



Report on IQM Inclusive School Award



School Name The Hub School

School Address Springhead Lane
Anlaby Common
Hull
HU5 5YJ

Head/Principal Paul Grimes

Assessment Date 8th July 2026

Assessor Kirsty Rogers

Sources of Evidence:

- The school's website. Policies of practice etc.
- School displays and a range of Year 7 to 10 student workbooks and folders: English, Maths, Sciences, Textiles, Art, Btec Home Cooking.
- Tour of the School / learning walk with Assistant Headteacher: observing lessons in English, Maths, Art, Textiles, Science and seeing their sensory room, Cubbie; other break out spaces including reflection rooms; Wellbeing hub; Therapeutic Interventions room.
- IQM Self Evaluation Report & related evidence for each of the 8 IQM elements.
- School Strategic Improvement Plan 2024-27 with Year 2 whole school plan 2025-26.
- The School's SEF 2025-26.
- 2025-26 & 2026-27 CPD programmes.
- Examples of Morning briefing and weekly spotlight information that is shared by SLT to all staff over all sites.
- The Curriculum mapping for the school over both sites and the Vocational Outreach Curriculum Offer.
- Family engagement survey results.
- Draft up dated policies – for example, Relational Routines & Carer and Community.

Meetings Held with:

- IQM Coordinator (Assistant Headteacher and SENCO).
- Head of School, Assistant Headteachers: Pastoral & Safeguarding, Curriculum development & KS3 programme on a separate site.
- Governor via TEAMs meeting with Head of School.
- Staff (covering): Outreach programme; Behaviour Lead; SEND; Pastoral programme; Literacy Interventions; Learning Support; English, Maths, Science, Careers and bespoke interventions etc.
- Learners from KS3&4.
- Parents: 2 different sets of parents – via phone calls.



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Overall Evaluation

On arrival, all visitors are made to feel welcomed and quickly have a safeguarding check before moving out of its reception area. The school's values of Respect, Responsibility, Relationships & Resilience (4Rs), are evident from the first few steps into the main site of this school. The staff and students on arrival (and throughout the day), ensures that 'the educational experience is built on nurture, structure and consistency, where every student is understood, respected and supported to thrive. The skilled and experienced team of staff work collaboratively to provide a safe, inclusive and relationship-centred environment, where our students feel a genuine sense of belonging and are encouraged to re-engage with their learning,' (school's vision).

The Hub, Alternative Provision SEND school offers places to students from Yr4 to Yr11 across Hull and East Ridings (and beyond into other local authorities). Although it is a major part of The Education Alliance (TEA) Trust, it works closely with the Local Authority, especially as all the students have SEMH EHCPs who are taught on the mains site. The KS3 termly rolling programme of support to overcome learning barriers etc are dual registered with their home school with which they will return to after they have been a part of an intensive 're-set & re-engage' programme. The third main programme is the Vocational Education KS 4 programme, which enables 60 students to access a vocational qualification with English and Maths, Careers advice and guidance etc that is lead and managed by the expert staff from The Hub with various Alternative Providers across the area.

Everyone is extremely welcoming and passionate about their school, this is staff, students and parents/carers alike. Safeguarding is paramount to everything that they do from making sure that all that their students, families and staff are safe, extremely valued and wanted as well as, working in very close partnership with numerous external agencies that are needed to enable each of their learners to become successful, along their holistic learning journey. When visiting this school, you can feel the positivity, compassion, enthusiasm and passion that empowers each student to achieve the success that they deserve and gain a skills' set and nationally recognised qualifications that are achieved with refined interpersonal skills and a range of positive attributes that enables each student to be successful in their next steps, whether that is returning back to their home school or onto their chosen POST 16 destination. It is a fully inclusive school, where everyone learns to be accepting of each other regardless of backgrounds and any barriers that they might face. The relationships that everyone has with each other are the bedrock of the school.

