

Special Educational Needs and Disability (SEND) Policy

2026-2027



Hadrian Primary School

Date reviewed:

September 2026

Date ratified by the Governing Board:

Next governors meeting

SEND POLICY

This policy has been developed in line with:

- Part 3 of the Children and Families Act 2014 which sets out the legal framework for SEND assessment, provision and review
- SEND Code of Practice 2014, updated 1st May 2015 which sets out statutory duties for education, health, and social care in providing for children and young people (0-25years) with SEND
- Equality Act 2010 which sets out the legal duties which protect pupils with SEND from discrimination

The following guidance has also been considered:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- 'What maintained schools must or should publish online' guidance report 2014
- Supporting pupils with medical conditions at school 2014, updated 16th August 2017

This policy complies with the statutory requirements in the SEND Code of Practice 0 – 25. It should be read in line with the settings:

- Accessibility Policy
- SEND Information Report
- Admissions Policy
- Behaviour Policy
- Anti-Bullying Policy
- Equality & Diversity Policy
- Safeguarding & Child Protection Policy
- Complaints Policy
- Supporting Pupils with Medical Conditions Policy

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Part 1: Introduction

Hadrian Primary School is a fully inclusive school. We aim to provide a safe, supportive and nurturing environment where all pupils regardless of need can thrive academically, socially and personally. We aim to create an environment where pupils and their families feel listened to and can contribute to decision making. Every pupil is valued in their own right; we focus on an inclusive whole school ethos but recognise the need for targeted and specialist SEND and/or pastoral support for some pupils. We inspire all pupils to be part of our school community taking up opportunities to learn and grow as individuals and make a successful transition into adulthood.

At Hadrian Primary School we are committed to providing an education which enables pupils to:

- *achieve their best;*
- *become confident individuals living fulfilling lives and;*
- *make a successful transition into further or higher education.*

Defining SEND

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. The term disability is defined in the Equality Act 2010 as:

- a physical or mental impairment,
- the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

When providing SEND support within our school we have due regard of the SEND Code of Practice (2015) in identifying, planning for and reviewing provision necessary for pupils with SEND and our duty under the Equality Act (2010) to not directly or indirectly discriminate against pupils with SEND. We take care not to categorise pupils as SEND where barriers to learning are solely related to the first language being different to that spoken within our school, solely where behaviour exhibited is disruptive or withdrawn, or assume slow progress or lower attainment is derived from a SEND need.

Inclusion

We believe all pupils are individuals and have their own unique talents that should be fostered to enable them to thrive in all areas of their development. At Hadrian Primary we ensure equity of learning opportunities for all pupils, taking care to identify, understand and remove barriers to learning, adapting our practice so that all pupils can participate fully in school life.

Part 2: Objectives

The objectives of the policy are:

1. To work within the guidance laid down in the 'SEND Code of Practice' and 'Supporting pupils with medical conditions at school'
2. To work within the legislation set out in part 3 of the Children and Families Act 2014 and Equality Act 2010
3. To provide an appropriately qualified SENCO
4. To develop expertise within the staff team
5. To identify and have appropriate provision in place for pupils with SEND at whole school and individual levels
6. To ensure access to a full broad and balanced curriculum
7. To have systems to identify pupils who require universal, targeted and specialist SEN support and review this regularly through the assess, plan, do, review cycle
8. To ensure that parents and carers have a clear understanding of how the school supports pupils with SEND and how the setting will work in collaboration with parents and carers and include them in decision making
9. To ensure pupils are fully included in the wider school, able to achieve their potential and contribute to decisions

Part 3: Roles and responsibilities

Responsible persons

Role	Name	Contact details
SENCO/Inclusion Manager	Mrs Emma Fox	01914554514
SLT member responsible for oversight of the SEND Team	Mrs Emma Fox	01914554514
SEND link governor	Mr Jack Brown	01914554514

The headteacher is responsible for ensuring there is an appropriately qualified member of staff who acts as designated SENCO. The headteacher will ensure the SENCO has completed the National Professional Qualification in SEND or the National Award for SEND Coordination

The SENCO is a qualified teacher and has achieved the ***National Award for SEND Co-ordination***.

The SENCO is a member of the senior leadership team within the setting.

The headteacher works closely with the SENCO to determine the strategic development of the SEND policy and provision within our school to ensure SEND needs are identified and appropriate support and reasonable adjustments are put in place.

