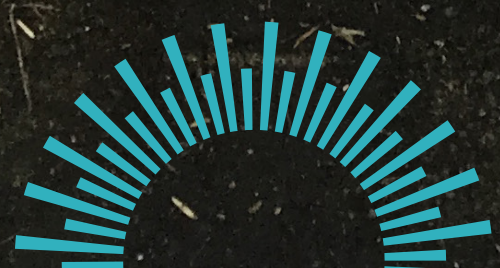




Hadrian School

Information Handbook





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Help support our
'Big Dream Project'



An exciting place to learn

Welcome to Hadrian School and our Information Booklet which we hope will give you an insight into what makes us such a vibrant and exciting place to learn.

Alongside our friends in the Newcastle Compass Trust we have chosen to continue to work in close partnership with Newcastle Local Authority and support their Local Offer (www.newcastle.gov.uk/localoffer).

Hadrian is a school for primary aged children with a wide range of additional needs including complex, profound and multiple learning disabilities. We also have a significant group of children who find learning severely to moderately difficult. Some children have autism and difficulty with regulation, speech and language needs, physical, perceptual and sensory processing. We help all our children overcome their personal difficulties through highly trained and expert specialist teaching, through our highly effective therapeutic curriculum and resources and our partnership work with parents, carers and health professionals.

Since opening in September 1999 we have had five 'outstanding' OfSTED inspections as well as numerous accolades from HMI, Arts Mark, Governor Mark, Trauma Informed Schools and many other providers. We are uniquely positioned to develop and build upon our success having in place our own training company HEADS (Hadrian Education and Development Services) which provides access to specialist, high quality training all year round.

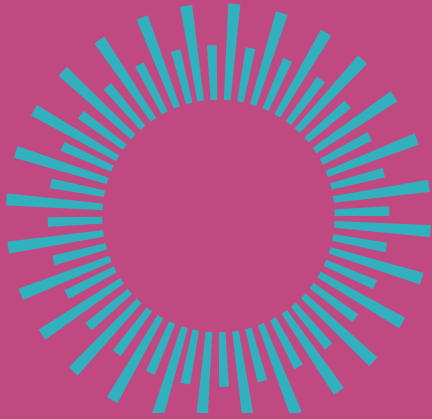
We strongly recommend that you visit our school to witness our vibrant, broad and balanced curriculum in action and learn more about how we can support you in preparing our children for their journey through life.

'Together we make a difference'



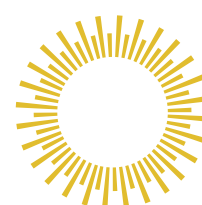


“ You lead a strong staff team which has a clear purpose to improve the outcomes for all pupils and their families. This is evident in strong progress that pupils make from different starting points, the nurturing and caring relationships between staff and pupils, the excellent behaviour of pupils and the many positive comments that parents make about the school. Clear and effective teamwork is evident, staff are treated with respect and everyone’s contribution to achieving strong pupil outcomes is valued. ”
(OfSTED)



The school has a range of superb facilities and learning environments including the following:

- A bespoke Rebound Therapy Centre with nine full size trampolines for Rebound Therapy and trampolining with overhead tracking facilities
- A Hydrotherapy Pool complete with an extensive sound and light system
- Soft Play
- A Space for Sport and the Arts complete with a full size Sports Hall and Dance/Music Studio
- An outdoor Adventure Playground, internal play ground, Secret Garden, Pond and Hide, Caterpillar Garden, Caravan and Early Years Playground
- A fully equipped Food Technology Room
- Two mini buses
- HEADS Training Centre and Conference Rooms
- Parents and Carers Community Facilities
- A fully resourced Thrive Room
- A Sensory Integration Room
- An extensive Wildlife Garden with Yurt, Music Shack, Mud Kitchen and Water Wall.



Preparing our children for life

The Hadrian Curriculum is owned by all the staff. Pedagogically we have developed a model that is rooted up, shaped and informed by best practice in the classroom, informed by research and review, in particular theory of mind, play, trauma informed approaches and encompasses a toolkit approach taking account of best practice in SEND. We use the Intent, Implementation, Impact model and aim to ensure our teaching and learning prepares our children for life, follows their interests and is functional in its application. We describe ourselves as a 'specialist school' not special, because we are the experts in our field. We consistently 'connect the previously unconnected' and understand the theory of mind that creates new neuronal pathways and ways of learning. Our focus is often on 'learning to learn'. Our children do not have learning difficulties, they have difficulty learning,

Our model uses the following pathways;

- **Sensory & Therapeutic**
- **Explore & Discover**
- **Investigate & Apply**

Children experience a broad variety of fun, exciting, relevant, purposeful, therapeutic and creative learning opportunities that celebrate each child's individual talents and personalities. We are 'outcome' driven not 'target' focused. Our children 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 their individual learning styles. Hadrian aims to make memories, we are 'in the moment', we encourage preparation for life and aim to make every child feel valued.



