



SEN Information Report:25/26

What types of special educational needs do we support at The Harbour School?



The Harbour School is a specialist school in Cambridgeshire for boys aged 5–16 who have an Education, Health and Care Plan (EHCP). We focus on supporting children with **Social, Emotional and Mental Health (SEMH) needs**. Many of our pupils may also have additional challenges, such as:

- **Communication and interaction difficulties**
- **Cognition and learning needs**
- **Physical or sensory needs**

Our aim is to provide a safe, supportive environment where every child can thrive and reach their potential.

Types of SEN we Support

What is our approach to teaching and learning?

At The Harbour School in Wilburton, your child is at the heart of everything we do. We understand that every pupil has unique needs, so we provide an **adapted and personalised curriculum** designed to help them succeed. Our approach is built around three simple school rules:

- **Be safe**
- **Be respectful**
- **Be learning**

Our personalised programme, called '**My Voyage**', starts with what we know about your child—their strengths, interests, and needs—alongside your priorities as parents and the input of other professionals. Communication is at the core of this journey.

We set clear targets and strategies to prepare pupils for the future, helping them develop the skills they need to:

- Be happy
- Communicate as well as they can
- Become as independent as possible





How do we adapt the curriculum to meet each child's needs?

At The Harbour School, every pupil is at the centre of our planning. We create a **personalised curriculum** that starts with understanding your child—their strengths, interests, and needs—alongside your priorities and the input of other professionals. Our ethos is simple: if we look and listen carefully, each learner will show us what they need.

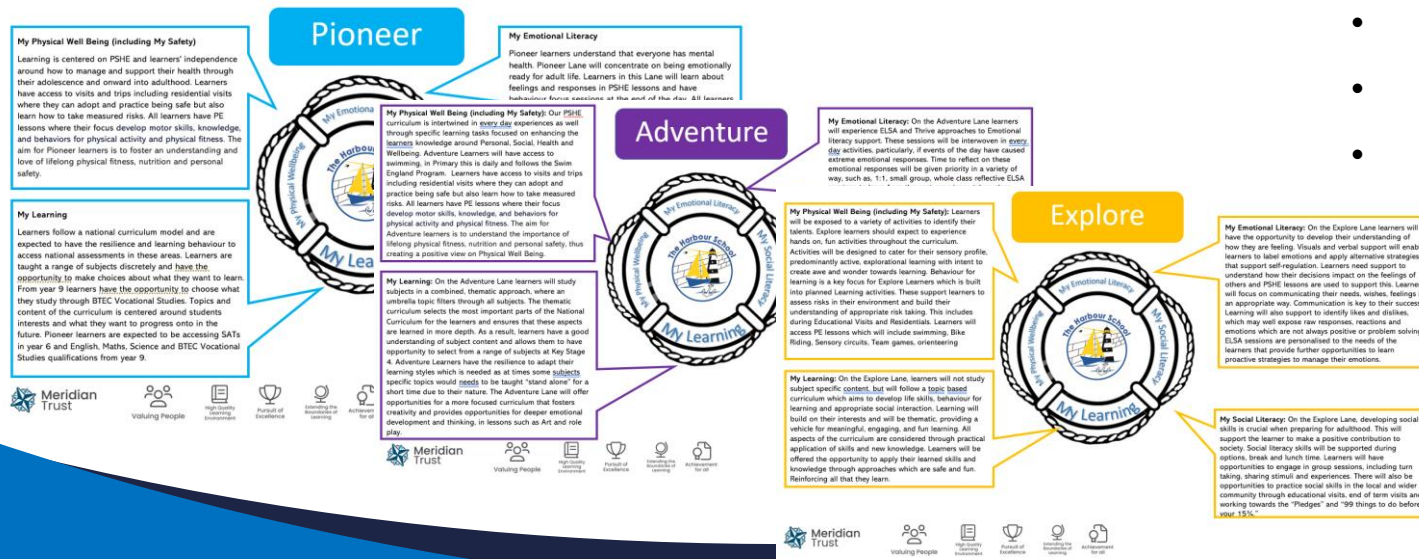
To make sure pupils receive a **broad and balanced education**, we adapt the curriculum so they can access all national curriculum subjects. Learning is delivered through three pathways:

- **Explore** – hands-on, practical, and sensory experiences
- **Adventure** – active, outdoor learning
- **Pioneer** – more abstract and collaborative approaches

These pathways allow us to match teaching styles to your child's individual needs.

