



Ambition - Community - Equality



ELMS FARM PRIMARY SCHOOL 'THE HUB' POLICY



THIS DOCUMENT IS a statement of the aims, principles and procedures for The HUB at Elms Farm Primary School.

IT WAS DEVELOPED in Autumn 2024

IT WAS APPROVED by the governing body in Autumn 2024.

REVIEW: every two years.

Our School Values



Ambition: We are ambitious for every child to achieve their best and be ambitious about their learning and their future.

Community: We value everyone in our community and learn how to look after each other and our environment. We respect each other and work together.

Equality: We value each other, our beliefs and differences are celebrated. Everyone is treated equally and fairly.

We are a Rights Respecting School

This policy links to the UN Convention for the right of the child:



INTENT

Elms Farm strives to develop ambitious, resilient learners who achieve well-in line with our key value of 'Ambition'. We recognise that some children, at some point in their school life, require additional support in order for them to achieve and reach their full potential in school and beyond. For some children, short, swift provision will support them in making accelerated progress. Others benefit from support in the social and emotional aspects of learning to help them to learn effectively in the classroom.

1.0 KEY PRINCIPLES

1.1 The Hub will provide provision, throughout the morning and afternoon:

- **Morning sessions:** provide the support required to enable pupils who are underperforming to make accelerated progress.
- **Afternoon sessions:** provide a nurture environment, focused on emotional and behavioural aspects of learning



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1.2 The Hub will:

- Provide a flexible, preventative resource, which is responsive to the particular needs of the children attending the school and links into the school's Special Educational Needs & Disability (SEND) ,Behaviour and Inclusion Policies.
- Provide on-going assessment and support for children showing signs of emotional difficulties and social and behavioural difficulties with the aim of enabling them to access the curriculum and participate fully in school life.
- Ensure rapid progress is made towards social, emotional and communication objectives to enable pupils to be school ready.
- Provide a secure and reliable small class setting where children can learn by re-experiencing pre-school nurture from adults who actively work towards enabling their successful resettlement into their mainstream class.
- Help the children learn to behave appropriately, develop their social skills, improve their self-esteem and develop confidence in themselves as learners, through close and trusting relationships with adults so that they are 'ready to learn'.
- Work in partnership with class teachers and parents to enable consistency of approach both at home and at school.

2.0 ROLE OF THE STAFF

- To be responsible for the day-to-day management of the class.
- To carry out, and contribute to, school policies and procedures, including child protection procedures, where appropriate.
- To organise and plan the activities and curriculum of the classroom, bearing in mind the individual needs of each child.
- To maintain the Nurture Group principles. This is to provide a routine day, where there is a balance of learning and teaching, affection and structure within a home-like atmosphere.
- To keep daily individual records of the children's progress and intended programmed of work.
- To actively work in partnership with parents in the development of their children.
- To liaise with the child's class teacher and SEND Co and to attend regular reviews under the Code of Practice.
- To observe children in the classroom, playground and at lunchtimes, helping children manage successfully.



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3.0 PLACEMENT IN THE HUB:

3.1 Placements in The Hub will be assigned by the school SEND Co and DHT, taking into account:

- Pupil needs (as identified by the SEND Co) in relation to 'Entry Level Criteria'
- Requests by teaching staff and/ or parents in relation to class behaviour and analysis of attainment and/ or progress. These will be discussed with the Lead Teacher & Assistant Head Teacher for Inclusion.
- Consideration will be given to newly arrived pupils, following the school's admissions procedure. However, places will not be allocated for all newly arrived pupils or all pupils with additional needs. The admissions process, led by the Assistant Head Teacher for Inclusion, will consider requests based on individual needs.
- Pupils may be allocated afternoon or morning sessions. Some pupils may be allocated places for the school day for a limited period of time (based upon needs).
- The Hub will ensure that there are some places available to respond to the varying needs of pupils in Elms Farm Primary School.
- The Hub will be structured to meet the needs of specific pupils. Although this may involve pupils with SEND, The Hub will not operate solely to meet the needs of those on the school's SEND register as for many pupils, mainstream provision within whole class cohorts will meet their needs.

