



‘Explore 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 Explore Lane

At The Harbour School, children and young people (learners) will be placed at the centre of all we do. This is built around a core offer based on our three 'Lanes to success' and the adaptations required to ensure a personalised curriculum. Learners on the Explore Lane are offered a skills based curriculum to prepare them as much as possible for independence in adulthood. With this in mind, learners are exposed to non-core content through a thematic curriculum and work towards accreditations. This is underpinned by the teaching of behaviour for learning at every opportunity.

Through our thematic curriculum, learners will be totally immersed in holistic and continuous provision that enables learners to foster a love for learning. This provides opportunities for meaningful connections with the world around them through real life experiences. Some subjects will be taught discreetly, where appropriate but will not be by subject specialist staff.

PSHE and life skills such as problem solving, questioning and curiosity will be interwoven throughout a carefully adapted curriculum that ensures key skills are developed to prepare learners as much as possible for independence.

Literacy skills will be taught through stories that link with topic and PSHE to ensure a fully purposeful, enriched learning offer. Learners will have the opportunity to gain early reading and writing skills, understand times, routines and number to a level that support preparation for their future. They will also have opportunities to apply skills learnt in "real life" contexts.

A practical, hands-on approach to learning, using themes as a vehicle has been designed to encourage meaningful problem solving, mathematical thinking and scientific enquiry using activities such as: cooking, building, role play and exploration.



Our Lanes to Success:

Explore

The Explore Lane enables learners to interact and access the world around them through exploration and observation. This Lane lives out our ethos through our pillars;

Safe: Explore learners will have staff who are thoughtful but do not lower expectations or place ceilings on what can be achieved. They will be enabled to explore the world with confidence in their own abilities. Learners will experience a number of strategies to reflect on behavior's that occur so they can build up a bank of appropriate responses to difficult experiences. The predominant strategies are the use of sensory stories, zones of regulation, ELSA session, social stories, Thrive approach. Supporting learners to develop an understanding of a safe world and how to be safe in it (these learners do not know the tool to choose)

Respectful: Explore learners interact and explore the world around them, support staff are dedicated in being involved in learning and play, to role model appropriate social and emotional responses in all scenarios they find themselves in. This enhances the prosocial activities the learners experience making their learning safe, meaningful and relevant to them.

Learn Stuff: Explore learners will be supported by staff who will use feedback to help them identify learning outcomes and celebrate success. Initially staff will support learners gain the appropriate behaviour for learning with motivating activities used as a vehicle for engagement. Over time learners explore learning through play and concrete materials resulting in key skills being retained for later life, developing independence that will equip learners for life beyond the Harbour School. Skills and knowledge constantly repeated. Learning is life skills based. Teaching based on interest of learners leading into curriculum based activities. There will be outdoor based learning and lots of physical activity



The Helm

Being Me!

It is important that 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 may be achieved by our learners include; Functional Skills Qualifications, BTECs, GCSEs

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.

