Special Educational Needs and Disability (SEND)

Information Report

2026-2027

SEND Information Report

This SEND Information Report outlines how Robert Blair School identifies, supports, and caters for pupils with special educational needs and disabilities (SEND). It answers some of the most frequently asked questions about the school and special educational needs.

This report was prepared in October 2026. It will be reviewed in October 2027.

If you need any more information, please see our SEND Policy or contact Nicola Cush-Etter, the school SENDCo.

SENDCo Contact Details: admin@robertblairschool.com Phone: 0207 272 3989

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Our vision and how we hope to achieve it

At Robert Blair, we promote consistently high standards where there are no limits to children's capabilities. We work hard to remove learning barriers.

Robert Blair is committed **to meeting the needs of all pupils**, including those with special education needs and/or disabilities (SEND), so that all pupils strive for the highest possible achievement to be the best they can be. We want all our pupils to be successful and feel welcomed and included. We aim to provide a stimulating and inclusive environment for all our pupils.

- We welcome difference and diversity – learning from and about diversity strengthens our community.
- We have high aspirations for all of our learners, including those with SEND.
- We aim to always involve parents and children in planning and reviewing progress.
- We know that the earlier we identify special educational needs and provide support, the more successful our children will be.
- We ensure staff have the knowledge and skills to support all children with SEND at our school. Most of the needs of pupils with SEND can, and should, be addressed through quality first teaching.

Context

We are an Islington primary, one form entry school for the 3 to 11 age range, with a children centre attached for 6 month to two-year-olds. We have a nursery for children aged 3 to 4, which currently offers a mixture of part-time and full-time places. Children start the main school in our Reception class when they turn 5.

How we know if a child has special educational needs

If a child is joining us in nursery or reception, we invite parents to meet a member of staff at Robert Blair, usually the headteacher. We ask whether parents/carers have any concerns about their children – for example, if they have a disability, special need or medical need. This helps us to plan how we will support their child once they start school. The children will be invited into the early years classrooms before commencing school, which poses an additional opportunity for staff to identify any special needs before the start of the academic year.

If a child has attended a different setting, we use the information provided by that setting to plan the best programme of support. Our school SENDCO will liaise with professionals who have already been involved with the child for an effective transition to take place. This is also the case for older children who may have transferred to our school in KS1 or KS1.

The SENDCO meets with all class teachers regularly to discuss any concerns about children in their classes. The teacher, with support of the SENDCO, will plan ways to support the child. We continue to assess and monitor progress regularly throughout the child's time in school so that we can look out for any special educational needs that might arise later on.

If a child is not making progress or responding to the support in place, we will speak to the parents/carers and draw up an Individual Plan (IP), where bespoke targets are set and reviewed termly to support progress. These are shared with parents during parent-teacher meetings, and parents are given a copy.

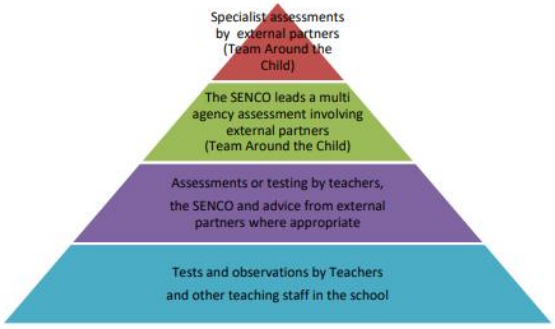
We take care to establish whether lack of progress is because a pupil has English as an additional language (EAL), for example, by discussing the child's level of home language with parents, and where possible, talking to the child in their home language.

If a parent has concerns about their child, they should initially discuss these with their child's class teacher, who will always be happy to meet, listen to concerns and discuss how well the child is making progress in day-to-day lessons, and about friendships and personal development.

If parents have questions or concerns about the particular special educational needs of their child, the school's SENCO will listen to concerns, explain the different ways in which the school supports their child and, when possible and appropriate, come to an agreement about changes to provision and/or support. It will also be possible to meet members of the specialist services who are working with children – the SENCO will organise these meetings.

