



All Hallows C of E Primary School

Our Hub policy

2026

Our Hub is a specialised provision within our school designed to support pupils with significant, multi-layered or profound learning needs. The Hub provides a highly structured, nurturing and inclusive environment where pupils can access an individualised, bespoke curriculum while being supported to develop the skills required to engage successfully in wider school life and prepare for adulthood.

This policy sets out the aims, principles and operational approaches of the Hub. It should be read alongside the school's SEND Policy, Accessibility Plan and Safeguarding Policy.

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1. Vision and purpose

Our vision is to create a nurturing, safe and inclusive space where every child is recognised as an individual and celebrated for who they are. We believe that all achievements, no matter how small, are meaningful steps in each child's journey, and we are committed to ensuring every pupil makes progress from their unique starting point. Within our Hub, we champion a culture of warmth, respect and high aspiration, enabling children with complex needs to thrive, develop confidence and build the foundations for lifelong learning and independence.

Our Hub exists to ensure that every pupil in our school accesses a curriculum that is suitable to their individual needs. Our hub allows children accessing this provision to:

- Receive a personalised learning experience tailored to their strengths, needs and interests.
- Have access to highly specialised support and interventions in a safe, consistent space.
- Be supported to develop the foundational skills required to become classroom ready, enabling increased engagement with mainstream lessons where appropriate.
- Build essential life skills that contribute to preparation for adulthood, focusing on communication, independence, social interaction, emotional regulation and functional learning.
- Be included as valued members of the wider school community.

2. Admission to Our Hub

Admission to the Hub is based on:

- Identified complex needs that significantly impact access to the mainstream curriculum.
- Assessment by the SENCO, relevant professionals and, where applicable, the EHCP outcomes.
- Consultation with parents/carers and (where appropriate) the pupil.
- Agreement that the Hub is the best environment for achieving positive progress and wellbeing.

Admission may be full-time or part-time depending on individual need. Pupils may transition into or out of the Hub based on regular review and ongoing assessment. Staff in school alongside our SENCO will evaluate the suitability of our hub to individual children. An entrance survey will take place alongside parents to gain insight into children's strengths, areas for developments and successful support strategies.

3. Individualised and Bespoke Curriculum

The Hub curriculum is highly personalised, reflecting each pupil's profile, learning style, emotional needs and long-term outcomes. Curriculum areas typically include:

3.1 Communication and Interaction

- Alternative and Augmentative Communication (AAC) systems
- Attention building approaches
- Speech, language and communication-focused activities

3.2 Cognition and Learning

- Sensory-based learning
- Multi-sensory storytelling
- Functional numeracy and literacy
- Highly scaffolded problem-solving

3.3 Social, Emotional and Mental Health (SEMH)

- Emotional regulation strategies
- Structured social interaction opportunities
- Therapeutic approaches (e.g., sensory breaks, routine-based regulation)

3.4 Sensory and Physical Development

- Individual sensory diets
- Occupational therapy-informed activities
- Fine and gross motor development

3.5 Preparation for Adulthood (PfA)

Embedded across the curriculum, including:

- Independence and self-help skills
- Routines and organisation
- Life skills (e.g., personal care, food preparation, community awareness)
- Decision-making and self-advocacy

3.6 Access to Mainstream Curriculum Elements

Where appropriate and beneficial, pupils may engage in:

- Mainstream lessons
- Assemblies and social events
- Class routines or group learning activities

This is planned carefully and supported with appropriate scaffolding to ensure success.

4. Classroom Ready Focus

A key function of the Hub is to support pupils in developing the foundational skills they need to access learning in a mainstream classroom. This includes:

- Developing attention and engagement in groups.
- Understanding routines, transitions and expectations.
- Building social confidence and interaction skills.
- Managing emotions and sensory needs in a busier environment.
- Increasing flexibility and independence.

For some pupils, this will lead to increased time in mainstream. For others, the Hub may remain their primary learning environment. Progress toward “classroom readiness” is individual and never time-limited.

5. Teaching and Staffing

The Hub is staffed by:

- A specialist teacher with SENCO oversight.
- Highly trained Teaching Assistant with knowledge of communication, sensory needs, SEMH and supporting complex profiles.
- Support from multi-agency professionals (e.g., Speech and Language Therapy, Occupational Therapy, Educational Psychology), who may provide direct or consultative support.

Staff in our hub like all staff in school will receive a carefully considered and planned out training programme, with flexibility for when new or unexpected things occur.

Staff training includes:

- Communication systems
- Sensory regulation
- Trauma-informed and attachment-aware practice
- Behaviour support and de-escalation
- Medical and healthcare procedures (where relevant)

6. Environment and Resources

The Hub provides a structured, low-arousal environment with:

- Clear zones for different types of learning.
- Sensory equipment and regulation spaces.
- Visual supports and communication aids.
- Flexible seating and movement options.
- Safe areas for de-escalation and emotional regulation.

The environment is regularly reviewed to ensure it remains safe, accessible and responsive to pupil needs.

7. Assessment, Planning and Reviewing

Each pupil has an Individual Education Plan or equivalent that includes:

- Personalised targets
- EHCP outcomes (where applicable)
- Curriculum adaptations
- Sensory and communication plans
- Behaviour support strategies

Progress is reviewed termly with parents/carers and relevant professionals. Plans are adapted frequently based on need, progress and wellbeing.

Our skilled staff use observations and knowledge alongside assessment tools to measure children's individual progress. Key assessment tools used in the hub include:

- AET framework
- B Squared – progression steps
- Sense path
- Talk Boost
- Boxall

8. Inclusion and Wider School Engagement

Pupils in the Hub are recognised as integral members of the school. Inclusion may include:

- Playtimes and social opportunities
- Assemblies or celebration events
- Supported participation in selected mainstream lessons
- Involvement in school clubs, enrichment or trips where appropriate

Inclusion is not forced; it is carefully planned and supported to ensure positive experiences.

9. Safeguarding and Wellbeing

Safeguarding procedures are rigorously applied in the Hub. Due to the complexity of needs, additional safeguarding considerations may include:

- Increased vigilance around communication barriers
- Personal care and medical protocols
- Emotional regulation difficulties
- Safe handling and physical intervention procedures when necessary and in line with policy

Staff are trained in safeguarding legislation and understand the vulnerability of pupils with complex needs.

10. Transition and Next Steps

Transition planning focuses on the long-term aspirations of each pupil and may include:

- Graduated steps into mainstream classrooms
- Transition between year groups
- Secondary school or specialist provision transitions
- Early preparation for adulthood (e.g., independence, community skills, self-advocacy)

Transitions are smooth, supported and carried out at the pupil's pace.

11. Monitoring and Evaluation of the Hub

The Hub is monitored through:

- SENCo leadership
- Senior Leadership Team oversight
- Governor visits and reviews
- Parent feedback
- Progress data and wellbeing indicators
- Multi-agency evaluations

Annual review of the Hub policy ensures continuous improvement and alignment with national and local SEND developments.

12. Complaints and Concerns

Concerns relating to our Hub should be raised with the teacher, SENCo or Headteacher. If unresolved, this can be escalated through the school's formal complaints policy.