Alongside the national curriculum, we also provide a **Preparation for Adulthood (PFA)** programme. This focuses on:

- Developing practical life skills
- Building emotional and social literacy
- Strengthening resilience for the future



Curriculum to meet need



How do we involve families in planning for their child's education?

We believe that working closely with families is essential to helping every child succeed. Here's how we make sure you're involved at every stage:

- **Before your child starts:** You'll be invited to a consultation meeting with the Head of School to make sure The Harbour School is the right setting for your child.
- **Creating 'My Voyage':** Our teachers will work with you to develop your child's personalised learning plan, including your hopes and aspirations for their future.
- **Regular reviews:**
 - An **annual EHCP review**
 - **PLG meetings** at the start of each term to discuss progress and set new targets
- **Ongoing communication:**
 - Half-termly newsletters with updates and stories from the classroom
 - Regular phone calls and emails from your child's class team
- **Additional collaboration:** If your child has a risk reduction plan, you'll have extra opportunities to co-produce and review strategies with us and other professionals.
- **Family involvement in school life:** We offer a range of opportunities for you to join in, such as:
 - Coffee mornings
 - School fayres
 - Class projects and activities
 - Reading mornings
 - Multi-disciplinary support sessions

Involving families



How do we assess and review your child's progress?

What do we assess?

Tools we use to assess....

- **Flightpaths:** assess skills and knowledge
- **PLGs:** how we are meeting the needs of the learners within the provision?

Flightpaths: Reading Fluency, Reading Comprehension, Writing composition, Writing transcription, maths, science and Learning for Life progress is recorded termly.

PLG's
Short term outcomes derived from section E of the EHCP. Bespoke to each child and their needs.

How we assess?

- **PLGs** → How we meet need across different domains
- Assessed termly, recorded on **Bromcom**.
- Provides a holistic overview of learner's journey

Year Group	PLG1 Outcome	PLG1 Comment	ATL - Learning	PLG2 Outcome	ATL - Progress	Tutor Group	PARTICIPATION	LEADERSHIP	EXCELLENCE	DIVERSITY	GIVING	ENVIRONMENT	SERVICE	PLEDGES Achieved	Date Awarded	No. of 99 Things
Nelson																
Victory	Bronze						Bronze				Bronze					42
Eagle	Bronze						Bronze	Bronze	Copper		Bronze	Silver	Bronze	Copper		53
Cook																
Drake																
Stanhope	Bronze						Bronze	Copper	Bronze	Copper	Bronze	Bronze	Bronze	Copper		68
Clyde	Copper						Copper		Copper		Copper	Copper	Copper			
Nelson	Bronze						Bronze	Copper	Bronze	Copper	Bronze	Bronze	Bronze	Copper		61
Bounty	Copper						Copper	Copper	Bronze	Copper	Bronze	Copper	Bronze	Copper		21
Polo	Copper						Copper	Copper	Copper	Copper	Copper	Copper	Copper			19
Eagle	Copper						Copper	Copper	Copper			Bronze	Bronze			0
Warrior	Copper						Copper	Copper								16
Bounty	Bronze						Bronze	Copper	Bronze	Copper	Bronze	Bronze	Bronze	Copper		60
Bounty	Copper						Copper	Copper	Bronze	Copper	Bronze	Bronze	Bronze	Copper		28
Eagle										Bronze	Bronze	Bronze	Bronze			25
Nelson	Copper								Copper	Copper	Copper		Copper			32
Anchor																
Warrior																

We make sure you're kept informed and involved in your child's learning journey. Here's how we do it:

- **Annual EHCP review:** Each year, we meet with you to share progress and review outcomes.
- **Termly PLG meetings:** At the start of every term, you'll be invited to meet with your child's class team to reflect on progress and set new targets linked to their personalised 'My Voyage' curriculum. We also Measure PLEDGES & 99 Things.
- **Ongoing communication:** We keep in regular contact through phone calls and emails so you always know how your child is doing.

To track progress, we use **Evidence for Learning**, a secure online platform that records and celebrates your child's achievements. This helps teachers assess progress against the right educational framework and plan clear next steps.

If your child has a **risk reduction plan**, you'll have extra opportunities to work with us—and other professionals if needed—to review and co-produce strategies.

How do we support transitions and prepare pupils for adulthood?

