

# **Special Educational Needs and Disability (SEND) Policy at Hadrian School**

**This policy should be read in consultation with the following:**

- Accessibility Plan
- Our schools admission arrangements
- The steps we have taken to ensure all pupils are treated equally
- The facilities we provide to assist access to the school.

(Children and Families Act 2014 Part 3)

**Current SENCO** – Mr Alex Rayner, Deputy Head Teacher

Email: [alex.rayner@hadrian.newcastle.sch.uk](mailto:alex.rayner@hadrian.newcastle.sch.uk)

## **1. Rationale**

All children at Hadrian School experience a range of additional needs which must be met as fully and sensitively as possible if they are to maximise their potential for learning. Our Governing Body has a legal obligation to publish information on Special Educational Needs provision at Hadrian School and consequently this Policy addresses some of the strategies and good practice the school has adopted in order to ensure this happens. The school has a fully inclusive environment, an individual and dynamic curriculum which aligns with the shared long-term vision for the child, along with a stimulating and appropriately resourced learning environment. We are committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into the secondary provision and adulthood. (Please refer to Section 17 for further information).

### **1.1 Purpose**

- To reflect the aims, intentions and aspirations of the whole Hadrian School Community
- To reflect the inclusive educational ethos of Hadrian School
- To secure support from appropriate external agencies and professionals in order to ensure that each child's individual needs are addressed as fully as possible
- To encourage the involvement of Parents and Carers in their child's Assessment, Annual Review of Education, Educational Health Care Plans (EHCPs) and Personalised Learning Plans (PLPs)
- To explore and extend all opportunities for community involvement
- To signpost Parents/Carers to the Local Authority Local Offer

- To facilitate the admission and transfer of pupils to and from Hadrian School
- To secure appropriate and effective facilities and resources to enhance the learning and therapeutic opportunities of all pupils
- To ensure that each child has equality of access to a highly differentiated curriculum which effectively meets their individual Special Educational Needs
- To ensure that all Special Educational Needs training requirements are addressed by the CPD Co-ordinator and are incorporated within the School Development Plan whenever appropriate
- To ensure that Special Educational Needs documentation is readily available for Parents/Carers, Local Authority and interested parties
- To involve the child as far as possible in his/her own education
- To work in partnership with our specialist schools
- To take into account legislation related to SEN and Disabilities, including Part 3 of the Children and Families Act 2014, the SEN Code of Practice 2014, the SEND Regulations 2014, the SEN (Personal Budgets and Direct Payments) Regulations Section 49, the Order setting out Transitional Arrangements Section 137, the Equality Act 2010, the Mental Capacity Act 2005, Keeping Children Safe in Education Act 2016 and Supporting Pupils at school with Medical Conditions 2014.

## **1.2 Guidelines**

- To adopt the systematic staged approach to the identification and assessment of pupils who experience Special Educational Needs as laid down in the Code of Practice
- To follow Local Authority guidelines and procedures when preparing Educational Health Care Plans and when organising the Annual Review of these plans
- To follow Hadrian School guidelines on the development and implementation of Personalised Learning Plans and on the preparation of Annual Review Reports
- To reflect the guidance set out in Hadrian School's Behaviour Support/Thrive Plans
- To incorporate Special Educational Needs in-service requirements into the Staff Development and School Development Plans
- To take on board the views and aspirations of Pupils and Parents as expressed in the appropriate response forms, parental questionnaires, pupil questionnaires, views from our School Council/Forum
- To work with our Achievement Partner to support and challenge pupil achievement

## **1.3 Conclusion**

At Hadrian School we focus on the individual needs, interests and abilities of each child in order to enhance learning in a stimulating and appropriately differentiated environment. We are committed to raising standards in every aspect of the school life and in doing so aspire to develop a centre of inclusive educational excellence for all pupils. Our Special Educational Needs and Disability Policy has been prepared and written with the intent of facilitating this commitment.

## 1.4 Contact Information

If you require any further information about Hadrian School please do not hesitate to contact:

**Christopher Rollings**  
**Head Teacher**

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Bertram Crescent  
Newcastle upon Tyne  
NE15 6PY

Tel: 0191 273 4440

Email: [admin@hadrian.newcastle.sch.uk](mailto:admin@hadrian.newcastle.sch.uk)

Website: [www.hadrian.newcastle.sch.uk](http://www.hadrian.newcastle.sch.uk)

## 2. The Role and Responsibilities of the Special Educational Needs Co-ordinator (SENCO)

Mr Alex Rayner is the SENCO at Hadrian School and his role is to co-ordinate the provision for pupils throughout the school, all of whom experience Special Educational Needs.

