

Our Team

Claire Bradbury : Harbour Practitioner
 Alan Stokes: Harbour Practitioner
 Lou Harrison: Harbour Lead
 Adrian Snell: Music Therapist
 Becky Churchill: Artist
 Becky Mitcham: Educational Psychologist
 Linda Mallory: Educational Psychologist
 Eddy Draper: Clinical Psychologist (CAMHS)
 Jayne Bullock: Collaborative Schools Co-Ordinator
 Kirsty Jamieson: Harbour Strategic Lead



Our Approach

The Harbour programme focuses on supporting children's social and emotional needs to help them flourish. We focus on children's strengths in order to support their needs. The basic needs of all children are to be safe, healthy and understood. At different stages of development children may need some support with understanding their thoughts, feelings and emotions.

The Harbour programme is a collaborative approach bringing together key staff, parents and carers to have a greater understanding of a child's strengths and needs. Because the Harbour programme is a collaborative approach it may be a different experience for each child. However, the basic principles for the Harbour for each child are the same.

Some children may attend inreach or outreach sessions, this could be individuals, with a small group or peers, a member of school staff or alongside a parent.



He's like an entirely different child. He uses his words now and is so respectful and happy and bright about school. The child that wouldn't look you in the eye, now looks you in the eye and seeks you out to say hello. He will now accept praise and seeks out other children and has a growing group of friends.
 (SENCO, July 2019)



The Thrive Approach

Thrive is a structured approach to the early identification of the emotional developmental needs in children and young people. The Thrive approach supports children with their emotional health, wellbeing and social skills which are necessary to enable learning to take place.

<https://www.thriveapproach.com/>

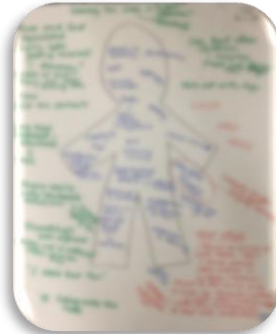
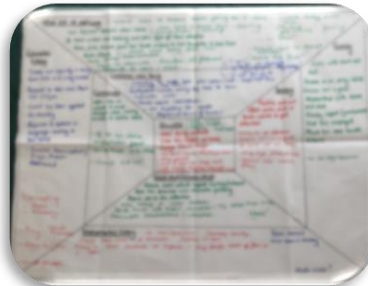


As a family we hadn't considered the tactile experiences from Thrive® to help C when he was feeling unhappy. Different approaches were so helpful. Outbursts and anger have reduced and he is now more able to talk about things that upset him.

(Parent, July 2019)

Formulation and Review Meetings

A key part of the work we do at The Harbour, is gathering information from parents, the child and school staff around a child's story, which we call 'The Formulation'. By listening to parents and staff and from observing children in the school context, we can gain a better, shared understanding of the child's world and what their behaviour might be communicating; this helps us to work collaboratively to identify more successful and meaningful strategies to support the child, family and school. Formulations and Reviews are attended by an Educational Psychologist and/or a Clinical Psychologist (CAMHS) as well as Harbour Practitioners.



Our Environment

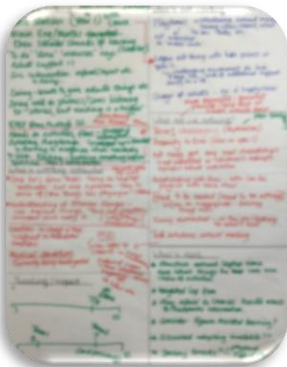


It has been such a holistic journey and we both benefited from the support of the programme and the Thrive approach. We are now closer than we were, and it is much easier to have conversations about her emotions and what she needs, all because of the things that I have learned from doing these sessions. Thank you for allowing us this opportunity. I am eternally grateful to the Harbour programme!
 (Parent, March 2020)

Collaborative Review

A Collaborative Review is facilitated by a member of The Harbour team to support school staff to reflect on a child's strengths and needs, and gain a shared understanding of child. Parent and child's views are captured by the school prior to the review meeting.

This solution focused approach aims to enable school staff to think about what they are noticing about a child and what might support them next.





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

HARBOUR FORMULATION

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

Support to develop...

Collaborative Review

Thrive

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.

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?