We know that change can be challenging for both pupils and families, so we have a **thorough transition programme** to make every step as smooth as possible. This includes support for:

- **Starting at The Harbour School** – helping your child settle into their new environment
- **Moving mid-phase** – ensuring continuity and stability during changes
- **Transitions within our school** – supporting pupils as they progress through different stages
- **Moving on after age 11 or 16** – preparing for the next step, whether that's further education, training, or other provision

Our goal is to equip pupils with the skills and confidence they need for adulthood, focusing on independence, communication, and emotional resilience.



Transitions

How is our school designed to meet SEND needs?

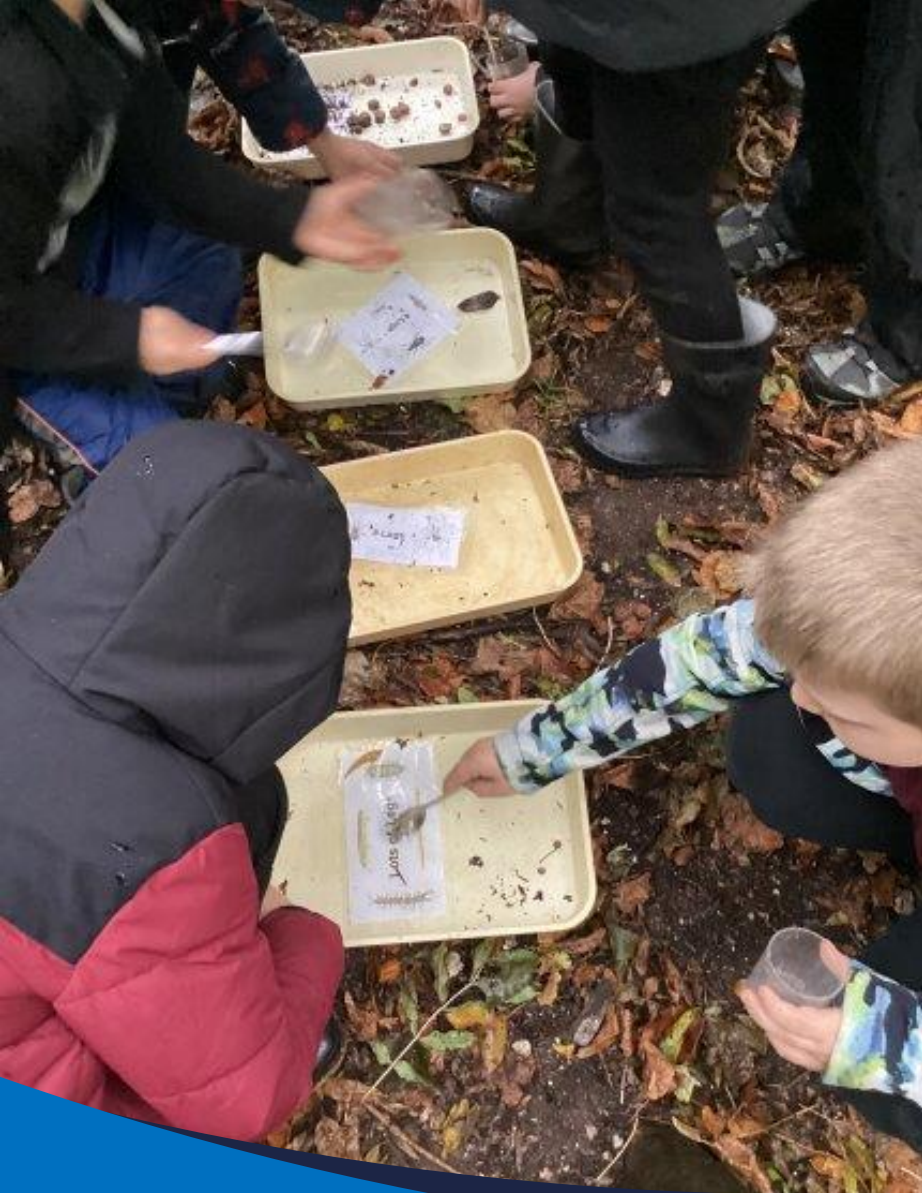
At The Harbour School, we've created an environment that supports pupils' social, emotional, and sensory needs. Our expansive grounds provide plenty of space and activities to help pupils regulate and engage, including:

- A **pond for fishing**
- A **forest area** for outdoor learning
- **Climbing walls** and outdoor gyms
- Multiple play areas
- An **astroturf pitch** for sports

Inside our buildings, we offer:

- School hall for sensory circuits and physical activities
- Multiple **ELSA rooms** for emotional support
- A dedicated **sensory room**
- A fitness **gym**

These spaces are designed to help pupils feel safe, calm, and ready to learn.



