Special Educational Needs and Disabilities Information Report

Updated November 2026
To be reviewed November 2027

To be read in conjunction with SEND and Disabilities Policy and the Accessibility Scheme.

HADRIAN PARK PRIMARY SCHOOL

Hadrian Park Primary School

Special Educational Needs and Disabilities Information Report

Hadrian Park Primary is a fully inclusive mainstream school. We ensure that **all** pupils achieve their potential personally, socially, emotionally, physically and educationally.

Our Information Report lets you understand how we support pupils with special educational needs and disabilities (SEND).

The school recognises that pupils with special educational needs and disabilities may fall into one or more of the following areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Definition

Definition of Special Educational Needs in the SEND Code of Practice: 0 to 25

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:
Have significantly greater difficulty in learning than the majority of children of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Special educational provision means:
Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age.
The identification of pupils with Special Educational Needs

All teachers are responsible for identifying pupils with SEND. They will then liaise with the SENDCO to identify different or additional support. Pupils will be identified and assessed by means of a variety of screening and assessment tools.

The following methods may be used:

- Liaison with previous settings
- Nursery/reception baselines
- Phonics checks
- Reading assessments
- Spelling assessments
- Reading assessments
- Maths assessments
- Sandwell Maths assessment
- Discussions with parents/staff/children
- Observations

When a pupil is identified as having special educational needs a meeting will be arranged with the parents/carers. An Individual Support Plan (ISP) will be put in place which will identify:

- the pupil's strengths and areas of difficulty
- long term and short term outcomes
- targets to meet outcomes
- support that will be provided
- the impact of support/interventions

A pupil may be supported in a number of ways:

- In class with quality first teaching by the class teacher with appropriate strategies in place.
- In a small group within the classroom with a teaching assistant.
- In a small group or individual basis withdrawn from the classroom with a teaching assistant.
- 1:1 support.
- Support may be to access the curriculum, social interactions .

Additional support may include

- Reading and phonic/spelling programmes
- Speech and Language Therapy programmes
- Social skills, Nurture and Friendship groups
- Maths interventions
- Writing interventions
- Individual work programmes for pupils developing basic Literacy and Maths skills
- Dyslexia or phonic intervention programmes
- Personal medical care

Involving pupils and their families:

- Parents and pupils are involved in contributing to ISPs.
- Targets on Individual Support Plans (ISPs) are reviewed 3 times a year. Outcomes are monitored and used to set new targets.
- Parents are encouraged to meet staff from outside agencies when they have been involved with their child to discuss interventions and progress e.g. Educational Psychology, Dyslexia Team, Behaviour Support Team, Language and Communication Team.
- Annual review meetings of an Education, Health and Care (EHC) plan.
- Meetings prompted by concerns raised by external professionals, parents or teachers.
- Overall progress is reported to parents at termly Parents' Evenings.

The other people/agencies and teams we liaise with include:

Acorns, Behaviour Support Team, CAMHS (Child and Adolescent Mental Health Service), Dyslexia Team, Educational Psychologist, Attendance and Placement Service, LCT (Language and Communication Team), Occupational Therapy, Paediatricians, Physiotherapy, SALT (Speech and Language Therapy), Social Services, Public Health Nurse, Tyne Gateway, Sensory Team, Community Learning Disability Team (CLDT), RHELAC Team (Raising the Health and Education of Looked After Children), Benton Dene Outreach Service, Treetops (OT).

Transition

We will work in partnership with other education providers to ensure that pupils make a successful transition as a new pupil to school or to the next stage of their learning, through careful and coordinated planning of the transition. We provide the following support to pupils:

- Initial meeting with parents/carers for new pupils.
- Close liaison with high schools - pupils with special educational needs are offered additional transition support to a new school.
- Enhanced transition for selected pupils

Inclusion

The school does not prioritise on the grounds of ability. If a pupil 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 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. We offer a wide range of extracurricular activities available to all pupils. We liaise fully with parents to ensure appropriate support is provided for pupils with SEND.