4.0 CURRICULUM: PLANNING & ASSESSMENT

4.1 Social/ emotional:

- Pupils will be assessed 'on entry' using the Boxall's Profile to identify key targeted intervention strategies to ensure necessary progress. Individual Learning Plans will ensure focus target work.
- Boxall's Assessments will be conducted each half-term to monitor progress.
- Social skills groups, speech and language interventions and emotional literacy groups will be delivered with the use of published schemes e.g 'Bucket Time', with the school 'RAG' rating system used to monitor and record progress.

4.2 Academic:

- On entry, pupils will be assessed against the 'entry level' checklist (Appendix 1). For those attending morning sessions, assessments completed by the class teacher will be used to set specific targets for each child, in line with National Curriculum objectives.



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- The Hub curriculum will be planned and delivered in accordance with the National Curriculum and exit criteria (Appendix 2).
- The Hub will use the assessment procedures in place at Elms Farm Primary School to ensure that the curriculum is tightly focused on National Curriculum objectives and that pupil assessments are updated termly.
- Class teachers will be provided with a weekly record of progress for individual pupils.
- Staff will monitor the progress of key groups of pupils, maintaining assessment logs and 'Pupil Profiles' and tracking individual targets.

5.0 PARENTAL INVOLVEMENT

5.1 Parental support is vital to the child's progress within The Hub.

- Parents are fully involved and consulted about selection processes.
- Parents will be invited to a pre-entry meeting. Weekly communication will ensure that parents are kept informed.
- Parents are asked to sign a Parental agreement' within which they commit to attending parent workshops each week and supporting with home learning.
- On exit, parents will be invited to a reintegration meeting with class teachers.

6.0 STRUCTURE

6.1 The Hub is well structured with a strong sense of routine and familiarity. The Hub will be organised into three sessions; morning, lunchtime and afternoon

- Morning Sessions:
 - 8.45 am to 9.00am: Settling in activities
 - 8.45am to 12pm: Maths, Phonics & English
- Lunchtime Sessions:
 - 12pm to 1pm: Social Skills groups
- -Afternoon Sessions:
 - 1pm to 3pm: Thematic curriculum (adult led & independent activities), circle time, Bucket Time sessions.
 - 3pm : Story time



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7.0 REINTEGRATION

7.1 Morning sessions:

- Staff will use ongoing assessments of pupil progress towards their individual targets. Progress reports will be given to class termly.
- An exit meeting will be held between staff to agree on reintegration schedule.

7.2 Afternoon sessions:

- Assessments completed at the end of each term (Boxall's) will be discussed with class teachers and parents.
- Pupil will be reintegrated after 2 terms of intervention. In some cases, staff may agree with parents to extend this support.



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Appendix 1

The Hub at Elms Farm Primary School

Entry Criteria

There are four criteria that are viewed as the Entry Level for this provision,

Developmental:

- ☐ Is not able to give purposeful attention, concentrate or participate constructively (*restless*).
- ☐ Is not able to show insightful involvement or engage cognitively with others.
- ☐ Is not able to take care of their own personal needs and organise themselves appropriately for their age. (*eg eating, toileting, dressing/undressing*)

Emotional:

- ☐ Displays anxiety related behaviour (*eg rocking, playing with hair, biting/chewing nails/fingers, self harming- repeatedly head butting*)
- ☐ Can be self absorbed and self centred
- ☐ Cannot identify feelings or respond to others appropriately.
- ☐ Cannot accept constraints (*rules*) or respond to others needs.
- ☐ Can crave (and sometimes hold) attention – good or bad. Can be 'clingy' to adults or children

Social- Relationships:

- ☐ Is not able to sustain learning behaviours with more than one adult
- ☐ Has limited understanding of Interaction with others, disregards others (*eg turn taking, sharing*).
- ☐ Has a hyper awareness of circumstances within their surroundings (*on a high alert- fight or flight*)
- ☐ Difficulty accommodating with others and responding constructively.
- ☐ Is able to manipulate situations with adults, (*eg not making eye contact, refusing, turning away*)

Self confidence:

- ☐ Lacks resilience, is insecure and an undeveloped sense of self, switches off quickly and withdraws
- ☐ Immature responses for their developmental stage (*eg baby voice, sucking fingers, biting nails, diversion noises*)

Appendix 2

Exit Criteria



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Wants and needs: ☐ Can announce clearly ☐ Can speak in full sentences to express needs (<i>can I go to the toilet, can I have my milk now, where's my coat?</i>) ☐ Responds to questions – comfortably and with confidence to a range of adults, beyond yes/no answers ☐ Can speak confidently in front of others and takes pleasure in this- eg sharing work ☐ Asks questions using 'when, where, what, why' ☐ Initiates a conversation	☐ Can hold a pencil with the correct grip. ☐ Can write their full name ☐ Can write the letters in the alphabet ☐ Can form digits to 10 without prompting ☐ Can verbalise and represent in writing, a simple sentence with a capital letter and full stop. ☐ Spells unfamiliar words using phonic knowledge ☐ Can read Phase 2 speed sounds independently	☐ Can choose and engage with a book for pleasure ☐ Interacts with the pictures in a book ☐ Listens with sustained attention to a story, following. ☐ Can read the first 10 _common exception words by sight. ☐ Can decode and read CVC without prompts. ☐ Uses 'subject, Verb, object' sentence to describe an event in a story being read to them. ☐ Uses some fluency/ expression when reading familiar texts
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Class Ready non Negotiables: Emotional/social

Emotional	Social	Behavioural
☐ Is able to identify and name emotions ☐ Can utilise ways of dealing with frustration/ anger ☐ Can approach a perceived challenge with some resilience ☐ Is able to identify positive elements of their day without prompting ☐ Can identify the feelings of others and be empathetic towards them ☐ Can form a secure relationship with 2 or more adults ☐ Can identify those that are friends	☐ Can share as part of a group, unprompted ☐ Can listen to the views of others and share their own ☐ Works as part of a team with an adult, using shared attention ☐ Make positive behaviour choices in play	☐ Shows an awareness that actions result in an outcome ☐ Can accept consequences ☐ Maintains attention for 10minutes during carpet time ☐ Can work independently for 5/10/15minutes ☐ Shows sustained attention to tasks, appropriate to their age ☐ Maintains attention during carpet time ☐ Approaches perceived challenges with resilience ☐ Can work as part of a group of 4-listening and providing ideas ☐ Follows group rules without prompting-sitting, kind. ☐ Follows adult directions without additional prompt ☐ Can respond to feedback/ edit their work.



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Class Ready non Negotiables: Maths

Number	Calculation	Basic skills/ Reasoning
☐ Can identify numbers to 20/50 ☐ Can rote count to 20/50 ☐ Forms numbers correctly ☐ Counts with an adult to 100 using a 100square ☐ Identifies missing numbers in a basic sequence to 20 ☐ Can count forwards and back from a given number within 20/50	☐ Understands key vocabulary: more than, less ☐ Number bonds to 10 ☐ Counts in 2s,5s,10s ☐ Understands how to share e.g sweets in a group ☐ Completes addition and subtraction within 20 ☐ Can share a set of apparatus and relate this to dividing ☐ Explain 'lots of'	☐ Can use apparatus/ drawings to explain their answer ☐ Suggests ways to solve simple 'ral life problems- e.g how many flowers do we need? ☐ Knows the days of the week/ moths of the year ☐ Can explain how they approached a problem ☐ Uses prepositional language: on, under, behind, in front ☐ Names 2D shapes and some 3D Shapes

Class Ready non Negotiables: SMSC/ SEMH

SMSC	SEMH
☐ Listens & accepts the views of others ☐ Understands that people have different views/ beliefs ☐ Offers ways to help others ☐ Offers praise to others ☐ Is accepting of a range of cultures and demonstrates an interest in learning about them	☐ Can identify different feelings ☐ Has strategies to cope with different feelings, particularly anger, which they can manage independently. ☐ Can identify achievements in their day ☐ Is confident to speak to other s unprompted ☐ Can deal with peer conflict in unstructured activities ☐ Is receptive of constructive feedback ☐