

The Hub School 2018/2019



Prospectus

The Hub School
Springhead Lane
Anlaby Common
East Riding of Yorkshire
HU5 5YJ

Tel No: 01482 304200

E-MAIL: thehubschool.admin@eastriding.gov.uk

WEBSITE: www.thehubschool.org.uk

School Classification

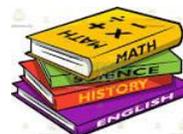
The Hub School came about as a result of the amalgamation of Local Authority (LA) provision for children and young people with Social, Emotional and Mental Health (SEMH).

It consists of:

- Long term provision for 11-16 year olds with Education, Health and Care plans for SEMH
- Short stay provision for 11-14 year olds who need additional input and intervention for SEMH for up to 1 term
- Alternative provision for 14-16 year olds from across the LA

The school can cater for up to 126 pupils across all sections

Executive Head – Mrs R M Davies



Governors

Chair - Mr Martin Green

Vice Chair – Mrs Sarah Young (Chair of RC)

Mrs Nicola Donoghue – LA (Chair of CSC)

Cllr Richard Meredith – LA

Mrs Michelle Deller – Staff

Mrs Jane Hornshaw - Community

Mr Lee Morfitt - Community

Mrs Carol Upton - Community

Luke Thornton - Business

Aims and Mission

To create a safe and secure learning environment in which high standards of behaviour and commitment are clearly expressed and realised.

To create a culture of high expectations and success for pupils, providing a flexible curriculum that engages and motivates groups of pupils and individuals.

To promote a sense of responsible citizenship in our pupils.

To build a professional community of teaching and support staff within the school, developing leadership skills and teamwork.

To build a capacity for futures thinking, problem solving and planning and distributive leadership.

To establish collaborative working with other schools.

To support and facilitate inter-agency work as part of a broader community approach to learning.

To establish and/or maintain and develop positive working relationships with parents and carers for the benefit of the child.

To provide enrichment for all pupils across all phases.

At The Hub School, we believe it is every pupil's right to expect excellent teaching of an enriched and engaging curriculum, in a safe learning environment, which will enable them to reach their full potential so that they become prepared for adult life.

We believe that education is about acquiring good personal and thinking skills, developing communication and ICT skills; it is about becoming creative and reflective.

We believe that education is also about developing self-confidence, maturing socially and emotionally and becoming independent, able to make sound lifestyle choices based on enquiry and reasoning.

All our pupils will be treated fairly and with respect;

We believe we should set challenging targets for both staff and pupils, building on strengths and striving for improvements.

To promote high standards in lessons and behaviour, we will have effective systems for reviewing and developing our practice as part of our self-evaluation and quality assurance programme.

Visiting arrangements

Parents or carers of pupils who might be coming to The Hub School are welcome to visit the school beforehand to have a look round and talk to the Head of School or another senior members of staff. This is an opportunity to ask any questions you might have.

Parents/carers are always welcome into school, but it is usually wise to make an appointment first so that you can be sure of seeing someone.

Admissions Policy

The Hub School will accept pupils who have an Educational Statement/Educational, Health and Care Plan that describes a child with Emotional, Social and Mental Health Needs who is broadly average ability. If it felt that these needs can be met within a day special school, then it is likely that a place will be offered.

School Dates

School Term Dates – School Year 2018/2019

Autumn: 5th September to 21st December 2018

Half Term: 29th October to 2nd November 2018

Spring: 7th January to 5th April 2019

Half Term: 18th February to 22nd February 2019

Summer: 22nd April to 23rd July 2019

May Day (closed) Monday 6th May 2019

Half Term: 27th May to 31st May 2019

The school day is from 8.45am – 2.45pm

Staff Training Days

Monday 5th September 2018

Tuesday 6th September 2018

Monday 5th November 2018

Monday 7th January 2019

Monday 22nd July 2019

Tuesday 23rd July 2019

School Discipline

In order to maintain a safe and secure learning environment, our approach to all pupils is based on consistency. We deal with issues sensitively, fairly and kindly; we will show understanding and seek ways out of difficult situations.

Behaviour

The Hub School has a carefully thought out Behaviour Policy which all pupils need to follow. This policy is shared with new pupils and their parents or carers. It describes the agreed routines, procedures and practices that have been adopted by staff and Governors.

If difficulties ever arise, we like to involve parents or carers so that together we can work out the best solutions. If damage is caused deliberately, the school will ask for a financial contribution for the repair.