Meeting need

What expertise do staff have to support pupils with SEND?

We know how important it is for staff to have the right skills and knowledge to support your child. That's why we invest in **ongoing training and professional development** for our whole team.

Our staff hold a range of specialist qualifications, including:
(Insert examples here, such as:)

- Trauma-informed practice
- Team Teach (positive behaviour support)
- ELSA (Emotional Literacy Support Assistant)
- Speech and Language strategies
- Autism awareness and support
- Safeguarding and child protection

In addition, all staff receive **annual training** covering different aspects of SEND as part of our school-wide programme, ensuring we stay up to date with best practice.



Types of SEN we Support

How do we know the provision is supporting your child's progress?



We use several measures to make sure our provision is effective, and your child is making progress:

- **Annual EHCP review:** Each year, we meet with you and other professionals to review your child's progress and check that The Harbour School remains the right setting for their needs.
- **Termly PLG meetings:** At the start of each term, we review progress against personalised targets and share next steps with you.
- **Ongoing assessment:**
 - We use **Evidence for Learning**, a secure online platform, to record and celebrate achievements.
 - **Flightpaths** help us track progress and ensure there are no gaps in learning.

Beyond this, our **Academy Council** acts as a critical friend, holding us accountable for the quality of provision. We also work with a **School Improvement Partner (SIP)** who advises leaders on next steps to keep improving.

We

Checking provision

What other opportunities are there for my child to learn outside The Harbour School?

We believe learning doesn't just happen in the classroom—it happens everywhere! That's why we provide lots of opportunities for pupils to experience education beyond our school grounds:

•**Educational trips:** At the start of each year, every class plans a calendar of visits, aiming for at least one educational trip per term.

•**Friday enrichment:** Every Friday, pupils can take part in exciting activities, many of which are offsite. These might include:

- Visiting the local garden centre
- Going to the skatepark
- Ice skating in Cambridge

•**Activities Week:** At the end of the year, pupils enjoy a special week packed with different experiences, choosing from a range of options each day.

These opportunities help pupils build confidence, social skills, and real-world experiences.



Opportunities beyond Harbour

How do we support pupil wellbeing and address bullying?



Your child's wellbeing is a top priority at The Harbour School. We dedicate time within our curriculum to help pupils develop their **social and emotional skills** through:

- **PSHE lessons**

- Activities based on pupils' interests and hobbies
- Access to intervention spaces
- Assemblies that promote social, moral, spiritual, and cultural understanding

If concerns arise, we act quickly. Our **Multi-Disciplinary Team** can provide targeted 1:1 support using a range of therapies. Where needed, we work with external agencies such as **CAMHS** to ensure pupils receive the right help.

We take bullying very seriously and have clear procedures to address it promptly and effectively, ensuring every child feels safe and supported.

Wellbeing & Anti bullying

How does the school communicate with outside professionals?

We have a wide range of staff working within the school to support pupils and their families. The academy directly employs classroom, administration, and site staff, and is fortunate to be able to provide a Multi-Disciplinary team which includes a Family Support Worker.

If a pupil or family is being supported or potentially needs additional support, the academy will communicate with families and if appropriate, complete referrals to access specialist support. However, sometimes these services are involved with the family prior to transitioning and will make contact directly with the academy. We use our Café to hold events for parents and professionals.

School Nurses, Speech and Language Therapists, Occupational Therapists and Physiotherapists are employees of Cambridgeshire Community Services NHS Trust. All these professionals work with pupils on a need's basis, training staff, advising staff, working with children and young people.

The Sensory Service, SEND SS, Education Transport, START, Early Help and Social Workers are employed by the Local Authority.



Communication with professionals



About Cambridgeshire's local offer - Cambridgeshire County Council

SENDIASS

Cambridgeshire County Council, ALC2630, New Shire Hall, Emery Crescent,
Enterprise Campus, Alconbury Weald, Huntingdon, PE28 4YE

Email - sendiass@cambridgeshire.gov.uk

Confidential helpline open during term times: 01223 699 214

The Local Offer

