

SEND Information Report

2026-2027



Hadrian Primary School

SENCO:	Mrs E Fox
SEND Link Governor:	Mr J Brown
Head Teacher:	Mr S Brown
Date reviewed:	September 2026
Date ratified by the Governing Board:	Next governors meeting

Hadrian Primary SEND Information Report 2026

Hadrian Primary School is a fully inclusive school where the needs of all of our children are central to our ethos. We strive to support all children to enable them to achieve their potential personally, socially, emotionally and academically. Children of all backgrounds and cultures are welcomed, valued and supported to allow all to make the very best progress they can. We aim to remove barriers to learning and participation to promote the development of all children as independent learners. In order to do this, many steps are taken to support children through their learning journey. For some children, there are occasions when further additional support may be needed to help them to make the best possible progress in school. Individual needs may require personalised strategies for learning and participation as children may benefit from a range of different teaching approaches and experiences.

This document outlines the variety of ways we ensure we support our children with SEND (Special Educational Needs and/or Disabilities) to achieve their potential. It outlines the skills, resources and techniques that we currently use to provide a full range of educational and pastoral support for all our children. This continues to be developed and modified to meet the changing requirements of each individual child allowing them to receive a personalised provision.

Identification of SEND

Children at Hadrian Primary School with SEND are identified and taught following the requirements of the Special Educational Needs and Disability Code of Practice: 0-25. Children are identified as having SEND when their progress has slowed significantly and school-based interventions have not enabled improvement. Concerns may be identified by school, a medical professional or by parents/carers.

Hadrian Primary School use the South Tyneside's Mainstream Settings Framework in line with Local Authority policy to identify children's needs. The broad areas of SEND are difficulties in the areas of:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs.

In the first instance, if any concerns are raised about a child's progress in any of the broad 'areas of need', a discussion will take place between the class teacher or parent/carer if any of the following are identified:

- Significantly slower to make progress than that of their peers from their starting point
- Progress does not match or better the child's previous rate of progress
- A child does not close the attainment gap of what is identified as age-related expectation
- The attainment gap widens.

The class teacher will then be responsible for:

- Meeting with parents/carers to discuss concerns and interventions that will be put into place.
- Delivering targeted classroom high-quality teaching
- Providing in class interventions where appropriate alongside intervention mapping (half termly) outlining the support and its impact
- Monitoring the progress of children alongside the SENCO and identifying, planning and delivering any additional help a child may need (this could be targeted work or additional support).

After the intervention period and school-based observations, the class teacher will work alongside the SENCO to identify barriers to learning. Slow progress and low attainment does not automatically mean a child is placed on our SEND Register. If however, a child has not made sufficient progress against targets then discussions with parents and professionals will take place to decide whether special educational provision is required. After these discussions, if it is felt that a child needs targeted provision that is additional or different to what is usually provided, with parent/carers agreement, a child will then be placed on the SEND register.

The class teacher will create an action plan documenting the child's needs and outline specific SMART targets. SEND Review meetings will be held termly with the class teacher, parent/carer and SENCO. The class teacher will feedback on the monitoring and progress of the child. Decisions made during SEND meetings will be made to decide if a referral to outside agencies is required in order to develop a holistic approach of support for each individual child. Throughout the process parent/carers and children's opinions play a crucial part in addressing specific needs. The level of support children receive may change throughout their time at Hadrian Primary as interventions will be continually monitored and reviewed. Progress will be tracked using internal assessment processes and termly SEND Reviews.

Please see the link to Hadrian Primary School's SEND Policy which provides more detail how pupils will be identified with SEND needs and provision that is

implemented. [Hadrian Primary Special Educational Needs and Disability \(SEND\) Policy](#)

Provision for children with SEND at Hadrian Primary School:

- Work in partnership with parents/carers as we recognise and value the expert role in which families play in their child's lives and educational development.
- Deliver high-quality teaching, adapting the curriculum alongside universal provision, to support access to learning and to promote progress.
- Have a fully qualified SENCO, who is part of the Senior Leadership Team, leading SEN Support provision and providing advice and guidance to staff.
- Write clear educational Action Plans for children with SEND which break down targets into finely graded steps, following a graduated approach of assess, plan, do, review.
- Involve the child, parents and carers in writing, reviewing and implementing individual Action Plans and targeted provision. The Action Plans are reviewed at least once a term. Steps of progress will be measured in line with school assessment systems
- Strategically place support staff where they are most needed throughout the school to ensure pupil progress.
- Provide targeted 1:1 or small group interventions to ensure progress is being made.
- Regularly evaluate our teaching resources to ensure they are accessible to all SEND children including ICT devices and software to promote access to the curriculum.
- Support our families through regular informal contact with school and more formally through review meetings.
- The SENCO will consult with outside agencies to decide if referrals will be beneficial e.g. Educational Psychologist, Emotional Resilience Officer or Healthy Minds Team.
- Seek support and advice from a range of outside agencies including an Educational Psychologist, Children and young People's Service (CYPS), Speech and Language, Portage and Preschool (PPS), Health Services, Inclusion Service, Occupational Therapist, Hearing Impairment Service etc to ensure each child's needs are fully identified and understood.
- Offer emotional well-being support through school mentors, Healthy Minds Team or Emotional Resilience Officer (ERO).
- Provide ongoing Continuous Professional Development for teachers and teaching assistants via external providers, Local Authority and in-school training. Training has included: Introduction to Autism, Introduction to self and co-regulation, Introduction to Toileting and

Intimate Care, Introduction to supporting limited and verbal communication skills. This will continue throughout the year.

- Ensure our school trips, residentials and school activities are fully inclusive and, as far as possible, are accessible to all our children with SEND.
- Provide a rich and varied programme of after-school and lunchtime clubs that the school will make reasonable adjustments to enable children with SEND to access. Information is shared with outside providers via parent consent forms and discussions with school staff.
- Reasonable adjustments are made for our paid and unpaid breakfast club to ensure access for children with SEND.
- With consent from parents/carers, the SENCO will refer to Early Help or Social Care if school and parents/carers believe a team around the family would be beneficial to meet the needs of the child.
- Reasonable adaptations can be made to support 'soft landings' for children with SEND. This may include arriving/leaving earlier/later to miss the morning/home time rush. Entering school through the main entrance, or when age appropriate, morning jobs.
- Liaise closely with secondary schools to ensure information is clearly communicated and recommendations are heard to offer a smooth transition from Key Stage 2 to Key Stage 3.
- Offer support to families signposting to services and organisations that may provide appropriate input or advice via South Tyneside Council's Local Offer [South Tyneside SEND Local Offer](#)

If after following a graduated approach of SEND support which is outlined in South Tyneside's Local Offer, a child may continue to need a higher level of support due to more complex needs and have not made adequate progress, then school, parents/carers, or other professionals in health and social care can apply for an Education, Health Care Plan (EHCP). This is a legal document that identifies educational, health and social needs.

If it is identified that your child's learning needs are severe, complex and lifelong information will be gathered from school, parents/carers and outside professionals. An application to the Local Authority for an education health care needs assessment will be made. The Local Authority will gather evidence from education, health and social care and it will then be decided if and EHCP will be granted.

Education Health Care Plan (EHCP)

- The EHC Plan will specify provision
- Detailed planning leading to specific targeted interventions outlined for the Local Authority through a detailed provision map
- Close monitoring of progress against the targets
- Multi-agency planning and assessment of targets at interim reviews

- The SENCO will agree a date with parents/carers and invite all professionals involved for an Annual Review or Bi-annual Reviews (under 5s). Discussions will take the form of considering whether amendments/additions to the current EHC Plan and any changes are recorded in line with local authority guidance. Progress will be checked against the outcomes on the EHC Plan, and new outcomes to be added when relevant.

Specific SEND Provision for the different areas of need

For children identified with SEND, specific provision is provided for the four broad areas of need. The table below explains the details of this support. It may not list every skill, resource and technique we use in order to achieve this as there are continually developed and used to modify our provision to meet the changing requirements for individual children.

School entitlement offer to pupils with additional needs	
Type of SEND	Support provided in school
Communication and Interaction e.g. Autism, Speech, Language and Communication Need	<ul style="list-style-type: none"> • Use of SEND Action Plans which identify internal and external barriers to learning, involving pupils, parents and staff in the formulation, review and implementation of these documents. • Adapted/personalised curriculum and resources • Visual supports e.g. timetables, now/next • Small group targeted intervention • Support and supervision during unstructured times to model communication and interaction • Sensory room so support regulation • Support and advice sought from outside agencies to ensure any barriers to success are fully identified • Strategies/programmes to support speech and language based on professional advice • ICT is utilised to develop communication and interaction • Planning, assessment and review • Support staff are placed where needed throughout the school to ensure pupil progress and independence • Qualified SENCO provides advice and guidance to all staff and liaises with relevant outside agencies to ensure any barriers to success are fully identified and responded to • Continuous Professional Development and training for all staff to support meeting children's needs

