



Preston Grange SEN Information Report

2026-27

Welcome to our SEN Information Report which tells you how we support children with special educational needs in our school.

A child or young person has special educational needs they have a barrier to learning which calls for special educational provision to be made for them. They have a significantly greater difficulty in learning than the majority of others of the same age, and/or a disability which prevents them from making use of facilities of a kind provided for others of the same age in mainstream schools.



Who are the people supporting children with SEN at Preston Grange?

At Preston Grange we work together with everyone involved in our school community to provide an education that is inclusive and will support all learners to flourish and reach their full potential.

If you think your child may have a special educational need or if you want to discuss your child's specific needs, please speak to their class teacher in the first instance. Alternatively, the school office can be contacted on 0191 900 91 90
office@pgps.co.uk



SENCO -
Miss Coats



Inclusion Lead -
Mr Russell-Thompson

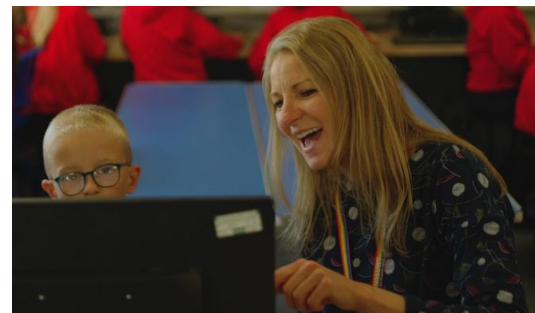
Who are the people supporting children with SEN at Preston Grange?

Every class teacher is a teacher of pupils with Special Educational Needs. Teachers work closely with the children, their families and with support from the SENCO and senior leadership team to reach their full potential.

All staff have up to date training and expertise in supporting all pupils whatever their needs. This includes training in supporting a range of specific needs in the classrooms, the effective use of interventions and how to support pupils with social, emotional and mental health needs.

The School Governor for SEN is Kirsty Hart. Governors play an important role in ensuring that children with SEN are being provided for in the best way possible at PGPS. Part of their role is to regularly evaluate the support that is provided, and they monitor the progress being made by children with SEN.

Where necessary, the school will work with agencies from outside school to support a specific child or group of children.



What types of support are available for children with SEND at PGPS?

At Preston Grange, we aim to provide high-quality teaching, support, and resources for ALL our learners, including our pupils with SEND. This includes adapting our classrooms, modifying our learning environments or teaching methods, such as using visual aids or different seating arrangements, to meet individual needs.

At times, any child may need extra support. For example, we may give them support to use specific strategies or arrange for them to have an intervention to help with their learning. This may include working in a small focussed group or through one-to-one teaching that will tailor learning to the needs of your child. Learning will be individualised for your child.

Some children may require additional provision made available to them. The SENDCo helps to support teachers in identifying additional needs of children. Sometimes the expertise of professionals from outside the school, such as an Educational Psychologist or Speech and Language Therapist, is sought if school need further advice. If this is the case, we will always talk this through with you first.

What types of support are available for children with SEND at PGPS?

Some children will need an Individual Support Plan (ISP) to help them their learning. Through this, individual, achievable targets are set and reviewed as progress is made.

Support towards achieving these targets is agreed and progress is monitored. The ISP is reviewed regularly to ensure that progress is being made and that the child is being supported in the best way to achieve this.

These plans are shared by the class teacher and SENCO at regular meetings.

A small number of children may require an EHCP to be in place to best support their learning.



How does PGPS recognise a child with Special Educational Needs?

At different times in their schooling, a child may be faced with a barrier to learning. Parents/carers, class teachers, teaching assistants and the child themselves will recognise that they have difficulties with their learning.

They may be recognised as having a special educational need.

Some children may find learning more challenging or may not be working at the same level as their classmates and this may not be because they have a special educational need. For example, they may have:

- A disability that can be provided for through reasonable adjustments which the school can make.
- They may not have attended school regularly.
- English is an additional language.

Whatever the reason, this will be recognised, and your child will be supported to achieve their potential at PGPS.

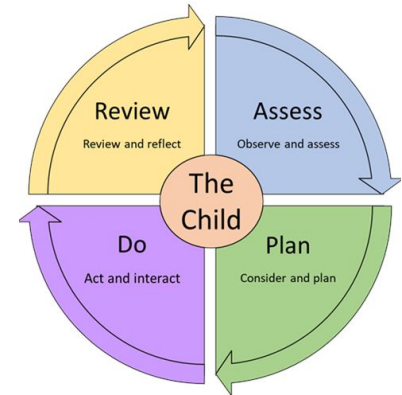


How will you know if my child is progressing and what actions will you take?