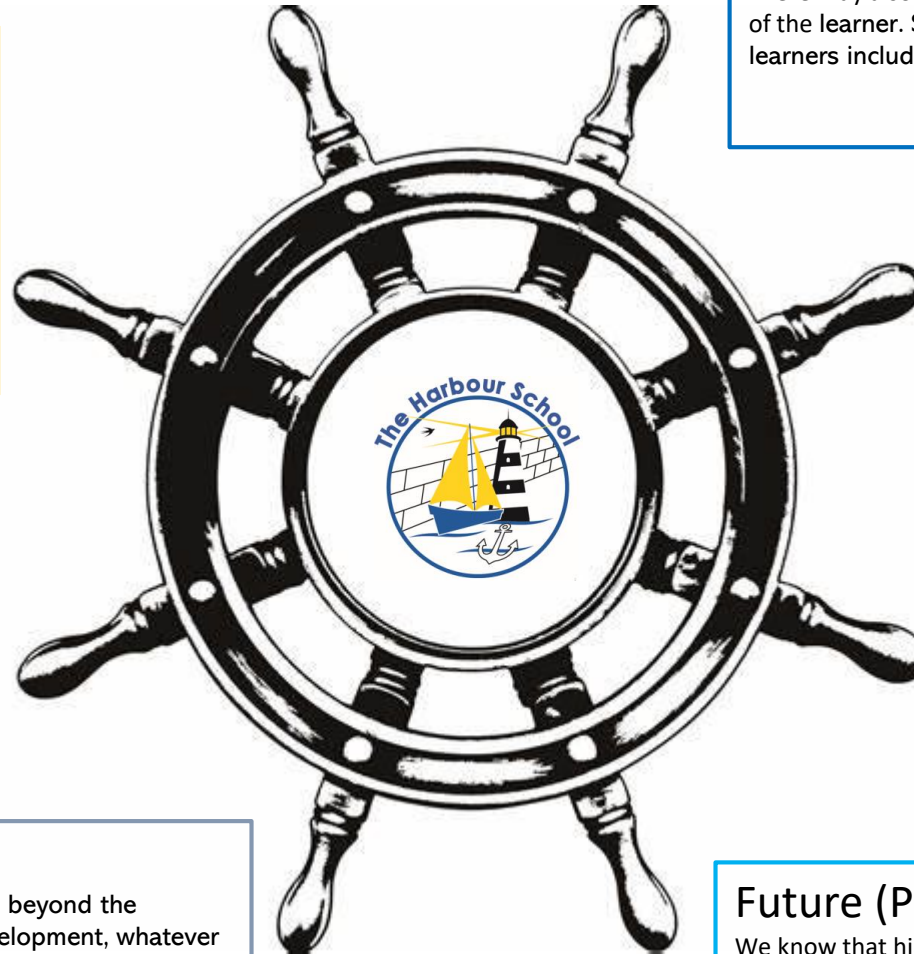


Extending the boundaries

This is mapped against the Harbour Pledges & the schools '99 Things to do before 15 ¾'. These 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 key performance indicators 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:

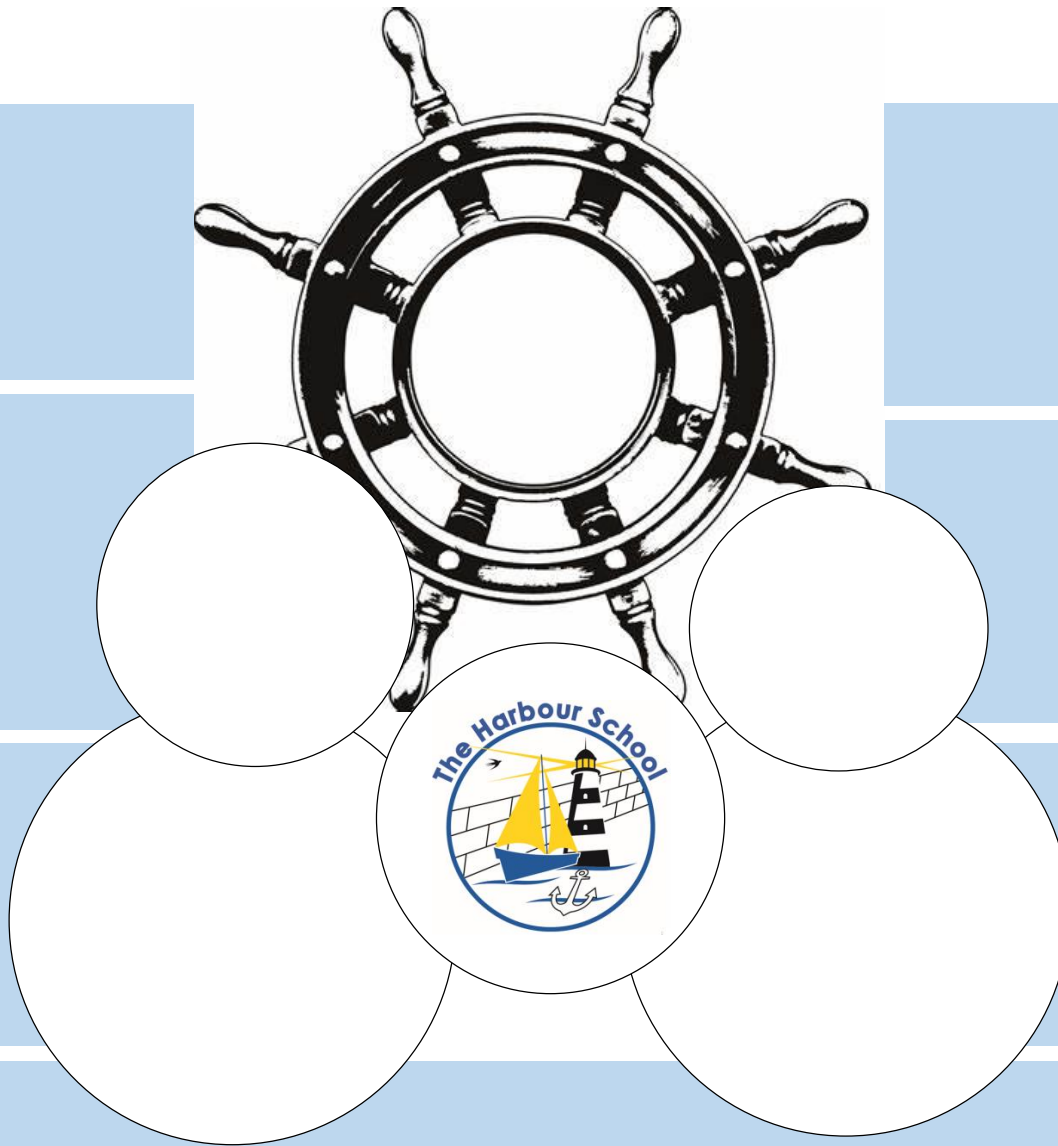
My Dislikes:

My Talents :

My Interests:

My Aspirations:

My Trusted Adults:



Explore



My Physical Well Being (including My Safety): Learners will be exposed to a variety of activities to identify their talents. Explore learners should expect to experience hands on, fun activities throughout the curriculum. Activities will be designed to cater for their sensory profile, predominantly active, explorational learning with intent to create awe and wonder towards learning. Behaviour for learning is a key focus for Explore Learners which is built into planned Learning activities. These support learners to assess risks in their environment and build their understanding of appropriate risk taking. This includes during Educational Visits and Residentials. Learners will access PE lessons which will include swimming, Bike Riding, Sensory circuits, Team games, orienteering

My Emotional Literacy: On the Explore Lane learners will have the opportunity to develop their understanding of how they are feeling. Visuals and verbal support will enable learners to label emotions and apply alternative strategies that support self-regulation. Learners need support to understand how their decisions impact on the feelings of others and PSHE lessons are used to support this. Learners will focus on communicating their needs, wishes, feelings in an appropriate way. Communication is key to their success. Learning will also support to identify likes and dislikes, which may well expose raw responses, reactions and emotions which are not always positive or problem solving. ELSA sessions are personalised to the needs of the learners that provide further opportunities to learn proactive strategies to manage their emotions.

My Learning: On the Explore Lane, learners will not study subject specific content, but will follow a topic based curriculum which aims to develop life skills, behaviour for learning and appropriate social interaction. Learning will build on their interests and will be thematic, providing a vehicle for meaningful, engaging, and fun learning. All aspects of the curriculum are considered through practical application of skills and new knowledge. Learners will be offered the opportunity to apply their learned skills and knowledge through approaches which are safe and fun. Reinforcing all that they learn.

My Social Literacy: On the Explore Lane, developing social skills is crucial when preparing for adulthood. This will support the learner to make a positive contribution to society. Social literacy skills will be supported during options, break and lunch time. Learners will have opportunities to engage in group sessions, including turn taking, sharing stimuli and experiences. There will also be opportunities to practice social skills in the local and wider community through educational visits, end of term visits and working towards the "Pledges" and "99 things to do before your 15^{3/4}."

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. Learners in the Explore Lane will have access to a discreet physical development (PE) lesson as well as having this interwoven throughout the whole curriculum. This also includes the use of our bespoke spaces such as The Pirate Ship, the Outdoor Gym and our developing sensory spaces, 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. Learners will take parts in gaining physical skills for life E.g. Bike riding, swimming

Swimming (Primary)

- Our Primary aged learners have access to our own swimming pool. 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. Alongside the development of discreet swimming skills, this is a great resource for cross curricular links as well as implementing learners PLG's. There are also key links to the PSHE curriculum, especially in terms of maintaining a healthy lifestyle as well as self-care with learners being challenged to independently dress and undress in preparation for swimming. Currently year 6 are accessing a public swimming pool



My Emotional Literacy

On the Explore Lane, it is important that PSHE is interwoven in, and supported by, all we do. On the Explore Lane learners will have the opportunity to develop their understanding of how they are feeling. Visuals and verbal support (including zones of regulation) will enable learners to label emotions and apply alternative strategies that support self-regulation. Learners need support to understand how their decisions impact on the feelings of others and PSHE lessons are used to support this. The Jigsaw PSHE scheme is used to enhance lessons through effective sequencing and resourcing. Learners will focus on communicating their needs, wishes, feelings in an appropriate way. Communication is key to their success. Learning will also support to identify likes and dislikes, which may well expose raw responses, reactions and emotions which are not always positive or problem solving. ELSA sessions are personalised to the needs of the learners that provide further opportunities to learn proactive strategies to manage their emotions.

