

SEN Policy



Preston Grange Primary School

Issue Date: February 2026

Last reviewed: June 2026

Next review due: June 2027

Inclusion at PGPS

All children should have access to learning and opportunities in school. We recognise that some groups have additional barriers to accessing education. These groups include:

- socioeconomically disadvantaged pupils (those eligible for the pupil premium)
- pupils with SEN; this means pupils receiving special educational needs (SEN) support, and those with an education, health and care (EHC) plan
- pupils who are known (or previously known) to children's social care, such as children in need and looked-after children
- pupils who may face other barriers to their learning and/or well-being, which may include pupils who share a protected characteristic.

This policy outlines Preston Grange Primary School's approach to pupils with SEN.

These roles manage SEN within school. Please find the names of the people with these responsibilities on the school website.

Inclusion Lead

SENCO

Governor Responsible for SEN

They ensure that Preston Grange Primary School policy works within the guidelines and inclusion policies of the Code of Practice (2015), the Local Education Authority and other policies currently within the school.

The policy was written with due regard to all relevant legislation and statutory and non-statutory guidance, including, but not limited to, the following:

DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'

What are special educational needs?

'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her... A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age... Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England'

We recognise that our responsibility is, *'to work out what action (we) need to take, not to fit a pupil into a category.'* (Code of Practice 2015).

Aims and beliefs

At PGPS, it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. High Quality Teaching and other relevant provision through universal approaches is at the centre of how we approach all learning. We aspire to raise the aspirations of, and expectations, for all pupils with SEN. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to be included in all school activities.

Our aim is to support all children at PGPS to achieve through a wide range of strategies and ensure all children are making progress.

Objectives

The objectives of this policy, working with the guidance provided in the SEND Code of Practice 2015, are as follows:

- to create an inclusive environment that meets the special educational needs of each child in order that they can achieve their learning potential and to be fully engaged in all activities with pupils who do not have SEN
- to respond to families/carers and pupils' views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process
 - to ensure a high level of staff expertise to meet pupil need, through universal as well as well targeted continuing professional development
 - to ensure support for pupils with medical conditions are included in all school activities by ensuring consultation with health and social care professionals
 - to identify the roles and responsibilities of all staff in providing for children's special educational needs
- through universal approaches, reasonable adjustments and targeted support, to enable all children to have full access to all elements of the school curriculum
 - to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

The Graduated Approach

We follow a graduated approach -this means looking at the individual needs of a young person and exploring options to help them to make progress.

There are three levels of support depending on the child or young person's needs. We use an Assess, Plan, Do, Review model to assess needs and implement appropriate support.

1. **Universal.** This is High Quality Teaching and support that is available to all young people as part of the graduated approach.
2. **Targeted.** This is additional support that is available to support young people with specific needs. Young people accessing targeted support should also continue to access universal support. At this point children are added to the SEN register, which is an internal register holding information on all students identified as having additional needs. Children at this level of support will have an Individual Support Plan.
3. **Statutory.** This is specialist, statutory support for a small number of young people who require an EHCP. Young people accessing statutory level support should also have access to universal and targeted support. Children at this level of support will have an Individual Support Plan.

Assess. This is when any possible needs are identified and assessed. These could relate to cognition and learning, language and communication, social, emotional and mental health or sensory and physical. Possible needs in these areas can be identified by school staff, other professionals, parents/carers and or young people.

Plan. A plan of additional support is put together by school and in agreement with parents/carers. This must be recorded, and a review date agreed.

Do. The additional support is implemented, with the relevant staff and/or other agencies involved.

Review. The impact of 'do' is evaluated. If a young person has made good progress, it may be decided that they do not require any further intervention. If progress is slower or no progress has been made, revisions will be made to the plan for the next cycle.

Staff refer to the [North Tyneside Graduated Approach](#) for different strategies which may be used at different levels of support across the four broad areas of need.

The four broad areas of need identified in the Code of Practice 0-25 (2015) are:

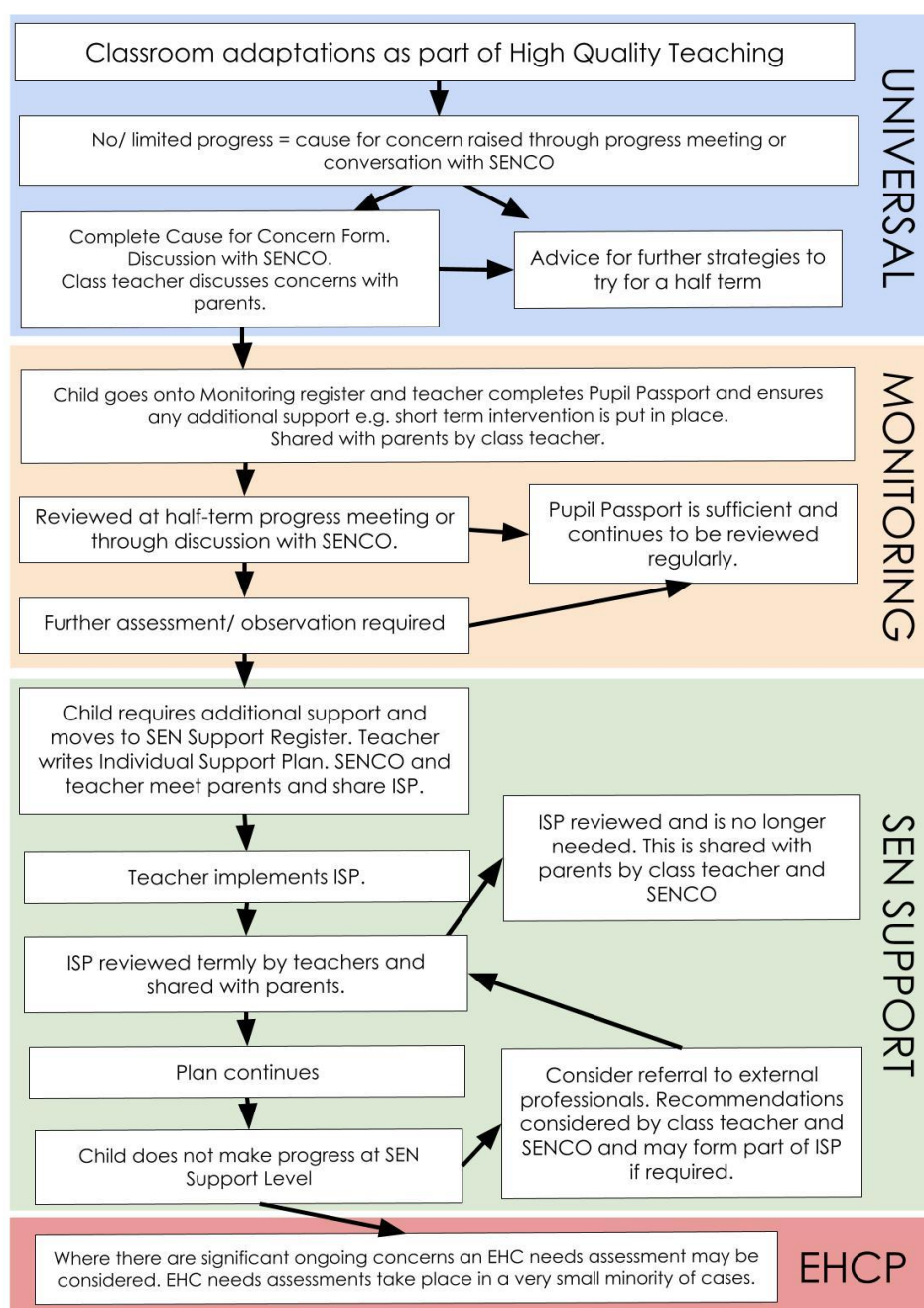
- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory, physical and medical

Identifying Needs

Our aim is to identify any barriers to learning as soon as possible. This is to work out what action the school and families need to take in order to support the child and intervention can be given at the earliest opportunity. At Preston Grange Primary School, we consider the needs of the whole child, not just the area of SEN.

If a child is not making progress then teachers will raise a cause for concern with the SENCO and further guidance will be given. The SENCO and Inclusion Lead will make the decision to escalate support to SEN monitoring.

We use the flow chart below to guide our decision making around children who may have a potential barrier to learning.



Inclusion Register

The school holds an internal document which identifies children who require additional support in school. Children may be listed under Monitoring, SEN Support or Statutory Support (EHCP). Children may move between different categories through their time in school depending on what school considers best to support the individual child. A child may move off the SEN register if their needs can be met through the universal offer and this decision will be made by the SENCO and Inclusion Lead and shared with parents. Once a child is listed on the inclusion register a Running Record will be kept to record communications within the team, families and wider professionals.

SEN Monitoring

Pupils at the SEN Monitoring level require a more personalised approach in order to support progress. When a child goes onto the Monitoring register, a teacher completes a Pupil Passport and ensures any additional support e.g. short term intervention is put in place. Pupil Passports are one-page pupil profiles created as the result of a child requiring additional strategies to support them in school. Pupil Passports are completed by the class teacher with input from the child and shared with parents. Children with a pupil passport are not on the SEN register but are included on the school Inclusion Register.