Regular parental feedback shows us that their child is completely understood, that we hold the individual needs of every child of central importance and do everything we can to help them to thrive. We have a consistent outstanding background that evidences this.

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

Our curriculum model is informed by pupil-voice, parental-voice and the thoughts of the multi-professional team who work with the child. We have clear aspirations for each child, incorporating what we understand they want their life to look like when they become an adult and their long-term aims reflect how we are going to get there.

Children leave feeling understood, supported, special, valued, accepted and ready for their next challenge. Our curriculum is entirely flexible and teaches what is important to that child, including Maths and English where appropriate. Our curriculum gives our children opportunities to work on their individual outcomes from their EHCP while offering broad and wide ranging therapeutic & learning opportunities.

Curriculum Pathways

At Hadrian School we follow a curriculum pathway model with three discreet curriculum pathways - 'Sensory & Therapeutic, Explore & Discover and Investigate & Apply' where children across school are grouped in classes based on the provision that they need, alongside peers working on a similar curriculum model.

Pupil progress will be at different stages and all children will be able to follow a curriculum which enables them to achieve their maximum potential. We follow an Ipsative approach, so the child's baseline assessment will determine the impact and success of our offer. .

As well as ensuring our children have engaging and relevant learning opportunities, time is given for physical management, nutrition, personal care, any medical requirements, independence skills and social time with peers. We know that it is vital that our children are engaged, regulated, physically health, pain free and happy in order to develop and secure new skills.

All of this is done in a playful, loving, accepting, curious and empathic atmosphere for emotional learning.

The children that follow a Sensory and Therapeutic Curriculum are very diverse. They may:

- Have sensory processing challenges
- Be at the very early stages of cognition
- Have significant communication needs
- Have huge issues with transitions
- Have significant fine and gross motor impairments
- Have complex medical needs
- Have fear and anxiety
- Struggle to engage with much of their world

What are their priorities for learning?

- Establishing positive relationships with others
- Engaging with the world around them
- Interactions with familiar adults moving onto unfamiliar adults
- Developing choice making skills and signalling preferences
- Communicating their feelings and needs
- Sensory processing and regulation
- Health and physical/sensory management
- Increasing attention and time on tasks

Sensory & Therapeutic Pathway



How is their learning supported?

- Total Communication Approaches
- Thrive & Relational support
- Strong emphasis on routines
- Creating and responding to opportunities for fun, pleasure and enjoyment
- Affirmation of children's achievements
- Total engagement with children in their activities
- Intensive Interaction, allowing us to enter their world
- Creative, wide ranging opportunities for intergration, exploration and play

Explore & Discover Pathway



The children that follow an Explore and Discover Curriculum pathway are very diverse.

They may:

- Have difficulty engaging
- Have spiky profiles with some specific strengths
- Be kinaesthetic, practical learners
- Have play and exploration skills that are more independent and purposeful
- Find it hard to self-regulate
- Find it hard to apply splinter skills in a range of contexts
- Have challenges with communication
- Have social and emotional needs
- Have features of autism
- Find transitions difficult without structure
- Have challenges of auditory & visual memory and recall
- Need support with fine motor skills and limited self-help skills
- Have challenges with focus and attention



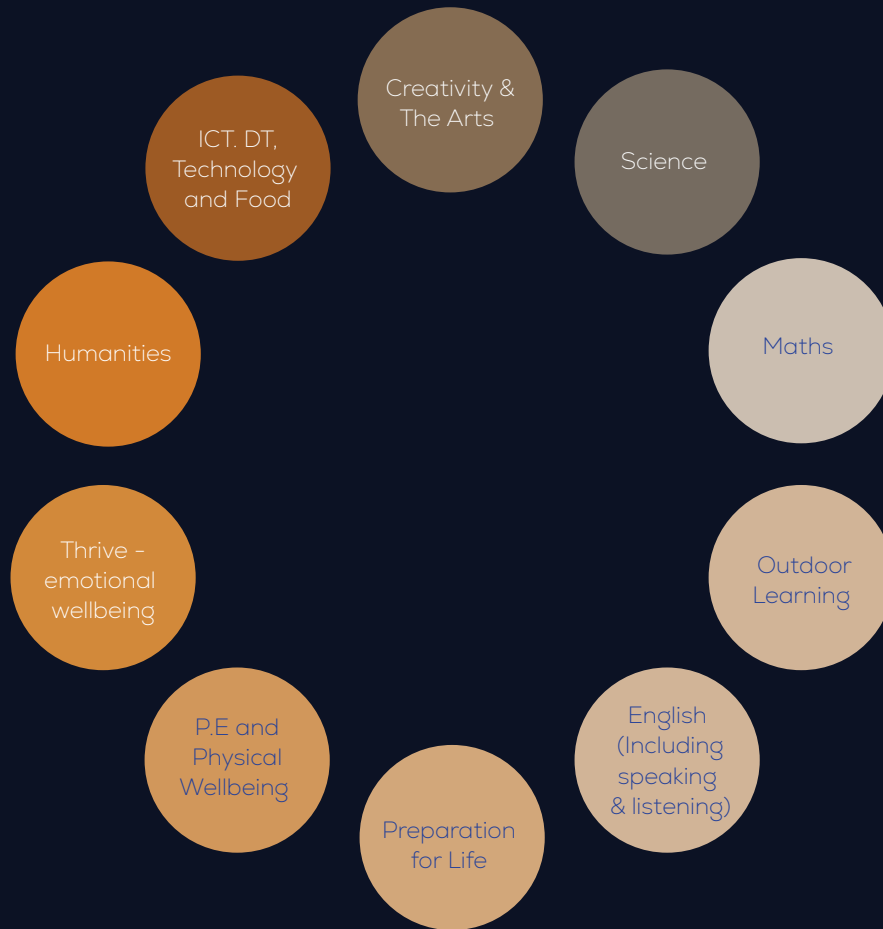
What are their priorities for learning?