**The responsibilities of the SENCO at Hadrian School are:**

- To ensure that records for all pupils are filed logically and are easily accessible
- To manage the cycle of Statutory Annual Reviews in liaison with the LA
- To advise staff in the preparation of advice for Statutory Educational Health Care Plans
- To ensure each pupil has a Personalised Learning Plan (PLP) which is reviewed regularly
- To maintain the School Register of Special Educational Needs
- To liaise with other professionals and external agencies
- To liaise with the designated Governor for Special Educational Needs
- To liaise and work in partnership with Parents and Carers
- To develop links with the local and wider communities whenever possible and appropriate
- To follow the guidance detailed within the SEN and Disability Code of Practice; 0 to 25 years (2014) and the Statutory Guidance relating to Part 3 of the Children and Families Act September 2014, Special Educational Needs and Disability Regulations 2014 and the Equality Act 2010
- To contribute to the SEN in-service needs of staff
- To keep Staff, Parents and Governors informed of the schools SEND Policy in the form of an annual update in the Hadrian Herald and to review the policy on an annual basis
- To ensure the inclusive ethos of Hadrian School is enhanced and supported.

### **3. Special Educational Needs Provision at Hadrian School**

Hadrian School currently has the physical capacity to educate 170 primary age pupils who experience a range of additional needs including moderate, severe and profound and multiple learning difficulties and those dysregulated learners with autism. Almost all children are admitted to school with an Educational Health Care Plan.

The school classes are organised in age and stage, and in some cases according to specific additional needs, e.g. complex and profound disabilities or autism/dysregulated needs. For some pupils it may be beneficial to join others of similar ability for specialist sessions, such as Hydrotherapy or Rebound Therapy. The SENCO ensures that the inclusive school environment and provision is reflected in both policy and practice.

Close liaison with EYFS & Key Stage 1 and 2 ensures that all pupil records are filed appropriately and are easily accessible, yet held confidentially. The school values its partnership with Parents and Carers and works closely with our Compass Trust partners, external agencies and relevant LA officers for the benefit of all pupils.

### **4. Specialist Facilities at Hadrian School**

Hadrian School is single storey and allows wheelchair access throughout the building. Specialist rooms, environments and resources for primary age children who experience a wide range of additional needs include:

- Interactive Hydrotherapy Pool
- Rebound Therapy Centre
- An Interactive Sensory Studio
- Interactive Smartboards, iPads, VOCAs and PCs
- Sensory Integration Suite
- School Hall (complete with gymnastics resources)
- Sports Hall, Dance/Music Studio
- Thrive Room
- Nine Trampolines for Rebound Therapy
- Adventure Playground
- Wildlife Garden complete with a Yurt, Mud Kitchen, Water Wall and teaching spaces
- A range of outdoor play areas with safe floor surfaces and disability friendly play resources
- Soft Play and Ball Pool
- Food Technology/Life Skills Room
- Design and Technology Room
- Library
- Changing areas with hydraulic beds and hoists
- Physiotherapy/Occupational Therapy Rooms
- Speech and Language Therapy Room
- Nurse/Medical Room
- Massage Room

- Parent/Community Room
- Conference Room
- Gallery Room
- PPA Room
- HEADS Training Suite
- Four Mini-buses (Three with tail lifts).

## 5. Allocation of Financial Resources

Almost all pupils are admitted to Hadrian School with an Educational Health Care Plan. Occasionally, an EHCP may be completed shortly after an early years child is admitted or, in special circumstances, after a period of assessment for an older pupil, such as in the case of an admission from abroad or out of area. As far as possible the school makes every effort to allocate funds to ensure that the educational provision specified in an EHCP is made, in fulfilment of Governors' responsibilities. Additional funding through the Local Authority's banding procedure and, where appropriate, funding from Continuing Care is applied for if a child's particular needs change.