This is a trauma aware, student-centred school; there is a true sense of belonging and where everyone is encouraged to actively be involved in the school's ethos and core values of the 4Rs, as they each personally develop into independent learners and very caring and respectful young citizens of the future. All the staff are united as they all contribute to and are consistent in using a range of strategies, interventions and routines of the school, especially in the classroom. There is a very clear teaching and learning pedagogy that enables teachers to teach and the students to learn to the best of their abilities. The senior staff and Governors with their staff, plan and deliver a high-quality holistic programme of academic, social, emotional and personal development. The staff and students are very respectful to each other and about each other. One member of staff referred to the students as 'amazing' and a learner clearly stated that the staff were 'great, they want each of us to be happy, they really plan their lessons, and they go above and beyond to help us'. With the help, support and guidance that the staff offer to each of their students, The Hub is a safe place to learn about themselves, overcome any barriers that they have previously had in other schools, learn how to be a part of something and that it is ok to make mistakes and learn from them etc. This school is a nurturing oasis for everyone who attends and works here. While walking around school, there is a calm, purposeful positive working atmosphere with shared



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smiles and laughter as staff and students work together with mutual respect, care and kindness. The staff spoke very passionately about their school and how they at times need to 'think outside the box' to ensure that each child can access the curriculum and its ever-increasing number of activities/events.

The parents that were able to discuss their thoughts about the child's school were very clear: 'this school is amazing, I can't fault it, the staff are amazing with my child who used to refuse to attend school and now really enjoys school and this has had a life changing impact on us at home too.' Another parent was also very clear about this school, as their child nears the end of the journey at The Hub: 'I can't recommend this school enough, the child I have now to the one from last year is phenomenal, the turnaround in my child is amazing and this is largely to do with the staff who invest so much into him.' From the last termly survey, the parents/carers are very happy with this school and how they help, guide and support their child (and themselves) to develop academically and socially.

It is evident from reviewing the various documentation and having a range of meetings with staff and Governors that there is regular monitoring and quality evaluation to support the continuous developments and identified changes that have and will continue to enable this school to move forwards, putting the children first and finding the best ways to enable each child and young person to achieve the success that they deserve as lifelong learners as well as onto their chosen POST 16 pathways. There is a clear CPD programme that is delivered by various staff each week and revisited to show greater understanding and good practice. The Senior Leadership Team are very clear that it is a team effort and that all the staff regardless of their main roles and responsibilities, are empowered to become the best teachers that they can become. Everyone is a teacher at the Hub, as everyone models the respect, positive behaviour, language, laughter and kindness as well as the academic aspect of being an adaptive, vibrant and ambitious school. Adaptive teaching and learning is used in every lesson, inspiring each learner to become intrinsically motivated to achieve their full potential – only the sky is the limit!!!

The Headteacher (who leads by example with compassion and thoughtfulness) and her team of staff are fully inclusive and continue to make progress to enable all children to holistically achieve the success that they deserve. The whole environment (classroom organisation & Year Group Corridors), including the displays in classrooms, corridors and reception, as well as the structured play areas in the outdoor space are fantastic spaces where students feel safe and secure, knowing that they are wanted and valued by each other. It is clear that the vision and leadership have played a major part in creating such a happy, vibrant school that has a clear identity and purpose.

I would fully recommend that The Hub becomes an IQM school and is awarded the IQM Inclusive School Award and that it moves swiftly into becoming an IQM Centre of Excellence. It is truly an inspirational Alternative Provider SEND school for all its students who attend it. It is highly recognised and celebrated by Education (Local Authority and across its Trust) and works in excellent partnership with its external agencies so that no learner is left behind. The staff work tirelessly with their parents/carers to help their child to become successful in all that they do, in who they are and who they are to become in a caring, supportive and adaptive manner. It has been a real pleasure to assess the progress of The Hub as a new IQM school. It is clear that the vision and leadership (at all levels) have played a major part in creating such a happy, vibrant school that has a clear identity and purpose. Thank you.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. I recommend that the school be awarded the Inclusive School Award and be reassessed in three years' time.