- Building confidence and self-esteem
- Emotional regulation
- Developing positive relationships with others
- Life skills—dressing, shopping, cooking and travel training
- Developing independence
- Communication
- Social skills
- Leisure interests
- Thinking & problem solving
- Investigating & exploring
- Community participation
- Increasing their time on task
- Physical & sensory well-being

How is their learning supported?

- Total Communication Approaches
- Play based approach
- Thrive & Relational support
- Hands on practical activities
- Flexibility of approach
- Making informed choices
- Child led, catered to child's interests
- Repetition and the development of real life skills
- Consistent approaches and routines
- Possibilities to apply skills in a range of contexts

Investigate & Apply Pathway



The children that follow an Investigate and Apply Curriculum pathway are very diverse.

They may:

- Have communication skills so they can tell people what they want, need and think
- Sometimes lack self-confidence and self-belief
- Have some independence skills
- Be curious and engaged
- Have some social and relationship skills
- Have some specific interests and knowledge
- Consistently build their skills and knowledge over time
- Have developed some independent learning to learn skills
- Have some gaps in the building blocks of learning



What are their priorities for learning?

- Thinking and problem solving
- Investigating and applying
- Building confidence
- Developing transition skills
- Building auditory and visual memory capacity
- Emotional regulation
- Life skills
- Developing independence
- Social and relationship skills
- Leisure interests
- Community participation
- Creativity
- Physical, sensory and emotional well-being

How is their learning supported?

- Relevant and appropriate skills and knowledge through Maths, English, Science and topic learning opportunities
- Thrive Curriculum
- Hands on practical activities
- Flexibility of approach and adaptability
- Planned opportunities to apply skills in a range of functional contexts



Early Years Foundation Stage (EYFS)

At Hadrian we understand the level of trust our Parents/Carers place in us, getting to know the needs of their children in detail to ensure a smooth start to their education.

Children in the EYFS phase have access to both the Sensory and Therapeutic, or Explore and Discover curriculum pathways, depending on the needs of the child. Both pathways meet the government curriculum guidance for the EYFS, including the prime areas of learning: communication and language/physical development/personal, social and emotional development. Relationship Support and Thrive approaches underpin all of our work in the early years and we seek the expertise of our parents, carers and families to help us tune into our children quickly, on entry to school.

Communication is key

The staff at Hadrian School are incredibly well trained and intuitive in making communicative relationships with our children. We see your child's needs and are skilled in unlocking the potential of every child in school. We employ a Total Communication Approach across school. Communication is a core part of everything, all day in the lives of our children. We look for opportunities to practice and extend communication skills within all activities.

Communication is valued in whatever form – this includes the informal methods of body language, facial expression, gesture, vocalisation alongside the formal methods of speech, sign, symbols and electronically aided speech.

Communication is:

- The approach we use to control our lives
- The way we make friends and develop relationships
- The way we become independent
- The way we make choices and express preferences
- The way we express our feelings, thoughts and emotions
- A two - way process





Supporting emotional and social wellbeing



We use Thrive and Relational Approaches consistently across the whole school. We are a Trauma Informed School which permeates all of our practice. We employ a dynamic developmental approach to working with children that supports their emotional and social well-being as the foundation to improved learning. It is based on current research in neuroscience, attachment research, child development theory and research in to the role of creativity and play.

Developing positive relationships are at the heart of Thrive. We use these relationships, together with play and creative activities to give children repeated experiences to develop their sense of being safe, having their needs met and being special. We have many trained Thrive Practitioners in school who access a rolling programme of CPD across the school year and we continue to train more practitioners every year.



Improving health, fitness and physical well being

Sport, Leisure and Therapy at Hadrian School

P.E and School Sport

P.E. sessions include opportunities for large and small apparatus work, games, dance, athletics, gymnastics, Jabadao and outdoor and adventurous activities. Hadrian School has access to qualified coaches for Trampolining, Rebound Therapy, Halliwick Swimming and Football. The school has excellent sporting facilities which it leases to the community. Local schools and community groups take advantage of our Rebound Therapy Centre, Sports Hall, Dance/Music Studio, Soft Play and Hydrotherapy Pool.