"There can be no blue print for ideal staffing arrangements in any establishment making provision for pupils with Special Educational Needs since much will depend upon the particular circumstances of that establishment, the mix of skills of its teaching and non-teaching staff, and the nature of the needs of its pupils, both as individuals and as a group" (DfE Circular 11/90).

This circular contains a flexible model of good practice which specifies both Teacher and Special Needs Assistant ratios within the learning difficulty bands of Profound and Multiple Learning Difficulties (Band 1) and Severe Learning Difficulties (Band 4).

Band of Learning Difficulty	Primary School	
	Teacher	TLA
1 PMLD	0.2	0.3
4 SLD	0.13	0.13

Hadrian School makes every attempt to keep its staffing ratios within this model of good practice as specified by the Department of Education.

**The Hadrian School Finance Policy and Handbook details the following allocations:**

- Class Running Costs Allocation
- General Classroom Equipment Allocation
- Curriculum Area Allocation
- Educational Visits
- PE School Sport Grant
- Pupil Premium Funding.

“Hadrian School follows a framework of good practice, which has helped it establish and maintain comprehensive, accountable financial systems and procedures. In doing so the school strives to provide value for money in terms of educational standards achieved, and quality of education provided in relation to its context and income.” (Extract for Hadrian School Financial Policy).

## **6. Arrangements for Admission of Pupils to Hadrian School**

Hadrian School adheres to the Admission Criteria for pupils as detailed within the Local Authority’s documentation. Please also refer to the School Admission Policy.

Generally pupils admitted to Hadrian School do so with an EHCP. This plan is written following assessments made by the Educational Psychology Service, relevant Educational and Health Professionals and Parents are also requested to give their views. If a child is admitted without an EHCP then the school, in liaison with its attached Educational Psychologist follows guidance laid down in the Code of Practice.

### **Before agreeing to admit a pupil we aim to adhere to the following procedures:**

- Consult with the Local Authority and its appropriate offer to ascertain whether or not the school and its criteria for admission can meet the additional needs of the child
- Discuss the educational provision at Hadrian School with Parents/Carers and other Professionals (Give all concerned a tour of the facilities and offer them a School Information Booklet)
- Encourage them to visit our website for further information of Policies and Procedures
- Arrange a series of follow up visits with the child at home or at their current school, prior to admission
- Attend any relevant Case Reviews, Annual Reviews or meetings
- Liaise with the relevant Professionals involved with the child and his family
- If necessary secure any specialist aids or equipment, prior to admission
- Following close liaison between the Local Authority and the school, ascertain the Parent’s preference for educational provision
- Inform the Local Authority of the Parent’s decision and probable date for admission
- Organise appropriate home/school transport in conjunction with the Local Authority
- Out of authority pupils are only admitted at the request of the Local Authority and if the school feels its provision is appropriate for the child
- Where necessary secure the appropriate level of nursing care before admission.

Parents/Carers can contact the Newcastle Impartial Information, Advice and Support Service (Parent Partnership Service) for impartial information, advice and support in relation to their child’s additional needs.

**The contact details are as follows:**

0191 284 0408

For an extended glossary of the terminology used in special education please visit:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/219520/sfr24-2012gl.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219520/sfr24-2012gl.pdf)

For more information on the new Children and Families Act 2014 please visit:  
<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

**7. Assessment and Review of the Special Educational Needs of the Pupils**

The assessment and review of our pupils Special Educational Needs is an integral part of their day to day education. Assessment is linked to all planning, especially our short and medium term plans and the writing of PLPs. The assessment is Ipsative, i.e. based on the child's own needs and their own progress from their baseline starting points. We strive to keep paperwork manageable and ensure all information is clear, relevant and easily accessible.

**All of our children have additional needs and Class Teachers are responsible for ensuring that:**

- They plan and deliver a curriculum appropriate to the needs of each child
- They set high expectations which inspire, motivate and challenge our pupils
- They promote good progress and outcomes for pupils
- They work closely with Support Staff in the planning and monitoring of interventions
- They make accurate and productive use of assessment
- They support behaviour effectively to ensure a good and safe learning environment
- They compile a PLP (in conjunction with the child's parents, and any other relevant professionals) for each child, this is reviewed formally every six months but informally and continuously, ensuring that it is up to date and appropriate
- They write up reports for Annual Review meetings and wherever possible present the report at the meeting
- They keep up to date records which may be made available to Parents and other Professionals
- They consult with Parents/Carers and other Professionals whenever appropriate
- They read and consider all relevant documentation relating to each child
- They compile evidence to demonstrate progress and achievement for every child throughout the school year.

