



POLICY DOCUMENT

SEND Policy

Princess May Primary School's approach to supporting pupils with special educational needs and disabilities, and information for parents and carers — 2026–2027

Governing Body Representative (GBR)	Kristofer McGhee (Chair of Governors)
Signed by (GBR)	
Date approved	4 September 2026
Next review due by	September 2027
Related policies	Accessibility Plan; Behaviour Policy; Equality Information and Objectives; Supporting Pupils with Medical Conditions Policy; Complaints Policy; Data Protection Policy
Aligned to	Children and Families Act 2014; SEND Code of Practice (2015); Equality Act 2010; and the direction of the DfE white paper Every Child Achieving and Thriving (February 2026, updated April 2026) and the accompanying DfE/DHSC consultation SEND Reform: Putting Children and Young People First (February 2026)

1. Introduction and vision

At Princess May Primary, we believe that every child is unique and has strengths which should be celebrated within our school and the community. Every child has a right to an outstanding education and the opportunity to achieve and progress in their learning at the highest level possible. We recognise that some children need a personalised curriculum and differentiated learning experiences to reach their full potential, and our vision is for pupils with special educational needs and disabilities (SEND) to flourish and progress alongside their peers.

Our vision is:

- For the needs of all pupils to be met within an inclusive classroom, regardless of ability.
- To be a nurturing, collaborative and supportive environment which prepares all children to be personally and academically ready for the next stage of their education.
- To ensure that pupils with SEND are identified early and that provision is put in place without delay.
- For strong collaboration between all professionals, pupils with SEND and their parents and carers.
- For pupil voice to be respected and listened to, so that it informs our planning and practice.
- To work within the current SEND Code of Practice (2015), while preparing for the direction of national reform described in section 2.

2. Policy context: current law and the SEND Reform consultation

In February 2026, the Department for Education and the Department of Health and Social Care published a government consultation, SEND Reform: Putting Children and Young People First, setting out proposals for significant change to the SEND system. The proposals include a new Universal offer and Ordinarily Available Provision in every mainstream setting; three further 'layers of support' (Targeted, Targeted Plus and Specialist); digital Individual Support Plans (ISPs) for children and young people with SEND; a duty on schools to publish an Inclusion Strategy, which is proposed to replace the current duty to produce a SEN Information Report; new National Inclusion Standards and Specialist Provision Packages to underpin future Education, Health and Care Plans (EHCPs); and renamed 'Inclusion Bases' (Support Bases and Specialist Bases) in place of terms such as SEN unit or resourced provision.

Alongside the consultation, the Department for Education published the white paper Every Child Achieving and Thriving (February 2026, updated April 2026), which sets out the government's wider vision for inclusive mainstream education. The white paper confirms a new Inclusive Mainstream Fund of £1.6 billion over three years to help schools identify needs early and meet them consistently, alongside a statutory duty on nurseries, schools and colleges to record and monitor SEN and provision in an Individual Support Plan (ISP). It also confirms a new £1.8 billion Experts at Hand service, bringing professionals such as speech and language therapists and educational psychologists closer to mainstream settings, and £3.7 billion of investment up to 2030 to make school buildings accessible and to create new special school places and inclusion bases in mainstream settings. The white paper cites Department for Education analysis showing that, over more than a decade, children with SEND in mainstream schools have achieved half a grade higher in English and maths GCSEs than comparable children in special schools, underpinning the case for the inclusive, mainstream-first approach this policy sets out.

These proposals and funding commitments are, at the time of writing, subject to consultation and, where they require legislative change, future legislation. The Children and Families Act 2014, the SEND Code of Practice (2015) and the Equality Act 2010 remain the statutory framework that governs this policy, and families' existing legal rights — including the right to request an EHC needs assessment and to appeal to the SEND Tribunal — are unchanged. The government has confirmed that assessments under any new system would not begin before

September 2029, and that there will be no changes to the support provided through existing EHCPs before at least September 2030.

Princess May Primary School is preparing for these changes ahead of legislation. This policy sets out our current statutory duties together with how our practice is developing in line with the direction of the reforms. We will review and update this policy as the proposals progress, and sooner if final legislation or a revised Code of Practice is published.

3. Legislation and guidance

This policy has been written in line with the requirements of:

- the Children and Families Act (2014);
- the SEND Code of Practice (2015);
- the Equality Act (2010);
- the Special Educational Needs and Disability Regulations (2014); and
- statutory guidance on supporting pupils with medical conditions, read alongside the direction set out in the white paper Every Child Achieving and Thriving and the SEND Reform consultation (both February 2026) described in section 2.

This policy has been written in consultation with pupils, parents and staff at Princess May School, and is approved by the governing board.