Community Sport

Hadrian School has established very good links with the Wanderers League, Newcastle United F.C and children receive coaching from Newcastle Eagles for basketball as well as numerous coaching opportunities for cricket, break dancing, athletics and dance.







Rebound Therapy

We have a world class bespoke Rebound Therapy Centre which every child in school accesses at least once every week. Rebound Therapy is the therapeutic use of a trampoline to develop and promote motor skills, body awareness, sensory regulation, balance, co-ordination and communication. It is designed to accommodate pupils' individual abilities and disabilities whilst drawing upon their previous experience and likes and dislikes. Improved health and fitness and greater independence are encouraged, whilst fun, enjoyment and the opportunity to succeed are of paramount importance. Rebound Therapy is now seen not as an isolated activity, but rather as an integrated part of the pupil's movement programme. Rebound Therapy facilitates movement, as small movements can produce large effects with the correctly applied bounce. This vibration therapy stimulates balance and equilibrium reactions, vestibular and proprioceptive feedback. Rebound often helps to improve eye-contact and attention control. It can support communication, as some pupils may make vocalisations or use symbols or signs to initiate bouncing. It also promotes a sense of body awareness and relaxation. Because Rebound Therapy is fun, it provides an enormous amount of pleasure as is evident from the smiles and giggles of participating pupils. Used wisely it can be a very useful tool to aid communication with pupils who are more profoundly disabled or who have autism and communication difficulties, giving them the opportunity to take control and demand more fun.

We have an incredibly detailed Rebound Therapy Compendium & Assessment and deliver Rebound Therapy training to schools and services across the UK.

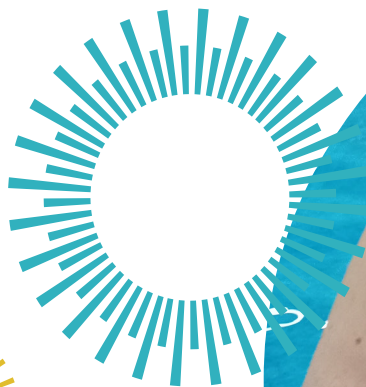
Hydrotherapy

We have our own Water Skills Assessment which we use across school. Our Hydropool is accessed by children in Early Years and Key Stage 1 as part of their 'Water Skills' curriculum, as well as every child on a Sensory and Therapeutic pathway and every child who has a physical disability. We use the properties of water, to maximise each child's ability of function whether physical, physiological or psychological.

The benefits of performing physiotherapy in heated water are numerous. The key differences compared to physiotherapy on land are that the heat and weightlessness experience in this environment can reduce muscle spasticity, reduce pain, make movements easier, help maintain skills regressing on land, enable new skills to be learnt in an unencumbered environment, enhance cardiovascular response to exercise and enhance general fitness

Some children may work on developing early swimming skills which includes breathing control, relaxation, the process of becoming independent in the water, control of rotational forces, upthrust, balance, turbulent gliding and propulsion.

Years 5 and 6 pupils use Elswick Swimming Pool on a regular basis. Pupils receive certificates and badges for their efforts in Water Skills and swimming.





Valuing our Outdoor Learning

We value the contribution Outdoor Learning brings to our children's education. We promote Outdoor Learning at every available opportunity, all year round 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, a Secret Garden, Pond and Hide, Orchard, a Caterpillar Garden, Caravan, bespoke teaching areas and Adventure Playground.





Outdoor learning



Enriching Experiences

We have many interesting and exciting opportunities in and out of school that build memories for life. These include:

- Swimming
- Adapted bike riding
- Surfing
- Residentials
- Sensory Drama in residence
- Theatre companies in school and out
- Shakespeare in School Festival
- Sports Coaches in school
- A wide range of educational visits to the local community and wider region
- Religious and cultural skills in a range of functional contexts







Community Links



Hadrian School is committed to establishing, maintaining and developing links with the local community wherever possible. These links give our pupils opportunities to experience many aspects of life outside the immediate school environment and in some instances may provide valuable preparation for life.

Hadrian School is used as a training placement by a wide variety of students and trainees. These include nursing students, teaching students, NVQ students and medical students.

Established links include:

- Newcastle Compass Trust
- Sir Charles Parsons
- The Greggs Foundation
- Evening Chronicle Sunshine Fund
- The Tim Lamb Centre
- TimbaDash
- Skills for People
- Pass it on Parents
- The Holiday Activity Fund (HAF)
- West End Children's Community Working Group (WECC)
- North East Children's Additional Needs Network (NECANN)
- Newcastle United F.C
- Newcastle University
- Northumbria University
- Newcastle Rotarians
- Blakelaw Social Club

We are very grateful to the following people whose dedication, hard work and support have had a huge impact on our school projects: Rob Armstrong, St. Nicholas Trust, Blakelaw Social Club, INTU, Concept, Stagecoach, Greggs, Deloitte, Clifford Chance, The Newcastle Gateshead Hilton Hotel, the Co-op, Irwin Mitchell, Newcastle Gosforth Rotary Club, Clifford Chance, The Hindu Temple, Dicksons and many more!



