

Statement of Curriculum Intent and Assessment Policy for The Harbour at Spring Meadow



SEMH Enhanced Provision

Reviewed: Spring Term 2025

Next Review: Spring Term 2026

Statement of Curriculum Intent

Our Vision

The Harbour is an enhanced provision dedicated to supporting children and young people with targeted social, emotional, and mental health (SEMH) developmental needs. Our aim is to create a nurturing environment where students feel safe, valued, and ready to engage in learning. Through stable, consistent care and structured, small class settings, we foster a sense of belonging and security, enabling students to take the risks necessary for growth and learning.

Values and Principles

Our curriculum is flexible, child-centred, and engaging, tailored to meet the diverse abilities and needs of our students. The balance between maintaining regulation and educational challenge is achieved through skilled adjustments and a flexible, adaptable approach. The Harbour staff excel in building positive relationships and supporting children through co-regulation, grounded in trauma-informed practices. We uphold the following key values:

- **Compassion and Kindness:** Personalised teaching helps children understand themselves and their behaviours, developing self-regulation skills that enhance learning engagement.
- **Hope:** With high expectations and aspirations, staff build children's confidence and pride in their achievements, fostering inclusivity and holistic progress alongside academic success.
- **Connection and Belonging:** Relationships are foundational to success. Empathetic adults create a safe environment where children feel secure to take learning risks.

Curriculum Implementation

Children at The Harbour are taught by trained, experienced adults who have built trusting relationships with them. These adults use empathy and compassion to inspire positive learning experiences. Our curriculum utilises high-quality resources and diverse teaching approaches to cater to different learning styles. Creativity and teacher expertise are integral, supported by external agency advice and school-led improvement initiatives.

Key implementation strategies include:

- **Interest-Led Engagement:** Staff will often use a child's interest to increase engagement. Staff also try to broaden their knowledge and experiences through introducing them to new topics aiming to widen their worlds. Children are given daily opportunities to access statutory curriculum teaching and learning as a discrete activity, but these are also embedded across the wider curriculum. Purposeful assessment and planning ensures children are able to build upon prior knowledge, increasingly applying their learning to a wider range of skill-based activities and purposeful contexts.
- **Statutory and Thematic Teaching:** Daily opportunities for statutory curriculum teaching are embedded within a broader thematic curriculum. Topics are chosen to promote engagement and provide a well-rounded education, with cross-curricular links where possible.
- **PSHE Integration:** Our PSHE curriculum, based on the Six Core Strengths, is embedded throughout. This helps children develop healthy relationships, self-regulation, group participation, and respect for themselves and others.
- **Play-Based Learning:** Within each day we plan dedicated time to both structured and unstructured play. This may be planned or spontaneous to meet the child's needs or to teach in the moment. Staff understand the importance of

supporting children to develop their skills of and through play, in many different forms of solitary, alongside or with peers, indoors or outside play. These teaching and learning opportunities are utilised across all curriculum areas.

- **Curriculum on the research of the Six Core Strengths:** the relational building blocks that children need to develop in order to be resilient and compassionate. We support children to form and maintain healthy emotional relationships, self-regulate, join and contribute to a group and be aware, tolerant and respectful of themselves and others. This enables them to be resourceful, successful in social situations and resilient. Targeted teaching of these key skills underpins our curriculum. Explicit teaching of neuro-science helps our children understand how their brain works.
- **Social skills development:** Children may also join in with enrichment activities to help them build relationships and to develop and practise their social skills. Children are challenged to share and listen to the views of others and to engage in reflective and restorative conversations.

Resources

The Harbour provision has the autonomy to select and utilise a wide array of resources tailored to meet each child's needs. These resources may not link to the Host schools policy or that of any referring school but are stand alone to the provision. This includes but is not limited to sensory items, printed resources from educational sites, and other materials deemed suitable to the child's individual needs. The management of these resources is overseen by the Head of Provision and Provision Leader, ensuring that each child's unique requirements are met effectively and efficiently.

Assessments

The Harbour maintains autonomy over its assessment processes, working closely with referring schools to set and review goals based on the Six Core Strengths. These assessments occur every half term to monitor progress. Referring schools may provide their own academic assessments if deemed suitable, with discussions taking place prior to placement. In partnership with the referring school, The referring school has the responsibility to provide any statutory assessments that they would like a child on placement with The Harbour to undertake. The Harbour will share views on where the individual children are in readiness to undertake these statutory assessments. If both The Harbour and the referring school agree that the child is at a stage in their social and emotional development where they are able to access these assessments, we will then arrange together whether these are undertaken during sessions in the Harbour or during their regular weekly time back in the referring school. If it is agreed that statutory assessments are not suitable the referring school is responsible for completing the process to ensure a child is deferred from the assessments.

Key assessment strategies include:

- **Six Core Strengths Assessments:** Progress is monitored every half term to evaluate the development of essential skills.
- **Regular Review Meetings:** Regular review meetings are held with parents and referring schools to discuss assessment progress, ensuring transparent communication and collaborative planning.
- **Boxall Profiling:** Used alongside the Six Core Strengths to provide deeper insights into each child's development areas.
- **Speech Link Assessments:** Conducted within the first few days of placement to evaluate language communication levels. Additional interventions can be implemented (if required) and reassessed through Speech Link to measure impact.

There is also a cohort tracking tool which is completed each half term and shared with the Local Authority see Appendix A. This is the main reporting tool for the Enhanced Provision of The Harbour.

Curriculum Impact

The impact of our curriculum is monitored through multiple channels:

- **Pupil Voice:** Regular feedback and reflection from students on their learning experiences.
- **Progress Assessments:** These assessments are provided by the referring school (if suitable for the child). They measure academic and developmental progress through systematic assessments and planning.
- **Parent/Carer Discussions:** Ongoing dialogue with families to share insights and progress.
- **Weekly staff meeting:** These meetings are important for staff to identify strengths and areas for development.
- **Referring School Collaboration:** Continuous coordination with referring schools to ensure alignment and support.

The ultimate goal is to ensure that pupils are well-rounded learners, aware of their strengths, and ready to advance to the next phase of their education with a solid foundation for success.

Expectation of the referring school in relation to curriculum content.

At the beginning of any placement, all pupils work solely on the SEMH curriculum as planned by the Harbour team. As review meetings progress, the Harbour team may request core national curriculum planning from the referring school.

As a pupil prepares for full-time reintegration back to their referring school, their curriculum focus will begin to shift due to the reduction in time spent at the Harbour. Consequently, they will spend an increasing portion of their week back at the referring school, accessing the national curriculum. During this transition period, it becomes increasingly important that their time at the Harbour remains dedicated to SEMH work to ensure they can effectively participate in scheduled sessions at the referring school. However during review meetings with the individual referring schools agreements will be made about the national curriculum core areas such as reading, writing and maths and the adapted work that the school will provide The Harbour with. The overall topic for the half term / full term will also be requested by the Harbour and the team will explore incorporating this where possible into the long term and short term curriculum plans that The Harbour produces and delivers. This may not always be possible due to the wide age range and number of referring schools involved and therefore topics that would need to be covered, however this may be discussed with the referring school during review meetings.