



## **Hadrian School Special Educational Needs and Disability Policy**

This policy should be read in consultation with the Accessibility Plan and the Annual SEN Report. 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 – Mrs Marian Stokle, Deputy Head Teacher  
(email: [marian.stokle@hadrian.newcastle.sch.uk](mailto:marian.stokle@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 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 and Personalised Learning Plans (PLPs).
- To explore and extend all opportunities for community involvement.
- To signpost Parents/Carers to the LA 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 opportunities of all pupils.

**Policy: SEND Policy**

**Date: November 2017**



**Hadrian School, Bertram Crescent, Newcastle upon Tyne, NE15 6PY, Telephone 0191 2734440**

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- 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 and is summarised within the Governing Body's Annual Report to Parents.
- 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, Equality Act 2010, the Mental Capacity Act 2005, Keeping Children Safe in Education Act 2016, 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 follow 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 Behaviour Support Plans.
- To incorporate all 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.

### 1.4 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.

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## 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

Telephone: 0191 2734440  
Fax: 0191 2261150  
E mail: [admin@hadrian.newcastle.sch.uk](mailto:admin@hadrian.newcastle.sch.uk)  
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## 2. The Role and Responsibilities of the Special Educational Needs Co-ordinator (SENCO)

Mrs Marian Stokle is the SENCO at Hadrian School and her 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.
- 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 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.

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

Hadrian School has the capacity to educate 170 primary age pupils who experience a range of additional needs including moderate, severe and profound and multiple learning difficulties. Almost all children are admitted to School with an Education, Health, Care Plan/Statement.

In general pupils are educated alongside their peers regardless of disability. The School has one Nursery class, one Nursery/Reception class, one Reception classes and between Years 1 and 6 pupils are generally educated in mixed ability parallel groups. 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 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 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:

- Interactive Hydrotherapy Pool
- An Interactive Sensory Studio
- Interactive Smartboards, iPads, VOCAs and PCs
- Sensory Integration Suite
- Sensory Quad
- School Hall complete with gymnastics resources
- Sports Hall, Dance Studio/Music Studio
- Five trampolines for Rebound Therapy
- Adventure Playground
- Wildlife Garden complete with a pond/hide and teaching spaces
- 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
- Quiet Room
- Library
- Changing areas with hydraulic beds and hoists
- Medical Rooms
- Physiotherapy/OT Rooms
- Speech and Language Therapy Room
- Parents/Community Room

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- Conference Rooms
- Training Suite
- Four mini-buses, three of which have tail lifts.

## 5. Allocation of Financial Resources

Almost all pupils are admitted to Hadrian School with an Education, Health, Care Plan. Occasionally, an EHC Plan 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. 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 High Care Needs/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 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 Assistants' Allocation
- Educational Visits, School Based Performances and Swimming Lessons
- Pupil Premium Funding.

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“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.

Generally pupils admitted to Hadrian School do so with an EHC Plan. This plan is written following assessments made by the Educational Psychology Service, relevant Educational and Medical Professionals, and parents are also requested to give their views. If a child is admitted without an EHC Plan 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 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.
- Arrange a series of follow up visits with the child who will be given opportunities to spend some time with his potential peer group.
- 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 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.

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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;

Judith Lane     [Judith.lane@newcastle.gov.uk](mailto:Judith.lane@newcastle.gov.uk) 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 the new 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. Assessment is linked to all planning, especially our short and medium term plans 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 pupils.
- They work closely with Support Staff in the planning and monitoring of interventions.
- They make accurate and productive use of assessment.
- They manage 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, 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 a Journal of Evidence to demonstrate progress and achievement for every child throughout the school year.

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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 Subject Leaders.

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, Language and Literacy.
- Mathematical Development.
- Knowledge and Understanding of the World.
- Physical Development.
- Creative Development.

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

- English (speaking and listening, reading and writing.)
- Numeracy.
- Science.
- IT
- PSHE

Our pupils with more complex needs also have access to the Routes for Learning and Quest Programmes of Study.