CONDERCUM CRAFTS

Condercum Crafts is Hadrian School’s enterprise initiative where we create opportunities for our children to develop entrepreneurial skills linked to arts and crafts as well as food and produce which we then sell through our pop up events in school and the local community.

Working as a team. undertaking responsibility, having the opportunity to access work experience in both a practical and creative way, this project is a great opportunity for our learners to gain the skills to help them in their preparation for life.

 hadrianschool.wixsite.com/condercum-crafts



Friends of Hadrian School

Charity Number 1085068

The 'Friends of Hadrian School' is a registered charity which raises funds to promote the work of the school by providing equipment and activities for use by all children. All Parents/Carers are strongly encouraged to support and attend functions arranged by 'The Friends of Hadrian School'. A committee organise social functions, fundraising events and school based activities to support the work of the school. The 'Friends of Hadrian School' support theatre visits and field studies, purchase equipment and provide funds to help support class running costs. However, their principle function is to bring Staff and Parents/Carers together in social settings to promote friendships and relationships for the common good of the children and school.

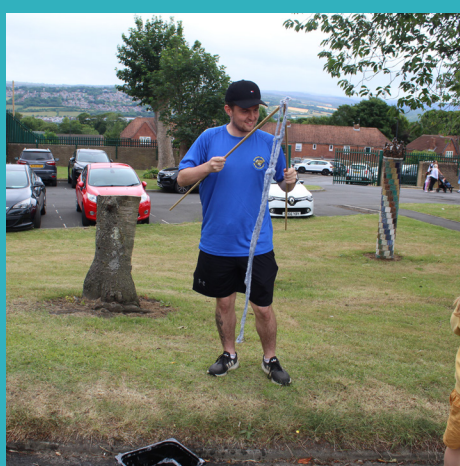
Big Dream Project

Our goal is to create a new, bespoke Hydrotherapy Pool for our community. Please get in touch If you can support this fundraising appeal in any way.



Follow the 'friends'
progress on
Facebook.





Creativity & The Arts

The creative and performing arts have a huge role to play in the education of our children at Hadrian School. We offer a wealth of creative experiences including music, drama, dance and art. The school has superb facilities to promote the teaching of creative and performing arts including a Music/Dance Studio and a Sports Hall complete with staging, sound system and lighting rig. The calibre of our facilities promotes training on a regional and national basis and attracts talented performers such as the brilliant 'TimbaDash'. The school has developed very strong links with the creative arts community and partners include the Newcastle Music Service and Northern Stage Theatre. The school has a strong tradition of performing arts and holds regular productions in school and the wider community.

We are very much involved with the 'Shakespeare in Schools' Festival and have produced very successful performances of 'A Midsummer Night's Dream', 'The Tempest' 'Romeo and Juliet' 'Hamlet' 'Macbeth' 'Antony and Cleopatra' and 'The Comedy of Errors' all of which were performed at Northern Stage. Our production of 'A Midsummer Night's Dream' was also performed at the Lyceum Theatre on Shaftsbury Avenue in London.





Singing and Signing Choir

Hadrian School's Singing and Signing Choir are a lovely group of our most enthusiastic performers. Energy is everything in our sessions and we love to show off our range of singing and signing skills.

Our weekly rehearsals include lots of warm ups, drama games and plenty of singing and signing!

We structure our sessions to include challenge as well as trying to make it as fun and engaging as possible for our children.

This means when we go out and perform, audiences get to see the love and enthusiasm we have for our music as well as our technical prowess for melody!





School Council

Hadrian School values the voice of our children and seeks to ensure we consult, engage and promote their opinions and choices at every available opportunity. We have a School Council, elected annually by the children, which meets with the Leadership Team and Governors on a regular basis each half term. The School Council also vote to elect their own Head Boy and Head Girl. Thanks to our School Council we now have new play equipment, swings, mini bus and additional lunchtime and summer clubs.

Assemblies & Religious Education

Every Friday we celebrate pupil's achievements in our 'Celebration Assembly' where Parents/Families/Carers can come into school and watch a short video presentation showcasing the progress made over the half term or term.

Where appropriate, assemblies are linked to major celebrations (e.g. Harvest, Christmas, Eid, Holi, Easter, Diwali, Rosh Hashanah, Ramadan, etc). As well as promoting our own British Values, celebrating traditions and festivals such as Remembrance Day, Bonfire Night, Advent and Shrove Tuesday.





Specialist Training



As part of our core offer, Hadrian School has developed a centre for SEND training and accredited courses. We facilitate regional training in partnership with Newcastle Local Authority, QCA, City and Guilds, AIM Award, Qualsafe, EQUALS and Sports Partners. We host courses and conferences on a wide range of topics for Teachers, Health and Welfare Professionals, Parents and Carers including the following: Relationship Support, Physical Education, Confident Parenting, Rebound Therapy, First Aid, Moving and Handling, Infant Practitioner and City and Guilds NVQ Level 2 course for supporting teaching and learning in schools.