I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to



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pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Kirsty Rogers

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

Joe McCann

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Joe McCann MBA NPQH
Chief Executive Officer
Inclusion Quality Mark (UK) Ltd



Element 1 - The Inclusion Values of the School

As the IQM Coordinator explained early on the assessment day, while meeting and greeting each student on arrival, 'The Hub provides specialist support for students with social, emotional, and mental health (SEMH) needs (with an EHCP), offering an alternative educational experience rooted in nurture, compassion, care with a staff team who have high aspirations for each of our students.' It was easy to see the positive individual relationships that each member of staff has with each child as they walked (from being dropped off) into school. Every student had a lovely warm welcome with a personal address by each member of staff, some students will travel up to an hour just to get to this school. The Senior Leaders are very clear that by establishing and maintaining positive, respectful and trusting relationships between staff and students (families and all external agencies / visitors), they are the foundations for everyone to then build upon, as each student moves along their holistic learning journey. 'It is just normal integrated personal practice by all the staff that we appoint; they must understand and live by being a relational practitioner, it is the bedrock of how we want and must interact with everyone everyday and throughout each day.' The sense of belonging, feeling safe and included, permeates through the walls of this school, so that everyone is a part of this authentic family friendly school, empowering staff to teach and students to re-engage and excel at learning, making holistic progress academically and socially so that they can successfully move onto their next steps (return to mainstream or POST 16 provision of their choice).

As the Head of School pointed out: 'at the heart of our school, is the deep belief in the power of relationships, relational practice shapes our teaching, support systems and everyday routines, fostering trust, connections and positive behaviour, while creating a strong sense of community and care.' This value statement is at the core of their ethos because 'The Hub, transforming lives' is their motto/strap line and it is everything, as they truly do make a 'difference for life' of their many students (and families) that they work with. To be able to transform these lives, there has to be kindness, compassion, empathy with a clear purpose as each student travels along their holistic journey, where the staff need to be genuine in their approach, trustworthy and flexible as they collectively work together to 'reset, reshape and remodel' their students on an individual basis, as everyone is different and arrives at The Hub at different times with different backgrounds and previous experiences, but they all leave with a personalised 'tool kit' of skills, knowledge and greater understanding of the world that we live in.

Class sizes are limited to no more than 6 per class with a qualified experienced teacher and a Learning Support Officer. With this '3:1' ratio, establishing and then strengthening relationships is fundamental to the learning process and in supporting relational practice and daily routines, consistency is key for many of the students. All staff discuss each student's achievements and future learning steps both academically and socially; make internal referrals for the suite of interventions and programmes that the very experienced staff plan and deliver. Each student has a pupil profile that supports their personalised provision as it incorporates their EHCP targets and this over time is added to as the student develops and achieves. Students' achievements are celebrated in class but also through various planned events such as Friday Rewards, half termly trips, Attendance Dog, Student of the week, Most improved student etc. Parents/Carers are also informed via phone calls, emails etc. The rewards are based on the 4 core values of Respect, Responsibility, Resilience and Relationships.

Next Steps

- Developing the therapeutic interventions programmes that support their students with SEMH.



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- Continue to develop staff's understanding of and become skilful in trauma informed practice, emotional regulation and adaptive teaching so that inclusion remains at the heart of everything that occurs at this child-centred school over all its sites.
- Continue to work closely with all its parents/carers and their family networks of external agencies so that each student can flourish and thrive in education and beyond into adulthood.
- Share with other educational settings how to create a fully inclusive school environment and embed this as the culture and ethos of schools.



Element 2 - Leadership, Management and Accountability

From discussions with Teachers, Learning Support Officers, Intervention staff; Pastoral, Wellbeing and Attendance leads and the Senior Leaders, they are all clear on their roles and responsibilities of their jobs and are fully committed to inclusion and making things better for each student (and their families). They each work collaboratively with each other, families, external agencies, the Trust and the school's Governors. There are levels of monitoring and reflective practice and a full range of professional development that all the staff access as well as key staff delivering professional development to others outside of the organisation. Staff are empowered at all levels to become leaders as they are given numerous opportunities to develop their leadership and management skills by leading projects, mentoring colleagues and drive new initiatives. In doing so the staff are a united team who share common decision making and work in collaboration with each other, so that the staff voice is heard and acted upon, making the school flourish.

The Executive Headteacher, Head of School and Governors work closely together to ensure that all resources are made available to ensure that their strategic plans become effectively into fruition. There is suitable challenge by the Governors to ensure that progress and development to this school continues and that the staff are held to account by the senior leaders. There is also supportive challenge since December 2023 when the school acadmised to be a part of The Education Alliance. The Hub was judged Good in March 2022 under the old framework and is awaiting to be Inspected by OFSTED under the new framework and this is reflected in their detailed School Evaluation Form, where the leaders clearly know their school and what their next step priorities are.