Discipline and Behaviour

The processes used at The Hub School are laid out in detail in the document “Discipline and Behaviour Management Policy”. Pupils’ behaviour is managed through the application of clear rules, processes and consequences agreed with young people as being in everyone’s best interests.

Positive behaviour is highlighted and rewarded as a key management strategy and the response to misbehaviour emphasises reparation, restitution and education in pro-social behaviour rather than sanctions. As far as possible, pupils are given responsibility and assistance to develop and manage their own feelings and behaviour rather than relying on the imposition of an imposed management framework.

There are clear guidelines for all staff on the range of rewards and a hierarchy of sanctions that may be used. Sanctions are always kept to the minimum necessary.

The Hub School runs a Friday Rewards System, which supports the vision statements to raise self-esteem, tackle behaviour problems and encourage a positive work ethic; all pupils will have their achievements and endeavours recognised. Verbal praise plays an extremely important part in these aims. How we speak to pupils affects how they perceive themselves.

This rewards system operates across the whole school alongside all other schemes designed to improve the learning environment for our pupils.

The rewards scheme is designed to provide opportunities for our pupils to experience success and to raise their self-esteem.

We endeavour to engage pupils in friendly conversation about interests and hobbies before tackling academic or behavioural issues. We ask pupils to describe their problems and give time for them to express themselves. This can then be the starting point for any self-improvement process.

Raising some pupils' self-esteem is often a pre-requisite to raising their academic achievement or improving their behaviour.

At the end of each term the children participate in end of term rewards. These rewards indicate the successful term each child has had by gaining over 2,000 points per each 6 week term. Some of the activities on offer are Big Fun, Go Karting, Laser Quests, Cinema and other various activities.

Anti-bullying

The Hub School strives to create an environment where young people can be supported in addressing their educational, emotional and social needs and strive towards their full potential. All forms of bullying interfere with achieving this aim. Therefore, such behaviour will not be ignored. The staff team will be proactive in their use of the strategies and systems in place to address bullying at all levels while providing opportunities for change for those who are bullying and those who are bullied.

Bullying happens when one person exerts some form of power, in a negative and/or oppressive way, over another person. Bullying is an abuse of power and The Hub School has a robust and clear policy to deal with this.

Complaints

The Hub School has a detailed Complaints Policy and procedure that is available to all pupils, families, staff and external agencies. Young people attending The Hub School have the complaints procedure explained to them so they understand how to make a complaint. Complaints can arise in three ways, from a young person/parent/carer, from a member of staff or from an outside agency.

The emphasis at the first stage of a complaint is on problem solving by staff and their managers. The aim is to address concerns and solve problems at the earliest stage. It is however, important to respect the rights of pupils to have their complaint investigated further if they are not satisfied.

with initial attempts to resolve the problem. They may also make a complaint to the Local Authority or Ofsted.

Where a complaint is received from a member of staff this is referred to a senior manager and attempts are made to resolve this at a local level. If the member of staff is not satisfied with any resolution the complaint will be processed the school's grievance procedure.

If the complaint emanates from an outside agency it would be handled by one of the Senior Leadership Team in the hope that it would be resolved by discussion between the parties.

Returning from Exclusion

On return to school from fixed term exclusions all pupils require a Back to School Meeting. This is to discuss the reasons for their exclusion and talk about any incidents that have taken place. Back to School Meetings are essential for pupils to have a smooth reintegration back into the school setting and to provide a restorative session with additional staff if needed. Pupils have the opportunity to address their issues with parents/carers present and voice any issues or concerns they may have. All meetings are recorded via minutes and kept in the pupils file.

Governors Duties

As part of its legal duty, and after consulting with the whole school community, the schools governing body has drawn up a statement of principles and has agreed a set of aims.

Those that relate directly to behaviour and discipline are as follows:

To create a safe and secure learning environment in which high standards of behaviour and commitment are clearly expressed and realised;

To create a culture of high expectations and success for pupils, providing a flexible curriculum that engages and motivates groups of pupils and individuals;

To promote a sense of responsible citizenship in our pupils;

To support and facilitate inter-agency work as part of a broader community approach to learning;

To establish and/or maintain and develop positive working relationships with parents and carers for the benefit of the child;

To establish collaborative working with other schools.

Partnership with Parents

Central to our work at The Hub School is partnership work. One of our aims is to establish and/or maintain and develop positive working relationships with parents and carers for the benefit of the child.

