
Welcome to The Hub

A supportive, inclusive learning environment where every child is valued, understood and encouraged to achieve their individual potential.

Meet the Staff



- Miss A. Mullard – Hub Teacher & Assistant SENCO



- Miss C. Yarnall – Learning support practitioner.



- Miss D. Caine – Learning support practitioner.



- Miss N. Tustin – Learning support practitioner.

Our team works closely together to provide consistent, nurturing and individualised support throughout the school day.

Supporting Our Pupils

Ms N. Heather is our SENCO and Miss A. Mullard is our Assistant SENCO



Together, we work with pupils, families, staff and outside professionals to ensure that children receive appropriate support and that their needs remain at the centre of our provision.

Please speak to us if you have any questions or concerns about your child's learning, development or provision.

Safeguarding

The safety and wellbeing of every child is our highest priority.

Our Designated Safeguarding Leads are:

**Ms Heather
Mrs Richardson
Mrs Kitching**

If you have a safeguarding concern about any child, please speak to a member of staff as soon as possible.



Our School Values

V – be Valued for who we are

O – have Opportunities to grow, thrive and make a difference

I – Feel Included with a sense of belonging

C – Care for and be part of our community.

E - have high Expectations of ourself and others

"A child who feels heard becomes a child who dares to dream"



These values are at the heart of The Hub.
We want every child to feel valued, included and part of our wider school community.

Our Approach

Every child is unique and may need different support in order to learn successfully.

In The Hub, we:

- build learning around children's **individual strengths, needs and next steps**
 - provide a **predictable, structured and supportive environment**
- adapt teaching so that children can access learning in a way that is meaningful to them
 - develop **communication, independence, regulation and academic skills**
 - provide opportunities to practise and apply learning in different ways
- maintain **high expectations while recognising that progress looks different for every child**

Our aim is to remove barriers to learning and help every child experience success.

What We Want for Our Children

We support our children to:

- feel **safe, happy and ready to learn**
- communicate their **needs, ideas and feelings**
- develop increasing **independence**
- build positive relationships with children and adults
- develop key **reading, writing and maths skills**
- recognise their emotions and develop strategies to support regulation
- have a go, persevere and develop confidence
- take pride in their achievements and **celebrate their progress**

A Week in The Hub

Monday	Tuesday	Wednesday	Thursday	Friday
Morning task and check in				
Phonics and reading			Life skills	Forest School
Dough Disco				
Transcription				
TEACCH – English Focus / Colourful Semantics				
Snack & Outdoor play				
Maths - 1:1/ small group work				
Story				
Lunch				
Check in				
Continuous provision and Interventions (e.g. Attention Autism, WellComm, etc...)				
Social Story / Story				
Home				

Our timetable provides children with a balance of direct teaching, small-group and individual learning, targeted interventions, independent learning and opportunities to develop communication, regulation and life skills.

Timetables are flexible and may be adapted according to individual need.

Our Curriculum

Children continue to develop skills across a broad and purposeful curriculum.

Our core areas include:

- **Reading & Phonics:** Developing decoding, fluency, comprehension and enjoyment of books.
- **Communication & Writing:** Developing spoken language, sentence construction, transcription and written communication.
- **Maths:** Developing secure number knowledge and applying mathematical understanding through practical experiences.
- **Physical Development:** Developing fine motor, gross motor and handwriting skills.
- **Communication & Interaction:** Supporting understanding, expressive language, attention and interaction.
- **Personal Development:** Developing independence, emotional understanding, regulation and social skills.

Personalised Learning

Children in The Hub may be working at different stages of learning, even when they are the same chronological age.

Teaching is therefore planned around each child's **starting points, strengths and identified areas of need.**

Children may learn through:

- focused **1:1 teaching**
- carefully planned **small-group sessions**
- whole-group teaching
- practical and sensory learning
- structured independent activities
- continuous provision that allows children to **practise and apply previously taught skills.**

Children are supported from their individual starting points, while being appropriately challenged to make progress.