All the staff and Governors are inclusive, ambitious and very aspirational for each of their students and the staff in this school. There is clear distributed leadership across the school which enables staff to freely work within a clear framework whether it be for teaching, SEND, Inclusion, Safeguarding etc. The 3-year Strategic Plan and the annual Development Plans are clearly designed and well-communicated to all staff which addresses the prioritised identified targets – so that this school continues to develop and establishes itself as a beacon of excellence within the Trust and Local Authority. There is a clear effective safeguarding culture in place during school hours and out of school hours. Staff work closely with many external agencies to support and guide the students and their families. It is everyone's responsibility to safeguard others and be safeguarded by senior leaders. The senior leaders ensure that their staff are supported with a work-life balance and they can have formal and informal supervision when needed, as many staff are working directly with complex and at times challenging students. Likewise, the inclusive culture is everyone's responsibility and is shared across the school, it is celebrated by everyone with each student as they develop and thrive along their learning journey while at The Hub. There is a culture of high expectations, nurture and equity that ensure the students with SEMH needs are fully supported to achieve positive outcomes both socially but academically too, this is achieved through quality CPD and a full programme that enables the staff to remain a highly skilled, knowledgeable and experienced staff, who together know that they also are valued, wanted and listened to by the Senior Leaders. There is limited turnover of staff which helps maintain the stability that these students need.

Next Steps

- Continue to strengthen the distributed leadership model at The Hub. Plans are in place to have:
- An Assistant Headteacher to lead the KS 3 rolling support programme where secondary schools refer in for a place for a term of intensive early interventions to re-engage, re-set and return back to their mainstream educational learning pathway.



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- Appointed another SENCO to work in the SEND team across the sites at KS 2&3.
- Appointed a Cook and team of catering staff to have in-house food so that the students can overcome their sensory food issues and eat more healthily.
- Staff to deliver the new Drama curriculum that will support the students' interpersonal skills and Oracy skills, as well as study another examination course.
- Continue to develop staff expertise across all areas of SEMH and inclusive practice.
- The Trust have appointed to The Hub for 1 day a week a Speech and Language specialist who will work closely with the staff in this area to enable more students to develop these vital skills.



Element 3 - Curriculum (Structure, Pupil Engagement and Adaptation)

The curriculum over all the sites is well designed and supports academic achievement at the end of KS 2, 3 and 4, where numerous nationally recognised qualifications at different levels can be attained. Adaptations are readily made for each student to access the curriculum each lesson, this is achieved easily, as the staff are very well qualified and experienced in their subject area and really know each of their students and how they prefer to learn, be approached, start an activity from etc. therefore, the student's confidence increases, it builds up their self-esteem and they can become more independent learners as the curriculum is adapted from what prior knowledge is known and understood to enable them to access the content and obtain positive outcomes of attainment, achieving at their own levels and pace.

At the KS 3 site, students are dual registered with The Hub and their home school. This short-term programme (1 term only) is based in English/Literacy, Maths, Science, PSHE, reading and oracy with other off site life experiences, but will work heavily 'to break the cycle of inconsistency, address barriers to success and ultimately work towards a successful transition back into mainstream 'as a full-time learner.

The KS 4 vocational programme enables Year 10&11 students to follow a programme of English and Maths at Functional Skills level and or GCSE level with a vocational subject such as Hair & Beauty, Construction, Sport, Automotives, Music & Media etc. These learners have a range of learning mentors that work closely with them and their provider across the region of Hull. There are up to 60 learners on this bespoke programme and where possible other qualifications are available if there is student interest. They all receive quality careers advice and guidance and will be fully supported in applying for POST 16 placements of their choice.