In school we use a variety of assessments to help us understand the challenges a child may be facing in their learning. We monitor regularly how children are progressing in their learning.

If progress and development are a concern, we consider what additional support may be needed for them to be able to make progress. We put support in place following the Graduated approach.

At the end of the cycle of support we reassess the child to see what difference the support has made on their progress. This approach continues throughout the need for additional support.



[North Tyneside Graduated Approach](#)

How will you know if my child is progressing and what actions will you take?

Meetings are held at key points throughout the year when parents/carers are invited to discuss their child's progress and next steps. If your child has an Education Health and Care Plan (EHCP), the same review conversations take place, and the EHC plan is formally reviewed annually.

The SENDCo, Inclusion Lead and Senior Leadership Team monitors the progress the children make to ensure support is effective and that the child still needs it. The child's attendance, behaviour and viewpoints are also taken into consideration, when reviewing progress. Where a child is not making progress, further investigation into the causes for this will be completed and further support will be delivered as needed.

The effectiveness of the provision made for children is reviewed annually. SENDCo and the senior leadership team take part in learning walks and book looks to monitor the quality of learning and support provided to pupils with SEND.

How will you keep me involved in my child's learning?

Regular meetings are held to review progress of the child, including parent meetings termly with class teachers.

Parents are fully involved in the review of individual support plans (ISPs) and Education Health Care Plans (EHCPs).

We will keep you informed of your child's needs, how we are responding, how they are progressing and what more can be done at home to support their process.



What opportunities are there for children to be involved in their own learning?

The thoughts and views of every child are valued and listened to at PGPS. For children with SEN, they have the opportunity to voice their ideas and opinions about their own provision at termly review meetings.

These views are considered and used alongside other information gathered about their learning to inform the support that they receive.

We use Pupil Passports, where appropriate, so that pupils can share information about themselves and what helps them with their learning in the classroom. Children with an EHCP, share their views about their learning through the annual review meetings.

If your child has a question or concern, they can speak to any adult in school, such as their Class Teacher, Teaching Assistant, SENDCo or the Leadership Team.

How will you support my child to be ready for transition to the next school?

If your child would benefit from additional support when moving between different classes, teachers and key stages or if they find change difficult, all adults in school will make provision for this. This could be, visiting or meeting new classes or adults, creating a transition book to be shared at home or alerting of changes to school day in advance.

Planning for your child to move to a different school is part of our provision for all learners with SEND. When children move school, they are treated with sensitivity and plans are put in place for each individual students who may struggle with transitions.

We have found that working closely with next schools, ensures that children have a positive transition.

How will you ensure that my child is fully included in the school community at PGPS?

At PGPS we offer a range of additional clubs and activities as well as having regular whole school events and year group trips. We believe that everyone should be included in all activities held in school and we are committed to making reasonable adjustments to facilitate this. Please contact the school to discuss specific requirements should your child need them.

Please refer to Preston Grange Primary School website for details of all policies including the inclusion policy, accessibility plan and admission policy for further details.



What funding is available for SEN at PGPS and how are facilities and equipment used to support pupils with SEN?

All schools are provided with an overall budget based on the number of children they have in school. This funding includes a notional SEN budget. This budget is spent on ensuring all children have what they need to succeed in school. At Preston Grange we use this money for teaching assistants, resources, equipment and staff training, in order to support identified needs. These additional resources enable children to access the curriculum and make progress in their learning and development.

If your child requires support longer term, we may, in partnership with you and your child, apply for an Education Health and Care plan through the local authority. If the Authority agrees that an EHC Plan is appropriate, we will help to support you through this process.

What other support is available in my local area?

Follow this link to to access information about the local offer in our area.

[SEND Local offer | North Tyneside Council](#)

Here you will find a comprehensive list of support services that are available locally, what services and support they provide and how you can access them.

If you have any additional questions, please contact the school for further information.

You may also find it useful to look at some of the school's policies for further detailed information, such as the: SEN policy, Accessibility policy, Equality Information.

They can be found on the school website;
www.pgpps.co.uk



SEND Local offer