Parent Governors are elected by parents and carers to represent them in the decision-making process. They can be contacted through school.

We have developed strong links with parents and carers. These are some of the ways in which we do this;

- Individual termly education planning meetings
- Individual Annual Reviews (Education, Health and Care Plan)
- Emotional Wellbeing Team liaison with Parents
- Newsletters
- Links made by our own Multi-Agency Coordinator
- Home visits by our school Team
- Home visits by our Attendance and Well-being Officer
- Questionnaires on issue of importance
- Invitation to school activities
- Information booklets, (e.g. on health issues)
- Regular contact with home

Parents are asked to make a commitment to the school's behaviour policy by reading 'Our Commitment to working together'

Extra-Curricular Activities

We extend teaching beyond the classroom and lesson times so that we can provide an all-round learning environment. For example, we have a Breakfast Club for pupils on arrival each morning.

At break and lunch times, pupils are able to choose from a range of activities; these include individual and team games and sports, ICT, music, art and personal care.

Religious Affiliations

The school is not affiliated with any particular denomination.

However, The Hub School is committed to enabling pupils to pursue their own religious and cultural beliefs.

All reasonable steps will, thereafter, be taken to ensure each pupil is afforded the opportunity to pursue their religious and/or cultural beliefs in an atmosphere that is supportive and enabling and wherever possible in the company of likeminded individuals as preferred and including attending religious services, identifying suitable venues for religious observance and following any specific regimes in terms of meeting spiritual needs. The School will not promote any particular form of religious beliefs but will provide support, guidance and information on a range of religious and cultural followings.

Where necessary, staff will be trained in the awareness of others cultural and religious beliefs and should ensure they respect the pupil's rights and choices.

School Dress

The school dress code is based on self-awareness and self-esteem. The Hub School will provide a Hub polo and sweatshirt which is free of charge starting at the school, any extra school uniform needed would be charged. It is expected that suitable games and sports clothes will be provided

for PE. Jewellery can cause a risk to the pupil's safety, and for these reasons, jewellery must not be worn in certain lessons, e.g. PE, Science and Technology.

Pupils will be asked to remove any jewellery considered to be dangerous.

In order to protect floor surfaces, shoes with pointed heels are not allowed.

The Health and Safety Policy is available for reference.

Meals

School meals are offered on a daily basis. Parents who are eligible for free school meals should ask at their child's initial interview for an application for free school meals.

Menus are planned and are designed to provide a varied and nutritionally balanced diet. Menus are provided in a format appropriate to individual need.

Pupil's personal and cultural preferences are catered for by direct consultation and/or naturalistic observation on a daily basis by the staff responsible for meal preparation.

All meals are taken in the dining hall on a communal basis but provision is made for pupils to eat in another room should they choose to. Food is presented in an appetising way to encourage enjoyment.

Staff Training

Our school is committed for each members of staff to grow and develop in all aspects of their career.

In order for these areas to be developed they are required to attend supervision sessions with their designated Line Manager once each half term.

However, staff are also encouraged to approach Line Managers with any issues and or difficulties they may have. During these sessions they will also be discussing the pupils, house/schools record keeping; personal issues any other matters arising.

These sessions are recorded/documented and a copy is placed in your personal file. Will be required to sign and date them as a true and accurate record of the discussion. You will also be required to sign and date the supervision record log.

Once your training and development needs are identified, these are passed on to the Senior Leadership team.

Medical Care

The Hub School takes an active approach to health care, providing for each child/young person a full health assessment. This will include treatment for any health need and identified areas for future health education.

Health/Medical information is collated through the assessment and admissions process. This will provide basic information and identify any health needs, for example problems with sight or hearing, which will then be followed up. The Hub School has access to the school nurse service and it is vital that advice is sought from them where necessary.

It is essential that the school is aware of any health/Medical conditions, such as asthma, epilepsy and diabetes. This must be clearly recorded as must information about allergies/allergic reactions in the front of the child/young person's main file. Also this information will be documented and shared in the child's record and across the staff team via the communication book and staff meetings.

If a child becomes ill at school, they should be taken to the medical/first aid room to be assessed. If necessary, the parents may need to be contacted for them to go home and the necessary transport arrangements made. If the parents cannot be contacted the child should remain within the medical/first aid room, made comfortable and appropriately supervised until parents/carers are informed.