	<ul style="list-style-type: none"> • Support is offered to families and they are signposted to services which may offer support or advice where appropriate via the Local Offer.
<p>Communication and Interaction Including Specific Learning Difficulties (SpLD) - dyslexia</p>	<ul style="list-style-type: none"> • SEND Action Plans identify barriers to learning, outline strategies to support and review impact. Pupils, parent/carers and staff are involved in the plan, do review process • Adapted and personalised curriculum to support access to learning • Strategies to promote and develop literacy and numeracy skills • Small group targeted intervention programmes are delivered to improve skills in a variety of areas, e.g. speaking and listening, reading, number work. • Access to online resources to support learning e.g. Reading Plus, Bug Club, Times Table Rock Stars, My Maths, Learning Village • ICT is used to reduce barriers to learning where possible • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to • Resources are accessible across the curriculum to support specific needs, e.g. coloured overlays, ACE Spelling Dictionaries, maths manipulatives such as numicon and base 10. • Support staff are placed where needed throughout the school to ensure pupil progress and independence • Qualified SENCO provides advice and guidance to all staff and liaises with relevant outside agencies to ensure any barriers to success are fully identified and responded to • Continuous Professional Development and training for all staff to support meeting children's needs • Close partnership with parents/carers to ensure consistent support between home and school • Support is offered to families and they are signposted to services which may offer support or advice where appropriate via the Local Offer.
<p>Social, Emotional and Mental Health Behavioural Needs Social needs difficulties</p>	<ul style="list-style-type: none"> • Behaviour management systems in school are based upon encouraging pupils to make positive decisions about behavioural choices • Robust and personalised PSHE curriculum

<p>Emotional Health and Wellbeing</p>	<ul style="list-style-type: none"> • Zones of Regulation consistent in all classes to support children in identifying their feelings and strategies o support them • Sensory room to support regulation • Small group targeted to improve social skills and emotional resilience e.g. Nurture Group, games club • Designated termly Well-being Wednesday days • Healthy Mind Team workshops • Access to Health Minds Team and Emotional Resilience Officer • Support and supervision during unstructured times to model communication and interaction • Support staff are placed where needed throughout the school to ensure pupil progress and independence • Qualified SENCO provides advice and guidance to all staff and liaises with relevant outside agencies to ensure any barriers to success are fully identified and responded to • Continuous Professional Development and training for all staff to support meeting children's needs • Support is offered to families and they are signposted to services which may offer support or advice where appropriate via the Local Offer.
<p>Sensory and Physical Needs Hearing/Visual Impairment Multi-Sensory Impairment Physical and Medical Needs</p>	<ul style="list-style-type: none"> • Advice and guidance from the Local Authority services such as Occupational Therapy and Hearing Impairment is sought and acted upon • Support and intervention groups use advice and guidance from Physiotherapy to support children with their gross and fine motor skills • ICT when appropriate is used to increase access to the curriculum e.g. alternative ways to record work, support reading • Physical aids and resources are used where necessary e.g. pencil grips, wobble cushion, chair band • Support staff are placed where needed throughout the school to ensure pupil progress and independence • Advice and guidance is sought and acted upon to respond to pupils who have significant medical needs • Toilet training • Wheelchair access, door stoppers, ramps out of classrooms, accessible disabled toilet • Continuous Professional Development and training for all staff to support meeting children's needs

	<ul style="list-style-type: none"> • Staff understand and apply the Administration of Medicine Policy with trained First Aid staff in place during break times, lunch times and residentials, • The SENCO completes any necessary training in order to offer advice and guidance to staff about the needs of pupils • Reduced timetables applied with guidance from health professionals to support any medical needs • School works in close partnership with families offering support and signposting to services and organisations which may offer further support where appropriate via the Local Offer.
--	---

Special educational needs and disability (SEND)- Making a Complaint

If you want to complain about a school's SEND support, you should do it while your child is still registered at the school. This includes complaints that the school has not provided the support required by your child's SEND education, health and care plan (EHCP).

Talk to the school's special educational needs and disability co-ordinator (SENCo)- Mrs Fox 0191 4554514, or Head Teacher Mr Brown 0191 4554514.

Follow the school's complaints procedure outlined on the school website.

Complain to your local authority.

How can SENDIASS help you?

To ensure that your child is receiving the support they need in school, you may want to first seek information and advice from SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Services).

To contact SENDIASS please call 0191 424 6345 or email SENDIASS@southtyneside.gov.uk

The service offers parents/carers, children and young people information, advice and support on:

- matters relating to their disabilities, health and social care
- the law in relation to SEN and disability, health and social care
- gathering, understanding and interpreting information and applying it to your situation
- the take-up and management of personal budgets