SEN Support

If children are facing a long term barrier to learning which requires long term support the teacher will complete a Cause for Concern form (listing teachers concerns and strategies from the targeted list above which have been tried) and liaise with the Inclusion Lead and SENCO to decide if the child is added to the SEN register. The class teacher then writes an Individual Support Plan (ISP) and meets parents with the SENCO to share the ISP.

Our strategies are broken down into the four broad areas of need identified in the Code of Practice 0-25 (2015):

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory, physical and medical

The teacher then implements the strategies and works towards the targets outlined in the ISP. The ISP is reviewed termly by class teachers and SENCO and shared with parents through a scheduled SEN Meeting in addition to their Parents' Evening appointment.

If a child does not make progress at SEN Support Level though the support given in their ISP school will consider referral to external professionals. Recommendations from external agencies are considered by the class teacher and SENCO and appropriate strategies may be included in Individual Support Plans.

Support plans are developed using the graduated approach and an assess, plan, and review cycle. An example ISP is available on the school website.

Monitoring and review cycle of Support Plans

SMART (Specific, Measurable, Achievable, Relevant, Timely) targets are set termly and reviewed by the class teacher. Targets achieved will be updated by a new target, this may happen earlier than the review date if a target has been achieved early. All targets are quality assured by the SENCO. The ISP is shared termly with parents through SEN Meetings with the class teacher and SENCO.

SENCO and Inclusion Lead will monitor Support Plans on a rolling basis to ensure quality targets and approaches.

A child may move off the SEN register if their needs can be met through the universal offer and this decision will be made by the SENCO and Inclusion Lead and shared with parents at a SEN Meeting.

EYFS

Pupils at the SEN Monitoring level require a more personalised approach in order to support progress. Staff will compile a Building a Picture of the Child's Emerging Needs. This outlines strengths and concerns within the Prime Areas of the EYFS curriculum and the Characteristics of Effective Learning. Staff may use the Cherry Tree Branch Map document for target setting within the Prime Areas.

Role of Inclusion Lead (SENDCO), SEND Governor, Teaching Assistants and Class Teacher

The Class Teacher responsibilities include:

- Writing, reviewing and updating Pupil Passports.
- Writing, reviewing and updating ISPs with reviewed targets and next-step targets.
- Lead on termly SEN Meetings with parents to share ISP and progress.
- Ensure they are following the school SEN Policy and procedures.
- Make use of universal and targeted support strategies outlined in the North Tyneside Graduated Approach.

<https://www.northtyneside.gov.uk/sites/default/files/2025-09/Graduated-Approach.pdf>

- Liaising with the Inclusion Lead and SENCO regarding progress and next steps.
- Liaising with the Well-being Lead.
- Reading, understanding and implementing ISPs and external reports.
- Keep up to date with staff training and make use of this information in the classroom.
- Ensure High Quality Teaching, including Adaptive Teaching, is at the core of their practice and the learning environment is inclusive and supports all pupils, reflecting the universal offer.
- Liaising with high schools to share relevant SEN information when children transition at the end of Year 6.

SENCO responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Driving the Support Plan cycle and ensuring high quality support plans are produced with SMART targets.
- Co-ordinating provision for children with SEN.
- Liaising with and advising colleagues.
- Overseeing the records of all children with SEN.
- Leading EHCP reviews with parents.
- Contributing to the in-service training of staff.
- Liaising with other schools if a child is on the SEN register and is transferring to or from another school or provision.
- If a child transitioning from Y6 to Y7 has an EHCP the SENCO will work with the SENCO of the destination high school as part of the EHCP annual review.
- Transfers relevant SEN records to destination provision if children are leaving school.
- Ensure records from previous settings are transferred from the previous setting, are stored and may use them to initially inform provision in school.
- Making regular visits to learning environments within school to monitor the progress and implementation of ISPs of children on the SEN Support register.
- Where needed liaising with external agencies.
- Write, review and update SEN Information Report for the school website.
- Report to Governors on SEN e.g. Governor visit.

Inclusion Lead responsibilities include:

- Alongside wider SLT write and develop Pupil Premium strategy.

- Alongside wider SLT write and develop Inclusion Strategy
- Update SEN policy
- Audit of SEN Practice based on Ofsted Toolkit/ Natalie Packer's Version
- Review outcomes of IPS quality assurance with SENCO to plan effective staff CPD /coaching needs.
- Parent SEN information sessions.
- Written Report to Governors on Inclusion including SEN
- SEN lens subject leader reviews
- Maintain the SEN register.
- Collect and analyse SEN data.
- Attend EHCP annual reviews.

