



'Pioneer 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 Pioneer 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 Pioneer Lane will follow a discreet subject curriculum with targets set against our Flight Paths. In line with the Primary approach to learning, as well as discreet core learning, primary learners on the Pioneer Lane will be taught through a thematic curriculum approach. This lends itself to knowledge and skills gained in different subjects to prepare them for the transition into the secondary model.

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

Texts are carefully selected that link with PSHE where appropriate to ensure a fully purposeful, enriched learning offer promoting reading skills, oracy, comprehension and inference. Learners know how and understand that skills learnt are transferable and applied both in other subjects and throughout adulthood.

A blend of practical and theoretical approaches to learning has been designed to encourage meaningful problem solving, mathematical thinking, scientific enquiry and critical thinking.



Meridian
Trust



Valuing People



High Quality
Learning
Environment



Pursuit of
Excellence



Extending the
Boundaries of
Learning



Achievement
for all



Our Lanes to Success:

Pioneer

The Pioneer Lane builds on and from the knowledge, skills and understanding previously experienced and continues to extend their knowledge, mastering what they already know and understand and allowing learners to cultivating their curiosity. This lane to success follows the expectations of the National Curriculum. This lane lives out our ethos through our three pillars:

Safe: Pioneer learners will have high expectations of themselves, including in their own personal development such as resilience. They will rely on staff only when necessary, and staff in turn will encourage this independent approach to learning, discovery and consolidation. They will keep in mind their own safety and consider the safety of others in all that they do. The learners have the tools and use independently. Their personal behaviour for learning is well established and they are resilient and reflective learners.

Respectful: Pioneer learners will experience subject specific study, providing learners with opportunities to experience and be challenged by meaningful and engaging contexts. They will respect these contexts and be respectful of themselves and others, giving themselves the opportunity to take part as much as they can. Learners respect the opportunities they are given within the school, make efforts to improve and take pride in the environment.

Learn Stuff: Pioneer learners will be given informal and formal feedback, highlighting their learning targets and outcomes. They may study a range of subjects and themes leading to accredited courses and will be expected to, with support, manage the evidence required. Learners learn through a range of experiences which are sequenced to ensure foundations are built upon and applied throughout the curriculum. Learners make links across the curriculum and use their skills to and thinking to further their metacognitive skills. Pioneer learners will be inspired to undertake self interest study where appropriate.

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, Entry Level Qualifications, AQA unit Awards, BTEC Level 1 (Vocational Studies).

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.