The main site has over 100 students from Year 4 to Year 11 who all have a SEMH EHCP. The main curriculum areas are English, Maths, Science, PE, Food Technology, Art & Design, Textiles, PSHE, Drama (from September) and Careers, wellbeing and daily tutor time to re-set and re-focus on the day ahead or review the previous day. As the Curriculum lead explained: 'we believe that our academic offer, combined with our focus on social and emotional wellbeing, gives all our students the best chance of becoming confident, caring young people who will have the necessary tool kit of skills to live safely, healthily into adulthood.' In addition to these subjects is the opportunity for KS 4 students to experience Outdoor & Adventurous Activities as well as formally complete DofE Bronze level, where 6 students have successfully completed their Bronze Duke of Edinburgh Award this academic year. The KS 2& 3 students have study time on 'Project 5' each week. This is internally designed to 'engage students in key areas of personal development, including life skills, building relationships, enterprise, community involvement and creative thinking.' This approach relies on the students working together, taking things in turns, listening to each other, trusting others, working as a team etc life skills that they all need in their 'tool kit'.

Next Steps

- Expand enrichment opportunities and the community-based learning opportunities to support the personal development of each student as they gain positive outcomes before moving onto the next stage of their educational journeys.
- Increase the use of AQA unit awards; introduce Btec Drama at KS 4.



Element 4 - Teaching and Learning, Learning Environment, Planning Resources and Pedagogy

The main site of the Hub is an old SEND provision with wide corridors and lots of smallish classrooms and over time numerous additional cabins have been added. This enables the KS 2 phase be in one area and the therapeutic interventions in another area, with a small playground area, MUGA and classrooms in the main built part of the school. It is not ideal, but the staff have made best use of their space. During the summer holiday, 2 more cabins will be added as the KS 2 phase increases its placements. The school has invested in regulation spaces (2 defined non-stimulation rooms) where the students can have 'open privacy' to self-deescalate/ self-regulate. There are sensory rooms and a Cubbie, (which is a personalised sensory wellbeing electronic hub (cubicle) that blends behaviour health science and occupational therapy designed programmes to support sensory care and regulation for individuals with additional needs). All these spaces are used throughout the day when needed by the students and at times as part of their bespoke timetable as each student becomes more independent and self-regulatory. There is a large area of the school that is dedicated to student Wellbeing with smaller rooms for increased privacy so that the students can work with well qualified staff to help them 're-set, re-shape and re-model' themselves as needed.

When the school has 'drop down' curriculum days or guest speakers / workshops etc planned, they work very closely with the external providers in the planning and ensuring that they can deliver, ensuring that the students get the most out of the visit. The planning also addresses in detail the groups, which students are with which other students (getting the social setting right is essential to different routine days) and have a range of fully staffed break out rooms, to reduce any unnecessary anxieties etc that might arise due to a different routine and different people near them, although the staff will always be present to be proactive in the learning opportunities and be the students' 'security blanket' while change is happening.

Over the last couple of years, Senior Leaders have introduced 'Relational Routines' that occur in lessons, outside the classroom, at breaks etc. In lessons: there is always a 'strong start' and an overview of the lesson in terms of 'Now, Next & Then' with a 'big question' and a link to British Values; then a 'Calm Conclusion' to end the lesson. Alongside these lesson routines/expectations is links to reading, oracy, subject specific vocabulary/disciplinary literacy and links to careers, is likely to be added in the same way from September 2026 onwards. SEND, Safeguarding/H&S & Inclusion are always embedded in everything that they plan and deliver. This pedagogy in the classroom was observed during the tour in each of the lessons seen in English, Maths, Science, Art, Textiles and 3d modelling. The staff have a range of resources that are used to enable the students to access the learning from different starting points and make the learning as practical as possible, as many are kinaesthetic learners. There is also a range of technologies used and online learning programmes. The teachers undertake live marking and throughout each lesson quality accurate questioning (which requires knowing each student as to how/when the questioning takes place to reduce anxieties). The classroom staff give quality verbal and written feedback to each student which helps them plan for future next steps learning. Staff refer to each students' profile and SEND targets alongside their precise planning so that they know how to successfully approach each student along their learning journey at The Hub.

Next academic year will continue to have the whole school focus on reading, oracy and disciplinary literacy so that the students become confident in reading and speaking to a wider audience; to promote the love of reading and learning new things; and empower each student to succeed and be the best person that they possibly can become.



