Special Educational Needs and Disability (SEND) Policy

2026-27

Reviewed: October 2026

Next update: October 2027

Aims and Objectives

Robert Blair School is an inclusive school that aims to ensure that all children, parents and carers, staff and governors feel they belong, are valued and can engage in school life. Our aim is to provide an inclusive, stimulating and safe environment that will enhance the learning of all pupils and help them achieve and make good progress in all areas of development. Any barriers to learning that may affect this aim are lessened or removed so that all children have equal access to learning.

We work effectively with a range of professionals (including speech and language therapists, educational psychologists and local outreach teachers from local specialist settings) to ensure that pupils' specific needs are identified and addressed as early as possible.

Responsible Persons

The 'responsible person' for SEND is the Executive Headteacher, Lisa Horton, and Head of School, Sara Liney. Our link Governor for SEND is Joss Harrison.

The person co-ordinating the strategic management and day to day provision of education for pupils with SEND is Nicola Cush-Etter, our SENDCo (Special Educational Needs and Disabilities Coordinator).

Current profile of Robert Blair

Robert Blair is an Islington maintained one form entry school from nursery to year 6, with a children's centre attached for 6 months to 2-year-olds. There are approximately 200 children on roll in total. The children come from a diverse range of backgrounds, with a large proportion from minority ethnic backgrounds. Compared with national levels, we have a high percentage of children who speak English as an additional language, but usually only a small number are new to English. The percentage of children identified with special educational needs is well above the national expectations, with a higher-than-average percentage of children with Education and Health Care (EHC) plans.

Admission and Inclusion

All children with SEND are afforded the same rights as other children regarding their admission to school. This is in line with the policies of Islington Local Authority and outlined within the current SEND Code of Practice (2014) and Equality Act (2010).

Robert Blair adopts a whole school approach to SEND and inclusion involves all staff adhering to a model of good practice driven by high-quality teaching, ongoing monitoring of provision, and measuring progress and impact. All the teachers in the school are teachers of children with SEND and are accountable for the progress and development of all pupils in their classes. We work in partnership with parents/carers, pupils, local authorities, specialist providers and other external agencies required to meet the individual needs of our pupils.

Access to the Curriculum

The Curriculum is made available for all pupils, including those with SEND. Where pupils have SEND, a graduated response of 'Assess, Plan, Do, Review,' as outlined in the SEND Code of Practice (2014) is adopted. Where necessary, the school makes full use of classroom and school resources before drawing on external support, as outlined in the Local Offer www.islington.gov.uk/localoffer

The school makes provision for pupils with SEND to match the nature of their individual needs and the class teacher and SENDCo keep regular records of the pupils' SEND, the action taken and the outcomes.

There will be flexible grouping of pupils so that learning needs may be met in individual, small grouping or whole class contexts.

The curriculum is adapted to meet the needs of individual pupils, such as through the use of scaffolds and breaking tasks and activities down into small and achievable steps. Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of SEND.

Providing the graduated response: SEND Support

Some children may make limited progress despite receiving high-quality teaching, and their difficulties may continue. These difficulties may relate to one or more of the following areas: literacy and numeracy; persistent behavioural, emotional, or social needs; sensory or physical needs; or communication and interaction. The school responds using an 'Assess, Plan, Do, Review' approach.

Following assessment of the child, an Individual Plan (IP) will be in place, detailing appropriate targets, support and provision to be put in place to help the child achieve the agreed outcomes. Teachers and adults working with the child will write the IP, with oversight from the SENDCo. These are developed at the beginning of each term, shared with parents and carers, reviewed at the end of each term, and subsequently shared with parents and carers.

For those children with an EHCP, their IP will reflect the outcomes on their EHCP. Where more than one agency is involved, the school, in discussion with parents and other agencies will hold Team Around the Child (TAC) meetings to assist with assessment and planning.

Identification, assessment, planning, intervention and review of children with SEND will be undertaken by all staff, with advice and support from the SENDCo. Appropriate records will be maintained, including continuous assessment, standardised tests, Key Stage attainment tests.

Where necessary, pupils will be referred to the SENDCo for observation to construct a profile of strengths and weaknesses. The SENDCo will inform parents whether it is advisable that further assessment be carried out by professionals (e.g. Speech and Language Therapist, Educational Therapist, Occupational Therapist, or other external professionals) and with parents' informed consent, will refer a child to other professionals for further assessment, as required.

Additionally, the progress of any child receiving an EHCP will be reviewed annually. Parents will be invited to an Annual Review meeting, where the teaching team, SENDCo and other relevant professionals will be present.

Parent Participation

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have SEND where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the SEND Code of Practice (2014). Communications between the parent and the school will be consistently maintained. We will always discuss with parents before we seek support from an external agency.

The school will work to ensure that children are fully aware of their own needs and the targets on their IPs. We will encourage all children to be independent learners and to work towards a positive progression to adulthood from the earliest stage.

Partnership with External Agencies

Robert Blair School is supported by a wide range of different agencies and teams. Each schools SEN Information report details which agencies the school have worked with in the last 12 months. This report can be found on the school website and is updated annually.

Evaluating Success

This policy will be kept under review. The governors will gauge the success of the policy by the achievements of pupils with SEND

Data Protection:

We deal with sensitive and confidential records relating to a child's diagnosis and family background and history and are fully in line with GDPR regulations. In order to maintain

confidentiality any paper copies of reports are safely stored but the majority of files are kept on a secure computer system which only staff can access. Some documents might be password protected. Children's files are transferred to a child's new setting when they leave the school and have a secure UPN number in a new setting.

Reports or summaries of reports are passed to teachers using our secure staff email account. IPs are created and are kept on a secure computer system which only staff can access. All external emails are sent over secured emails. Parents are given paper copies of reports.

Arrangements for the Treatment of Complaints:

Complaints will be managed in line with our complaints policy. This policy should be read in conjunction with the school's SEND Information Report 2026.

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