The SENCO is responsible for:

- Overseeing the day-to-day operation of the SEND policy
- Work with the headteacher and governors to ensure that the school meets its responsibilities under the SEND Code of Practice (2015), Equality Act (2010), Children and Families Act (2014) and the 2025 key stage 2 access arrangements guidance
- Maintaining and reviewing a current and up to date SEND register
- Coordinating provision for pupils with SEND
- Lead on the self-evaluation and action planning for SEND
- Line manage staff within the SEND staffing structure
- Liaise with pupils who have SEND
- Liaise with internal professionals such as the designated safeguarding Lead (DSL), teachers, curriculum coordinators.
- Liaise with and act as key point of contact for external professionals, for example educational psychology, local authority teams, specialist teachers to plan and implement provision for pupils with SEND
- Complete referrals to external services/agencies
- Coordinate the annual review process
- Advise on the graduated approach to provide SEND support across the setting
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaise with parents and carers of pupils with SEND
- Oversee transition arrangements into and out of the setting for pupils with SEND, including liaison with other providers/settings
- Monitor and evaluate the SEND provision and complete the SEND information report

- Liaise with the SEND link governor
- Contribute to the development of staff training

There is a SEND governor in place who provides strategic oversight of SEND which includes appropriate support and challenge. The SEND governor meets with SEND leaders regularly.

Jack Brown – Chair of Governors

The SEND governor is responsible for:

- Specific oversight of the strategic direction of SEND including the vision, culture and objectives
- Overseeing the arrangements for pupils with SEND, including admission arrangements
- Ensuring the school has appropriate up-to-date policies and procedures for SEND including the assess plan, do, review process
- Working with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school
- Scrutinising and evaluating the quality and effectiveness of SEND provision within the school, including access to the curriculum
- Listening to and understanding the context of SEND across the setting
- Feeding back strengths and areas to consider to the local governing body (LGB)

The Teachers' Standards (2012, updated 2021) make clear teachers have responsibility to 'adapt teaching to respond to the strengths and needs of all learners'

Teachers will therefore be responsible for:

- The progress and outcomes of all pupils within the class/s including those with SEND
- Reviewing practice ensuring they are implementing high quality teaching
- Being first point of contact for parents and carers
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of the support and interventions
- Working with the SENCO to review pupil progress and outcomes
- Providing information, reports or attend review meetings where required
- Implementing reasonable adjustments including recommended strategies on SEN support plans, external professional recommendations, and individual aids, such as laptops, coloured overlays, visual timetables where required

Part 4: Identification of SEND need

The SEND Code of Practice sets out the four broad areas of need:

- Communication and interaction
- Cognition and learning

- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The Graduated Approach

Early identification of need

At Hadrian Primary School we use a range of methodologies to identify pupils needs. This includes, but is not restricted to:

- Discussion with parents, carers and any current professionals for pupils entering our school
- Use of data, monitoring and tracking systems within school
- Teacher/support staff observations
- Views from parents, carers and pupils
- Monitoring pupil work through observation, marking and feedback

Where a pupil is not making progress, they may be placed onto our school monitoring list. The SENCO, teachers and support staff, working with the parents, will collaborate to organise support, teaching strategies and where relevant, intervention for the pupil. During this time, progress will be closely monitored. Where pupils have not made progress towards agreed outcomes, consideration will be given to placing the pupil on the schools' SEND register.

At Hadrian, we use Local Authority guidance called the 'SEND In Mainstream Settings Framework'. We use the SEND In Mainstream Settings Framework to identify, plan and review support your children with SEND.

- Universal
Developing skills that are broadly in line with age-related expectations with natural variation in learning pace and profile
- Universal Plus
Emerging needs that are more noticeable and may affect progress in specific areas
- Targeted
Difficulties that are impacting access to learning and progress across one or more areas.
- Targeted Plus
More significant persistent difficulties that affect progress, independence and access to learning
- Specialist
Severe, complex enduring difficulties that profoundly affect progress, independence and access to learning across all curriculum areas.

Ordinarily Available Provisions (Local Authority guidance) are put in place to make sure that every child is treated with equality and fairness.

