



Hadrian School Special Educational Needs and Disability Policy

This policy should be read in consultation with the Accessibility Plan and the latest Governor Fact Sheet and SEF. These include details of:

- 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)

1.1 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 that, within a fully inclusive environment, each pupil has quality of access to a broad, balanced and relevant challenging curriculum, 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 adulthood. (Please refer to Section 17 for further information).

1.2 Purposes

- To reflect the aims, intentions and aspirations of the whole Hadrian School Community, who we are and who we teach.
- 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, Education Health Care Plans, Personalised Learning Plans (PLPs) and Relationship Support Plans (RSPs).
- To explore and extend all opportunities for community involvement.
- To signpost Parents/Carers to the LA Local Offer and to our Parent Padlet.
- 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 opportunities of all pupils.
- To ensure that each child has equality of access to a highly differentiated curriculum which effectively meets their bespoke Special Educational Needs.
- To ensure that all Special Educational Needs training requirements are addressed, and are incorporated within the School Development Plan whenever appropriate.

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Date: January 2026



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Websites - School: www.hadrian.newcastle.sch.uk HEADS: www.headstraining.co.uk

- To ensure that Special Educational Needs documentation is readily available for Parents/Carers and we're available to discuss and explain this.
- To involve the child as far as possible in his/her own education and life goals.
- To work in partnership with our specialist school partners.
- 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, Equality Act 2010, the Mental Capacity Act 2005, Keeping Children Safe in Education Act 2023, Supporting Pupils at School with Medical Conditions 2014.

1.3 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 collaborate with Local Authority guidelines and procedures when preparing Education, 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 Relationship 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/cares as expressed in the appropriate response forms, parental questionnaires, pupil questionnaires, views from our School Council/Forum.
- To work with our Partners to support and challenge pupil achievement.

1.4 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 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.

1.5. Contact Information

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

Christopher Rollings

Head Teacher

Hadrian School

Bertram Crescent

Newcastle upon Tyne

NE15 6PY

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 E mail: admin@hadrian.newcastle.sch.uk
 Web: www.hadrian.newcastle.sch.uk
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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 Education, Health, Care Plans.
- To ensure each pupil has a Personalised Learning Plan (PLP) which is reviewed regularly and is challenging for all.
- 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/Carers and families.
- 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 School's 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 has the capacity to educate 185 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. All children are admitted to School with an Education, Health, and Care Plan to specific their legal entitlement to provision as outlined in Section F.

Children are grouped in to classes with peers who need a similar provision from Nursery to Year 6. Children may be in a class working on a Sensory and Therapeutic, Explore and Discover or an Investigate & Apply curriculum pathway. The curriculum and provision in each class is designed around the needs of every child. The SENCO ensures that the inclusive school environment and provision is reflected in both policy and practice.

Close liaison with Key Stage 1 and 2 ensures that all pupil records are filed appropriately and are easily accessible, yet held confidentiality. The School values its partnership with Parents and

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Carers and works closely with our Compass Trust partners and 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:

- Hydrotherapy Pool,
- A World Class Rebound Therapy Centre,
- Interactive Smartboards, iPads, VOCAs and PCs,
- Sensory Integration Suite,
- Thrive Room,
- Sensory Quad,
- School Hall complete with gymnastics resources,
- Sports Hall, Dance Studio/Music Studio,
- Nine trampolines for Rebound Therapy,
- Adventure Playground,
- Wildlife Garden complete with a Yurt, Mud Kitchen, Water Wall, Art Shed, Music Shack, and teaching spaces,
- Caterpillar Garden with a caravan,
- A range of outdoor play areas with safe floor surfaces and disability friendly play resources,
- Soft Play Room and Ball Pool,
- Food Technology/Life Skills Room,
- Library,
- Changing areas with hydraulic beds and mechanical hoists,
- Medical Rooms,
- Massage Room,
- Physiotherapy/OT Rooms,
- Speech and Language Therapy Room,
- Wellbeing & Reflection Room,
- Parents/Community Room,
- Conference Rooms,
- Training Suite,
- Café,
- Four mini-buses with tail lifts.

5. Allocation of Financial Resources

All pupils are admitted to Hadrian School with an Education, Health, Care Plan. As far as possible the School makes every effort to allocate funds to ensure that the educational provision specified in EHC Plans is made, in fulfilment of Governors' responsibilities. Additional funding through the LA'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 Education Needs, since much will depend upon the particular

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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 for Education.

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

- Class Running Costs Allocation,
- General Classroom Equipment Allocation,
- Curriculum Area Allocation,
- Senior Special Needs Teaching & Learning Assistants' Allocation,
- Educational Visits and School Based Performances,
- 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 from Hadrian School Finance 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 document in Appendix 1. Please also refer to the School's Admissions Policy.