### **The Assessment Co-ordinator is responsible for:**

- Ensuring that assessment material is readily available to each Class Teacher
- Collating information
- Ensuring that the information is reported to the appropriate people and agencies
- Keeping assessment material up to date
- Providing alternative means of assessment if the school system is inadequate for specific children
- Analysing data to inform the Leadership Team of any trends in progress and achievement and to provide information on children's progress to Curriculum Leaders.

### **Assessment in the Early Years:**

- Gathering information to understand the child and their needs
- A snapshot of where children are on their own knowledge and skills continuum
- A way of ensuring our curriculum meets the needs of our current cohort of children
- A way of identifying children's interests and motivations
- In the simplest form, assessment allows us to measure the impact of curriculum intent and implementation for our children.

### **There are three EYFS (Early Years Foundation Stage) statutory assessment points:**

- Progress check at two years
- Reception Baseline Assessment (RBA)
- Early Years Foundation Stage Profile (EYFS Profile assessment to be carried out in the final term of the year in child a child reaches the age of 5.

### **Each Nursery/Reception child is continually assessed in the following sections using the Early Years Development Matters Profile and Assessments:**

#### **Areas of Learning and Development for EYFS are as follows:**

##### **Prime Areas –**

- PSED
- Physical Development
- Communication and Language

##### **Specific Areas –**

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



Where appropriate, some Key Stage 1 and Key Stage 2 children are assessed using SCART in all subjects.

Our pupils with more complex needs also have access to the Routes for Learning and Quest Programmes of Study. We use the Engagement Model for our children with complex needs who are in Years 1 to 6 following DfE's Guidance in 2020.

'We recognise that children with the most complex needs might not make progress in a straight line. We know that children are all individuals and that we should only compare them to themselves. Engagement is essential for learning. The Engagement Model is a process we go through to monitor and improve the learning opportunities for every child with complex needs.'

## **8. Access to Hadrian School Curriculum**

We have appropriate pathways for discreet learning for pupils to follow. This may be Early Years, Sensory & Therapeutic, Subject Specific, SI, Total Communication etc. We aim to make the curriculum bespoke to the needs of the child. All pupils receive quality first teaching that is differentiated to meet individual need. Please refer to our Curriculum Policy for further details.

### **8.1 Setting Suitable Learning Challenges**

The School Curriculum encompasses a wide range of teaching strategies, approaches and Programmes of Study based around the individual needs of the pupil. Children may follow a number of pathways depending upon their assessed needs. Their PLPs will be closely linked to their EHCP outcomes with the intention of supporting continuity and progress over time.

### **8.2 Responding to Pupils' Diverse Learning Needs**

**When planning, we aim to set high expectations and we provide opportunities for all pupils to achieve by:**

- Creating effective learning environments in which the contribution of all pupils is valued
- Securing pupils' motivation and concentration
- Providing equality and opportunity
- Using appropriate assessment approaches
- Setting appropriate outcomes for learning.

### **8.3 Overcoming Potential Barriers to Learning and Assessment for Individuals and Groups of Pupils**

In planning the curriculum and assessment for our pupils, staff at Hadrian take into account the type and extent of difficulty experienced by the child, and take specific action to provide access to learning.

### **These actions include:**

- Providing equipment, support and resources for pupils who need help with communication, language and literacy
- Planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences
- Ensuring sufficient opportunities to repeat and generalise learning
- Helping pupils to support their behaviour, to take part in learning effectively and safely
- Helping individuals manage their emotions.

### **8.4 Hadrian School Curriculum**

At Hadrian children experience fun, exciting, relevant, purposeful and creative learning opportunities that celebrate every child's individual talents and personalities. They are encouraged to feel part of the Hadrian family. They experience loving and caring staff who understand their unique, specific needs in an engaging and safe environment which enables them to learn in the ways most appropriate to them. Hadrian makes memories, we are 'in the moment', and we provide skills for the future and make every child feel valued.

Parent's feedback that their child is completely understood by us, that we hold the individual needs of every child of central importance and do everything we can to help them to thrive.