4. Definitions

Under the SEND Code of Practice (2015), Princess May School defines a pupil with **special educational needs (SEN)** as a pupil who has a learning difficulty or disability that calls for special educational provision to be made for them — that is, provision different from or additional to that normally available to pupils of the same age.

There are four broad areas of need:

- **Communication and interaction** — for example, autistic spectrum disorder or speech and language difficulties;
- **Cognition and learning** — for example, dyslexia, dyscalculia or dyspraxia;
- **Social, emotional and mental health** — for example, attention deficit hyperactivity disorder (ADHD); and
- **Sensory and/or physical needs** — for example, hearing impairment or physical disabilities.

A pupil with behavioural difficulties does not necessarily have SEN, and behavioural needs alone will not automatically lead to a pupil being registered as having SEN.

Under the Equality Act (2010), Princess May School defines a pupil with **a disability** as someone with a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

5. Our graduated approach: assess, plan, do, review

Princess May School follows the four-stage 'assess, plan, do, review' cycle for supporting pupils with SEND, in line with the SEND Code of Practice (2015). This cycle is unchanged by the SEND Reform proposals, which describe it as the 'graduated approach' that will continue to underpin support nationally.

Every pupil is assessed on joining the school to identify their level of development and attainment. Pupil progress meetings take place six times a year to identify pupils who may need extra support, using criteria such as whether a pupil is making significantly less progress than their peers, or is unable to catch up with peers of the same developmental age. These criteria

may apply to academic progress or to other areas such as social skills and communication. Making slower progress does not automatically mean a pupil is registered as having SEN — each pupil is assessed as an individual.

Termly meetings between the SENDCo, class teacher, support staff and parents take place to ensure that all pupils are tracked and supported throughout their time at Princess May.

6. The Universal offer and Ordinarily Available Provision

Before any additional or different provision is considered, we ensure that every classroom provides high-quality, inclusive teaching for all pupils — what the SEND Reform consultation describes nationally as the Universal offer and Ordinarily Available Provision. This means teachers and support staff differentiate the curriculum to meet the needs of all learners, for example through personalised literacy and maths resources, picture prompts and word banks, individualised timetables, social stories and expectations boards. The Every Child Achieving and Thriving white paper's Inclusive Mainstream Fund is intended to strengthen this everyday, whole-class offer over time, and our provision map sets out the specific resources, groupings and interventions we use to deliver it in practice.

Where a class teacher or support staff feel a pupil needs more support, they discuss this with the SENDCo, who may carry out observations and suggest strategies and resources. Differentiated support is then put in place for six weeks and its impact measured. Where this is successful, it continues and is adapted as needed; where progress remains slow, the teacher, SENDCo and parents meet to decide whether the pupil requires SEN support.

7. Identifying needs, and involving pupils and parents

We use a range of assessment tools — including phonics assessments and reading benchmarking — to identify whether a pupil has needs in a specific area, so that support is targeted to each child's stage of development. From these assessments, and in collaboration with parents and the pupil, we decide together whether a pupil would benefit from being registered as a pupil with SEN, or as a pupil with additional educational needs (AEN) who may benefit from specialised in-class resources without needing personalised interventions.

The views and wishes of pupils and parents are at the forefront of the support we provide. No pupil will be placed on, or removed from, the SEN register without prior consultation with their parents and carers, and parental consent is always sought before a referral is made to an outside agency.

8. Support plans and Individual Support Plans

Where SEN support is required, we write a school support plan setting out the pupil's level of need, how best to support them, and their targets for the term. Support plans are reviewed every six weeks, collaboratively between pupils, parents, teachers and the SENDCo, and identify whether other professional involvement is required.

The SEND Reform proposals set out plans for every child and young person with SEND to receive a standardised, digital Individual Support Plan (ISP), developed in partnership with parents and designed to evolve as a child's needs change. The Every Child Achieving and Thriving white paper confirms government intent to introduce a statutory duty on nurseries, schools and colleges to record and monitor SEN and provision in an ISP, as part of the Inclusive Mainstream Fund. National guidance and systems for ISPs have not yet been published. Princess May School will adopt the ISP format for all pupils with SEND once national guidance and systems become available, and will update parents when this happens; in the meantime, our school support plans continue to fulfil the same purpose.

9. SEN support, layers of support and Education, Health and Care Plans

Some pupils need a higher level of support than can be met through SEN support alone. Where this is the case, the Local Authority may carry out a Statutory (EHC needs) Assessment and decide whether the child requires an Education, Health and Care Plan (EHCP), or whether the school requires additional funding to meet the child's needs. A pupil with an EHCP has their progress and support outlined in their plan, which is reviewed annually with relevant agencies and the Local Authority.