Children's EHC plan is written following assessments made by the Educational Psychology Service, relevant Educational, Social Care and Medical Professionals, and parents are also requested to give their views.

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

- Consult with the Local Authority and the appropriate officer 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 school facilities and offer them a School Information Booklet. This can be facilitated with a trusted friend/family member, translator, current SENCO / SENDOS worker.
- Where appropriate, arrange a series of follow up visits with the child who will be given opportunities to spend some time with their potential peer group.

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- Request any documentation outlining the child's special educational needs as well as relevant background information.
- If possible and appropriate, visit the child at home or at their current school, prior to admission.
- Attend and contribute to any relevant Case Reviews, Annual Reviews or meetings.
- Liaise with the relevant professionals involved with the child and their 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 our provision is appropriate for the child.
- Where necessary, secure the appropriate level of nursing care and training prior to 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 2840480

For an extended glossary of the terminology used in special education please visit:
<http://www.education.gov.uk/a0013104/glossary-of-special-educational-needs-sen-terminology>

For more information on the new Children and Families Act 2014 please visit:
<http://www.legislation.gov.uk/ukpga/2012/6/contents/enacted>

For further information on Education, Health, Care Plans please visit:
<http://www.ehcplan.co.uk>

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. Most of our assessment is ipsative and is based on each child's unique starting points and their next steps in learning. Assessment is linked to all planning and the writing of PLPs. 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 all pupils.
- They work closely with Support Staff in the planning and monitoring of interventions.
- They make accurate and productive use of assessment.
- They support relationships effectively to ensure a good and safe learning environment.

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- They compile a PLP (in conjunction with the child's Parents, and any other relevant professionals) for each child. This is reviewed formally every term but informally, continuously, ensuring that it is up to date and appropriate.
- They write 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-ordinators are responsible for:

- Ensuring that assessment material is readily available to each Class Teacher.
- Collating information and trends over time.
- 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 relevant system is not appropriate for specific children.
- Monitoring, benchmarking & 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.
- Reporting to Governors and other stakeholders.

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

- Personal, Social and Emotional Development,
- Communication and Language,
- Literacy,
- Mathematics,
- Understanding the World,
- Physical Development,
- Expressive Arts and Design,

Key Stage 1 and Key Stage 2 children are assessed using the SCART Assessment Scheme in:

- English (speaking & listening, reading and writing),
- Maths, and
- Science.

Our pupils with more complex needs use the Engagement Model as is a statutory requirement. Assessment information is used to help formulate individual learning outcomes to evaluate an individual's performance in relation to their own previous performance ensure that children continue to make progress.

8. Access to the Hadrian School Curriculum

We have a responsibility to provide a broad, balanced and challenging curriculum for all our pupils. All pupils receive quality first teaching that is differentiated to meet their individual

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need/s. Please refer to our Curriculum Toolkit for details. Subject Leaders report progress to the Whole Governing Body, termly.

Setting suitable learning challenges

The School Curriculum encompasses a wide range of teaching strategies, approaches and topics based around the individual needs of the pupil. Children may follow a number of pathways depending upon their assessed needs including access to a Sensory & Therapeutic Curriculum, an Explore & Discover curriculum or an Investigate & Apply route.

Responding to pupils' diverse learning needs

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

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

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. This action includes:

- Providing equipment, support and resources for pupils who need help with communication, interaction, language and literacy.
- Planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences.
- Helping pupils to support the development of their relationships, to take part in learning effectively and safely.
- Helping individuals understand and manage their emotional wellbeing.
- Supporting all pupils with our Preparation for Life pathway.

Hadrian School Curriculum

Curriculum Purpose:

Children at Hadrian experience a broad variety of fun, exciting, relevant, purposeful and creative learning opportunities that celebrate every child's individual talents, personalities and preferences. 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,' we provide skills for the future and make every child feel valued.

Parents feel 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 thrive. The child's learning is continuously consolidated and built-upon, always keeping in mind what is important

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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 School.

Together, Hadrian delivers a bespoke curriculum for every child:

The curriculum is child-focussed and child-led. This is informed by pupil-voice, parental-voice and the contributions from the multi-professional team who work with the child. We have clear aspirations for each child, incorporating what we want their life to look like when they become an adult and their long-term aims reflect how we are going to get there. The child's provision addresses these aspirations.

Children leave feeling understood, supported, special, valued, accepted and ready for their next challenge. The curriculum is entirely flexible and teaches what is important to that child, including Maths and English, where appropriate.

The curriculum is individualised to meet the needs of each pupil and their own barriers to learning are addressed. We maximise the potential of that child with what's being taught to them.

Our curriculum gives our children opportunities to work on their individual outcomes from their EHCP, while offering broad and wide ranging learning opportunities.