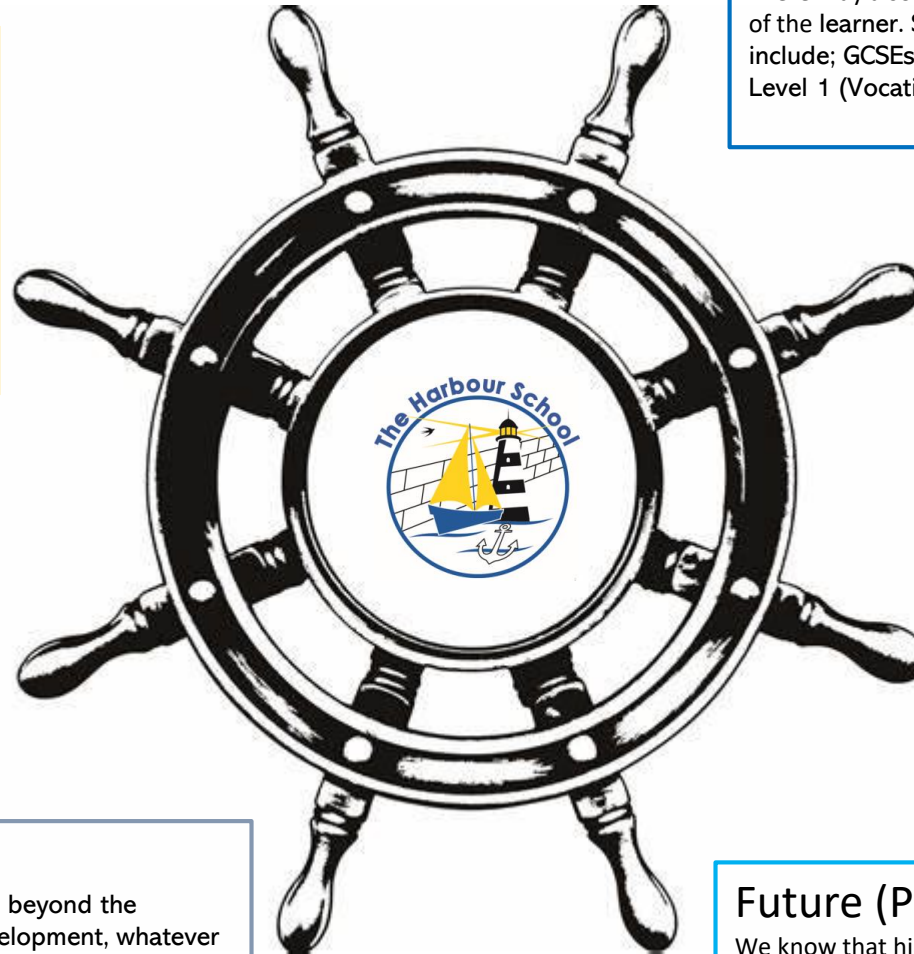


Extending the boundaries

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. Learners have timetabled activity time in order to take part in activities and experiences, these are mapped against the AQA unit awards.

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 NC and other relevant assessment tools 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:

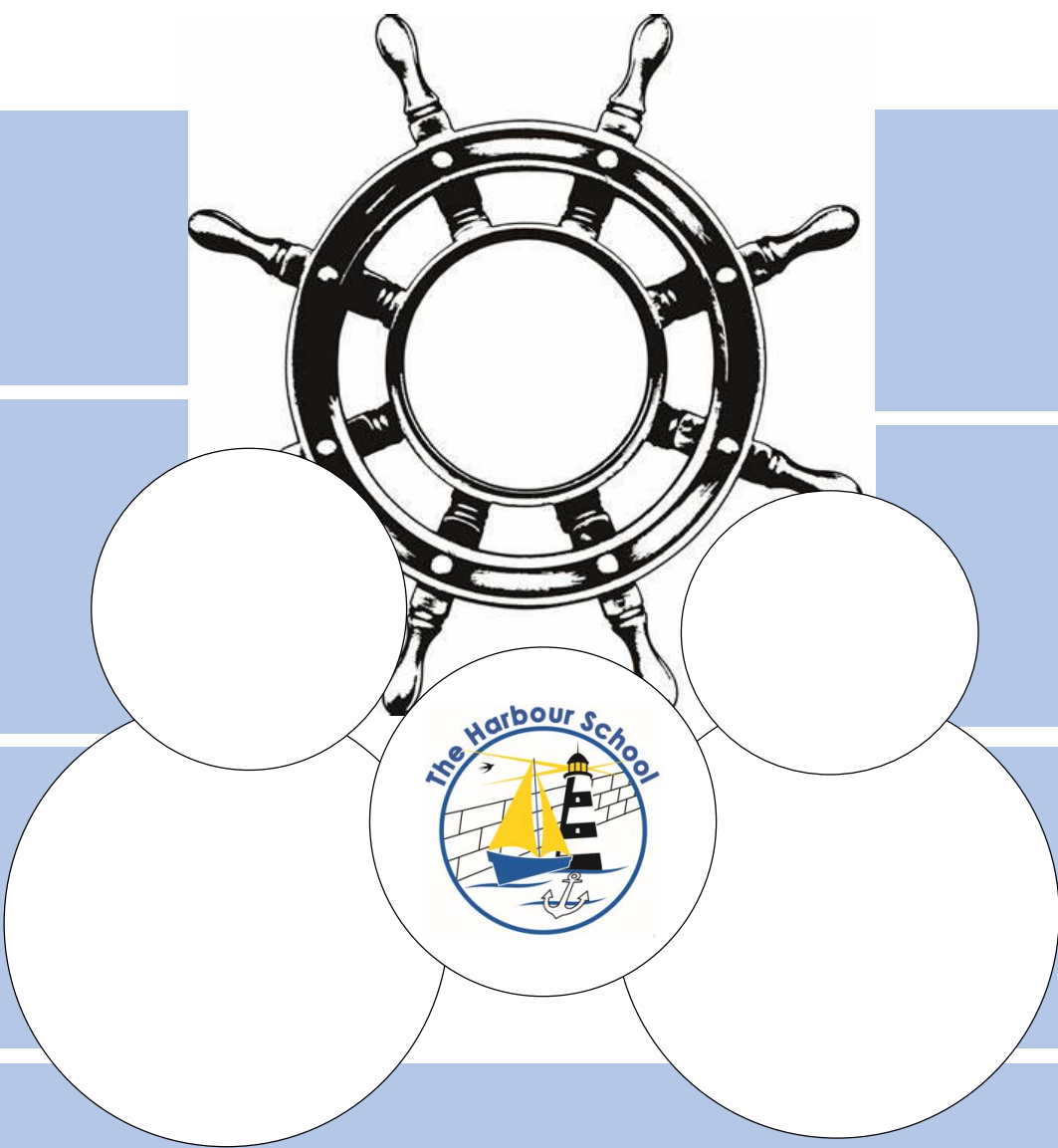
My Dislikes:

My Talents :

My Interests:

My Aspirations:

My Trusted Adults:



Pioneer

My Physical Well Being (including My Safety)

Learning is centered on PSHE and learners' independence around how to manage and support their health through their adolescence and onward into adulthood. 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 Pioneer learners is to foster an understanding and love of lifelong physical fitness, nutrition and personal safety.

My Learning

Learners follow a national curriculum model and are expected to have the resilience and learning behaviour to access national assessments in these areas. Learners are taught a range of subjects discretely and have the opportunity to make choices about what they want to learn. From year 9 learners have the opportunity to choose what they study through BTEC Vocational Studies. Topics and content of the curriculum is centered around students interests and what they want to progress onto in the future. Pioneer learners are expected to be accessing SATs in year 6 and English, Maths, Science and BTEC Vocational Studies qualifications from year 9.

My Emotional Literacy

Pioneer learners understand that everyone has mental health. Pioneer Lane will concentrate on being emotionally ready for adult life. Learners in this Lane will learn about feelings and responses in PSHE lessons and have behaviour focus sessions at the end of the day. All learners have a form tutor and support member of staff who they can discuss feelings with, where required learners are encouraged to explore these with the MDT. Learners build their resilience through formal curriculum challenge and improvement and are taught skills in My Independence to manage stresses of learning and assessment. Topic focus week as around mental health, anxiety and how to support these are timetabled throughout the year.

My Social Literacy

Learners will learn and refine social skills throughout the school day. Opportunities will be sought through their formal curriculum to improve social literacy skills especially PSHE, lunch and break times, EBL and Options will be where social skills will be the concentration. Learners will be able to work as a group; show kindness and sympathy; advocate fair play; show courtesy and politeness; be dependable for some of their peers, increase self-confidence, show co-operative skills and aspire to be a leader. Learners on this pathway have started to understand social environments and the expectations of these, they are encouraged to ask open ended questions and participate in discussion. Learners are able to track speakers and have learnt ways to articulate themselves in a social environment.



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 that will foster healthy lifestyles into adulthood.

Primary age learners on the Pioneer 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 rooms, 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 Pioneer Lane will build upon skills learned in Primary and be challenged appropriately by a PE specialist, some learners may choose to study this as part of their BTEC qualification. They will also take part in residential trips which challenge their skills, fitness, risk taking and sense of adventure.

Swimming (Primary): At THS learners on the Pioneer Lane will have discreet Swimming lessons taught by a swimming specialist. 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.