The child's learning is continuously consolidated and built-upon, always keeping in mind what is important for the child to learn and experience now in order for them to be as independent, happy, curious and confident as possible by the time they leave Hadrian.

The curriculum at Hadrian School has been planned to ensure that every pupil is provided with broadly based, balanced and challenging learning opportunities appropriate to their individual age, interests and prior achievements. In addition, the school aims to promote our children's spiritual, moral, social and cultural development, and prepare them for opportunities, responsibilities and experiences of life.

For Subject Specific learners the Hadrian School curriculum is organised into the following subjects: English; Mathematics; Science; IT; PSHE; Design Technology; Physical Education; Creative and Performing Arts; Geography and History (Humanities) and Religious Education. We have Programmes of Study and Schemes of Work for all subjects, some of which are linked to the EQUALS curriculum. ([www.equals.co.uk](http://www.equals.co.uk))

We also have a diverse Sensory and Therapeutic Curriculum including access to Hydrotherapy and Halliwick, Rebound Therapy, Massage, Music Therapy, SI and Jabadao.

The timetable at Hadrian School is designed to meet the needs of individual pupils through a range of teaching groups, teaching styles and focused learning activities. Where necessary, pupils will follow an individual timetable to include a range of specific therapies to maintain and develop physical wellbeing, or the development of basic learning, health and emotional needs. Specialist environments such as the Hydrotherapy Pool, Rebound Therapy Centre, Sensory Studio, Sensory Integration Room, Soft Play, Sports Hall and Food Technology Room are an important part of the whole curriculum, and are timetabled to ensure that pupils receive the therapy they require. The Rebound Therapy Centre and Pool are also available for therapy out of school hours.

We value the contribution Outdoor Learning brings to our children's education. We promote Outdoor Learning at every available opportunity and aim to teach a minimum of a day's education in our school grounds and outdoor learning areas per week.

Our substantial grounds include a Wildlife Garden, Yurt, Mud Kitchen, Water Wall, Secret Garden, Caterpillar Garden, bespoke teaching areas, Adventure Playground and disability friendly play areas.

We aim to develop of pupils' Life Skills and to encourage our children to be as independent as possible and to grow in confidence and self-esteem. As part of our PSHE programme we build in time to develop our children's personal hygiene skills, dressing and undressing skills, feeding and food hygiene, independent travel and pupil voice.

Every pupils' PLP sets out specific learning outcomes in all areas of their bespoke curriculum. These outcomes are reviewed as appropriate and changed in light of the child's progress and regression. The PLP is written in conjunction and Parents/Carers, classroom support staff and other professionals such as the Speech and Language Therapists, Physiotherapists, Occupational Therapists, Nurses and colleagues from the Sensory Impairment Service.

Where appropriate, English and Maths are taught on a daily basis. Key Stages 1 and 2 have two 45 minute PE lessons. Other foundation subjects are taught through topic work. Time allocated to the teaching of specific foundation subjects is influenced by pupils' individual needs, drawing on their EHCP and the priorities identified in their PLPs. Coverage will be monitored regularly and adjusted where necessary to ensure each pupil's entitlement to a broad and balanced curriculum over time.

## **9. Evaluation by the Government Body of the Success of the Education Provided for Pupils at Hadrian School**

At Hadrian School monitoring and evaluation is an integral part of all professional practice, procedures and systems. Its careful and consistent implementation by designated members of the whole school community enables us to ensure progress and improvement in many aspects of their life of the school.

## **Members of the Governing Body have particular responsibility for:**

- In association with the Head Teacher, overseeing monitoring and evaluation procedures and systems in contexts throughout the school
- Monitoring the LT observations of the quality of teaching and learning throughout the school through detailed, focused learning observations
- In association with the Head Teacher, reviewing policy documentation, guidelines and handbooks
- Monitoring and regulating School Finance in association with the Head Teacher, this responsibility will generally be part of the role of the Finance Committee
- In association with the Head Teacher, agreeing and writing objectives, monitoring these objectives and writing a review statement in their capacity as Appointed Governors for Head Teacher Appraisal
- Taking on a strategic role, and in association with the Leadership Team, implementing a continuous cycle of school self-evaluation and detailed long and short term planning aimed at raising standards of pupil achievement and developing a successful educational establishment
- In association with the Head Teacher, monitoring and evaluation of the Post Ofsted Action Plan.