As well as having PSHE as a 'Golden Thread' to our curriculum, our English curriculum is designed around books that foster learning in PSHE and taught discreetly to ensure our pupils get the opportunities to grow into social, regulated and capable members of the community.

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



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 pupils.



My Social Literacy



Communication and language (including pupil voice) is integral to the ability to access the learning offer on the Explore Lane and 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 staff interactions, and personalised interventions E.g. ELSA

Multi-Disciplinary Team (MDT) links

THS work closely with external agencies to ensure the best outcomes for our pupils. To support with communication, We also work closely with CAMHS, the Art Therapist and the Counsellor to ensure that all needs are being met. Staff have training in Brick Therapy and ELSA

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 behaviour of individuals. Developing a planned approach to difficult social behaviours reduces risk and helps to inform educational and protective consequences

My Learning

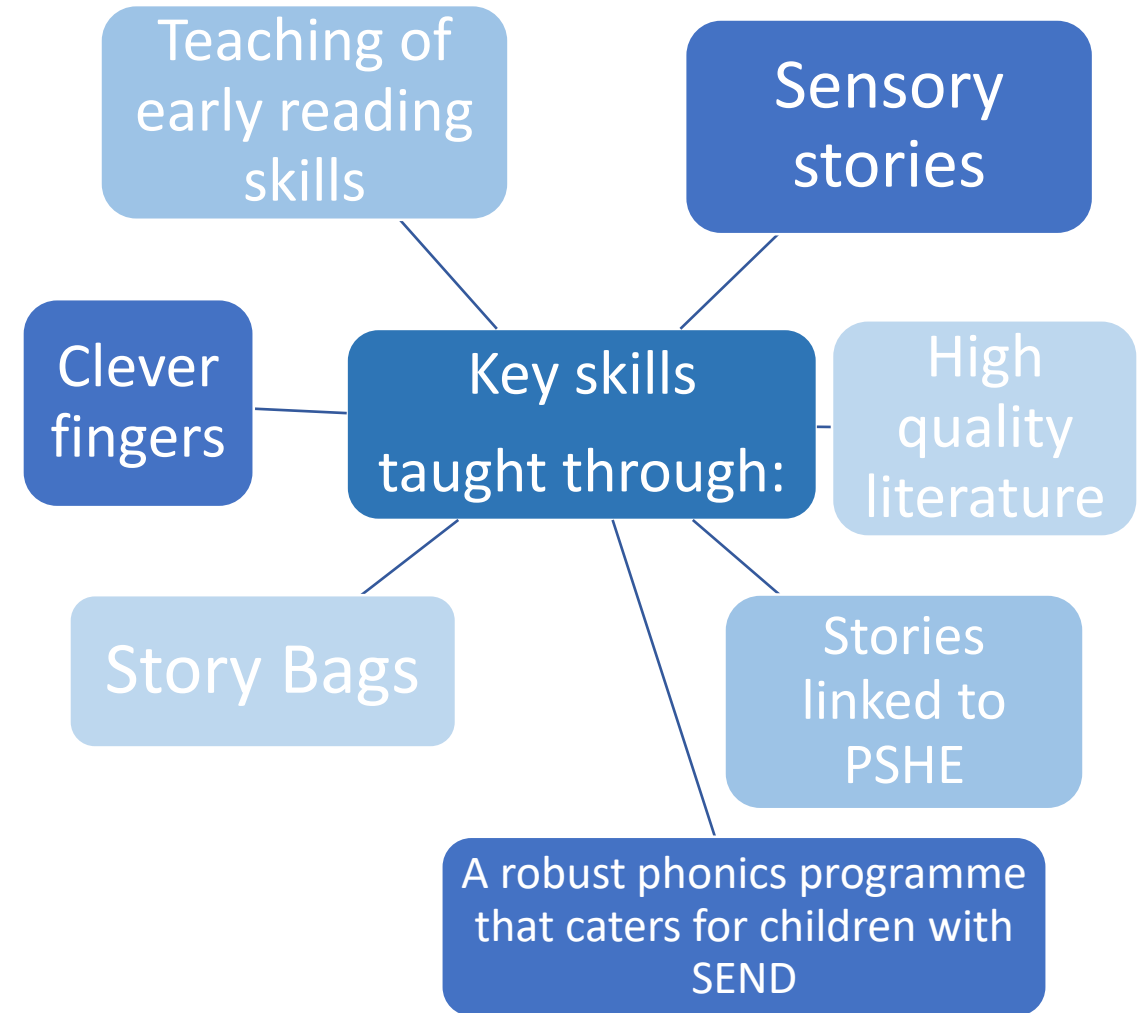
On the Explore Lane the curriculum is designed around thematic topics. A curriculum that uses thematic cycles involves creating a series of integrated lessons. The thematic cycle consists of an overarching half termly theme, which are broken down into half termly curriculum topics. This offers learners a holistic and continuous provision that enables learners to make meaningful connections with the world around them through real life experiences. When planning a thematic curriculum, the learners' interests must be considered to support them to engage with the content being taught, whilst enabling them to draw on past experiences and prior knowledge. The curriculum topics have been chosen to support the termly theme, as well as engage learners of different ages. Two cycles in Primary have been created to ensure knowledge is built on for all learners and to ensure breadth of the topics. Stories in Literacy have been chosen to link with the theme, as well as give opportunities to intertwine Personal, Social and Emotional, Health (PSHE) development at every opportunity to help always ensure our pupils are prepared for the real world.