Nationally, the SEND Reform consultation proposes describing support above the Universal offer as three 'layers of support' — Targeted, Targeted Plus and Specialist — and introducing nationally defined 'Specialist Provision Packages' and National Inclusion Standards to inform future EHCPs. It also proposes replacing terms such as SEN unit or resourced provision with 'Inclusion Bases'; our NEST, a specialist learning space with a sensory zone, work stations and bespoke resources, is an example of the kind of setting-based provision this new terminology describes. The white paper confirms £3.7 billion of investment up to 2030 to fund accessible buildings, new special school places, and new inclusion bases in mainstream settings, of which our NEST is a local example; we will monitor how this national investment could support the future development of our provision. None of this affects a family's current legal entitlements: existing EHCPs and the right to appeal to the SEND Tribunal remain fully protected, and the government has said assessments under any new system would not start before September 2029, with no changes to current EHCP support before September 2030.

When pupils are due to transfer to another phase of education, planning begins in the year before transfer, and the SENDCo of the next school ensures effective arrangements are in place to support the pupil at the point of transfer.

10. Roles and responsibilities

SENDCo

The SENDCo at Princess May School is Ms Blunden, who holds the National Award for SEN Coordination alongside a BSc in Psychology, an MA in Leadership and a PGCE. Ms Blunden oversees the day-to-day running of SEN coordination across the school, maintains the SEN and medical register, arranges and takes part in multi-agency meetings, co-ordinates interventions with support staff, arranges assessments by outside agencies, and supports teachers to provide high-quality teaching and learning opportunities for pupils with SEND. If a parent or carer has concerns about a child's progress, the class teacher should be approached first, who will in turn involve Ms Blunden.

SEND Governor

Mr Kristofer McGhee is the SEND Governor, responsible for ensuring SEND remains on the agenda of the governing body, providing a link between the governing body and teaching staff, and monitoring the effectiveness of the school's SEND provision.

Headteacher and governing board

The Headteacher works alongside the SENDCo and SEND Governor to determine the strategic development of SEND provision, and shares overall responsibility for the progress of pupils with SEND or a disability. The governing board approves this policy and holds the school to account for its implementation.

Teachers and support staff

A child's class teacher is always the first point of contact for concerns about a child's development, and is responsible for high-quality teaching, differentiation, and planning pre- and post-teaching interventions. Teachers work with pupils with SEND at least three times a week and take part in annual reviews and termly review meetings. Support staff work under the

direction of the class teacher and SENDCo, providing high-quality teaching support and, where needed, 1:1 support that builds pupils' independence.

Pupils, parents and carers

Pupils with SEND are fully involved in the assess, plan, do, review process, sharing their views regularly and, where they have an EHCP, taking part in annual review meetings. Parents and carers play a key role in supporting learning outside the classroom and are involved at every stage of identifying and reviewing additional support, in partnership with the school.

11. Support for transition and preparing for adulthood

We understand that change can be particularly difficult for pupils with SEND. At every stage of transition, we will share information with the next teacher, school or setting (as agreed with parents and pupils), offer additional visits, and create Pupil Passports or social story booklets where helpful.

For secondary transition, Princess May has partnerships with local secondary schools who run additional, tailored visits for more vulnerable pupils. The SENDCo facilitates these visits and can accompany parents and pupils where required, using social stories, pupil passports and adult mentoring to support the process. Where a pupil requires specialist secondary provision, the SENDCo supports parents through this process; the final decision on placement is made by the Local Authority.

12. Working with other agencies

We work with a range of agencies to support pupils with SEND, including the Educational Psychology Service, Speech and Language Service, Place2Be Counselling Service, the School Nurse, Launchpad for Language, the Hackney Inclusion Team, Hackney ARK, Hackney Pirates, Young Hackney, First Steps, CAMHS and the Wellbeing and Mental Health in Schools service (WAMHS). We keep our knowledge of relevant support current by attending half-termly SEN cluster and Mental Health Lead network meetings, and termly SEN locality meetings.

The SEND Reform consultation proposes a new national offer, 'Experts at Hand', wrapping professionals such as educational psychologists, speech and language therapists and occupational therapists more closely around mainstream settings. The Every Child Achieving and Thriving white paper confirms this will be backed by £1.8 billion of new investment, intended to get support to children earlier. We will draw on this offer as it becomes available, alongside our existing agency partnerships.