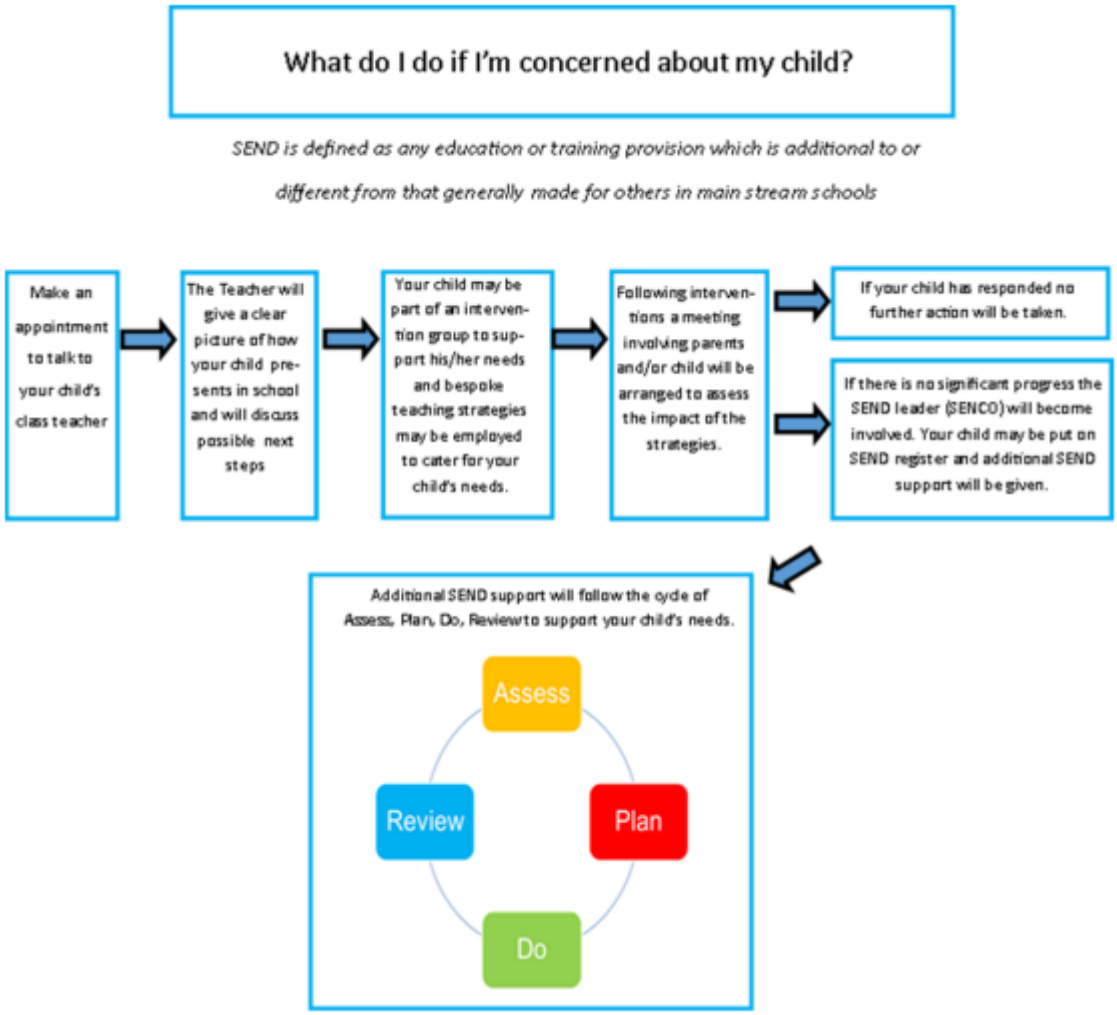
In summary, when considering if a child needs SEND support the school takes into account:

- the pupil's previous progress and attainment
- the teacher's assessment and experience of the pupil
- the pupil's development in comparison to their peers and national data
- the views and experience of parents
- the pupil's own views
- advice from external support services, where appropriate



What to do if I have concerns about my child

This diagram provides an overview of the steps to take if you are concerned about your child's progress, and the subsequent actions the school will take.