My Learning – Literacy

The development of children's spoken language underpins all areas of learning and development. Learner's back-and-forth interactions form the foundations for language and cognitive development. The number and quality of conversations learners have with staff 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 learner's language effectively. This is true of both Primary and Secondary aged learners.

Reading frequently to 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 pupils about the world around them and conversations about fiction and non-fiction books and stories shared with them.



My Learning –Reading

It is crucial for learners to develop a life-long love of **Reading**, and this is primarily achieved in the Explore Lane through a Literacy Curriculum built on high quality literature linked to the thematic curriculum and PSHE. Adapting and creating an immersive learning environment 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 pupils 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.



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 Explore 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 – 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.

Learners on the Explore 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 Explore Lane are designed using National Curriculum expectations and adapted to foster engagement, making meaningful and purposeful connections for our learners.

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 – Science

On the Explore Lane, Science will be interwoven through our thematic curriculum, as well as be taught discreetly using experiments that foster scientific enquiry. Learners will have the opportunity to explore objects, materials, forces, light, sound and movement using scientific enquiry to enable for understanding of the real world and problem solving in adulthood. Rich learning opportunities will be provided for learners to explore their own ideas and develop conceptual understanding. Thinking and reasoning is nurtured alongside a host of qualities, including resilience, determination and confidence.



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.

PLEDGES						
Extending the Boundaries of Learning						
PARTICIPATION	LEADERSHIP	EXCELLENCE	DIVERSITY	GENIUS	ENVIRONMENT	SERVICE
COPPER	Take part in a school event.	Lead on an activity in my class.	Show interest, curiosity or hard work.	Take part in a cultural event.	Share with others.	Put things I use away.
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.
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/ promote/ challenge diversity.	Complete a sponsored event.	Help organise activities which would actively improve the school environment.
Gold	Complete '99 Things'.	Make a positive contribution as a student receptionist and have a reference written up.	Represent the school in a team or 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 cleaning duties in the dining hall for 1 week.
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 community.	Organise donations to a food bank or local community project.	Be part of an organisation of a group of students, to implement a whole-school environmental initiative.
Diamond	Take on a lead role in a concert, show or sporting event.	Be a member of the School/ Student Council or an ambassador for the school in a particular area.	Achieve an award from an organisation outside of school.	Lead an award for the 'Harbour' on diversity.	Independently run a fund-raising activity to school which benefits a charity or community project.	Participate in an out-of-school community event to implement a local charity project.

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

99 THINGS TO DO BEFORE YOU'RE 15¾



99 Things to do before you're 15¾

At The Harbour, we understand that learning does not just take place in the classroom. We want to challenge learners to try new things and experiences, to help them find what skills and interests they have. Each learner will have these written bespoke to their needs, likes and strengths.



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 pupils 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.



Future

We are committed to providing the best possible Careers Education, Advice and Guidance (CEIAG) to all of our learners. 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 programme. There is a clear focus on life skills to ensure that our learners are equipped with the necessary tools to live independently. Furthermore, we promote team work and collaboration at every opportunity.

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



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.

PUPIL 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.

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
- 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, academic & holistic, 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 pupils 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. Pupils 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 15^{3/4}) incorporates learning which is achieved in their wider life experiences and can be shared with school through EfL.



Outcomes

Explore:

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
- Entry level qualifications
- AQA Unit Awards



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



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.

Harbour Expects		
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 sup impact.</p>

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