“Hadrian School is committed to raising standards in all aspects of the life of its community by using performance indicators to monitor and analyse standards, and success criteria to evaluate the quality of education it is providing. In doing so we endeavour to reach our ultimate goal of developing a centre of educational excellence for all pupils.” (Extract from Hadrian School Monitoring and Evaluation Policy). Details of the monitoring and evaluation roles and responsibilities of all members of the Hadrian School Community can be found within this comprehensive document.

### **10. Arrangements made by the Governing Body relating to the consideration of complaints by Parents/Carers on the Educational Provision at Hadrian School**

At Hadrian School our priority is to meet the needs and aspirations of Pupils and Parents whenever possible. We aim to offer high quality educational provision and to act professionally and courteously at all times. We are aware, however, that sometimes things can go wrong and in these instances we will reflect on comments and complaints in order to improve the quality of the services we offer.

**The following general principles, as recommended by the Local Authority have been adopted:**

- The desirability of setting differences informally
- The need for more formal mechanisms for dealing fairly and effectively with complaints which have proved impossible to settle informally
- The assurance that Parents, Carers, Staff and Governors are fully informed of the procedures.

All parties dealing with complaints should seek to deal with each stage within 15 days of receiving notification of the complaint or of the continuing dissatisfaction of the complainant.

More details of procedures and guidelines can be found within the Hadrian School Complaints Policy.

**Related Policies:**

- Admissions Policy
- Accessibility Policy
- Anti-Bullying Policy
- Medicines in School Policy
- Safeguarding Policy

**11. Arrangements of Continuing Professional Development**

Hadrian School strives to meet the varied training needs of both Staff and Parents in partnership with the LA and the wider school community. Through our Staff Development Policy and Handbook and our own limited company, HEADS, we place a great emphasis on continuing professional development and expertise in relation to the care and education of our pupils. The Leadership Team use the Appraisal Process and Pupil Progress information to plan appropriate CPD in relation to SEND. Where appropriate, specialists are used to deliver the training.

**We offer advice and support to the following:**

- Teachers
- Teaching and Learning Assistants
- Support Assistants
- Apprentices
- Administrative Staff
- Facilities and Project Manager
- Mid-Day Supervisors
- Parents/Carers
- Governors
- School Nurses
- Volunteers
- Students
- Mainstream Colleagues.

**The CPD Co-ordinator (Chris Rollings) has regular termly meetings with the following professionals:**

- Leadership Team/Administrative Staff
- Senior Teaching and Learning Assistants
- HEADS Ltd
- Educational and Clinical Psychologist
- Speech and Language Therapists
- Community Nursing Team
- Physiotherapists/Occupational Therapists.

These meetings help to focus the needs of the Parents and Staff and are used to plan multi—professional workshops in conjunction with the school staff training audits.

**Training is delivered through the following routes:**

- In-house training via Training Days and Twilight Sessions
- HEADS Training Courses
- LA, Regional and National Courses
- Lunchtime and After School Workshops
- Parental Workshops
- Visiting experts working alongside colleagues or delivering courses on site
- Visiting best practice in other schools and establishments
- Hosting Regional Conferences and facilities for SEND courses.

**The rolling programme of In-Service Training provided on site includes the following:**

- Safeguarding and Child Protection
- Complex/Profound and Multiple Learning Difficulties
- IT and access to alternative methods of communication
- Specific training for staff on aspects of disability, e.g. Epilepsy, Sensory Dysregulation
- Curriculum Innovation and Development
- Behaviour Support/Thrive Courses
- Rebound Therapy Courses
- Makaton/VOCA Courses
- PE
- Moving and Handling
- First Aid

Staff wishing to undertake further training can access the LA courses online, and national courses as long as it develops and is reflected in their job descriptions, appraisal objectives or the School Development Plan.

The professional development needs of staff are annually reviewed and constantly monitored throughout the year. Best use is made of training funds and LA to support training, as is close co-operation and working relationships with other professionals in the fields of Health and Social Care. We believe that it is only through continued professional development that we can all strive to maintain high quality teaching and learning.

## **12. Working in Partnership with Parents and Carers**

Hadrian School believes that the relationship between Parents and Carers of all Pupils and Staff has a crucial bearing on the child's educational progress and achievement, as well as on the effectiveness of any school based action. It is the aim of the school to establish a partnership with Parents and Carers in the early stages of each child's education and to strengthen these links as they move through the school.