Communication, Regulation & Independence

Academic learning is only one part of a child's development. Throughout the school day, we deliberately teach and support:

Communication - Expressing needs, understanding language, developing vocabulary and interacting with others.

Regulation - Recognising emotions and body signals and developing strategies that help children feel safe and ready to learn.

Independence - Managing belongings, following routines, completing tasks, making choices and asking for help.

Social Development - Turn-taking, sharing attention, developing relationships and understanding social situations.

Our Targeted Support & Interventions

Some children benefit from additional targeted support alongside their everyday learning.

Communication & Interaction – WellComm, Attention Autism, Speech and Language activities, Colourful Semantics

Regulation & Emotional Development - Zones of Regulation, emotional check-ins, social stories, personalised regulation strategies

Physical Development - Get Moving, Dough Disco, fine and gross motor activities, handwriting development

Not every child will access every intervention. Support is selected according to each child's individual needs and next steps.

Forest School Fridays



FOREST SCHOOL KIT LIST

 We love learning outdoors, exploring, discovering and having fun in all weathers!



ARMS AND LEGS COVERED

Children should have arms and legs covered for protection.





WALKING BOOTS OR WELLIES

Sturdy walking boots or wellies are best for our outdoor adventures.





WATERPROOFS

A waterproof jacket and waterproof trousers are essential whatever the weather!





HATS AND GLOVES

Please ensure hats and gloves are brought as the weather changes.





SPARE SOCKS

Please pack a spare pair of socks in your child's bag.





MUD BAG OR PLASTIC BAG

A mud bag or plastic bag is great to pack away muddy kit at the end of the session.



Thank you for helping us to stay safe, warm and ready to explore!



We love encouraging outdoor learning through play and aim to access our outdoor area all year round.

Part of Our School Community

Children who learn in The Hub remain an important part of the wider Dingle community.

We want our pupils to experience both the security of their specialist provision and opportunities to participate in wider school life.

Depending on individual needs, children may join their peers for opportunities such as: **assemblies, playtimes, PE, celebrations, trips and special events, curriculum activities.**

Opportunities for inclusion are **carefully planned around what is appropriate and beneficial for each individual child.**

How We Know Children Are Making Progress

Progress looks different for every child.

We consider progress across a range of areas including:

- Communication
- Reading & Phonics
 - Writing
 - Maths
- Attention & Engagement
 - Independence
 - Social Interaction
- Emotional Regulation
- Physical Development

Staff use ongoing assessment, observations and children's individual targets to:

identify starting points → plan appropriate support → monitor progress → identify next steps

Small steps can represent significant progress, and we believe these achievements deserve to be recognised and celebrated.

Celebrating Success

We believe that every achievement matters.

Children are encouraged to recognise and celebrate progress in:

- academic learning
- communication
- independence
- relationships
- regulation
- confidence
- perseverance
- personal achievements

Children also take part in the wider school reward and celebration systems wherever appropriate.

Success looks different for every child — and we celebrate the progress that matters to them.

Supporting our pupils to make positive choices

We are all passionate about restorative behaviour and are a school that provide our pupils with personalised support and nurture as required.

Consequences are sometimes necessary.

We have a consistent approach across school.

How incidences are dealt with

- Reminder by a class teacher - chance to change behaviour and an opportunity to reflect upon choices that have been made.
- If further incidences occur, pupil is referred to Mrs Richardson (Deputy Headteacher) or Ms Heather (Headteacher) where further discussions, and support will be put in place. If necessary, parents may be contacted at this stage.

We recognise that behaviour is a form of communication and that children may sometimes need additional support to manage emotions, communicate their needs or respond to challenging situations.

We use a consistent, restorative and supportive approach which helps children to:

- understand what has happened
- recognise emotions and needs
- repair relationships where appropriate
 - learn alternative strategies
- make increasingly positive choices

Where a child requires additional support, staff work closely with families and relevant members of the school team.