13. Curriculum adaptations, interventions and staff expertise

We make the following adaptations to ensure all pupils' needs are met:

- differentiating our curriculum so all pupils can access it, for example through grouping, 1:1 work, teaching style, or access to the NEST;
- adapting our resources and staffing;
- using recommended aids, such as laptops, coloured overlays, visual timetables and larger font; and
- differentiating our teaching, for example through longer processing times, pre-teaching of key vocabulary, or reading instructions aloud.

We offer a wide range of interventions, set out in full in our whole-school provision map, which is reviewed and updated each term. Current examples include, for speech, language and communication: Colourful Semantics, Shape Coding, 1:1 and group speech and language therapy, and Mr Good Guess for developing inference and comprehension skills; for learning and cognition: Numicon, Read Write Inc phonics, NEST Literacy, in-class literacy support groups and

1:1 reading; and for pastoral, social and sensory needs: Zones of Regulation, social skills groups, supported lunch and break times, sensory circuits, coaching, and Connect Ed therapy. This list is not exhaustive. All teaching assistants are trained to deliver interventions, and support pupils on a 1:1 basis where a child has an EHCP or requires a high level of support. Our SENDCo holds the National Award for SEN Coordination, and staff receive regular training on specific areas of need, such as autism and dyslexia.

14. Securing equipment, facilities and accessibility

The school purchases specialist equipment when needed, and works with external agencies to secure the right equipment and facilities for pupils with SEND. Facilities currently include a disabled toilet on the ground floor, which is wheelchair accessible from the nursery entrance. Specialist equipment is provided on an individual basis where needed, such as a Radio Aid system for pupils with hearing loss or laptops to support pupils with visual difficulties. We are happy to discuss individual access requirements with families.

15. Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- reviewing pupils' individual progress towards their goals each term;
- reviewing the impact of interventions every six weeks;
- using pupil questionnaires and monitoring by the SENDCo;
- using provision maps to measure progress; and
- holding annual reviews for pupils with EHC plans.

16. Enabling participation in school life

All extra-curricular activities, school visits, sports days, school plays and workshops are available to all our pupils, including before- and after-school clubs. No pupil is ever excluded from these activities because of their SEND or disability.

17. Supporting emotional and social development

Pupils with SEND have access to Connect Ed counselling services, and are encouraged to take part in Mindful Art club, which builds teamwork and friendships through art therapy techniques. We have a zero-tolerance approach to bullying.

18. Complaints procedure

If you have a concern or wish to raise a complaint about SEND provision, please follow this procedure:

- raise your concern with the class teacher, who may refer it on to the SENDCo;
- if unresolved, this will be discussed with the SENDCo and Headteacher; you may also raise it with the SEND Governor at this stage;
- the SEND Governor may take your concern to the governing body;
- if the complaint remains unresolved, a disagreement resolution or mediation service can be contacted; and
- if it remains unresolved, you can appeal to the First-tier Tribunal (Special Educational Needs and Disability) for matters of disability discrimination, or to the Secretary of State for other matters. SENDIAGS (see section 19) can provide impartial advice on this process.

The SEND Reform consultation proposes strengthening mediation and school complaints processes, so that the Tribunal remains a genuine last resort; families retain their existing right to

appeal to the Tribunal throughout this process. Some circumstances, usually relating to a Statement of SEN, carry a statutory right of appeal to the Local Authority that cannot be investigated by the school.

19. Contact details and further support

Hackney SENDIAGS

The Hackney SEND Information, Advice and Guidance Service provides impartial, confidential information, advice and support to parents and carers of children with SEND, including information about local services and procedures. Email: SENDIAGS@learningtrust.co.uk. Telephone: 020 7275 6036. Website: www.hackneysendiags.co.uk.

Hackney Local Offer

Hackney's Local Offer sets out the services available to support disabled children and children with SEN and their families: www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/home.page.

National organisations

Further information and support is also available from Young Minds (youngminds.org.uk), the National Autistic Society (autism.org.uk), the British Dyslexia Association (bdadyslexia.org.uk), Special Needs Jungle (specialneedsjungle.com), the Dyspraxia Foundation (dyspraxiafoundation.org.uk), and the Communication Trust (thecommunicationtrust.org.uk).

Raising a concern with the school

In the first instance, parents and carers should speak to their child's class teacher. If necessary, the SENDCo, Hannah Blunden, will be involved and can be contacted directly through the school office; if concerns persist, the Head Teacher should be contacted via the school office.

20. Monitoring, review and links with other policies

This policy and information report is reviewed annually by the SENDCo, and will also be updated during the year if there are relevant changes — including updates arising from the SEND Reform consultation described in section 2. It is approved by the governing board.

This policy links to our policies on:

- Accessibility Plan;
- Behaviour Policy;
- Equality Information and Objectives;
- Supporting Pupils with Medical Conditions; and
- Data Protection Policy.