Our hosting facilities for conferences and training include:

- HEADS Training Suite (which can cater for up to 50 delegates) complete with WIFI and IT facilities
- Sports facilities
- Dance/Music Studio
- Hydrotherapy Pool
- Sports Hall
- Space for Sports and the Arts workshops which can cater for upto 100 delegates

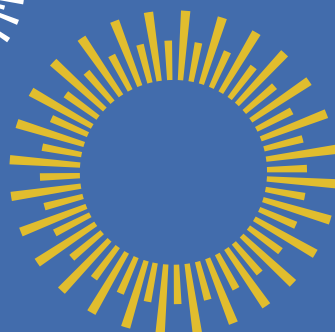


Working with Parents & Carers


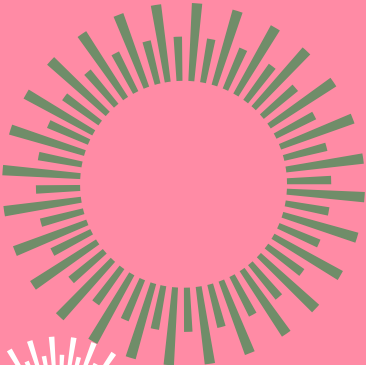

Working Together to Support Your Child

At Hadrian School, we know that it truly takes a village to raise and educate a child – and we're proud to be part of that village for every family who joins our community. As a specialist primary school for children aged 4 to 11 with a range of complex additional needs, we place strong emphasis on creating a safe, nurturing and inclusive environment where children and their families can thrive.

We believe that the best outcomes for your child come from working in close partnership with you. From your first contact with us, we want you to feel welcomed, supported, and truly part of the Hadrian family. We have an 'open door' policy and you don't need an invitation to visit school.



Here's how we support you:

- **A Warm Welcome, Always:** Our open-door policy means you're always welcome. Whether you're visiting Reception or joining us for an event, we want you to feel at home.
 - **Staying Connected:** We keep in regular touch through Class Dojo, text messages, newsletters, and our own 'Hadrian Herald'. Need a translation? No problem—we offer translated documents and have access to interpretation services for calls and meetings.
 - **A Personalised Start:** Every child and family is unique and we take care to make the transition into and out of our school a smooth and thoughtful experience, tailored to your individual needs.
 - **Celebrating Progress:** You'll be kept informed and involved through Parent/Carer appointments, EHCP Reviews and relaxed class Coffee Mornings. Your child's achievements are proudly celebrated on our school TV screens and in our assemblies.
 - **Building Connections:** We create space for Parents and Carers to meet, chat and support one another. Join us for our Autumn Term Professionals Coffee Morning and regular 'Coffee, Cake and Chat' sessions throughout the year.
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Online Support - Just a click away!

Our school website includes a specially designed Parents/Carers section with a Parent/Carers Support Padlet, where you'll find useful resources, links, and information to support you and your child. We've created this as a one-stop-shop to save you time and help you easily access the right support for your family—when you need it.



Confident Parenting Workshops

At Hadrian, we understand that parenting a child with additional needs can bring both joy and challenges. That's why we offer our award-winning Confident Parenting Workshops—a six-week supportive course open to families across the city each term.

For over 25 years, families have benefited from this informal, friendly group, which has been recognised with both the National BILD Award and an NHS Award for Training and Innovation.

What you can expect:

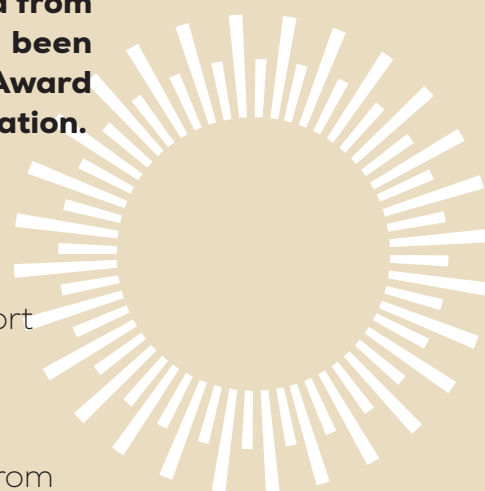
- Practical advice and bespoke strategies
- Information about local services and support
- Handy 'Top Tips' for home life
- A chance to reflect on your own well-being
- Most importantly, support and friendship from other parents and carers who understand your journey

Family Support Team - Here when you need us

Our dedicated Family Support Team are always on hand to help, whether you need guidance, someone to talk to, or practical help with things like funding applications or writing supporting letters.

No concern is too big or too small—we're here to support your whole family in whatever way we can.

Contact Ellen Jankowski at ellen.jankowski@hadrian.newcastle.sch.uk for more information.