My Emotional Literacy

On the Pioneer Lane, it is important that PSHE is interwoven in all we do. The Jigsaw PSHE scheme we choose to follow for sequential and purposeful learning due to its commitment to support learners with SEND. 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 learners get the opportunities to grow into social, regulated and capable members of the community.

We expect that Pioneer 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. Pioneer 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 be consistent in displaying their positive habits.

The National Curriculum emphasises the important of ensuring learners have an understanding of healthy relationships and mental health. Pioneer learners understand that everyone has mental health. Pioneer Lane will concentrate on being emotionally ready for adult life. Learners in this Lane will learn about feelings and responses in PSHE lessons and have behaviour focus sessions at the end of the day. All learners have a form tutor and support member of staff who they can discuss feelings with, where required learners are encouraged to explore these with the MDT. Learners build their resilience through formal curriculum challenge and improvement and are taught skills in My Independence to manage stresses of learning and assessment. Topic focus week as around mental health, anxiety and how to support these are timetabled throughout the year.



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

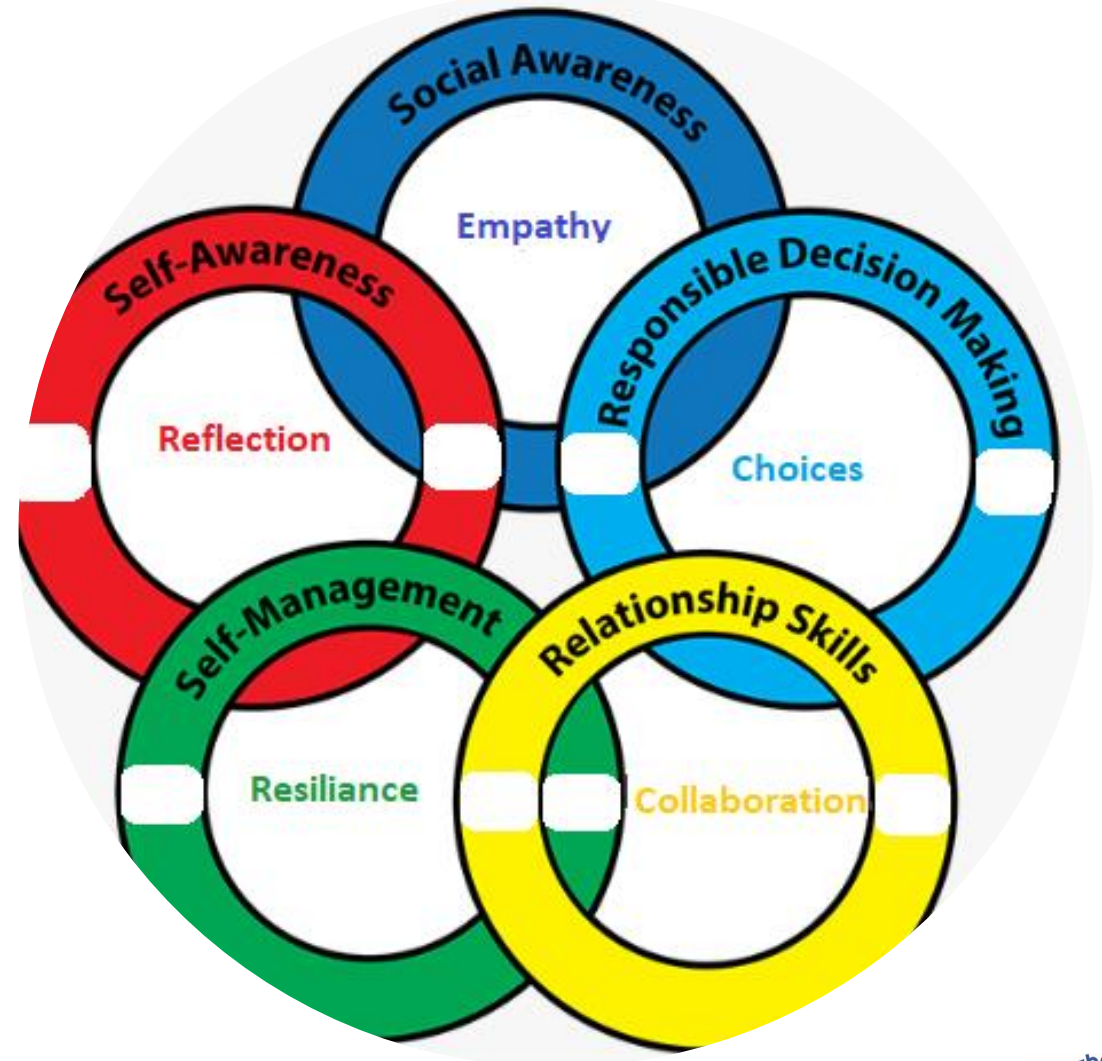
Communication and language (including pupil voice) is integral to the ability to access the learning offer on the Pioneer Lane and will be a 'Golden Thread' to that connects learning activities, to learning, to retention. This includes speaking and listening skills and reading, as well as the social 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. This will serve to reinforce social communication strategies previously learned. 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 Pioneer Lane learners will self manage daily, structured social activities (Tea & Toast, break time, EBL, Pledges, Off site trips, Outdoor Learning, Team building, sport). They will be expected to use appropriate social communication to effectively take part, but also to support peers on all Lanes. This increased independence will support resilience and increase future opportunities. The pioneer learners communicate and voice opinions and thoughts, as well as listening to opinions and thoughts of others. They can grasp social cues and norms both in school and in the wider world.