A pupil with a prior condition which deteriorates, e.g. epilepsy or diabetes, will be assessed and the necessary medication/action taken. Parent/carers will always be contacted in these situations.

Child Protection

Child protection and the Safeguarding of pupils are given the highest priority at The Hub School. The school has a designated Child Protection Co-ordinator Ruth Patterson (Head of School) and Deputy Child Protection Coordinators Jonathan Badman and Donna Tacey who are responsible for addressing any issues which may in any way relate to Child Protection and Safeguarding.

Our Child Protection procedures are in line with the 2001 Regulations and are also consistent with the local policies and procedures agreed by East Riding of Yorkshire Council and East Riding Safeguarding Board. We ensure the provision and mandatory training for all staff in the prevention of abuse, recognition of abuse, dealing with disclosures or suspicions of abuse and our child protection procedure.

Procedural guidance for staff demonstrates the systems required in order to protect children and minimise the risk of abuse whilst the child is living at the school.

We have good links with other agencies concerned with Child Protection and the Child Protection Co-ordinator liaises with East Riding Social Services and the young person's placing authority (if different) if and when appropriate.

Ofsted will also be notified of any child protection issue. The parent/carer of any child involved in a child protection issue will be notified of all developments by the school, if this is appropriate. The placing authority will also be informed.

Education, Health and Care Plan

Pupils that have a statement of educational needs or an Education Health Care Plan (EHC) will annually have a review of their achievements/progress they are making at the school. Generally, the Schools Special Educational Needs Coordinator (SENDCO) –will chair these meetings. It is vital Parents/Carers or Social Services if applicable attend so that a whole view of progress or possible difficulties are identified. All written reports are sent out to Parent/Carers prior to the annual review, this gives more opportunity for them to highlight their concerns or state how well their child is doing.

Educational Visits

Safely managed educational visits with a clear purpose are an indispensable part of a broad and balanced curriculum and a vibrant part of The Hub School. They are an opportunity to extend pupils learning and enrich their appreciation and understanding of themselves, others and the world around them. They can be the catalyst for improved academic performance, a lifetime interest or in some cases professional fulfilment. They are to be encouraged.

Every pupil at the Hub School has the opportunity to benefit from educational visits. This should form a significant part of the work undertaken with pupils during normal school hours, supporting the curriculum wherever practical. In addition, educational visits will form the basis of much of the evening activities programmes planned to support the identified needs of pupils.

All staff that are involved with the visits process should have access to the EVOLE website. Governors will be informed of all residential and adventures visits and will have oversight for the visits process in accordance with LA guidance.

The School Curriculum

We offer opportunities for children to learn in different ways. These include:

- Investigation and problem solving
- Research and finding out
- Group work
- Pair work
- Independent work
- Whole-class work
- Asking and answering questions
- Use of the computer
- Fieldwork and visits to places of educational interest
- Creative activities
- Watching television and responding to musical or tape-recorded material
- Debates, role-plays and oral presentations
- Designing and making things
- Participation in athletic or other sports

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

Curriculum Model

Long Stay Key Stage 3

At Key Stage 3 all pupils study English, Maths, Science, Information Communication Technology (ICT), Art and Design, Humanities (Geography, History and Religious Education), and Physical Education.

Long Stay Key Stage 4

At Key Stage 4, all pupils study Maths, English, Science, ICT, PE, and Preparation for Working Life. In Addition to this, all pupils are expected to study a Humanities (Geography or History), Food Technology, Art and Design and Music.

Short Stay Provision

The staff team will;

- Assess pupils referred by mainstream schools
- Develop personalised intervention programmes to develop the pupils social, emotional and behavioural skills
- Supports pupils and mainstream staff to implement the SEBD programmes. Pupils may also attend KS3 SS for small group/1-2-1 intervention sessions. Short Stay Placements lasts for 1 term only. The pupils return to their placing school on a Thursday to maintain the relationships with the staff and peers during the Short Stay Intervention.



Yorkshire Dales Trip

Pupils from The Hub School went on a trip to the Yorkshire Dales earlier this year where they stayed overnight and enjoyed lots of different activities.

One pupil said: 'It was great to get out of school and experience something new'

The trip formed part of our enrichment activities, which we believe are vital to support the personal development of each and every pupil in our care.



Water sports

Team-building activities are fun, constructive ways to help young people get to know each other, build trust and learn to work together. It's important to take some time and give an opportunity to bond.