Staff at Hadrian School

Scan the QR codes for more information



● **Current Teachers at
Hadrian School**



● **Current Teaching &
Learning Assistants
at Hadrian School**



● **Current Support
Assistants at
Hadrian School**



● **Current Admin
Team at
Hadrian School**



Leadership Team & Governors



Christopher Rollings
Head Teacher



Alex Rayner
Deputy Head Teacher



John Mosley
Senior Teacher



Loveday Fisk
Senior Teacher



David Palmer
Business Manager



Mrs. Marian Stokle
Chair of Governors



Mrs. Sara Wild
Vice Chair of Governors

Foundation Governors

June Ball & Pat Fox

Co-opted Governors

Amy Brown (staff)

Michele Davison (staff)

Emma Amos

Helen Wilson

Susan Nelson

Sara Wild

Marian Stokle

Parent Governors

Vickie Calland

Local Authority

Hazel Stephenson

Head Teacher

Christopher Rollings

Hadrian School Governors



Our Governors ensure that your child receives the best possible education, resources and trained staff in a building fit for purpose. We have a very strong and active Governing Body that takes a great interest in all of our children irrespective of their disabilities, race, gender or background, working in partnership with the Head Teacher, Staff and Parents/Carers of Hadrian School. The Governors are always interested in hearing the views of our Parents/Carers and Stakeholders and are there to support your needs throughout the school year. The Chair of Governors contact details are on our website if you ever need to discuss any matters with Mrs Stokle.

School Information

School always aims to work in partnerships with Parents and Carers, we would appreciate your support in the following areas:



Uniform Options

Children are encouraged to change for P.E. and are requested to bring the following items of clothing each week: T-shirt, Shorts, Plimsolls. For swimming/Hydrotherapy we ask that your child brings in their own clearly labelled swimming costume and towel on a weekly basis. If your child requires swimming pads and wet wipes, could these also be provided.

The wearing of jewellery is strictly prohibited for health and safety reasons. The Head or Deputy Head Teacher will contact the Parents/Carers of any child who comes to school wearing earrings and bracelets.



Meals

All children stay in school for midday lunch which is provided on site every day. Children may bring their own packed lunch if they wish. Children who require special diets are catered for; all meals are prepared and cooked in our own kitchen. Free School Meals are supplied in the same way and Parents/Carers wishing to enquire about their eligibility for free meals should contact our Senior Admin Officer, Bev Heron. All dinner monies should be paid at least one week in advance. Please do not send drinks in any glass bottles. Water is always served with lunch and is readily available throughout the school day.





Medications

We are aware of your child's particular medications. It is imperative, however, that you let us and the Pharmacy Team know of any changes (increase, decrease or cessation) or any treatment your child is having. This should be sent to school in writing. Please also ensure that the Pharmacy Team have a good supply of your child's medication, in its original packaging, for use in school.

School is unable to give non-prescribed medicine to any child.



Local Authority Transport

Parents/Carers and visitors are requested not to park at school during transport times (8:45 - 9:10am and 3:00 - 3:20pm) as access will be restricted until all pupils have safely embarked or disembarked from their own school transport. Most pupils travel to school on transport organised by the Local Authority. At 9.00am Teaching and Learning Assistants and Support Assistants will bring pupils to classrooms where they will be received by Teaching Staff. At 3.15pm all Staff will escort pupils from class out to meet the transport contractors. Any changes to transport arrangements must be given to the Transport Coordinator, Bev Heron, in good time in order to notify Local Authority transport.





Smoking & Vaping Policy

A 'No Smoking/Vaping Policy' has been adopted within school, and should be adhered to by all Staff, Parents/Carers, Visitors and Contractors. Parents/Carers may leave the school building during visits or appointments but are responsible for ensuring that they do not smoke or vape in view of children or on the school grounds.



Security

The school takes the welfare of the children and staff seriously and has procedures in place to restrict access to the building. The main doors have a key pad entry system, intercom and cameras to view visitors. All visitors have to sign in and wear a visitor's badge. All staff working with children have to undergo Enhanced DBS Disclosures. The school site has extensive, high quality CCTV recording 24 hours a day.



Complaints Procedure

Any Parent/Carer who have concerns or complaints about any aspect of our work are requested to contact the Head Teacher in the first instance who will then investigate the matter and discuss it with Parents/Carers. We will endeavour to do this as quickly and efficiently as we can. If Parents/Carers are still dissatisfied they will be given information on how to take the matter further following guidance from Section 29 of the Education Act 2002 and the Equality Act 2010. A Complaints Policy is available on our school website.







Attendance

- Children should be absent from school only if they are ill or attending medical appointments
- Parents/Carers should not take holidays in term time. It is a legal requirement that children attend school each and every day of school term
- In the event of illness, school should be informed as soon as possible. The Transport Company should also be informed
- Pupils should be kept at home for at least 48 hours after sickness or diarrhoea and should not be sent to school if Parents/Carers suspect that they are unwell. School should be informed immediately of all contagious and infectious diseases
- On discharge from hospital please keep your child at home until they are fit to return to school and share any changes to their Health Care Plan with school and the Nursing Team
- Please keep us informed of hospital appointments, admissions to hospital, dental appointments or other clinical appointments.
- It is usual, after an unexplained absence of two or three days, for the Educational Welfare Officer to be informed and asked to visit the home. It is your duty as a Parent/Carer to ensure that your child attends school every day.