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. Pioneer 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. Learners reflect on their social behaviours and learn how to respond in a way appropriate to the environment and company they are in.

Responsible Decision Making: Learners will have experience of social environments and be able to make informed and appropriate choices. Scenarios and choices that we make will be openly discussed with learners individually or part as a reflective group. Learners foster the ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

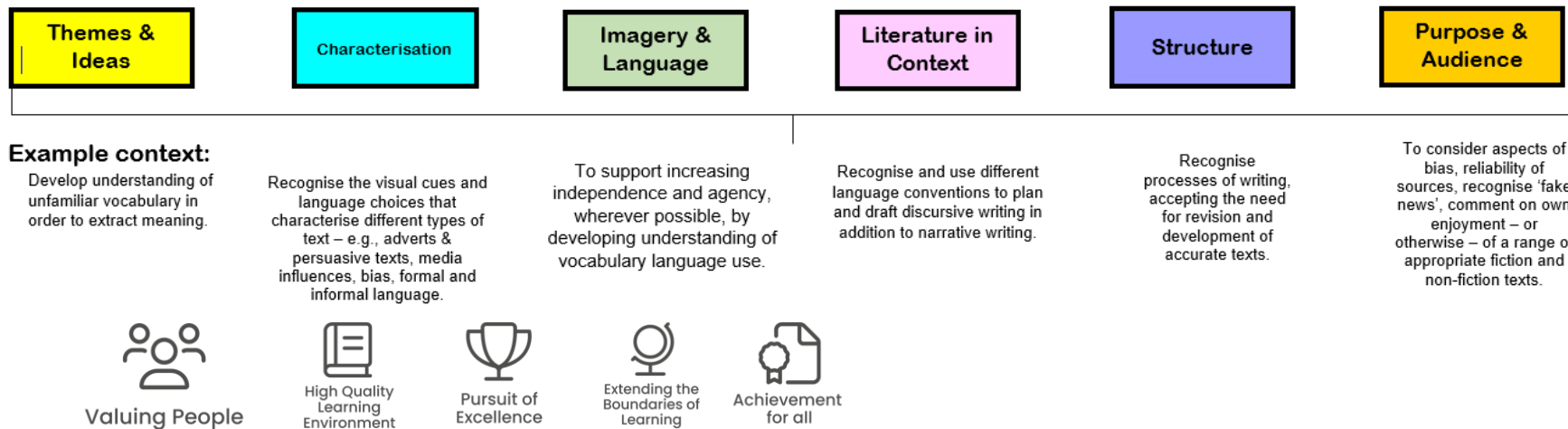


My Learning – Literacy

As a part of the My Learning aspect of the Lanes to success Curriculum: **Pioneer** English at THS aims to develop our students' engagement with Language and Communication to present their own ideas and feelings, knowledge and understanding in appropriate formats.