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Next Steps

- Additional classrooms will be arriving during the summer holiday to accommodate the new Year 4 intake of students.
- Senior Leaders and staff will continue to review and adapt, how to ensure that all space is used ensuring greater flexibility of use, especially with providing in-house lunchtime catering and the use of the hall.



Element 5 - Assessment

The school uses live marking and quality feedback to each student when it is most appropriate. (Each lesson has a brief outline of 'Now – Next – Then' approach to the overview of the lesson/series of lessons with assessment, British Values and potentially what careers the topic is related too.) A lot of the feedback is given verbally at the initial stages with written feedback at regular times so that it will have a useful impact on their future learning. This is embedded in the school's feedback strategy of 'Feed Up, Feed Back, Feed Forward' approach. Alongside this is the use of the Academy's assessment grading: The Education Alliance Levels (TEAL) were A, B, C are graded criteria of expected achievement with not meeting and not able to assess grades of N & X. The simplicity of this differentiated levels/ graduated response of achievement helps the students to see where they are currently at and what they then need to do to improve in each of the subjects where the curriculum demands are very varied from KS 2 and 3 and into KS 4 exam syllabuses.

Upon entry, or at the start of each academic year the students are 'screened' for phonics, CAT testing and reading ages established. This data informs classroom teachers the level of reading and comprehension that they need to start from and identity what additional support is needed to enable the students to have a chronological reading age, be confident in written (handwriting & typing) and verbal communication with suitable expression, tone and projection. Various intervention programmes are used across the school. The students in KS 4 will also be 'screened' as part of the examination programme of Access Arrangements, so that each student can access their exam papers (this is undertaken in-house, so that the students know the Access Arranger and feels at ease undertaking the various tests). Various SEND related testing is undertaken by staff and they will readily refer to external agencies when needed, especially if they are related to the student's EHCPs.

The parents/carers will receive a formal report on their child's progress in December and in July with next steps of learning outlined. However, each parent/carer will be contacted for a phone call up date on progress each week, this might be for a specific subject area and or on personal progress and development.

The Senior Leadership Team have a well mapped out programme of CPD for staff over the academic year. 2025-26 key focus was on reading which required all staff to be confident in reading themselves and deliver quality reading materials and the schools reading strategy in all subjects. The school uses the basis of the Education Endowment Foundation (2021) guidance and the DfE Reading Framework (2023). The data shows that each student has made progress in their ability and fluency of reading; reading for understanding and comprehension, but more importantly they have the confidence to read to each other and aloud, because they have been given the interpersonal skills of becoming more confident, building up their resilience, being a reflective learner and that they trust their staff that they know how to help and guide them along their learning journeys. 2026-27 will continue to have whole school developments in reading, oracy and disciplinary literacy, to develop confident readers, promote the love of reading, building oracy skills and empowering each student to succeed. Of which quality assessment will be the base of this next stage.

Next Steps

- Further develop the subject specific trackers that will enable staff to identify and track topic perspective achievements to a skillset perspective achievement. * Bringing together a whole school tracking system so that there is a unified approach to tracking progress.



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- For staff to establish a range of assessment strategies so that each child can show progress. This will include the use of media devices and IT.



Element 6 - Behaviour, Attitudes to Learning and Personal Development

While touring the school on the main site, from KS 2 to KS 4, it is clearly evident that the students happily engage with their classroom staff and trust them while visitors are escorted around the school with its many annexes. The school aims to promote social and emotional wellbeing through a rich and varied personal development curriculum that is embedded in everything that they do that supports their developing life skills, increasing their resilience and understanding how to make and sustain healthy positive relationships.

During daily tutor time, each week the students and their classroom staff explore a character trait / interpersonal skill which is reinforced in lessons during that week. This helps them to recognise their own skills set and different ones in other people. All the students seen on the tour of this school were happily engaging in their lessons, willing to talk to the IQM Assessor, sharing what they were doing. Each lesson has routines that the students know and understand with a clear 'Now, Next and Then' sections to their lesson, this enables each student to know what is going to happen as part of their learning in that lesson.