The four broad areas of SEND

At Robert Blair, we aim to meet needs of all pupils, including those with SEND and who have needs that fall within the following four broad areas of need outlined in the SEND Code of Practice (2014). These four broad areas offer an overview of the range of needs we plan for. We consider each pupil's profile individually to determine the provision needed to support their primary need as well as any secondary need. We have access to a range of experts who provide us with advice on how to cater for children with a variety of SEND and that fall into these four broad areas of need:

1. **Communication and Interaction**

- Speech, Language and Communication Needs (SLCN),
- Autism Spectrum Condition (ASC),
- Developmental Language Disorder, stammering/stuttering

2. **Cognition and Learning**

- Specific learning difficulties (SpLD),
    - dyslexia,

    - dyscalculia and
    - dyspraxia,
- moderate learning difficulties (MLD),
- severe learning difficulties (SLD),
- profound and multiple learning difficulties (PMLD)

3. Social, emotional and mental health

- Attention Deficit Hyperactivity Disorder (ADHD),
- depression,
- eating disorders,
- attachment disorder

4. Sensory and/or physical

- e.g. vision impairment (VI),
- hearing impairment (HI),
- a multi-sensory impairment (MSI),
- Cerebral Palsy (CP),
- Epilepsy

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability); school council, house captains, pupil survey and so forth. These views are welcome at any time but are specifically sought as part of their annual review meetings.

What we do to help children with special educational needs

Whilst some children with special educational needs may need specialist support, our primary means of supporting children is always initially through quality first teaching, with carefully adapted lessons and resources to meet the needs of all our learners. All classes have access to a teaching assistant, in addition to a class teacher. We use visual resources and Chromebooks, amongst other specialist equipment as advised to support children.

We also have two additional SEND support staff assigned to a phase (EYS, KS1 and KS2) depending on the needs of the children in that phase. These staff work alongside class teachers and teaching assistant to support individual children or groups of children as appropriate. Where possible, this support takes place within the child's classroom. We do not encourage the removal of children with SEND from the class unless there is a real advantage to the child in doing so. This is to ensure that they are constantly working under the supervision of a class teacher and so that they continue to develop friendships with their peers.

Class teachers are responsible for planning lessons for all children, including children with SEND. As a school, we have access to a variety of services and experts who can advise us on how best to support children with SEND. These include speech and language therapist, outreach teachers,

educational psychologists amongst others. Details of other services can be discussed with the SENCO.

The progress of all children, including those with SEND, is reviewed by the school leadership team in termly pupil progress meetings and through the monitoring of assessment data.

During their time at school, children may benefit from a form of educational or pastoral intervention (e.g., speech and language therapy, additional reading support, emotional literacy support). Interventions with the child will run for a certain period of time and will be reviewed by the SENCO. Where appropriate, children are assessed at the end of each intervention and data is collected about progress made. Professionals who work with children, such as speech and language therapists, meet regularly with the SENCO and produce reports on the children's progress and any further targets. Professionals will meet with parents where appropriate to discuss the progress of their child. The school SENCO holds records of the interventions for children with SEND in the school.

Provision and interventions for children with SEND is reviewed constantly and adapted if necessary. We will also consult with parents and children about their provision and we encourage parents to approach us about any concerns they may have.

How we adapt our teaching for children with special educational needs

At Robert Blair, we are committed to meeting the needs of all our pupils through quality first teaching. All our teachers are well trained in using a range of strategies to ensure learners of different attainment levels make good progress. We acknowledge that children with SEND may need personalised planning and resources, and we will ensure this is provided when necessary. For example, teachers may prepare visual resources (pictures that match written words) to support a child with SEND to access a set task.

At Robert Blair, these five key practices underpin our quality first, adaptive teaching and are based upon Rosenshine's Principles (2012):

1. Review and activate prior learning
2. Present material in small steps
3. Ask questions and check for understanding
4. Provide models and scaffolds
5. Guided to independent practice

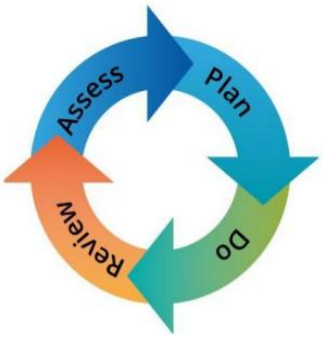
More detail and explanations of these can be found in the Teaching and Learning Policy (May 2026).

In class, tasks are set at a variety of levels, using scaffolds for support and open-ended challenges to stretch learners when appropriate. Children are monitored closely by teachers and teaching assistants to ensure they are working at a level that is appropriately challenging.

Where possible, all children, including those with SEND, work together in small groups or with a learning partner. Children are actively encouraged to support one another and review each other's work. Research shows that support children receive from their peers is extremely valuable and makes a real difference to their learning.

