Special Educational Needs and Disabilities Policy

Updated May 2026
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HADRIAN PARK PRIMARY SCHOOL

SPECIAL NEEDS AND DISABILITIES POLICY (SEND POLICY)

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1. RATIONALE

This policy is in line with the Special Educational Needs and Disability Code of Practice 2014 (COP 2014) and is designed to provide a clear framework for its implementation in our school. It is also written taking into account the requirements of the Disability Discrimination Act (DDA) of 1995 (including the amendments of 2005) and the Equality Act 2010.
The school is committed to equality of opportunity and provides full access to the National Curriculum for all pupils, including those with special educational needs.

The school recognises that children with special educational needs and disability (SEND) may fall into one or more of the following categories:

1. Communication and interaction

2. Cognition and learning

3. Social, mental and emotional health

4. Sensory and/or physical

2. AIMS OF THE SCHOOL

1 To identify through appropriate assessment those pupils with special educational needs.

2 To ensure that all pupils have access to a broad, balanced and relevant curriculum and a range of educational opportunities.

3 To ensure that all pupils receive an education appropriate to their age, aptitude and ability.

4 To ensure that SEND provision in the school is effective in meeting the needs of pupils with SEND.

5 To ensure that every effort is made to allow all pupils with SEND to experience educational success and to feel a valued member of Hadrian Park Primary School.

6 To ensure that all pupils enjoy equality of educational opportunity through the planning, organisation and implementation of an appropriately modified curriculum.

7 To recognise and allow for individual differences between pupils, understanding that:

- Pupils develop intellectually, emotionally and physically at different rates.

- Pupils' needs change with time and circumstances.

- Educational provision must be adapted to keep pace with these changes.

3. OBJECTIVES

The staff will work together as a whole school with responsibility to achieve these aims by:

- Prompt identification of those pupils who may have special educational needs.

- Assessing the pupil's individual needs as soon as cause for concern has been raised.

- Monitoring and reviewing the pupil's performance and progress, implementing agreed targets in the individual support plan (ISP) and evaluating these at least termly.

- Providing the appropriate support to those with special educational needs and disabilities.

- Working in partnership with appropriate outside agencies to ensure a multi-disciplinary approach to planning and implementing appropriate and effective support.

- Working in partnership with parents /carers by liaising with them to ensure that they play an active and valued role in the education of their children.

- Working in partnership with pupils to ensure that they play an active and valued role in their own education, including setting targets, monitoring and reviewing their own progress.

4. THE SPECIAL EDUCATIONAL NEEDS AND DISABILITY CO-ORDINATOR (SENDCO)

The designated teachers responsible for the day-to-day operation of the SEND policy are Mrs Miller and Miss Loizou. The school employs Mrs Miller and Miss Loizou as Special Educational Needs and Disability Co-ordinators (SENDCO).
They can be contacted through the school office telephone number 0191 9170900.
They are happy to discuss the special needs of any pupil with their parents/carers.

5. THE ROLE OF THE SENDCO

- To co-ordinate the provision for pupils with special educational needs throughout the school.

- Oversee the day to day running of the school's SEND policy in line with CODE OF PRACTICE 2014 (COP).

- Liaise, advise and support colleagues with SEND related issues.

- Co-ordinate information and reports involved in the staged assessment process, including Support Plans and Annual Reviews, as outlined in the CODE OF PRACTICE 2014.

- Liaise with multi-disciplinary agencies involved in the education and welfare of pupils with Special Educational Needs and Disability (SEND).

- Liaise with parents/carers of pupils with SEND, keeping them fully informed and involved at all stages of their child's education.

- Liaise with pupils with SEND keeping them fully informed of their targets/programmes of work/progress/monitoring and reviews.

- Arrange training for support assistants and teachers.

- Liaise with partner primary and high schools.

6. GOVERNOR RESPONSIBLE FOR SEND

The Governor with responsibility for SEND is Mr Harry Corlett who is interested in the field of SEND. He can be contacted through Hadrian Park Primary School office. Mr Harry Corlett works with the SENDCO on development and evaluation of the policy.

The Governing body is responsible for ensuring that the policy is implemented and that a complaint has been dealt with through the schools specified complaint procedure:

- Any parent unhappy with the SEND provision in school should first discuss their concerns with the class teacher.

- If parents remain concerned further discussion should take place with the SENDCO and relevant SLT (Senior Leadership Team) member of staff.

- Further representation can then be made to the SEND Governor who can consider appropriate action with other members of the governing body.

- If parents still remain concerned they can seek advice from SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Services).

7. ADMISSION ARRANGEMENTS

All children will be admitted to Hadrian Park Primary School, irrespective of their needs, where a placement is deemed appropriate.