Together, Hadrian develops Independent and Resilient Children for Life:

Our children develop life skills to be as independent as possible – in turn, impacting on their confidence and self-esteem. Children are active learners and build up their resilience to cope with change. Our curriculum is purposeful to the lives they will go on to lead after their time at Hadrian School.

By the time our children leave, we will have equipped them with the means to be as independent as possible in the wider community, relative to their abilities and stage of development. Children will have experienced learning that reflects this and will have gained enough confidence to practice this in all contexts.

We develop every child's love of learning and the enthusiasm to explore their world and the confidence to 'have a go.' Children experience success as well as being resilient enough to accept failure. We build relationships and develop every child's emotional and sensory regulation.

Children will have the means to communicate their preferences and make their needs known - to be the best communicator they can be. It is essential that children are able to communicate their feelings & the causal links, as well as their wants and needs.

We develop children that are confident, have belief in their ability to succeed, who can go on to live safe and healthy lives.

Together, Hadrian is Creative, Broad, Challenging and Ambitious:

Our children experience a broad and balanced curriculum which is appropriate to their needs, interests and passions. It is also challenging, ambitious and relevant. The curriculum is full of

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creativity and outdoor learning. Children are exposed to a wide range of activities to help them understand the world and enrich their enjoyment of it.

We develop and nurture children's thirst for information and expose them to many new and exciting topics and experiences that they may not have the chance to come into contact with otherwise. The children experience being in the wider community and take part in fantastic creative opportunities such as the Shakespeare Schools Festival. They also take part in lots of real life experiences, educational visits, access first class resources and other skilled professionals.

The curriculum includes all areas of their EHC plans and each area is valued. The creative and broad curriculum gives context and substance to work on every child's individual outcomes in order to tap into their full potential and challenge them with high expectations.

Together, Hadrian is Fun and Engaging:

All children at Hadrian have a fun, interesting, exciting, engaging curriculum that gives lots of opportunities for experiential learning. The curriculum is engaging and exciting with opportunities for awe and wonder alongside developing functional skills. This fun and appropriate curriculum, with breadth of study over time, fosters a love of learning.

Together, Hadrian makes Memories:

Our children and their families look back on their time at Hadrian and smile. They have a positive learning experience that gives them happy memories while also preparing them for life. They remember staff as being patient, loving, caring, fun & enthusiastic and their learning environment as being exciting & engaging. Hadrian is a happy, safe place, which creates memories for life in learning and social experiences both in school and in the wider community.

Curriculum Organisation

All children follow a curriculum which enables them to achieve their maximum potential. All children have their learning and therapy requirements planned from their EHCP through the PLP format. The curriculum supports children to develop concepts, attitudes, skills and knowledge essential to them in their everyday lives, within a richness of experience, with breadth and balance. Children are grouped in classes based on the provision that they need, along with peers working on a similar curriculum pathway.

As well as ensuring our children have engaging and relevant learning opportunities, time is given to the wider Creative and Performing Arts, RE and Multi-cultural experiences, outdoor learning, 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.

To ensure that we are able to meet each child's holistic needs as specifically as possible, Hadrian's curriculum is arranged into pathways.

- Sensory & Therapeutic,
- Explore & Discover,
- Investigate & Apply.



Each of these Pathways has its own teaching and learning approach which is then personalised to be bespoke for each and every child.

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 well-being, or the development of basic learning, health and emotional needs. Specialist environments such as the Hydrotherapy Pool, Rebound Therapy Centre, Sensory Integration Suite, Soft Play, Sports Hall, Café and Cookery Room are an important part of the whole curriculum and are time-tabled to ensure that pupils receive the therapy they require.

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, Art Shed, Water Wall, a Secret Garden, a Caterpillar Garden, Caravan, bespoke teaching areas, adventure playground and disability friendly play areas.

We aim to develop our pupils' Life Skills and to encourage our children to be as independent as possible and to grow in confidence and self-esteem. 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 pupil has a PLP which sets out specific learning outcomes and is written in conjunction with Parents/Carers, classroom support staff and other professionals such as Speech and Language Therapists, Physiotherapists, OT's and colleagues from the Multi-Sensory Impairment Service.

English (Communication & Interaction) and Maths (Cognition & Learning) are taught or experienced on a daily basis. Key Stages 1 and 2 have at least two 45-minute PE lessons. Other foundation areas are taught through topic work where appropriate. Time allocated to the teaching of specific foundation subjects is influenced by pupils' individual needs, drawing on their Education Health Care Plan 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 Governing 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 the life of the School.

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Members of the Governing Body have particular responsibility for:

- In association with the Head Teacher and SENCO, overseeing monitoring and evaluation procedures and systems in contexts throughout the School.
- With the Head Teacher and Leadership Team, supporting the monitoring of quality of Teaching and Learning throughout the School through detailed, focused learning observations. This will generally be carried out in association with members of the Leadership Team in the form of "paired learning observations."
- In association with the Head Teacher, reviewing relevant 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 outcomes, monitoring these outcomes 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 any Post OfSTED Action Plan. Currently we have no actions to take forwards from OfSTED.