Keeping children safe

At Hadrian School we are committed to helping Parents/Carers understand the school's responsibility for the safety and welfare of all pupils. Mr. Rollings is the Lead Designated Safeguarding Officer responsible for Safeguarding Children. We have a comprehensive School Child Protection Policy and Handbook which includes a section on parental involvement. This document is available on request. All child protection issues are handled sensitively, with the well being of the child influencing all other considerations.







Relationships & Sex Education

Relationships and Sex Education is taught to pupils in a manner appropriate to their age and development and usually as part of the wider health education scheme of work supported by the Nursing Team. Your consent will always be sought before any learning takes place.



Preventing bullying

“Bullying is the wilful, conscious desire to hurt, threaten or frighten someone.” Hadrian School will not tolerate any form of bullying or intimidation and if a situation arises it will be dealt with quickly and firmly. Any incidents of bullying will be promptly reported to a member of the Leadership Team and detailed information recorded on CPOMS.



Preventing racism

The school will not tolerate any incidents of racism in any form and will report any such incidents to the Local Authority and the Governing Body.



Health & Safety

The school places a very high emphasis on Health and Safety and has a wealth of policies and procedures in place to ensure the safety and wellbeing of pupils and staff. We comply with all LA and DfE Health and Safety Guidelines, particularly in relation to Risk Assessments, Moving and Handling Guidelines and Educational Visits.





Admission Arrangements

Hadrian School adheres to the Admission Criteria for children as detailed within the Local Authority's Admissions Policy Document.

Children admitted to Hadrian School must have an Education Health Care Plan (EHCP). The Local Authority will coordinate this plan and has a duty to request advice and information from Health and Social Care as part of the statutory assessment process. The Local Authority must consult the child and the child's Parents/Carers throughout the process of assessment and production of an EHC Plan. The outcomes included in the EHC Plan should be realistic & achievable and will be reviewed at the Annual Review meeting.

Children are typically considered for admission on completion of a statutory assessment. Arrangements are made by the LA's Special Educational Needs Section through the SEND Panel (Tel: 0191 277 4420). In exceptional cases it may be necessary for the LA to recommend an assessment/emergency placement for a child at Hadrian School, due to unexpected changes in their health or development, or if a child with a significant learning difficulty moves into the LA. Again, any such placements would be considered and agreed by the LA SEND Panel.

Occasionally referrals are sent to the school before the child is of statutory age, and then, where possible, the school tries to make provision for younger children.



Transfer Arrangements

At Hadrian School we aim to make the transition from Preschool to Primary and Primary to Secondary as smooth and as consistent as possible. Close relationships have been established with SENDOS and Sir Charles Parsons School, our secondary provision, to facilitate this process, or to the appropriate secondary provision.

Decisions on the appropriate placement can be discussed at any time through the school year and through the Annual Review process. As a school we will endeavour to co-ordinate a smooth transfer to an appropriate secondary provision giving the Parents/Carers and pupils opportunities to visit the new school during the spring and summer term.

We have a Special Educational Needs Policy and Handbook which detail all school procedures and arrangements. This policy is available to all Parents/Carers on request.



Get in Touch

Director of Children, Education & Skills

Cath McEvoy-Carr

Head Of Special Needs & Disabilities (SEND)

Deanne Taylor

Civic Centre, Barras Bridge, Newcastle upon Tyne, NE1 8PU - 0191 2787878

Newcastle SEND Information, Advice and Support Services Lead Specialist

Sarah Francis - 0191 2840480

sarah.francis@newcastle.gov.uk

SEND Assessment, Provision and Review Manager

Jane Bayley - 0191 2774650

jane.bayley@newcastle.gov.uk

Transport is provided to and from school for some children by the Local Authority. Arrangements are made by SEND Transport (Contact Telephone: 0191 277 4646).

The Local Authority provides statutory information for Parents/Carers. Newcastle's Local Offer can be found at:

www.newcastlesupportdirectory.org.uk/send-local-offer





Contacts

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Chair of Governors

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Vice Chair of Governors

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Business Manager

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Administration Officers

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Telephone

0191 273 4440

School Website

www.hadrian.newcastle.sch.uk

HEADS Website

www.headstraining.co.uk

School Nurse

0191 2823450

Physiotherapy

0191 219 5275

Occupational Therapy

0191 273 4440

Speech and Language Therapy

0191 210 6868

Educational Psychology

0191 277 4577

Clinical Psychology

0191 210 6868

Business Continuity & Risk Lead

0191 2774414





Rob Armstrong
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 **HEADS Website: www.headstraining.co.uk**