How we assess, plan, deliver and review the progress of children with SEND using Individual Plans (IPs)

The graduated approach is a four-stage cycle, Assess, Plan, Do, Review, that Robert Blair uses to continuously identify, support, and monitor children with SEND. The graduated approach underpins all our provision.



1. **Assess**

The class teacher, with support the SENCO, carries out a clear analysis of the pupil's needs drawing upon the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school. The assessment will also consider the pupil's development in comparison to their peers and national data should also be considered, along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services.

2. **Plan**

Teachers, in collaboration with parents and the child (if appropriate), set termly targets that are specific, measurable, achievable, relevant and time-specific (SMART) for the child. This form part of their Individual Plan (IP). If the child has an EHCP, the EHCP outcomes will be used to inform the targets. When targets are agreed, the teacher will decide one what support will be put in place. Copies of the IP are shared with parents and these are discussed termly during parent-teacher meetings.

3. **Do**

The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

4. **Review**

The review takes place each term to evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers. Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps.

How parents are involved in school life

We know that the active involvement of parents/carers in supporting the education of their child is one of the most important factors in ensuring a child's success and achievement.

We will always involve parents and children in planning and reviewing progress.
We make every effort to communicate clearly and regularly with parents and carers of children with SEND about, for example:

- How we support their children;
- Their achievements

- and their wellbeing and,
- Their participation in the full life of our school

All parents are encouraged to contribute to their child's education through discussions with class teacher, setting and reviewing targets during meetings parents evenings, further meetings with the SENDCO and other professionals where relevant, supporting home learning task to reinforce learning.

Support we offer for children's emotional and social wellbeing
The culture and structures within the school aim to encourage the emotional and social development for all pupils, including those with SEN.

We work hard to create a culture within the school that values all pupils, allows them to feel a sense of belonging and makes it possible to talk about problems in a non-stigmatising way. We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the school. Our school behaviour policy can be obtain from our school office or our school website.

For children with more complex problems, additional in-school interventions may include:

- advice and support to the pupil's teacher - to help them manage the pupil's behaviour within the classroom, taking into account the needs of the whole class.
- small group sessions - to promote positive behaviour, social development and self-esteem
- individual plans - to support pupils during transition periods, break times.
- additional support for the pupil using Zones of Regulation to support them in learning regulation strategies
- therapeutic work with the pupil, delivered by specialists (within or beyond the school), which might take the form of cognitive behavioural therapy, behaviour modification or counselling approaches, family support and/or therapy by health professionals – to help the child and their family better understand and manage behaviour.

The training our staff have had or are getting
The school has a school development plan including identified training needs for all staff. Training needs are identified in response to the needs of all pupils. We have a number of staff with specific training in speech and language, PECS, Lego Therapy, Literacy and Numeracy interventions.

The whole school attends SEND training sessions throughout the year led by the SENCO who also offers an open-door policy to offer support and advice to all staff.

The SENCO will support the class teacher in planning for children with SEND. All members of teaching staff meet with the SENCO every term to discuss the progress of pupils and the support and provision that is being offered.

Individual support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. the Bridge ASC Outreach service, SALT service or medical/health training to support staff in implementing care plans.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the school's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Monitoring of targeted and additional support for individual children monitored by Inclusion team weekly and feedback is given to teachers. Pupil progress for children on the SEN register is tracked half-termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

The monitoring and evaluation of the effectiveness of our provision is carried out in the following ways:

- classroom observation by the senior leaders.
- ongoing assessment of progress made by pupils in receipt of interventions. All interventions are tracked and assessed for impact by the SENDCo.
- scrutiny of planning.
- informal feedback from all staff.
- pupil/parent surveys.
- attendance records and liaison with Education Welfare Service.
- regular meetings about pupils' progress between the Inclusion Manager and the head teacher.
- head teacher's report to parents and governors.

How we include children in activities and school trips

Educational visits are an important part of children's learning, and we will support all children, including those with SEND, in attending all class trips. We support children with SEND in participating in trips and school activities in a variety of ways. These include:

- consulting with specialist services if needed.
- arranging for additional adults to attend trips.
- arranging alternate travel arrangements if appropriate, for example using a taxi or allowing a child additional time to get to their destination.
- asking parents about concerns and encouraging them to come on trips.
- running clubs after school and some during school lunch times.
- liaising with outreach teams working at specialist schools for children with SEND about activities children can join. We will make parents/carers aware of such opportunities.
- getting advice from our extended school social worker. The social worker can help refer parents/carers to local projects and clubs for children with SEND and young carers.