Assessment data is used to help formulate individual learning targets to ensure that children continue to make expected progress.

## 8. Access to the Hadrian School Curriculum

We have a responsibility to provide a broad and balanced curriculum for all our pupils. All pupils receive quality first teaching that is differentiated to meet individual need. Please refer to our Curriculum Policy for details.

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### 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 including access to a Sensory Curriculum, a Therapeutic Curriculum, a Semi-Formal Curriculum and a Formal Curriculum.

### 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' motivation and concentration.
- Providing equality of opportunity.
- Using appropriate assessment approaches.
- Setting targets 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 and, if appropriate, the National Curriculum. This action includes:

- 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.
- Helping pupils to manage their behaviour, to take part in learning effectively and safely.
- Helping individuals manage their emotions.

### Hadrian School Curriculum

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 the opportunities, responsibilities and experiences of life.

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. We also have a diverse Sensory and Therapeutic

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Curriculum including access to Hydrotherapy and Halliwick, rebound Therapy, Music Therapy, Story Massage, Jabadao and TacPac.

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, Sensory Studio, Sensory Integration Room, Rebound Therapy, Soft Play, Sports Hall and Food Technology 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 half a day's education in our school grounds and outdoor learning areas per week.

Our substantial grounds include a Wildlife Garden, a Pond and Hide, a Secret Garden, a Caterpillar Garden, 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. 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 pupil has a PLP which sets out specific learning targets in all areas of the Curriculum for a period of six months. This PLP is written in conjunction with Parents/Carers, classroom support staff, and other professionals such as speech and language therapists, physiotherapists and colleagues from the sensory impairment service.

English and Maths are taught on a daily basis. Key Stages 1 and 2 have at least 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 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. For further details please refer to annual SEN Report.

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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 quality of teaching and learning throughout the School through detailed, focused lesson observation. This will generally be carried out in association with members of the Leadership Team in the form of "paired lesson observation".
- in association with the Head Teacher, reviewing all 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 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 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.

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- 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 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 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

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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

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 Inservice 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, Cerebral Palsy, Downs Syndrome
- Curriculum Innovation and Development
- Behaviour Support Courses
- Rebound Therapy Courses
- Makaton Courses
- PE
- Moving and Handling
- First Aid, epilepsy awareness.

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.

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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 Parents Room and notice board giving a range of information
- Friends of Hadrian
- Liaison with the North-East Special Needs Network, Parent Partnership
- Home-School Agreements
- Text messaging service
- School web sites
- Hadrian Herald
- Blogs
- Information on Parent Governors
- Clear lines of communication including home/school diaries, Big-Macs, lunchtime diaries, detailed Annual Report, 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 IEPs
- 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 (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.

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- EEAST for our preschool children.
- Music Therapy and the LA Music Services
- 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 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 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 the School with a considerable amount of nursing support with a School Nurse, a Staff Nurse and a Nursing Support Worker all 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 a yearly basis.

##### 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 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 one Physio Assistant.

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### Speech and Language Therapy Service

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

### 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.

### 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 necessary 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
- Football in the Community
- Newcastle Toy and Leisure Library
- North East Special Needs Network
- Local Church Communities: Holy Trinity, St. Cuthbert's, and the West End United Reformed Church
- Northumbria Police
- The University of Northumbria
- The University of Newcastle
- John Lewis
- Coquet Trust
- Dance City, Northern Stage
- Deloitte
- The Co-op, Job Centre Plus, Mercedes Benz, Lloyd's Bank, SSE
- Newcastle United

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- 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](http://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

### 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 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.

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## 18. Hadrian School Pupils in Public Care

The School Pupil Support Co-ordinator (Marian Stokle) is also the Designated Teacher for Looked After Children. The Designated Teacher at Hadrian School is responsible for the following:

- Keeping an updated list of the Looked After Children (LAC) in School, with up to date contact numbers.
- Monitoring the progress of LAC.
- 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 to Hadrian School 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: \_\_\_\_\_

Review Date: Annually

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