KS2 Inclusion Hub

Rationale, Entry Criteria and Reintegration Pathways

Rationale

The Adderley KS2 Inclusion Hub exists to ensure that pupils with the most significant barriers to learning can access a highly inclusive, ambitious and personalised education whilst remaining fully connected to their mainstream class and the wider school community.

Consistent with the Department for Education's guidance on inclusion bases, the Hub is not a separate provision. It is an integral part of Adderley Primary School, designed to provide targeted, short-term or time-limited specialist support which enables pupils to successfully access the mainstream curriculum and school life. Time spent in the Hub is carefully planned, regularly reviewed and focused on removing barriers rather than lowering expectations.

The need for the Hub reflects the specific context of Adderley Primary School, where a significant proportion of pupils enter school with additional learning needs, English as an Additional Language (EAL), and varying levels of SEND. Some pupils require a period of intensive teaching of foundational skills before they can fully access age-related learning within the classroom.

The Hub primarily supports pupils who:

- Have complex or moderate learning difficulties.
- Have Autism Spectrum Disorder (ASD) and require a highly structured environment.
- Have significant speech, language and communication needs.
- Are new arrivals to the UK with little or no English.
- Require intensive intervention to develop literacy, communication, learning behaviours and independence.
- Need additional support to regulate emotions and engage successfully in learning.

The overriding aim is that every pupil develops the academic, communication, social and self-regulation skills necessary to thrive alongside their peers. Wherever possible, mainstream inclusion is maximised and the Hub serves as a bridge to successful participation within the classroom.

Core Principles

The KS2 Inclusion Hub operates on the following principles:

- High aspirations for all pupils.
- Mainstream class membership remains central.
- Access to the Hub is needs-led, never used as a sanction.
- Interventions are evidence-informed and carefully monitored.
- Pupils continue to access a broad and ambitious curriculum.
- Time in mainstream lessons is maximised whenever pupils are ready.
- Strong partnerships exist between parents, teachers, SEND staff and external agencies.

Criteria for Accessing the Inclusion Hub

Placement within the Hub is considered where a pupil's needs cannot currently be met through ordinarily available provision and school-based interventions alone.

Pupils may access the Hub when they demonstrate one or more of the following:

Cognition and Learning

- Working significantly below age-related expectations, typically more than two years behind peers.
- Persistent difficulties acquiring literacy and numeracy skills despite targeted intervention.
- EHCP/SSPP identifying significant learning needs.
- Limited retention of previously taught knowledge requiring intensive overlearning.

Communication and Interaction

- Diagnosed ASD or strong indicators of neurodivergence.
- Significant receptive or expressive language difficulties.
- Difficulty understanding classroom language and instructions.
- Limited social communication impacting learning and relationships.

EAL New Arrivals

- Newly arrived pupils with little or no spoken English.
- Pupils requiring intensive language acquisition before accessing the full curriculum.
- Pupils who would benefit from structured English immersion and vocabulary development.

Social, Emotional and Self-Regulation Needs

- Difficulties sustaining attention and engagement in a mainstream classroom.
- High levels of anxiety or sensory needs impacting learning.
- Challenges with emotional regulation requiring additional support and structure.

Mainstream Reintegration Pathway

The expectation is that Hub placement is reviewed regularly and that pupils access increasing amounts of mainstream learning as they become ready.

Stage 1: Intensive Support

- Majority of core learning delivered within the Hub.
- Baseline assessments completed.
- Individual outcomes agreed.
- Mainstream class links maintained through assemblies, enrichment and selected lessons.

Stage 2: Supported Integration

- Access to mainstream lessons where pupils demonstrate readiness.
- Typically foundation subjects, PE, Music, DT and wider curriculum opportunities.
- Adult support provided where necessary.
- Weekly review of progress.

Stage 3: Increased Mainstream Access

- Gradual reintroduction to English and mathematics sessions.
- Reduced Hub sessions.
- Increased independence in mainstream learning.
- Ongoing monitoring by SEND team.

Stage 4: Mainstream with Targeted Support

- Full-time mainstream placement.
- Hub available for intervention, mentoring or regulation support when required.
- Half-termly review to ensure sustained success.

Exit Criteria

A pupil will typically transition fully back into mainstream when they demonstrate:

- Improved communication and language skills.
- Increased independence in learning.
- Ability to access age-appropriate classroom routines.
- Sustained engagement in mainstream lessons.
- Improved attainment and progress from baseline.
- Positive self-regulation and behaviour for learning.
- Confidence in participating alongside peers.

Success is measured not only through academic outcomes but also through improvements in attendance, engagement, communication, independence and wellbeing.