### **Strategies used to work closely with Parents and Carers are:**

- Open Door Policy
- Provision of a notice board giving a range of information
- Friends of Hadrian
- Liaison with the North East Special Needs Network, Parent Partnership
- Text messaging service
- School Website
- Hadrian Herald
- Blogs
- Information of Parent Governors
- Clear lines of communication including Class DoJo, home/school diaries, Big-Macs, lunchtime diaries, detailed Annual Reports, regular coffee mornings and parents evenings
- Regular school based training for Parents and Carers
- Regular Confident Parenting, Keeping up with the Kids, Parents 4 Parents workshops
- Involvement of Parents in writing PLPs
- Invitations to school celebrations/assemblies
- Ongoing monitoring and evaluation through Annual Review Parental Response Forms, School Questionnaires for Parents and Home-School Agreements

## **13. Working in Partnership with External Support Services**

The partnership Hadrian School has developed with the Local Authority's Support Services is an integral part of our educational provision.

## **Regular support is provided by:**

- Newcastle SEN Advice and Support Allocation Panel (SEN ASAP)
- Special Educational and Disabilities Information, Advice & Support Service – ([www.newcastlesendiass.co.uk](http://www.newcastlesendiass.co.uk))
- Special Educational Needs Teaching and Support Services (SENTASS) Teachers of visually impaired and hearing impaired children support individual pupils throughout the school and staff from the young children's team liaise with the school prior to the admission of Nursery/Reception age children
- Early Years SEND Outcome Service – (Hazel Newstead)
- School Effectiveness SEN – (Jill Tough & Sue Alexander)
- Music Therapy and the LA Music Services
- School Dentist
- Dieticians Clinics
- Orthotics Clinics
- Wheelchair Services Clinics
- Educational Psychology Service provides the school with an attached Educational Psychologist and an agreed amount of time per year. The main functions of the Service are to provide a consultation service, to undertake a range of assessments including statutory assessment and provision of written advice, to attend reviews and to support the monitoring of provision at individual pupil and school levels
- Education Otherwise than at School Service (EOTAS) offers the school advice and support on exclusions. The Hospital Teaching branch of this service supports Hadrian School pupils who are hospitalised for any length of time.

All external support services contribute towards the Send In-Service training needs of the school.

## **14. Working in Partnership with Health and Social Care**

Hadrian School is a community in itself, but it is also part of a wider community. It can be mutually beneficial for outside providers to establish links and share their specialist knowledge, experience and expertise with staff and pupils. With this in mind, Hadrian School organises and hosts termly inter-agency meetings where representatives from agencies and services discuss a whole range of common issues and concerns.

### **14.1 The Health Service**

The Health Service provides a service to our children via a Community Nursing Team based on site. In addition, Community Paediatricians carry out medicals within school and provide advice and a medical overview on a regular basis. An Audiomatrician visits school regularly and the School Dentist checks on all children periodically.



## **14.2 Social Care**

Newcastle Social Care has its own Children with Disabilities Team and the Duty Social Worker; this is the first point of contact for the school. The Shared Care Service provides short breaks in home environments for many of our pupils as well as carrying out group sessions and clinics.

## **14.3 Physiotherapy Service**

The Physiotherapy Team are based at Hadrian School and their service provides fully qualified Physiotherapists as well as one Physio Assistant.

## **14.4 Speech and Language Therapy Service**

The Speech and Language Therapy Team are based at Hadrian School and assess and work with individual pupils as well as carrying out group sessions and clinics.

## **14.5 Occupational Therapy**

Newcastle LA employs its own Occupational Therapist for three days each week for Hadrian School. The OT works with a wide case load of children supporting their orthotic and therapeutic needs.

## **14.6 Medical Conditions**

Hadrian follows the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions in school. Where appropriate pupils have detailed Health Care Plans, Risk Assessments and staff are trained to administer Emergency Medication, manage airways and Gastrostomy Feeds.

## **15. Links with the Community and the Newcastle Compass Trust**

Hadrian School is committed to establishing and developing links with the local and wider communities wherever possible and appropriate. These links give our pupils opportunities to experience many aspects of life outside the immediate school environment, and in some cases, may become a valuable preparation for adulthood. In addition, such links serve to help members of the community to perceive Hadrian School pupils in a positive light. Hadrian School also supports a range of local and national charities which encourage our children to realise the importance of “putting something back” into the community.