The SEN governor responsibilities include:

- Working closely with the Headteacher, Inclusion Lead and SENCO .
- Raising awareness of SEN provision at governing body meetings.
- Helping to review this policy and to raise awareness of it with the relevant people.
- Reporting to the Governing Body as appropriate e.g. through a governor visit.
- Ensuring the SEN offer is published in line with the SEND Code of Practice.

Partnership with families/carers

Partnership is central to enabling children and young people with SEN to achieve their potential. Families and carers are valued as key partners, bringing important knowledge and experience to understanding a child's needs. They are supported to play an active role in their child's education.

Pupils with SEN are encouraged to share their views and contribute to assessment, review and transition processes. We promote open communication through regular progress meetings and clear information, ensuring shared decision-making and strong partnerships with families.

Statutory

Requests for EHCNA (Education, Health and Care Needs Assessment)

If school has assessed that strategies at SEN Support level are not meeting the needs of the child, the school may request an Education, Health and Care Needs Assessment (EHCNA).

The school will submit evidence to the Local Authority showing support provided over two cycles of the Assess, Plan, Do, Review process, with input from families/carers, the child or young person, and relevant professionals.

Evidence will include:

- Individual Support Plans and targets
- Relevant health and medical information
- Current Teacher Assessment Judgements
- Educational and specialist assessments
- Views of families/carers
- Views of the child or young person

Families will be kept fully informed throughout the referral process and can access support through North Tyneside SENDIASS.

If a request for EHCNA is agreed:

An Education, Health and Care EHC plan is a legal document which describes a child or young person's (aged up to 25) special educational needs, the support they need, and the outcomes they would like to achieve.

An EHC plan:

- makes special educational provision to meet the special educational needs of the child / young person
- secures the best possible outcomes for them across education, health and social care
- prepares them for adulthood

The start date of the process is when the local authority receives a request for an EHC needs assessment.

The local authority decides whether an EHC needs assessment is needed within 6 weeks of the start date.

The EHC needs assessment starts as soon as the decision is made.

If the local authority decides to issue a plan, they will send a draft EHC plan to families or the young person. Families can agree to the draft, ask for changes and/or ask for a meeting. Families/young people have the right at this point to state a preference for an early years/school/post 16 setting. These must be done within 15 days of receiving the draft EHC plan.

The local authority then consults with the early years/school/post 16 setting within 15 days of the response to the draft EHC plan.

The local authority must issue the final EHC plan within 20 weeks of the start date. Contact with the SEND Team can be made should the assessment process be rejected or the plan disputed. Independent advice can be sought through SENDIASS.

EHCP Annual Reviews:

Annual reviews are led by the SENCO in partnership with the class teacher, parents and other professionals. This is an opportunity to look at the impact of provision and to review and update targets and outcomes collaboratively.

Four main parts of the review process

1. Gathering views and information – your child's views, your views and those of the professionals involved.
2. A review meeting where those views are shared and discussed
3. Writing a report and recommendations based on the information and views that have been shared.
4. Deciding whether the plan should stay as it is, be changed or come to an end – and then changing the plan if needed.

Storing and managing information

All SEND documents are treated sensitively in-line with the school's information management and confidentiality policy.

Admission and Transition

Arrangements for supporting pupils moving between phases in their education:

- We support enhanced transition for children moving into their secondary school.
- When children enter the school at any point the SENCO will contact previous schools/settings, parents, Health Visitor as necessary to gather information.

Accessibility

The school's accessibility plan is available to view on the school website. Our site is on one level and has accessible toilet facilities.

Complaints

Any complaints should be dealt with using the guidance in the school Complaints Policy. Independent advice can be sought through SENDIASS.

Further information and support:

[Local Offer: Special Educational Needs and Disabilities \(SEND\) | North Tyneside Council](#)

North Tyneside SEND Local Offer brings together information for families/carers with a child or young person (0-25) with special Educational Needs and or Disabilities (SEND). The local offer brings together in one place information about education, health, social care, transport, leisure activities and things to do and gives details how to access these services. The local offer is a statutory service provided by North

Tyneside Council, each year it must be reviewed by families/carers, children and young people.

The Special Educational Needs and Disability Information, Advice and Support Service (**SENDIASS**) provides advice and information to young people, and families whose children have Special Educational Needs. They provide impartial and factual support on all aspects of the SEND framework to help families play an active and informed role in their child's education. Tel: 0191 643 8317/8313

See the following link to videos explaining the EHCNA process in North Tyneside:

[Education, health and care \(EHC\) plans and annual reviews — SENDIASS](#)

Email: **SENDIASS@northtyneside.gov.uk**

[North Tyneside Council](#)