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 Nursery and the other is in the Key Stage 2 corridor. The school car park has two disabled parking bays.

Monitoring and Review Procedures

A graduated approach to meeting Special Educational Needs and Disability

The pupil's class teacher will:

- be responsible for meeting the pupil’s special educational needs provide the SENDCO with as much information as possible when reviewing provision.
- liaise with the SENDCO, parents/carers and pupil to plan and implement Individual Support Plans (ISP).

- make sure that the ISP focuses on 3 short term measurable targets and strategies additional to or different from the normally differentiated curriculum.
- review the ISP and the pupil's progress three times a year, with parents/carers/pupil.

If the pupil continues to have difficulties and it is felt that outside specialists need to be involved, the teacher will:

- discuss the situation with parents/carers, pupil and SENDCO.
- Collect any relevant information such as the current ISP targets, National Curriculum (NC) records, interventions, assessments, observations.

The SENDCO will:

- ensure that all staff in the school understand their responsibility to children with SEND and the school's approach to identifying and meeting SEND
- liaise with the parents and ensure that they are fully involved in every step of the SEND process
- monitor the effectiveness of interventions and targets
- liaise with any external agencies for advice
- devise with class teacher an ISP with targets and strategies
- co-ordinate the provision for pupils with SEND
- co-ordinate the gathering of information towards an application for statutory assessment for an EHC plan

Pupil Involvement

Pupils are involved in the target setting and review of their ISPs as appropriate for their age and maturity.
Pupils with an EHC plan are involved in their annual reviews in a manner appropriate to their maturity. All pupils will be given the opportunity to outline their own strengths and areas for development.

Staff

- The SENDCOs at Hadrian Park Primary School are Mrs Miller and Miss Loizou.
- It is part of all teaching assistants' role to support SEND and to lead intervention groups.
- Staff are trained to administer medicines when appropriate. Medical action plans are in place for those pupils who require it.

Training

All staff receive ongoing training to support pupils with special educational needs and disabilities. Some of our staff training includes:

- Nurture UK
- Makaton
- Thrive
- Dyslexia friendly classroom strategies
- Writing SMART targets for ISPs
- Delivering dyslexia programmes
- Speech and Language therapy
- Better Reading Programme
- Lego Therapy
- REACH
- Bubble handwritng
- RWI 1:1
- Fresh Start RWI programme
- ASD training
- Trauma informed practice
- BLAST
- Medical training specific to invidual children e.g. lifting and handling, diabetes, epilepsy and treating allergies

Supporting Families

Families are informed of services/organisations through the Local Offer. The school works in partnership with families to help them support their children's learning outside of school. The school informs parents/carers of the LEA's Special Education Needs and Disabilities Information Advice and Support Service (SENDIASS) which will provide them with impartial advice and information on all SEND issues.
Contact number: 0191 6438313 or 6438317

Governor responsible for SEND

The Governor with responsibility for SEND is Mr Corlett who can be contacted through the school office (0191 9170900). Mr Corlett works with the SENDCO on the development and evaluation of the policy.

Complaints

There may be an occasion when parents/carers are unhappy or concerned about something that has occurred in school. At Hadrian Park Primary School we would like to know about this as soon as possible so that things can be investigated, action can be taken and the issue can be resolved. If you have any concerns about your child's special educational needs or disability, their progress or the support they receive, we would ask that you come into school and discuss matters further with your child's class teacher and/or the SENDCO.

Complaints procedures are in place and can be accessed through our website. We would always hope to resolve any issues or concerns informally by working in partnership with parents.

Further information

Behaviour and anti-bullying policies are regularly reviewed with a focus on how they affect pupils with special educational needs or disabilities.

Other useful documents such as our Special Educational Needs and Accessibility Plan are also available on the school website.

The school's self-evaluation process will look at teaching and learning for pupils with SEND.

All school-related activities are evaluated in terms of inclusion of pupils with SEND.