Keeping our Children Safe Online



In school we support online safety through:

- age-appropriate online safety teaching
- filtering and monitoring systems
- clear expectations for safe technology use
- staff training and supervision
- celebrating Safer Internet Day

At home, families can help by:

- supervising children's online activity
- using parental controls
- checking age ratings on games and apps
- talking regularly about what children watch and play
- encouraging children to tell a trusted adult if something worries them online



Working Together With Families

You know your child best.

Strong relationships between home and school help us to understand each child more fully and provide consistent support.

We want families to feel comfortable sharing:

- successes and achievements
- changes at home which may affect your child
 - new interests or motivators
- concerns about learning, communication or behaviour
 - strategies that are working well at home

We will also communicate with you about your child's progress, achievements, support and any concerns that arise.

By working together, we can provide children with the consistency and understanding they need to thrive.

Supporting Your Child at Home

You can support your child by:

- Maintaining good attendance and punctuality
- Sharing books and reading together regularly
- Encouraging independence with everyday routines
- Practising personalised phonics, writing or number skills where appropriate
- Playing simple games that develop turn-taking and communication
- Talking about emotions and ways to feel calm
- Celebrating effort and progress
- Keeping us informed about anything which may affect your child

What we send home

Homework

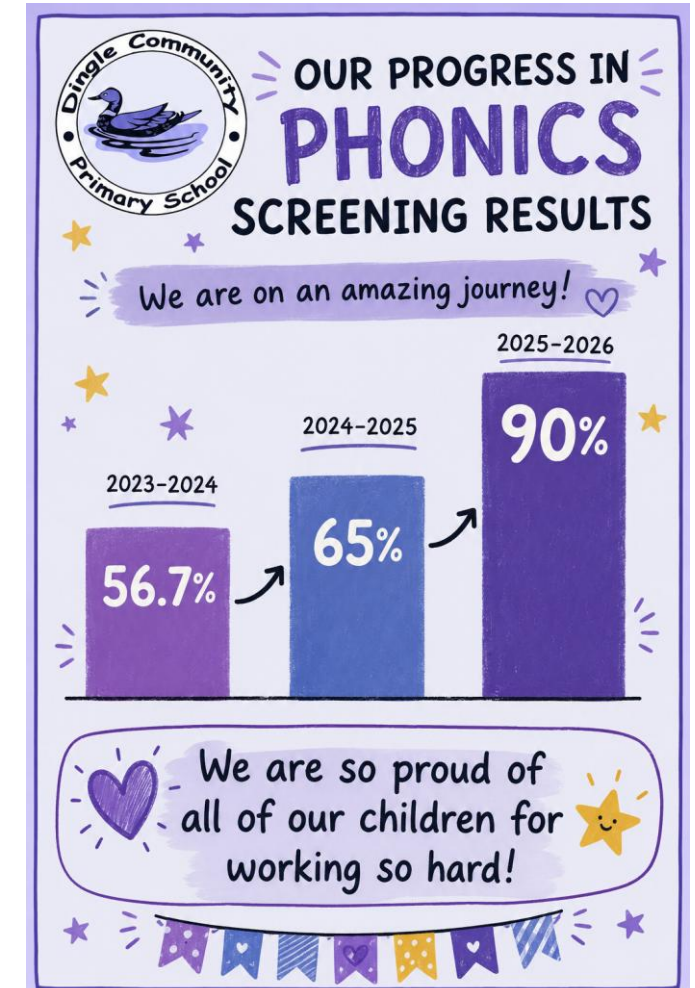
Homework will be set on a **Friday** starting **18.09.26** and children will be given one week to complete it.

Homework will always be based on something we have been learning this week or something specific to your child, should they need it!

Reading Records and Reading Books

Please use your pupil's reading record to document their reading at home. We also ask for records and reading books to be brought to school in a book bag each day.

Books will be changed **weekly** in line with their phonics input.



Thank You!

We are looking forward to working together with you and your child this year.

If you have any questions or concerns, please speak to a member of the team or contact the school office: info@dingle.dudley.sch.uk