8. TRANSFER FROM/TO OTHER SCHOOLS

The school makes every effort to ensure a smooth transfer from one school to another for all pupils. The school will:

- Ensure that all pupils are given the opportunity and are encouraged to visit Hadrian Park Primary School prior to entry. Special visiting arrangements can be made for those pupils with SEND on request from the parents/carers or feeder schools or nurseries. A local offer (SEND Information report) detailing provision is available on the school website.

- Ensure that all pupils are given the opportunity and are encouraged to visit the high school of their choice prior to entry. Special visiting arrangements can be made for those pupils with SEND if it is deemed appropriate.

- Ensure that every effort is made to gather all relevant information/records from the feeder schools/nurseries for those pupils with SEND.

- Ensure that all teachers are given relevant information on pupils with SEND when they enter school.

- Carry out appropriate screening assessments at the time of entry to the school.

- Liaise with the SENDCO at schools to which pupils are transferring from or to so that relevant information and records are passed on.

9. ACCESSIBILITY

The school is a single storey building and is therefore easily accessible to users of wheelchairs. There are two accessible toilets, one is situated next to the Early Years Unit and the other is in the Key Stage 2 corridor. Classrooms are designed to accommodate wheelchair users e.g. wide doors. Pupils have access to appropriate technology/devices to support their learning.

10. INCLUSION

The school does not prioritise on the grounds of ability. If a child has a learning difficulty or physical disability for which specialist teaching or equipment is essential, but not available within the school's resources, then the school will liaise with the LEA to secure the best possible resources so that, on admission, there can be immediate access to a broad and balanced curriculum. The Accessibility Plan is published on the school website.

The school operates an inclusive policy that endorses and supports the LEA policy for Equal Opportunities and Inclusive Education. The school seeks to provide effective learning opportunities for all pupils taking the National Curriculum as the main structure for our planning. Programmes of study are modified as necessary so that all pupils are offered appropriately challenging work according to their diverse learning needs.

11. RESOURCE ALLOCATION TO PUPILS WITH SPECIAL EDUCATIONAL NEEDS or DISABILITY

- A SEND budget is available from school resources for those pupils with SEND to meet their individual needs.

- The Head Teacher in liaison with the SENDCO makes the budget allocation.

- A small budget is allocated to SEND for the purchase of essential equipment such as :

- Computer programmes/apps
- Differentiated texts and photocopiable resources to allow greater curriculum access for pupils with SEND
- Assessment materials.
- Sensory resources

- The school employs classroom assistants who, as part of their role, support pupils with special educational needs in the following ways:
    - Preparing resources.
    - Small group support (in-class or withdrawal) in core subjects.
    - 1:1 interventions (in -class or withdrawal).

- Leading intervention programmes if appropriate such as: RWI Fast Track Tutoring, Speech and Language programmes, Dyslexia, Fresh Start, Language and Communication, Treetops, Thrive, EHCP provisions, Bubble Handwriting.

- The school SEND budget funds teaching assistants to work with pupils with Education Health Care Plans in school. 10 hours are allocated from the school budget. The LEA fund additional hours.

12. THE IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS

The school follows a graduated response to the identification of pupils with SEND.

Pupils will be identified and assessed as to their special educational needs by means of screening and diagnostic assessments.

The following methods are used to identify and monitor pupils with special educational needs.

- Teacher assessment/Insight data
- Liaison with and the use of records from feeder schools/settings
- Communication Toolkit (EYFS)
- Baseline assessments (EYFS)
- High Frequency words checklist
- PIRA for reading
- PUMA for maths
- YARC Reading Test
- HAST Spelling Test
- Sandwell Maths Test
- RWI and phonic assessments

- Observations (in-house and external agencies)

13. MONITORING AND REVIEW PROCEDURES

Special Educational Needs Support (SEN Support)

The pupil's class teacher will:

- provide the SENDCO with as much information as possible
- be responsible for meeting the pupil's special educational needs
- discuss with the pupil's parents/carers the SENDCO's involvement
- liaise with the SENDCO, parents/carers and pupil to plan and implement an Individual Support Plan (ISP)
- make sure that the Individual Support Plan focuses on SMART targets (Smart, Measurable, Achievable, Realistic and Time Specific).
- make sure that the Individual Support Plan records only strategies additional to or different from the normally differentiated curriculum
- review the Individual Support Plan and the pupil's progress at least three times a year, with SENDCO/parents/carers/pupil.

The SENDCO will:

- make sure pupil's parents/carers are aware of the LEA's Special Educational Needs and Disability Information Advice and Support Service (SENDIASS)
- collate all the relevant records about a pupil including National Curriculum records, SATS results and any information from parents
- liaise with any external agencies for advice and support
- liaise with class teacher, parents/carers and pupils on implementing an Individual Support Plan (ISP) with targets and strategies
- make sure that ISPs are reviewed at least termly
- make sure that all relevant records/information are up to date.