**Strong links have been established with the following:**

- Newcastle Compass Trust
- FLOW – Facilitating Creative and Vocational Opportunities
- Football in the Community, Newcastle United Foundation
- North East Special Needs Network
- Local Church Communities: Holy Trinity, St. Cuthberts and the West End United Reformed Church
- Northumbria Police
- The University of Northumbria
- The University of Newcastle
- Northern Stage
- Greggs
- The Co-op, Job Centre Plus, Mercedes Benz, Lloyd's Bank
- One Awards
- Hextol – a local charity helping develop confidence, self-esteem in the workplace
- Smile for Life Children's Charity
- Get Connected – Newcastle City Council (Arts Connect, Sports Connect, Music Connect, Dance Connect)
- Families Information Service – [www.newcastlefis.org.uk](http://www.newcastlefis.org.uk)
- The Tim Lamb Centre – Rising Sun Country Park
- Alan Shearer Activity Centre

**Hadrian School regularly supports the work of the following charities:**

- UNICEF
- Children in Need, Red Nose Day
- Operation Christmas Child
- St Oswald's Children's Hospice
- The Chat Shop
- The People's Kitchen
- The West End Food Bank
- Macmillan Cancer Support

**17. Arrangements for Transfer of Hadrian School Pupils**

At Hadrian School we aim to make the transition from Primary to Secondary a natural and exciting progression in the school career of all pupils. It should be perceived as a non-threatening experience to be looked forward to in the knowledge that support and care exists not only from Hadrian staff but also from the staff of the receiving school. Close relationships have been built with Sir Charles Parsons School to facilitate this process.

**Before we transfer we aim to adhere to the following procedures:**

- Liaise with parents and other relevant professionals as to the arrangements for transfer of pupils to Secondary Schools (This process becomes more formal in Year 5)
- Liaise with the receiving Secondary School and arrange an appropriate transfer plan
- This plan may include Secondary School staff meeting Year 6 pupils at Hadrian School, as well as Year 6 pupils visiting their new schools
- Keep the relevant Local Authority officers well informed of the arrangements
- Transfer essential information and documentation to the receiving school as early as possible
- Similar transfer arrangements will be adhered to when pupils move to schools outside the LA
- Parents and Pupils are generally invited to visit their new school either as part of an organised “Open Evening” or on a more informal basis
- We do believe in returning children to mainstream schools, either on a regularly supported basis or on a part/full time basis, if this is appropriate for the child. Similar transfer arrangements would then apply
- At Hadrian School we do value and enjoy keeping in touch with former pupils. We encourage those pupils to return as part of supervised visits as well as in the capacity of a work placement or through attendance at Friends of Hadrian social events.

**18. Hadrian School Pupils in Public Care**

The School Pupil Support Co-ordinator (Alex Rayner) is also the Designated Teacher for Child in Care.

**The Designated Teacher at Hadrian School is responsible for the following:**

- Keeping an updated list of the Child in Care (CiC) in school, with up to date contact numbers
- Monitoring the progress of CiC
- Liaising with other agencies and individuals
- Advocating for LAC in school
- Ensuring that all looked after children have a Personal Education Plan (PEP), at Hadrian School this will be incorporated within the child’s Personal Learning Plan (PLP)
- Ensuring looked after children who are new starters have a smooth and welcoming introduction, if necessary extra support will be provided during this period
- Attending relevant training on looked after children and their needs
- Ensuring that staff in school have relevant information/training on looked after pupils to enable them to positively promote educational issues
- Acting as an adviser for other staff in school and for Governors on issues relevant to looked after children
- Ensuring that each looked after child has a member of staff in school they can talk to

- Ensuring speedy transfer of educational information between different agencies and individuals
- Ensuring that the school has high expectations for looked after children.

**Confirmation that the SEND Policy in respect of Hadrian School has been discussed by the Governing Body:**

**Signed by:**

Chair of Governors: \_\_\_\_\_ Date: \_\_\_\_\_

Head Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Agreed at the Governing Body Meeting on: \_\_\_\_\_

Minute Reference: \_\_\_\_\_