In line with the code of practice, we follow a four-part cycle of assess, plan, do, review for pupils with SEND, taking action to identify barriers, understand pupils needs, and put effective special educational provision in place with an aim to securing good outcomes for pupils with SEND. The cycle allows us to hold termly reviews and draw upon more specialist expertise where required.

Assess

The class teacher, working alongside the SENCO, will carry out an assessment of the pupils needs drawing upon their knowledge of the pupil and progress made towards outcomes. As part of this process, it may be necessary to make referrals for specialist advice or assessment. Parents and carers will be consulted where there is concern a pupil may have special educational needs at the earliest opportunity so staff develop a good understanding of the pupil's areas of strength and difficulties, the parents or carers concerns, the agreed outcomes sought for the child and the next steps.

Plan

Where additional provision is required to meet a pupil's SEND need, the SENCO will agree, in consultation with the parent or carer, and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. Teachers will be made aware of what provision should be in place and agree outcomes with the SENCO who will work with teachers to plan how and when these will be reviewed.

Do

Classroom teachers remain responsible for the progress and outcomes for pupils with SEND. They are likely to plan and/or deliver the provision required. They will work closely with support staff, for example teaching assistants to ensure effective delivery of support and intervention. The SENCO will provide additional support to teachers to implement the provision and make adaptations where required.

Review

A review of the effectiveness of the provision in place will take place within the agreed date; where this is not possible, parents and carers will be consulted. The SENCO, working with teachers, the pupil and parents and carers will lead on the review of the effectiveness of the implementation of provision and how this has impacted progress and outcomes. Clear information will be shared with parents and carers about the impact of the support and interventions provided, enabling them to be involved in planning next steps. Where a pupil is in receipt of high needs funding or STEP funding or has an educational health and care plan, the SENCO will work with the Local Authority to review provision.

Education, health, care needs assessment

Where, despite having taken purposeful action to identify, assess and meet the SEND of a pupil, the pupil continues to not make expected progress towards agreed outcomes, we will work with parents and carers to agree next steps which may include consideration being given to an education, health and care needs assessment. Local Authority guidance called the 'SEND In Mainstream Settings Framework' that describe the needs children and young people are used to support decision making. All decisions will be made alongside parents and carers. We will provide the local authority with

evidence of the action taken to support the pupil at SEN Support level to support a panel decision on whether a needs assessment will be carried out. Where the local authority agrees to carry out an education, health and care needs assessment, the school will comply with the information required and the timescales set out by the local authority.

Part 5: Resourcing SEND provision

The headteacher and SENCO work together with the governing body to review the resources available to meet the needs of pupils with SEND. The headteacher, alongside the SENCO has overall responsibility for the operational management of the SEND budget including how notional SEN budget is spent. Where a pupil's needs exceed the nationally prescribed amount, additional specialist advice or funding will be applied for from the LA.

The SENCO has overall line management responsibility for the 1:1 teaching assistants including timetabling support, reviewing training needs and monitoring performance.

The SENCO, working alongside senior leaders in school, will contribute to the planning of professional development programmes to enable staff working with pupils with SEND to have up-to-date knowledge, skills and expertise to respond to their needs.

Part 5: Working with pupils, parents and carers

At Hadrian Primary School we value the contributions of pupils, parents and carers. Where parents and carers have concerns their child may have a special educational need, they should discuss this in the first instance with the class teacher. If concerns persist, a meeting can be arranged with the SENCO. Parent and carer views including their aspirations for their child will be central to the assessment and provision that is provided by the school. We therefore encourage parents and carers to discuss their concerns with us or inform us where they feel they have information about their child's needs which could impact upon their success in school.

In addition to the support offered by our school, there is also additional independent support offered to parents by South Tyneside SENDIASS service who can be accessed by email:

SENDIASS@southtyneside.gov.uk or telephone: 0191 4246345

We complete pupil voice activities regularly throughout the school year. These include but are not exclusive to:

- Informal discussions with pupils
- Observations of their likes/dislikes/interests
- Representation on the school council
- SEN support plans

We are proactive in reviewing the methods in which pupils at our school use to communicate and adaptations to pupil voice activities will be made for pupils, where required, so they are able to participate fully in sharing their views.

Part 6: Complaints

We are committed to working in partnership with parents and carers. We would encourage parents and carers to address complaints in the first instance to the **SENCO** and the headteacher in the second instance. The complaints procedure is accessible on the school website.