Music

Music is a vital part of social and personal development in young people, allowing them to explore new cultures and ideas, while also learning to work both as a team and individually by developing their own practice routines.

Within the music lessons, pupils who are struggling to engage in most subjects are being able to take part in group discussions, activities and workshops. Through understanding that music can be written to convey emotion, this helps to bridge the gaps in their understanding of their own emotions, and those of others.

Music links strongly with many core subjects, such as Maths (Rhythms and number patterns), English (the learning of new terminology and how to communicate ideas), Science (New technology in music production software and instrument design/features.), amongst others. This helps to break down barriers many of our pupils have formed with education, allowing them easier access to their core subjects.

Music has been a revelation to many of the students in this school, as evidenced by their growing interest in the subject and its effect on their engagement with their education, we will continue develop using music as a platform and inspiration.



Cooking

Introducing healthy cooking in schools has many benefits:

- A kitchen is a learning lab for children that can involve all of their senses. While kneading, tossing, pouring, smelling, cutting, and feeling foods they have fun and learn without being aware of it.
- Children tend to skip less healthy prepared or processed snack foods as they prepare their own food more.
- Children learn lifetime skills through practicing basic math skills such as counting, weighing, measuring, tracking time; they also gain social skills by working together and communicating in the kitchen.
- Cooking can aid children in acceptance of responsibility. Each child has a task to complete to contribute the meal preparation and clean-up.
- Cooking in schools can build positive memories that promote future healthy, enjoyable cooking elsewhere.



Off School Site Provision – Commissioned Placements Programme

The majority of our Key Stage 4 (years 10 and 11) learners have a bespoke fulltime offsite Alternative Provision Learning Plan. The individualised Plan is put in place to meet the specific needs of each young person, enabling access to one of the current 11 Alternative Provision Providers, offering a range of vocational and academic accredited qualifications.

All off site Alternative Provision are rigorously quality assured by the Hub School's Quality Assurance and Performance Officer, who conducts regular placement monitoring visits to work with provision staff to provide support and guidance for improvement of learning and educational outcomes. This programme of quality assurance is undertaken to ensure that Alternative Provision management and staff are fulfilling their obligation to provide the highest level of education and support to all our learners.

Each off site learner has a dedicated Commissioned Placement Learning Mentor who is managed by the Commissioned Placement Coordinator. The Learning Mentors visit and support their learners daily, following the same processes and procedures for safeguarding, attendance and progress as those in place for on school site learners.

Effective communication with Providers, learners, parents/carers and impartial Advice Information and Guidance is essential to achieve the best outcomes for our learners which appropriately prepare each learner for positive Post 16 progression to Further Education, Apprenticeships, Traineeships or Employment with a minimum Level 2 qualification.

Commissioned Placement's supported by the Hub School Staff:

Ashwell Academy

Aspire Alternative Provision Academy

The Boulevard Centre, Venn Academy Group

East Riding College, Beverley and Bridlington

Motorvation Training

Vision Motors Training

St Patrick's 'Alter for Education'

Quality Professional Development

Orchard Training & Education

Sobriety – Goole Waterways Museum

Soccer Sensations



Emotional Well-being Team

The Emotional Well-being provision provides a safe space for pupils who are experiencing difficulties within the school day. Pupils can access the provision at any time as a strategy to help them better manage emotional and stressful situations. Pupils will have the opportunity to discuss the issue with Emotional Well-being staff. The staff will support the pupil to find a solution and return to the learning environment at the earliest opportunity. Depending on the issue, some pupils may need to access the provision for longer periods than others. This is monitored closely as it provides a base upon which behaviour management strategies can be devised and implemented across the school enabling pupils to learn strategies to better manage difficult situations and therefore improve their behaviour over time.

The Emotional Well-being Team also offers individual support sessions to pupils, where appropriate.



The Emotional Well-being Team work closely with The Hub's Educational Psychologist to ensure that planned interventions are appropriate and effective. The Educational Psychologist also supports the Emotional Well-being Team to adopt a reflective approach to their practice.



Routes after school

All of our pupils leave The Hub School at the end of year 11 and move on to post 16 PATHWAYS.

Disclaimer

The information given in this Prospectus was valid in September 2018. It is possible that there could be changes affecting either the arrangements generally described in this leaflet or any particular part of them before the start of the school year 2018/2019 or in the subsequent years. Parents wishing to contact an individual member of staff or Governors named in this leaflet are advised to check the details with the school beforehand.