



Curriculum Statement – The Harbour School

Reviewed and Updated: September 2016

Next Review: September 2017

The Harbour School – Curriculum Statement

The Triad of Impairments associated with Autistic Spectrum Conditions (ASC) can cause extremely high levels of anxiety. Young people with ASC have social and emotional needs such as difficulties with social rules and contexts and managing unstructured time. Language and communication impairment includes difficulties with processing and retaining verbal information, understanding social language and tone and interpreting body language. The third impairment, flexibility of thought (imagination), causes difficulty in coping with change and empathising with others. Impaired ability to imagine and therefore to generalise and predict is a key barrier to learning. We have designed a blended, therapeutic curriculum that addresses individual barriers to learning, develops coping strategies and fosters aspiration.

Our aspirational core curriculum, while underpinned by therapeutic and wellbeing elements, will focus on engaging young people in learning. We shall develop personalised learning programmes within a broad and flexible curriculum that can adapt to emerging need. Achievement in Literacy and Numeracy will be a priority and mapped across each curriculum area. The expectation will be that all students achieve at least Level 1 / 2 accreditation and the more able will make positive progress on a Progress 8 curriculum. The curriculum model includes GCSEs and accredited vocational options. Personal & Social development will support life skills including financial capability, domestic skills, employability skills, health & safety and an awareness of diversity. Our vision is that the young people will experience an emotionally healthy environment to provide the foundation for a positive future.

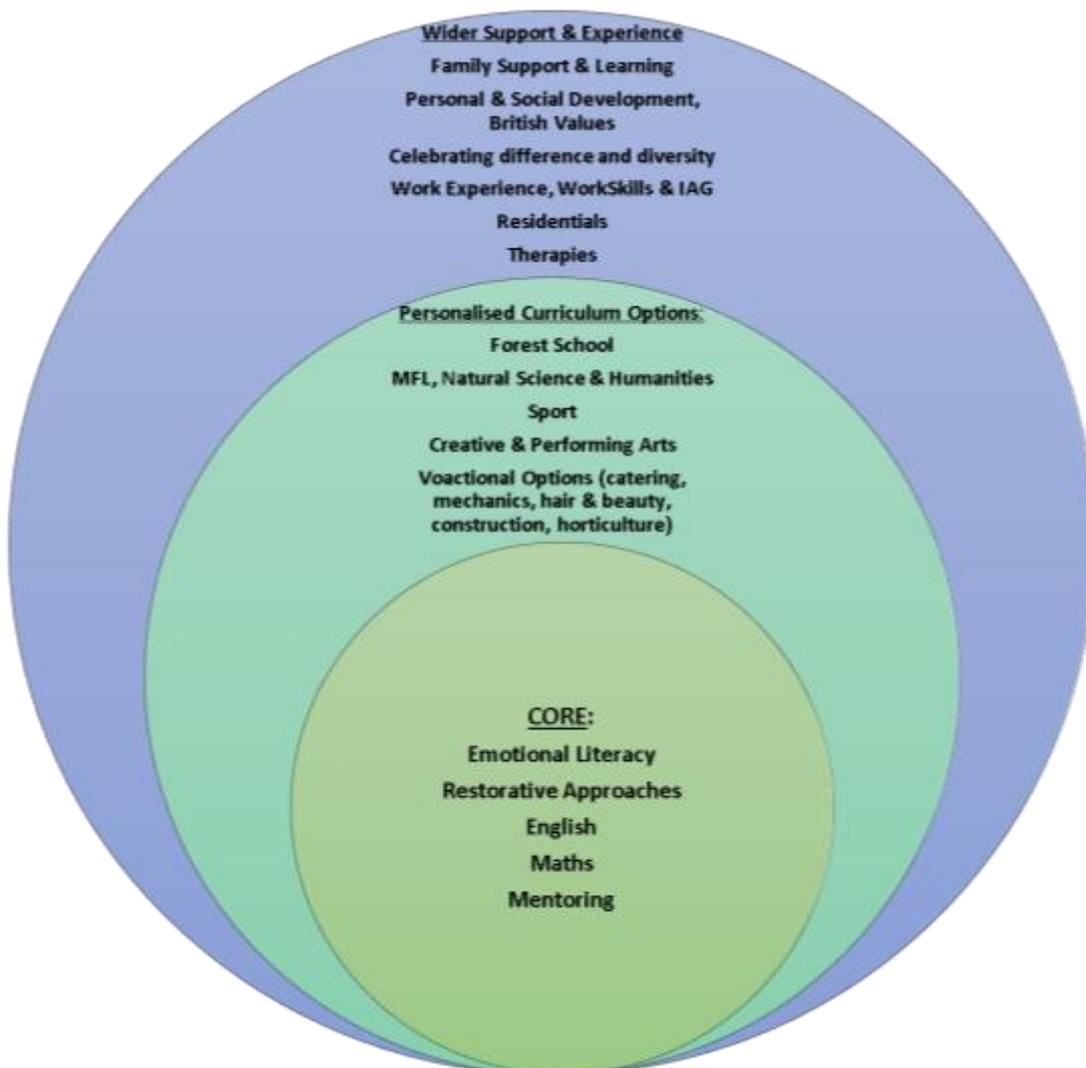
One of most important elements of the curriculum is the ability to deliver significant parts of it in the outdoor environment. Our Trust has a track record of successful outdoor curriculum delivery based around an adapted version of the forest school approach. We will use this expertise to provide a broad range of offsite activities that have outdoor education at the core, to re-engage these young people, foster aspiration and self-worth and enable success outcomes. Our Post 16 students will have the same option of flexible pathways leading to A levels, BTEC Advanced or Level 2/3 vocational courses with extended support for independent living. All our courses will support progression to further/higher education, training or employment. As part of the outdoor curriculum we will offer water based activities, a range of land-based sports and essentially any viable activity with the potential to engage young people in learning. All activities will develop social and employability skills and the confidence to engage in planning for the future.