"Hadrian School is committed to raising standards in all aspects of the life of its community by monitoring and analysing 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 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, wherever possible. We aim to offer high quality educational provision and to act professionally & 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 service we offer.

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

- The desirability of settling 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 Parent/Carers, Staff and Governors are fully informed of the procedures.

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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 Schools Policy,
- Safeguarding Policy.

11. Arrangements for 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 & 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,
- Site Supervisor,
- Mid-Day Supervisors,
- Parents/Carers,
- Governors,
- School Nurses,
- Volunteers,
- Students,
- Mainstream colleagues.

The CPD Co-ordinator 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,
- School Nurses,
- Physiotherapists/OT.

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These meetings help to focus the needs of 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,
- Autism and dysregulation,
- Tracheostomy care, peg feeds, air way management, and other Medical Interventions as appropriate,
- Feeding & Drinking,
- IT and access to alternative methods of communication,
- Specific training for staff on aspects of disability, e.g. Epilepsy, Cerebral Palsy, Downs Syndrome, Postural Management,
- Curriculum Innovation and Development,
- Relationship Support Training,
- Rebound Therapy Courses,
- Water Skills Training,
- Outdoor Learning and Forest Schools,
- Makaton and communication courses,
- PE & School Sport,
- Moving and Handling,
- First Aid,
- Positive Handling.

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 outcomes or the School Development Plan, e.g. our long term commitment to Thrive Training, Trauma Informed Schools, Mental Health and Wellbeing

The professional development needs of staff are annually reviewed and constantly monitored throughout the year. Best use is made of training funds and our 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 Parent/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 Parent/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, NECANN,
- Home-School Agreements,
- Text messaging service,
- School web sites,
- Hadrian Herald,
- Blogs / Parent's Blog,
- DoJo,
- Information on Parent Governors,
- Clear lines of communication including Class DoJo, lunchtime diaries, detailed Annual Report, regular coffee mornings and Parents Evenings,
- Regular school-based training for Parent/Carers,
- Regular Confident Parenting, Keeping up with the Kids, Coffee, Cake & Chat, 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:

- Special Education Needs Teaching and Support Services (SENDOS). Teachers from the Multi-Sensory Service 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.
- Pre-school Team,
- Play Therapists,
- Pharmacy Team,
- School Dentist,
- Dietician's 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

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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.

- The LA Access & Inclusion team offer School advice and support on exclusions.
- The Hospital Teaching 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 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.

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 all children on an annual basis. We also now host a new Pharmacy Service Team.

Social Care

Newcastle Social Care has it's own Children with Disabilities Team and the Duty Social Worker; this is the first point of contact for the School, in an emergency. Often, children have a named member of the team allocated to them. The Shared Care Service provides short breaks in home environments for many of our pupils and Bedeburn House is another important source of short break services.

Physiotherapy Service

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

Speech and Language Therapy Service

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



Occupational Therapy

Newcastle LA employs it's own Occupational Therapists for Hadrian School. The OT's work with a wide case load of children supporting their orthotic and therapeutic needs both at home and school.

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 life opportunity. 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,
- Greggs,
- WECC – west end children's community support network,
- Football in the Community,
- North East Special Needs Network – NECANN,
- FLSE,
- Stagecoach,
- Northumbria Police,
- The University of Northumbria,
- The University of Newcastle,
- Dance City, Northern Stage,
- Clifford Chance,
- The Co-op, Job Centre Plus, Lloyd's Bank, SSE,
- Newcastle United Foundation,
- Newcastle Rotarians,
- One Awards,
- 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,
- The Tim Lamb Centre – Rising Sun Park.



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, and
- Maggie's Cancer Charity.

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 is 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 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 reintegrating 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 our 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 Children in Care. The Designated Teacher at Hadrian School is responsible for the following:

- Keeping an updated list of the Children in Care (CiC) in School, with up to date contact numbers.
- Monitoring the progress of CIC.

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- Liaising with other agencies and individuals.
- Advocating for CiC in School.
- Ensuring that all CiC have an electronic Personal Education Plan (ePEP). At Hadrian School this will be incorporated within the child's Personal Learning Plan (PLP).
- Ensuring CiC who are new starters to Hadrian School have a smooth and welcoming introduction. If necessary extra support will be provided during this period.
- Attending relevant training on CiC and their needs.
- Ensuring that staff in School have relevant information/training on CiC to enable them to positively promote educational issues.
- Acting as an adviser for other staff in School and for Governors on issues relevant to CiC.
- Ensuring speedy transfer of educational information between different agencies and individuals.
- Ensuring that the School has high expectations for CiC.

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: _____

Review Date: Annually

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