POLICY DOCUMENT

SEND Information Report

Answers for parents and carers about SEND support at Princess May — 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	SEND Policy and SEND Information Report; Accessibility Plan; Behaviour Policy; Equality Information and Objectives; Supporting Pupils with Medical Conditions Policy
Aligned to	Section 69 of the Children and Families Act 2014; Schedule 1 to the Special Educational Needs and Disability Regulations 2014, which sets out what a school's SEN Information Report must cover; the SEND Code of Practice (2015); and the Equality Act 2010. It also reflects the direction of the government's SEND Reform consultation, Putting Children and Young People First, and the white paper Every Child Achieving and Thriving (both February 2026, the latter updated April 2026), which are not yet law

Introduction

This report answers the questions parents and carers most often ask about how Princess May Primary School supports pupils with special educational needs and disabilities (SEND). It is published to meet our legal duty, under Section 69 of the Children and Families Act 2014 and Schedule 1 to the Special Educational Needs and Disability Regulations 2014, to publish a SEN Information Report; it should be read alongside our SEND Policy and SEND Information Report document, which sets out our approach in full, and Hackney's Local Offer, which sets out support available across the local area.

The government is currently consulting on significant changes to the national SEND system, described in our SEND Policy; where relevant, this report also explains what that could mean for families at Princess May, while being clear about what is proposed rather than yet in law.

1. What kinds of SEND does the school provide for?

We support pupils across the four broad areas of need set out in the SEND Code of Practice (2015):

- 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.

2. How does the school know if my child needs extra help?

Every pupil is assessed when they join the school, to identify their level of development and attainment, and we use a range of assessment tools, including phonics assessments and reading benchmarking, to identify whether a pupil has needs in a specific area. Pupil progress meetings take place six times a year to identify any pupil who may need extra support — for example, where they are making significantly less progress than their peers, or are unable to catch up with peers of the same developmental age, whether in academic progress or in 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.

No pupil is placed on, or removed from, the SEN register without prior consultation with their parents and carers, and we always seek parental consent before referring a child to an outside agency.

3. What should I do if I think my child has SEND?

Speak to your child's class teacher first; they are always the first point of contact for a concern about your child's development. The class teacher will discuss this with our SENDCo, who may carry out observations and suggest strategies and resources. You are welcome to contact the SENDCo, Hannah Blunden, directly through the school office at any time.

4. How will the school support my child?

Before any additional or different provision is considered, every classroom provides high-quality, inclusive teaching for all pupils — our Universal offer. 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; our provision map sets out the specific resources, groupings and interventions we use to deliver this.

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

Where SEN support is required, we write a school support plan setting out your child'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.

5. How will the curriculum be matched to my child's needs?

We adapt the curriculum in a number of ways, including:

- 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.

6. How will I know how my child is doing, and how can I support their learning at home?

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, and support plans are reviewed every six weeks with parents, pupils, teachers and the SENDCo. 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.

7. What support is there for my child's wellbeing, and their social and emotional 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; see our Anti-Bullying Policy for more detail.

8. What expertise and training is available at the school?

Our SENDCo, Hannah Blunden, holds the National Award for SEN Coordination, alongside a BSc in Psychology, an MA in Leadership and a PGCE, and oversees the day-to-day running of SEN coordination across the school. 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; staff also receive regular training on specific areas of need, such as autism and dyslexia.

9. How will equipment and facilities support my child?

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, wheelchair accessible from the nursery entrance; specialist equipment is provided individually where needed, such as a Radio Aid system for pupils with hearing loss, or laptops to support pupils with visual difficulties. We are always happy to discuss individual access requirements with families; see also our Accessibility Plan.

10. How are decisions made about the type and amount of support my child will receive?

From our assessments, and in collaboration with parents and the pupil, we decide together whether a child 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. 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 their needs.

11. What happens if my child has, or needs, an Education, Health and Care (EHC) Plan?

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, and pupils with an EHCP take part in their annual review meeting. The final decision on whether a child requires an EHCP, and what it contains, is made by the Local Authority, though the school supports families fully through this process.

12. How does the school work with other agencies and services?

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.

13. How will my child be included in activities outside the classroom, including school trips?

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.

14. How accessible is the school environment?

Our facilities currently include a disabled toilet on the ground floor, wheelchair accessible from the nursery entrance, and we provide specialist equipment on an individual basis as needed. Our Accessibility Plan sets out in full how we plan to increase the extent to which pupils with a disability can participate in the curriculum, improve the physical environment, and improve the availability of accessible information to disabled pupils.

15. How will the school prepare and support my child when they join, transfer between classes, or move on to a new school?

We understand that change can be particularly difficult for pupils with SEND. At every stage of transition, we 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. Where a pupil requires specialist secondary provision, the SENDCo supports parents through this process, though the final decision on placement is made by the Local Authority.

16. What if I'm not happy with the SEND support my child is getting?

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

- 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.

Hackney SENDIAGS (see Section 17) can provide impartial advice on 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.

17. Who can I contact for more information, advice or 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's 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 Headteacher should be contacted, also via the school office.

18. What is changing nationally, and how is the school preparing?

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, alongside a white paper, Every Child Achieving and Thriving (updated April 2026), setting out proposals for significant change to the SEND system — including a new Universal offer, digital Individual Support Plans, new layers of support above the Universal offer, and a proposed new duty to publish an Inclusion Strategy in place of the current SEN Information Report.

These proposals 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 we follow today, and your family's 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 is preparing for these changes ahead of legislation — for example, our NEST is the kind of setting-based provision the reforms describe as an 'inclusion base' — and we will update this report as the proposals progress, and sooner if final legislation or a revised Code of Practice is published. Our SEND Policy and SEND Information Report sets out this national context in more detail.

19. When was this report last reviewed, and how can I find out more?

This 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 above; it is approved by the governing board. For our full policy position, please see our SEND Policy and SEND Information Report, alongside our Accessibility Plan, Behaviour Policy, Equality Information and Objectives, Supporting Pupils with Medical Conditions Policy, and Data Protection Policy.