As part of their personalised timetables, the students are encouraged to engage in the sensory rooms and the sensory Cubbie (which is a personalised sensory wellbeing electronic hub (cubicle) that blends behaviour health science and occupational therapy designed programmes to support sensory care and regulation for individuals with additional needs). The students have access to the wellbeing hub in school that is designed to offer many therapeutic programmes that are designed to support, guide and empower the student to be able to re-engage with education, rebuilding their confidence, trust in people, and showing them different ways in which to become independent young people who reach their academic and social potential.

The students like their teachers, 'they help me and I now want to learn'. They fully recognise that they have lots of opportunities to learn in different ways and really like their rewards system which is based on the 4 core values of Respect, Responsibility, Resilience and Relationships and Attitude to Learning which are recorded in their planners each lesson, resulting in up to 75 points per week. When asked if they could think of anything that they needed, it was only about getting cooler, as it was one of the hottest days of the summer term. So realistically apart from ice lollies they recognise that they have got everything at The Hub that they need, which is a wonderful achievement by all the staff who work across the sites.

Daily attendance is cross referenced with Safeguarding each and every day, the school knows where every child is each day. Many of their learners have had poor attendance in their previous settings, but over time the students at The Hub improve their attendance and many are now over 90%. This is due to the fact that the staff explore why this was the case previously (what are the barriers and issues); discussing the importance of attending, as well as the reward systems encourage food attendance and punctuality fostering a culture where regular attendance and improved attendance is fully recognised and celebrated, especially with the Attendance Dog called Winston.

Next Steps

- Reduce repetitive negative behaviours through earlier identification of when a student is in their negative cycle. To quickly intervene with the most responsive plan to support improvements and progress in the identified area.
- Continue to work towards every student making improved sustainable attendance and getting to 95% attendance.



Element 7 - Parents, Carers and Guardians

The staff at The Hub work very closely with all their families, despite that they live over the Hull/East Ridings area and beyond into other areas. Some students will travel up to 1 hour each way to attend this school.

Once the referral has been made and accepted to attend this SEMH based school, parents/carers are immediately involved in their child's education journey. Induction meetings are held with the child, parents/carers, external agencies if present in the child/family's lives and key staff from The Hub. Positive working relationships are swiftly established and continued to develop as each child moves through the school and along the different pathways that best meet their immediate needs and then emerging needs. 'As the Assistant Headteacher explained, 'by working in parentships with families, carefully planning transitions and ensuring every pupil has trusted adults at key times of the school day, we create a joined-up approach that builds belonging, trust and resilience.' 'We as a school can achieve positive outcomes for each child and their families.' Each child's parents/carers are contacted by phone at least once a week by their classroom staff to share progress, highlight achievements and generally update them on what calendared events will happen the following week, so that each student has some 'lead-in time' to any changes to their normal working routines. This personal approach also ensures that the working relationships with each set of parents/carers is maintained. Formal reports to parents are shared in December and July outlining success, achievements, next steps to their learning journey in all subjects and as a growing young person. Parents/carers are also communicated to via emails with invites to school events; and activities that their child will be participating in such as workshops, invited guest speakers, employers, trips outside the school etc. So that the family are fully aware of the opportunities that their child is undertaking as part of their learning programme. All SEND Reviews are held in a timely and professional way, making sure that the voices of the child and parent/carer are fully heard and incorporated into the reviews etc. Career development is a key factor to each child's learning programme as this helps each child to explore different careers and raise those aspirations to working in their chosen career industry.

One parent whose child has recently joined The Hub's primary section of the school said, 'this school is amazing, I can't fault it, the staff are amazing with my child who used to refuse to attend school and now really enjoys school and this has had a life changing impact on us at home too.' Another parent was also very clear about this school, as their child nears the end of the journey at The Hub: 'I can't recommend this school enough, the child I have now to the one from last year is phenomenal, the turnaround in my child is amazing and this is largely to do with the staff who invest so much into him.' These thoughts about the school are fully backed by the recently TEP (The Engagement Platform) survey that indicates the vast majority of parents/carers would fully recommend this school to friends; are very satisfied with the school; that the school support their child's individual needs; that their child feel included and accepted at The Hub; that the leadership is taking the school in the right direction and are extremely happy with the information that the school gives the parents about how well their child is doing.

