

# Percy Main Primary Hub Policy



## Introduction

At Percy Main, all our children are equally important. This applies to all aspects of their Education including teaching and learning, their achievements, their attitudes and their wellbeing. We encourage all our children to aim for the highest possible standards, and we take account of each child's individual needs and experiences. The Hub is a discrete learning environment, where teaching and learning is aimed at meeting the learning, social and emotional needs of children with complex needs. The Hub is an area located within our mainstream primary school; designed to meet the needs of children with extremely complex needs who have an Education Health and Social Care Plan who are not yet ready to meet the emotional and intellectual demands of a main stream classroom. These children are offered a curriculum appropriate to their needs similar that provided by an additionally resourced provision.

The group forms part of the whole school approach to inclusion whereby children are included in their community school rather than attending alternative provisions. They are provided with a modified curriculum in an environment based on the principals of Marjorie Boxall. This curriculum is designed to offer practical learning opportunities.

The nurturing approach provides support for vulnerable children with additional needs relating to Social, Emotional and Mental Health Difficulties (SEMH) or who find it difficult to access a mainstream curriculum or be taught in a mainstream class. They follow a Curriculum tailored to meet their individual learning needs. This includes aspects of the National Curriculum and learning opportunities designed to promote social and emotional development and skills.

The Hub is run by one teacher and three teaching assistants. 2 members of staff are Licensed Thrive practitioners. Group size is small (up to 8 children) to ensure individual needs are met. The cohort currently ranges from Reception age to Year 3.

Designated PPA time for the class teacher is led by the SENCO/Assistant Head to ensure effective planning, monitoring and curriculum development. Regular meetings, held with the Class Teacher and parent/carers ensure effective and holistic monitoring and support.

## Aims and objectives

To provide a secure and reliable setting where children can develop and learn through missed early learning opportunities (nurture) with trained adults who actively

work to support children to develop the skills and confidence they need to become good learners and to reintegrate successfully into mainstream.

To help children to develop the skills to behave appropriately, use their curiosity constructively, improve self-esteem and develop confidence through close and trusting relationships with adults.

To provide ongoing assessment (through the Boxall Profiles, Thrive profiles and Teacher Assessments) and support for children showing signs of emotional stress and behavioural difficulties with the aim of teaching them to access the curriculum and participate fully in school life.

Staff will work in partnership with class teachers and parent/carers to enable consistency between home and school.

### **Hub Principals:**

1. Children's learning is understood developmentally.
2. The classroom offers a safe base.
3. Nurture is important for self-esteem.
4. Language is a vital form of communication.
5. All behaviour is communication.
6. The importance of transition in children's lives.
7. Learning through play, exploration and leisure.

Visits by parents, members of staff and outside agencies are carefully planned. Children are prepared for such visits by staff. Unexpected visitors, changes in routine or timetable can be distressing for children in the group.

Staff regularly liaise with colleagues, SENCO and Care Guidance and Support Officer. Meetings are held with outside agencies such as the Educational Psychology Service and information is shared. During transition, staff will work with children to help them settle back into their own class group.

The team meet to review the progress of children in The Hub every half term.

### **The Hub Rooms**

The two rooms are based on nurture principles and located within the main body of the school. One room consists of the following areas: kitchen, dining, home-like area, role-play and formal learning area. The second room provides space for individual work-stations in a distraction free environment. Therapeutic work can also take place in this room.

Children have access to essential play resources at a pre-school level and to resources for more formal learning.

The daily routine is carefully planned providing the high levels of routine and structure that children need to feel safe and secure in order that they can develop emotionally, socially and academically.

### **Parental Contact**

Parents are essential partners in promoting children's development and learning. Hub staff work hard to build positive and productive relationships with parents and carers.

Parents are invited to meet with the staff on a regular basis and attend coffee morning/afternoons and "play and stay" sessions. A multi-agency approach is used as appropriate.

Parents will be kept informed of the targets their child is working on through review meetings held three times a year. In order to attend The Hub, children must have an EHCP or an EHCP must be in progress.

### **Identification and Selection Process**

At Percy Main we treat each child as an individual. In 2019 due to a high number of EHC Plans submitted by the School the LA recognised the complex needs of our children. Percy Main School was approached by the Local Authority to maintain these children in their current setting and within their community.

Only children with an EHC or with a submitted EHC are taught in The Hub. These children have an identified need that cannot be met within a mainstream classroom and an additional provision is required.

### **Structure of the Nurture Group**

The class follows a highly structured routine.

Children attend full time. Sessions follow National and nurture Curriculum guidelines to ensure that the children experience a broad, rich and appropriate curriculum.

Sessions include the essential snack time; children eat lunch together; self-directed and shared play; individual and group activities; learning opportunities focused on language development and social/emotional skills. Individual learning programmes are based on the Boxall Profile targets/Thrive profiles.

Children attend certain activities with their own class. These include assemblies, playtimes, special events. In this way, children retain attachment to their classmates and teacher.

Rewards in the Nurture Group are consistent and structured and are based on praise and an acknowledgement of success in all its different forms. They are designed to build self-esteem and confidence. Children use their "I Can" boxes to save notes about their learning achievements and successes. These can be shared with parent/carers and/or teachers.

Following nurture/Thrive principles, behaviour is to be managed by Hub staff where possible. Serious incidents should follow the behaviour policy.

## **Monitoring**

Monitoring of children's progress and the effectiveness of the Nurture Group is vital to maintain the high standards and expectations across the school. Monitoring takes place through:

- Weekly PPA time where the class teacher discusses progress and plans learning with the SENCO.
- Boxall profiles (termly) are completed each term. Re-profiling using Thrive online when appropriate.
- Annual reviews of EHCPs.
- SEND plans written and reviewed termly on Edukey.
- The Hub will be evaluated through usual school procedures and practice and through OFSTED inspection. SLT will ensure that principles are being maintained, to monitor the success of the provision and to provide support and guidance.

## **Reintegration**

Transition times are critical points for Hub children, embodied in the nurture principle "The importance of transition in children's lives".

Reintegration back into the mainstream class is planned carefully and shared with all members of staff involved and parent/carers. Readiness for reintegration is also shared with the children.

The Boxall profile, Readiness for Reintegration guidelines and observations are used as a guide to show when a child is ready for this process to start.

The process is agreed in discussion with the child, parent/carers, SLT, Hub Staff, and class teacher/TA.

Children are supported to feel a sense of achievement and to understand the process of reintegration. Hub staff shift focus to support the child in class. Class teachers are offered guidance and strategies to support them.

We recognise that all children are individuals and the process of reintegration is monitored closely by all parties involved. The pace of return must be adapted to suit

the needs of the child. We also recognise that for some pupils full time reintegration may not be appropriate.

The SENDCO and Head Teacher have the final say on any decisions regarding re-integration.