Education, Health and Care Plan provision (EHCP)

Sometimes it is recognised that a pupil requires greater support than the school can initially provide and a request for statutory assessment is undertaken which may lead to a pupil receiving an Education, Health and Care Plan (EHCP)

Hadrian Park Primary follows the North Tyneside process with parents / carers views gathered via meetings and/or in writing at every stage. If an EHCP is required, this will be reviewed annually or every 6 months if a child is under 5 years.

14. SEN STAFF/WHOLE SCHOOL TRAINING

The school recognises the importance of keeping aware of new initiatives in SEND, and ensuring that all staff are given the appropriate training in order to support pupils with SEND to the best of their abilities.

The SENDCO attends courses related to SEND issues run by the LEA. This includes network meetings. Relevant information is disseminated to the whole staff.

Class teachers and classroom assistants are encouraged to attend SEND related training sessions.

SEND issues are addressed in whole school CPD.

15. PUPIL INVOLVEMENT

Pupils are involved in the target setting and reviewing of their Individual Support Plans as appropriate for their age and maturity.

All pupils are given the opportunity to outline their own strengths and weaknesses and set targets.

16. PARTNERSHIP WITH PARENTS/CARERS

The school recognises parental involvement and input as an essential element in a pupil's education, as well as an important part of the assessment, monitoring and reviewing process.

Once an initial concern has been raised, the class teacher and SENDCO will liaise with parents/carers.

Concerns and views will always be actively sought and recorded by school.
School will always request parental permission before involving any outside agency.

Parents/carers views and contributions will be sought in the writing and implementing of an Individual Support Plan (ISP).

Parents/carers are invited to contribute to termly review meetings to discuss provision, progress and set new targets.

If parents/carers have concerns, they are welcome make an appointment to speak to their child's class teacher, the SENDCO or the Head teacher.

The school will inform parents/carers of the LEA's, Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) which will provide parent/carers with advice and information on all SEND issues.

17. LINKS WITH SPECIAL SCHOOLS AND OUTSIDE AGENCIES

The school seeks advice from other schools to support setting appropriate targets and related programmes of work and maintains strong links with outside agencies in North Tyneside. The Language and Communication Team, Dyslexia Team and Speech and Language Therapy Team provide advice and resources including differentiated support materials developed by the service. The school also accesses the occupational therapy service for advice and the loan of specialist equipment and Benton Dene Outreach for support with communication and autism. The school welcomes opportunities to develop links/training/resources from staff in special schools.

The school makes full use of the advice and support available from all outside agencies.

Behaviour and attendance support – The Primary Outreach Team, which uses an early intervention approach with pupils who are having difficulties with their behaviour. They work with teachers, parents and pupils.

Child and Adolescent Mental Health Services (CAMHS) – A specialist team of psychiatrists, nurses, and support workers, who provide advice and support for children who display signs of anxiety/depression/self harm/eating disorders. Referral is via family GP or health visitor/school nurse or school.

Community Learning Disability Service – Support children and adults with a learning disability and complex health needs.

Dyslexia Team - A specialist team of qualified experienced teachers of specific learning difficulties (dyslexia/dyscalculia).

Early Help Assessment - This is a system used to access resources and support for parents and pupils. Family Partners work with families.

Educational Psychologist - Provides assessment and advice for schools around a young person's psychology needs and how to support them in school and at home.

Language and Communication - A specialist team able to offer assessment, advice, support to pupils with specific language and communication needs.

Occupational Therapy - A specialist team available to advise pupils, parents and teachers (gross motor skills, fine motor skills and Dyspraxia).

Portage and Pre-School Service - The Portage and Pre-school Home Teaching Service is offered to children with special needs who are living in the borough of North Tyneside.

Public Health Nurse Service- School has access to a public health nurse service to support with health issues, including toileting and sleep.

Physiotherapy Service - A specialist team available to advise pupils, parents and teachers.

RHELAC (Raising the Health and Education for Looked After Children) – A service that provides support for the education and health needs of looked after children.

Sensory Service - The Sensory Service work with pupils with a diagnosed loss of hearing or vision across all key stages. They provide specialist assessment, advice and training, and where appropriate direct teaching and specialist learning support.

Speech and Language Therapy - A specialist team able to offer speech and language programmes for pupils and advice, training and support to teachers and parents.

18. DEVELOPMENT OF THE SEND POLICY

It is intended that this SEND policy will form the framework for special needs provision within the school and that it will continue to be a practical working document. All staff will be involved in implementing the requirements of the policy. The policy will be monitored and reviewed to ensure its continued development. The governors of this school are in full agreement with this policy and will be kept fully informed of any new SEND documentation/initiatives or amendments to the policy.

This policy should be read in conjunction with the Single Equality Scheme, Health and Safety Policy, Accessibility Plan.