Funding

Funding to support the majority of SEN pupils in mainstream schools is delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEN from their SEN budget. Where the school is not able to meet the needs of a pupil from its budget we will seek "top-up" funding from the local authority. Where a pupil is in receipt of additional funding allocated via an EHC plan the school will use its best endeavours to ensure it is spent effectively to meet the needs of the pupil and to deliver the outcomes as set out in the EHC plan.

How we prepare for children joining our school and leaving our school

We support children during periods of transition in a variety of ways. These include the following:

- The school head teacher meets all children and parents who are new to Robert Blair. Children joining reception or nursery will visit their new classrooms prior to their first day at Robert Blair
- Children attending other early years settings will be visited by our EYS staff at their setting.
- Pupils in year 6, have opportunities to visit local secondary schools and additional visits are arranged for pupils with SEND. We invite staff from secondary schools to annual reviews of children in year 6 with SEND.
- Our school SENCO will ensure a comprehensive transfer of information about any children with SEND to professionals at any new school a child may join.
- Robert Blair's SENCO will attend the SENCO Secondary Transfer Conference to provide a handover to the Secondary school SENCO
- The Secondary school will normally run transition sessions for a child to attend, which will support their understanding of transitions and any changes ahead.
- Where possible a child will visit their new school and in many cases staff from the new school will visit the child in this school

Access Arrangements

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make reasonable adjustments. At Robert Blair we do our best to ensure that those pupils who require access arrangements receive them. This is based on diagnostic testing as well as history of need and normal way of working. The SENCO works closely with all teaching staff in completing the application to the awarding bodies.

Partnership with External Agencies

Robert Blair School is supported by a wide range of different agencies and teams. Please see appendix 1 which details which agencies the school have worked with in the last 12 months.

Local support for parents of pupils with SEN

All Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.

The Local Offer has two key purposes:

- to provide clear, comprehensive and accessible information about the available provision and how to access it

- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

Information about local support in Islington is called The Local Offer and is located here: www.islington.gov.uk/localoffer

Information about the Local Offer for families in Camden is located here: https://families.camden.gov.uk/send-local-offer/

The Family Information Service - 020 7527 5959 Gives free impartial information, advice and guidance about services for children, young people and families.
email fis@islington.gov.uk
Website: www.islington.gov.uk/fis

The Special Educational Needs Community Support Service (SENDIAS) is based at Family Action, Northern Health Centre, 580 Holloway Rd, Islington, London N7 6LB. This offers a range of services to assist the parents/carers of children with SEND.
These include:

- Advice, information and support on Education, health and social care issues
- Support to express your views and wishes
- Support at meetings with schools and the Local Authority
- Help to complete SEN and Disability related paper work
- Supporting young people up to 25 in their own right
- Signposting to other services

Tel no: 0203 316 1930
Website www.family-action.org.uk
Email islingtonsend@family-action.org.uk

Raising concerns and making a complaint about the SEND provision at the school
We always work hard to make sure that our parents are happy with what we provide for their child. However, we will address worries, concerns and complaints as soon as possible through face to face meetings where we will listen carefully to your concerns.

If you feel that we have not been able to address your concerns satisfactorily, we have a complaints policy and procedure that you can obtain from our school office. You can also view this policy on our school website: https://www.robertblairschool.com/about-us/policies-and-guidance/

Appendix 1
Professionals who provide SEND support in the school

Professional	**Name**	**Contact details**
Pastoral Welfare Lead:	Atradies Peart	Via School Office
Educational Psychologist	Becky Watson	Via SENDCo
CAMHS professional	Guy Rusty	Via Pastoral Welfare Lead
The Bridge Outreach Service	Sarah Tyce	Via SENDCo
Samuel Rhodes School Outreach Service	Caroline Needham	Via SENDCo
Richard Cloudesley Outreach Service Advisory Teacher of the Deaf	Nicky Tricks	Via SENDCo
New River College Outreach Service	Hannah Wright	Via SENDCo
Speech and Language Therapist	Naomi Guild	Via SENDCo
Lyn Gavin	School Wellbeing Service	Via Pastoral Welfare Lead
SEND LSAs (Learning Support Assistants	Delrose Lee Ryan Samantha Mitchell	Via SENDCo
Growing Hope Charity		Via SENDCo