Next Steps

Continue to work with all Parents/Carers of each student and if/where required each of the family's external professionals so that jointly they work together to fully meet the needs of the student from within the school and outside of the school. Review their newly developed Relational Routines: Care and Community policy of practice. Its 3 main headings of action are: a) Learning in partnership with Parents/Carers – so the families support the learning journey of their child with The Hub. b) Transitions and Belonging – smoothly coming into the school, building strong positive professional relationships,



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feeling valued and wanted and smoothly moving onto the next steps (returning to mainstream or POST 16 provider). c) Tutor Time - with a consistent pastoral leader who proactively supports, guides, advocates for and has the holistic overview for a group of students. As well as deliver a quality personal development programme for each student as they journey through the school.



Element 8 - Links with Local, Wider and Global Community

The Hub has strong working relationships with its academy (The Education Alliance – TEA) and different Local Authority professionals, Safeguarding, SEND, Social Workers etc. This school actively seeks, establishes and maintains strong working relationships with its local and wider communities as it covers a wide area of East Ridings/Hull area.

As part of The Hub's curriculum design, there is off site KS 3 outreach programme for students from other secondary schools to refer a student to attend a 12-15 week programme of learning to re-engage back into learning and education. For this 'revolving door' pathway, the staff from The Hub must have good strong links with numerous schools who trust in their professional advice and guidance that their learning programme works and fully benefits each student that they refer in. In addition to this The Hub has an extensive Vocational Outreach programme that other schools can also refer in for their KS 4 students to fully engage in a Vocational Learning Programme that offers quality Alternative Provision (AP) of a vocational learning base, such as Hair & Beauty, Construction, Catering, Music & Media, Auto Mechanics etc with English and Maths at Level 1 or 2. The Hub has staff who work with their students in each of these Aps. The KS 3 and Vocational Outreach programmes will also have careers guidance, pastoral support, personal social development etc sessions so that they get a full education with nationally recognised examinations and make suitable progress onto their next step, whether it be return to mainstream or onto a chosen POST 16 placement/provision. Parents/carers will also

The staff at The Hub, work very hard to ensure that their most recent careers day for all the students was inspiring and has enabled them to start to think about what career that they might want to explore further into. The day was extremely well planned with each of the employers/companies so that a carousel of quality interactive career-based activities was timetabled including break out rooms if it became too overwhelming for any of the students. It enables the students to begin to understand the roles and responsibilities of different jobs, how to become trained to undertake them etc. The day enabled the students (and staff) to explore the use of various medical pieces of equipment such as vein trackers to help injections or giving of blood etc.; The role of Police dog handlers and dog training; theatre and stage jobs, lighting, prompter, make-up etc; CAD designs. This has helped the students to aspire to different types of jobs that are local and required nationally/internationally. This same level of detailed planning and working closely with external speakers enables the students to understand more about Knife Crime; ADHD and ways in which others live with it; overcoming adversity from a victim of 'hit & run' who sustained a serious brain injury etc. Other different curriculum days involve careers in code breaking and maths; world book day and poets; Christmas with art and craft-based Christmas gift making etc. All make use of the strong links with the vocational providers to work in the school with other learners.

Next Steps

- Increase the range of Work Experience offers and further extend our links with more Employers etc so that each child can explore more career pathways and become successful in attaining the right level of qualifications for their chosen career.
- Continue to extend the range of experiences that each student has on and off site, to include residential trips and more community-based activities – that the students can attend outside school hours.
- Continue to work closely with the school's multi-academy trust – The Education Alliance (TEA) on the various levels and joint programmes – SKITT programmes; SEND placements etc.



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- TEA is involving The Hub in designing and skilling up the workforce for it's new Alternative Provision Free School that is due to open up over the next year. This will be an exciting time for staff to excel in other areas and train up the 'work force for tomorrow - now' in SEND and Curriculum Design for personalised learning programmes for students who have found it difficult to be accepted and included in education before.
- The Hub will become a 'goldfish bowl' where lots of professionals will want to visit and observe, receive quality CPD etc from different backgrounds that all work to support any child's education. The staff are extremely skilled, experienced, qualified and highly passionate about helping others to help the children who have SEND needs. The Hubs links will rapidly expand.