If you would like further information about what we offer at **Hadrian Park Primary** then please contact the SENDCO, Mrs Miller/Miss Loizou on: 0191 9170900.

The LEA Local Offer is published on North Tyneside's website. There is a link to this on the school's website.

To be reviewed November 2027.

School entitlement offer to pupils with special educational needs or disabilities

	Support Available Within School	Evaluation based on learning walks, in class and withdrawal interventions, observations and pupil voice.
Communication and Interaction Needs: e.g. • Autistic Spectrum Disorders • Speech, Language and Communication Needs • Social communication difficulties	• Visual timetables. • Support / supervision at unstructured times of the day. • Social skills programme / support including strategies to enhance self-esteem. • Small group work to improve skills. • ICT is used to support learning where appropriate. • Strategies / programmes to support speech and language development. • Strategies to reduce anxiety / promote emotional wellbeing. • Where appropriate we will use support and advice from other partners to meet the needs of pupils. • Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Differentiated curriculum and resources	Visual timetables and prompts used in all classrooms. Individual pupils have a personalised visual timetable if appropriate Pupils have access to Nurture groups and 1:1 self esteem sessions iPads are used to support recording of work. Regular liaison with Speech and Language Therapy. Parents and pupils are involved in termly reviews of individual plans (ISPs). Differentiation is evidenced in different forms in classrooms. Visual and concrete resources are used in class and available at tables when needed. Displays in classrooms support learning.
Cognition and Learning Needs: e.g. • Moderate Learning Difficulties • Specific Learning Difficulties	• Strategies to promote/develop literacy and numeracy. • Provision to support access to the curriculum and to develop independent learning.	Talk 4 Write Programme is used to develop writing skills with all pupils. A mastery approach to Maths (including practical resources) is used to support all pupils. Targeted interventions are reviewed on a regular basis to ensure they meet the

	• Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Differentiated curriculum and resources • Visual prompts	needs of individuals and groups. RWI Phonics Programme is used throughout Foundation Stage and Key Stage 1. RWI Spelling Programme is used throughout Key Stage 2. Staff use resources provided by outside agencies.
Social, Mental and Emotional health e.g. • Behavioural needs • Social needs • Mental health needs • Emotional Health and Wellbeing	• Thrive interventions • The school ethos values all pupils. • Behaviour management systems encourage pupils to make positive decisions about behavioural choices. • The school's behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions. • Risk assessments are used and action is taken to increase the safety and inclusion of pupils in activities. • The school has a Learning Mentor to provide pastoral support for all pupils. • Support and advice is sought from outside agencies to support pupils, where appropriate. • Small group programmes are used to improve social skills and help pupils deal more effectively with stressful situations. • Outdoor learning is used to offer a different approach to the curriculum.	Friendship groups and 1:1 self esteem sessions are delivered by our Learning Mentor to support pupils. Pupils find these sessions valuable. Positive Parenting programmes are offered. Pupils and parents responded positively to

	• There are friendship groups to support pupils. • Information and support is available within school for behavioural, emotional and social needs. • PSHE curriculum supports positive role models, staying healthy and anti bullying. • RESPECT Curriculum (CoJo) supports positive interaction and teamwork.	dedicated enrichment weeks (e.g. Festivals and Celebrations Week, Anti bullying Week).
Sensory and Physical Needs: e.g. • Hearing/Visual Impairment • Multi-sensory impairment • Physical and Medical Needs	• Support and advice is sought from outside agencies to support pupils, where appropriate. • ICT is used to increase access to the curriculum. • Support to access the curriculum and to develop independent learning. • Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs. School will provide training for staff if needs arise. • Access to Medical Interventions. • Access to programmes to support Occupational Therapy / Physiotherapy. • Support with personal care if and when needed. • Staff understand and apply the medicine administration policy. • The Special Educational Needs Coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of pupils.	Training for staff on medical needs. Dedicated areas are available to support medial needs. TAs provide gross and fine motor skills support.

	• The school has disabled toilets / facilities.	