

## What have we been up to?

Over the last few months we have been adapting to new ways of working. We have continued to support children, families and schools remotely, and are tweaking what our support might look like as we move into the next academic year. Unfortunately, there may be less tea and cake and no sofa to sit on, but our holistic child centred approach is still very much at the heart of everything we are planning.



We have been in weekly contact with all our Harbour families. Schools have also had weekly updates about our communication with families. We have had some 'door stop' meetings with families.



Sending Thrive activities and strategies to schools and families has supported a number of children. Some children have received 'Thrive Boxes' from the Harbour team.



We are adapting to working online, and have spent some time exploring different software. We are currently using Microsoft Teams for our consultation and supervision meetings.



We have been exploring how we can contribute to other multi-professional ways of working, including more joint meetings.



Harbour Formulation and Review meetings have continued to take place. Information to support these has been gathered via telephone.



We are still welcoming new referrals to The Harbour Programme. If you have a child in mind, please get in touch.

## What's next?

We are currently drafting plans and priorities for next academic year. There continues to be lots of thinking and reflecting about what might support children, families and schools. We will continue to develop our 'Pyramid' model of support for schools – understandably some of our support will need to be paused or adapted. Please have a look at our draft thoughts and watch this space for some of the following....



Reflecting and refining our Formulation and Review meetings, and adapting them to have the same 'Harbour feel' when working remotely.



Development of webinars to support parents and school staff – e.g. resources and support for PSA to deliver parent sessions within their schools.



Exploring how we can offer Thrive sessions with children remotely. Lead by a Harbour team member, and supported by a TA or parent, at home or at school. Create videos that parents and school staff can use to support the delivery of Thrive sessions.



Continue to develop our joint working with other agencies. We also look forward to joining the CSL Inclusion Forums next year.



Development of the website to reflect changes in our ways of supporting families and schools.



Capturing the principles of our 'Collaborative Review' and developing a way to share this with schools more broadly. This would support schools to 'run' Collaborative Reviews within their schools.

We continue to develop our 'Pyramid' model of support, and have begun to think about how can adapt our approaches. This is our initial thinking and very much a first draft.

*Develop remote working with children - online sessions with child and TA or parent ?*

*Online meetings to support school staff?*

*Create videos to support staff deliver different sessions ?*

**Harbour Children**

- Multi-professional team
- In reach/Out reach 1:1 or group
- Therapeutic approaches, such as Art/Music/Thrive
- Working alongside staff (CPD)
- Joint sessions with child and parent

*Formulations and Reviews on Microsoft Teams*

*Use of note taking? PowerPoint? Sharing screens? Collaboration?*

*How can we share Collaborative Review? Development for school staff to deliver?*

**HARBOUR FORMULATION**  
Support to develop a shared understanding of a child's strengths and needs through a multi-professional collaborative approach.

*Bespoke Thrive packages - assessments, action plans and training for staff?*

*Development of the website*

**Support to develop...**

**Collaborative Review**

**Thrive**

*Thrive ideas and resource lists for schools*

*Creating Webinars? Training videos for staff and support for parents?*

**CPD**

**Systems and Processes support**

**Support to review...**

- Initial consultation with SENCO to review best practice, provision in place and the impact. Agree a plan to review.
- Joint observation with SENCO and discussion
- Review of professional advice/reports *What does this look like when in place?* Agree plan to review.
- Discuss child at Harbour multi-professional meeting and feedback to school.

*Remote consultations via telephone or Microsoft Teams*

**Support to reflect...**  
Initial telephone call. What support does the child have already? How are you involving parents? Has there been any joint thinking with parents? Is there a clear understanding of the child's history? Are there any professionals involved already? If so, how have they contributed to your understanding of the child's/family's needs?