Our planning is purposefully sequenced so that students can revisit aspects of skills development against a range of meaningful contexts. Learning tasks and resources are designed, wherever possible, to reflect individual learners' interests, aspects of our local communities and the wider world. Hence our planning for English in our classrooms include opportunities for all learners to build on their reading and comprehension skills, to be able to benefit from both reading for pleasure and information, to develop and use an ambitious vocabulary, to be able to present texts clearly and to be able to participate in group discussions comfortably.

Our 'Big Ideas' have some hierarchical element to them which influences their sequencing within the curriculum. The sequencing of this curriculum ensures that each 'Big Idea' is revisited, building on/or reinforcing prior learning. Our broad, balanced, and comprehensive curriculum provides all learners with the opportunity to engage in a variety of practical learning experiences, which inspires all learners to succeed and offers the opportunity to excel. Pioneer learners are expected to gain skills to accurately record their learning, explain a point of view or produce reports. Learning will be sequenced to ensure learners can confidently do this in an extended format.



My Learning – Reading

It is crucial for children to develop a life-long love of **Reading**, and this is primarily achieved in the Pioneer Pathway through a Literacy Curriculum that is built on high quality literature that encompasses PSHE enabling our learners to personally experience and make real life connections to stories, that supports information processing and builds vocabulary. and focuses on comprehension. The reading curriculum is built around ‘Big Ideas’ and removing barriers to accessing texts.

The Pioneer learners in **Primary** classes complete daily reading sessions as well as daily English lessons which are taught discreetly or through the topic depending on which is more appropriate. Pioneer learners would be expected to have an established phonological knowledge and use this independently when reading.. Pioneer learners are given opportunities to analyse texts for intention and context.

Secondary 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. Pioneer learners use their reading skills across the curriculum and all learning activities encourage learners to evaluate text for important ideas and draw inferences.



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 Pioneer 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

As a part of the My Learning aspect of My Journey: **PIONEER** Maths is informed by common approaches used within the specialist subject community / MERIDIAN TRUST Curriculum Group to frame the teaching and learning of Maths.

Our Big Ideas have some hierarchical element to them which influences their sequencing of our curriculum. The sequencing of this curriculum ensures that each Big Idea is revisited every year, building on/or reinforcing prior learning. Our broad, balanced and comprehensive curriculum provides all students with the opportunity to engage in a variety of practical learning experiences, which inspires all students to succeed and offers the opportunity to excel.

Learners work through a stepped program, ensuring that learning that has been missed is revisited. Learners curriculum aims for all to meet the expectations of the AQA Entry level qualification and then content and breath is expanded to meet requirements of the GCSE curriculum.

Number

Topical Content:

- Place Value
- Four Operations
- Laws of Arithmetic
- Order of operations
- Negative Numbers
- Fractions
- Decimals

Algebra

Topical Content:

- Algebraic notation
- Collecting like terms
- Forming expressions
- Expanding brackets
- Factorising
- Substitution
- Solving equations
- Rearranging formulae
- Sequences

Ratio, Proportion and Rates of change

Topical Content:

- Simplifying ratio (incl. unit ratio)
- Dividing into a ratio
- Percentage of an amount
- Simple percentage increase and decrease
- Time

Geometry and Measures

Topical Content:

- Coordinates
- Classifying shapes
- Shape properties and notation
- Symmetry
- Tessellations
- Angle notation
- Drawing angles and triangles
- Angle facts
- Angles in parallel lines
- Interior and Exterior angles in polygons
- Area
- Surface area
- Volume
- Circles

Probability & Statistics

Topical Content:

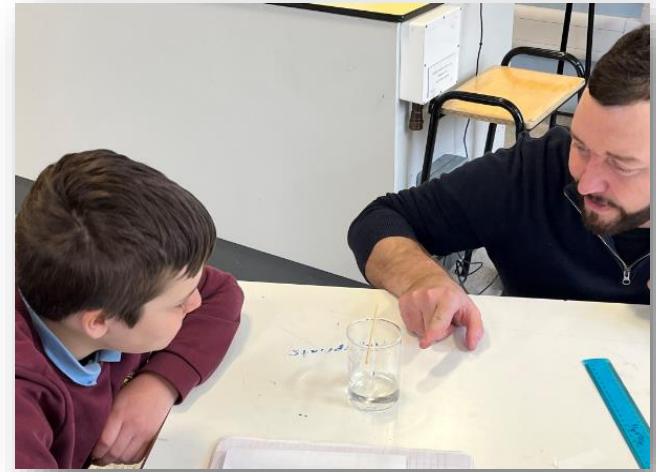
- Basic probability
- Sample space
- Relative frequency
- Two-way tables
- AND/OR rule
- Tree diagrams
- Types of data
- Averages – grouped/discrete data



My Learning – Discreet Subjects

In the Pioneer Lane, learners in Secondary will be taught discreet lessons by specialist teachers to prepare them for the opportunity to access accreditations and exams. Targets are set in each subject the Flight Paths as well as LEAP targets linked to their EHCP. Adaptation in planning means learners will be exposed to deeper content and resources to ensure new knowledge is accessible.

In Primary, children will follow a primary model of a thematic curriculum throughout, moving towards discreet lessons.



Science	PSHE	Design Technology
PE	Media	Music
Maths	English	Humanities
Reading	French	IT Basics
Food Technology	Art	My Independence



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. Pioneer learners are encouraged to 'think big' and pledge to their highest standards as they move through the school. Diamond pledges are the goal! Pioneer learners understand the importance of pledging to enhance their learning development and achievements.

PLEDGES							
Extending the Boundaries of Learning							
	PARTICIPATION	LEADERSHIP	EXCELLENCE	DIVERSITY	GIVING	ENVIRONMENT	SERVICE
COPPER	Take part in a school event	Lead an activity in my class	Show Kindness, Curiosity or Hard work	Take part in a cultural event	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/ promote/ challenge 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 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 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 a 3+ team in an individual sport, cultural or academic competition	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	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 school 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 or 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

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 Pioneer 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.

Pioneer learners are encouraged to experience and take care of the outdoors. Understanding their place in the world and the importance of taking care of it. Learners will be responsible in the outdoors and ensure environments are sustainable and cared for. Learners will take on leadership roles in outdoor environment supporting other learners in play, adventure and learning about nature and habitats.



Meridian Trust



Valuing People



High Quality Learning Environment



Pursuit of Excellence



Extending the Boundaries of Learning



Achievement for all

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 programme.

We use the Gatsby Benchmarks to measure the quality of our CEIAG provision and are keen to engage with local employers. All pioneer learners are encouraged to aim high to the next step of their education, the learners achieve qualifications to support moving onto local colleges, sixth forms, apprenticeships or work-based training in their chosen field.

Learners in the Secondary provision have discrete lessons on my independence as well as accessing core vocational learning in year 9, 10 and 11 through the BTEC Vocational Studies. Pioneer learners are provided with real life experiences where planned educational visits support opening their minds to the wider world around them. They have visiting speakers and project workers from industry to encourage bright and prosperous future ambition.



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.

Pioneer Learners access the community as an ambassador for the school, they maintain socially acceptable behaviors and communicate with people and environments around them with respect and courtesy. Learners visit a range of environments and some that are unfamiliar, at this point learners may need to support from staff to regulate and reflect. They will learn from experience and

Examples of our community activities are;

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





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.



Outcomes

Pioneer:

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
- GCSE specifications
- AQA Unit Awards
- SATs
- PLG's
- Pledges/99 things



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
- Additional subject specific tuition



Our Flight Paths:



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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		