Support for families is integral to successful outcomes for young people. We shall work closely with families to enable them to develop their confidence, motivation, self-esteem and assertiveness skills in order to encourage positive parenting skills. .

We will offer 1:1 sessions for families and also opportunities to take part in learning experiences and practical strategies to support young people's learning.

Following baseline assessment (social, emotional and academic) cross referenced with prior attainment data, we set aspirational targets for each student and monitor and track progress from starting points in all aspects of the curriculum. Progress data (social, emotional & academic) will be collected half termly and individual targets reviewed in consultation with parents / carers.

Curriculum Model



Core Features of our Curriculum

- The School is both an academic and a therapeutic environment. Qualified teachers with specialist training in ASC and associated disorders / conditions will plan high quality learning opportunities supported by skilled and experienced education, care and health professionals.
- A blended curriculum with integrated therapies and enrichment to foster resilience and a love of learning
- A commitment to work in partnership with health colleagues
- Flexible learning pathways to meet the needs of all students
- A cross phase school that avoids the disruption and anxiety of transition however well it is managed
- High quality, specialist provision that allows pupils to remain within their family and community
- Inclusion opportunities will include joint enrichment activities, lunch times and joint projects in specific subject areas.
- The Harbour School will recognise that pupils have different styles of learning and progress at different rates.
- The Harbour School will raise standards particularly for most vulnerable and disadvantaged learners in the area with quality accredited pathways and therapeutic personal development programmes.
- Students with ASC and associated anxiety may exhibit some behaviour which is inappropriate and challenging. The Harbour School will view all behaviour as a form of communication and will adopt solution-focused and restorative strategies to manage students' behaviour in a consistent way to enable them to manage their emotions and become active and responsible citizens.
- 'Period 6': A daily range of optional clubs and activities including a homework club at the end of the formal school day
- A focus on developing key life, study and employability skills to prepare young people for independent living, employment, training or further study
- Family Fridays: Parents/ Carers invited to be in school with their children on Fridays. We recognise the importance of partnership working with families to ensure the best outcomes for pupils. We will provide specific support, training, shared, family and adult learning and enrichment programmes.

