

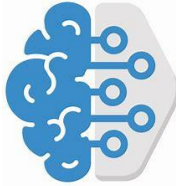








# Harbour Expects

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.</p> <p>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"> <li>• Visual timetables for those that need them.</li> <li>• Clear labelling using symbols (where appropriate) and words.</li> <li>• Classroom routines are in place and pupils know and follow these.</li> </ul> <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 practise of skill.</p> <p>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.</p> <p>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"> <li>• Minimum 28 font</li> <li>• Clear, ordered visuals</li> <li>• WIDGIT if symbols are appropriate</li> </ul> <p>Visual timetables are available where appropriate. Boards are updated daily and have the appropriate information displayed, for example date.</p> <p>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 pre-taught 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.</p> <p>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 <b>DO</b> 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' 'We use respectful language at The Harbour' 'What stuff did you learn today?'</p>		<p>On all Lanes lessons should include an explanation of the intended lesson journey. We use the language: <b>'In this lesson we will..., so that we...'</b></p> <p>On our Discover Lane this will be supported by visuals.</p> <p>We know learning doesn't just happen in the classroom and so make sure that we take all opportunities to teach, lunch and breaks are very valuable. At these times we model the behaviour we want to see, including how to play!</p> <p>Every staff member is very valuable, teachers share planning on teams (some choose to also have it printed) so that support staff can have the greatest impact.</p>