on Evidence for Learning (EfL).

The Harbour Expects:



'The Harbour Expects' explains what we deliver, how we behave and our expectations. It is like the safe waters of the Harbour, without which the boat cannot float or take part. Staff are committed to this way of working and it ensures that no child has their opportunities limited by what we do or how we behave. Boats are easily steered onto a new course therefore learners are able, with staff support, to plot a new course in their learning. This learning may happen in a different lane, all learning is valued.

BE SAFE		BE RESPECTFUL		LEARN STUFF	
 <p>All pupils are welcomed in by professionally dressed staff at the door, this includes the door of the taxis. We know that some pupils can walk themselves to class and we respect this. We greet them with a smile and a listening ear, we take time to talk when needed. We meet pupils at the end of break and lunch times at the door to the playground and we greet pupils at the door as they arrive for our lessons. We accompany pupils as they move around our school.</p>	 <p>At THS we expect that all classrooms meet the needs of the pupils learning within them. This means that there are some common expectations:</p> <ul style="list-style-type: none"> • Visual timetables for those that need them. • Clear labelling using symbols (where appropriate) and words. • Classroom routines are in place and pupils know and follow these. <p>We have classroom routines which are known by the adult around us and followed.</p>	 <p>All learning opportunities must include regular opportunities for retrieval of knowledge or practice of skill. This can be in the starter, or throughout. The continuous provision in the discover pathway allows for repetitive planned learning tasks that build on previous knowledge to help gain new knowledge and skills</p>			
 <p>Initial learning opportunities should be immediately accessible, this might be a workbook or a table task but could equally be a sensory task. This should be ready for pupils to begin as soon as they enter the classroom or sit down. This can be retrieval of knowledge, or a sensory learning opportunity which meets their needs and supports their progress. Transitions are keys to success, in transition times when teachers move group, we have transition time activities available to pupils which support their lanes to success</p>	 <p>We do not have a house style for learning delivery. However, all visuals must be clear and 'dyslexia' friendly.</p> <p>Common features:</p> <ul style="list-style-type: none"> • Minimum 28 font • Clear, ordered visuals • WIDGIT if symbols are appropriate <p>Visual timetables are available where appropriate. Boards are updated daily and have the appropriate information displayed, for example date. Displays are kept current and are in good order. All repairs are timely.</p>	 <p>We introduce new words carefully. This means that they are pretaught and revised. Whilst this can be taught verbally or in written form, sometimes these new words will be taught supported by imagery or the use of symbols.</p> <p>Vocabulary will be evident in classrooms through displays or words/symbols for individuals.</p>			
 <p>Staff consider the mental health and wellbeing of every pupil. They understand that for children to find comfort and containment in the adults around them staff my first feel contained. Staff support pupils by their use of the Therapeutic Thinking model of behaviour support. Individuals may also be offered support by an Emotional Literacy Support Assistant (ELSA) or be support through the THRIVE approach.</p>	 <p>At THS we use a common language. We tell pupils what we DO want and not what we don't: 'I like it when you walk.'</p> <p>We remind pupils and staff of our values: 'well done for using the equipment safely' 'Are you being respectful enough about that?' 'What stuff did you learn today?'</p>	 <p>On all Lanes lessons of the intended less language: 'In this les On our Discover Pat visuals. We know learning d-classroom and so m opportunities to tea valuable. At these ti want to see, includi Every staff member l planning on teams (printed) so that supp impact.</p>			

Harbour Expects		
