



**Special Educational Needs and Disability
(SEND)**

Information Report

2025-2026

SEND Information Report

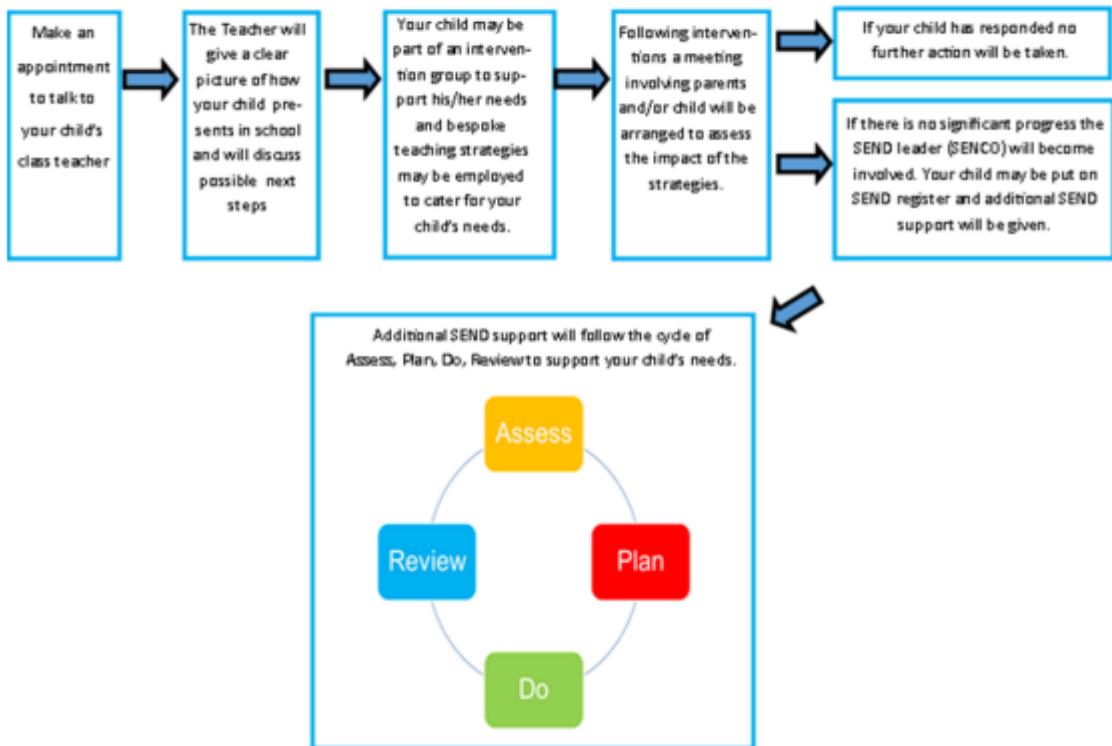
Context: Robert Blair School is a multi-cultural community school in the London borough of Islington. We are a one form entry school from Nursery to Year 6. We also have a Children's Centre for children between the ages of 6 months – 2 years.
This policy was developed in consultation with parents/carers, staff and pupils and has regard to: <ul style="list-style-type: none">• The SEND Code of Practice: 0-25 years – 2015• Part 3 of the Children and Families Act 2014 and associated regulations
Executive Head Teacher: Lisa Horton
Head of School: Sara Liney
Governor with responsibility for SEN: Joss Harrison
SENCo: Josephine Leal
SENCo Qualifications: NASENDCo qualified at IOE
Contact details: jleal@robertblair.islington.sch.uk
Agreed by Governing Body:
Review date: July 2026
This policy will be reviewed annually

All of our school policies are interlinked and should be read and informed by other policies. This policy is in line with our teaching and learning policy and single equalities policy and aims to support inclusion for all of our pupils. The responsibility for the management of this policy falls to the Headteacher, the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENCo). The Governing Body, the Headteacher and the SENCo will work closely to ensure that this policy is working effectively.

What to do if I am concerned about my child?

What do I do if I'm concerned about my child?

SEND is defined as any education or training provision which is additional to or different from that generally made for others in main stream schools



The SEN Code of Practice (2015) states that pupils should only be identified as SEN if they do not make adequate progress once they have had adjustments/intervention and good quality personalised learning. At Robert Blair we concur with the Code of Practice (2015) and the first level of support is quality first teaching which refers to all children in school and their entitlement to personalised good quality first teaching and class enhancements where appropriate.

The SEND Code of Practice (2015) defines SEND as a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A pupil has a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders him or her from making use of facilities generally available in a mainstream school.

What kinds of Special Educational Needs and Disabilities (SEND) does the school cater for?

It is important to note that a pupil who has a disability may not necessarily have a specific educational need. The SEND Code of Practice (2015) identifies four key areas of SEND.

We aim to meet the needs of pupils whose needs fall within the following four broad areas of need:

Communication and Interaction

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

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)

Social, emotional and mental health

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

Sensory and/or physical

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

These four broad areas give an overview of the range of needs that are planned for but we identify the needs of the whole pupil in order to establish what provision is required to meet their primary need, not just by the category in which they are placed.

The school works with the principle that where a child's behaviour is problematic this is usually the product of other issues and may be a response to the child experiencing one or more of the four categories of SEN listed above.

What are the school's policies for the identification and assessment of pupils with special educational needs and disabilities (SEND)?

Identifying Special Educational Needs

- The teacher continually assesses the needs of all children in their classes
- Termly meetings are held with senior managers and each class teacher to look at all children's progress and check on any child who is not making expected progress. The SENCO will then arrange to meet teachers to plan ways of supporting any children who are not making the best possible progress and plan interventions where needed
- Support is reviewed regularly and if a child has not responded to the support, we will speak to the parents/carers and a Support plan will be drawn up
- SEND Support Plans are reviewed each term and specialist support is identified as needed
- If a child continually requires a significant amount of support and they are not responding to interventions and support from the outside agencies, they may need an application for an EHC Plan. This document will outline the child's needs in preparation for an application for EHC Plan to be submitted to the Local Authority.
- Some new children joining the school clearly have enduring and complex needs

The above is outlined in the diagram below



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

Further information is set out in our SEND policy.

How will the school let parents/carers know if they have any concerns about a child's learning?

- If a child is identified as having a potential SEND need, and high-quality personalised teaching has not met that need, the school will set up a meeting to discuss this with parents/carers in more detail
- Initially the class teacher will speak to parents/carers to discuss concerns and to listen to any concerns they may have
- The school may suggest that a child needs some agreed individualised support in school
- They will tell parents/carers how the support will be used and what strategies will be put in place
- If further action is needed, a meeting may be set with the SENCO who will discuss the next steps with parents/carers

How do we consult with parents of children with SEND?

All parents are encouraged to contribute to their child's education through:

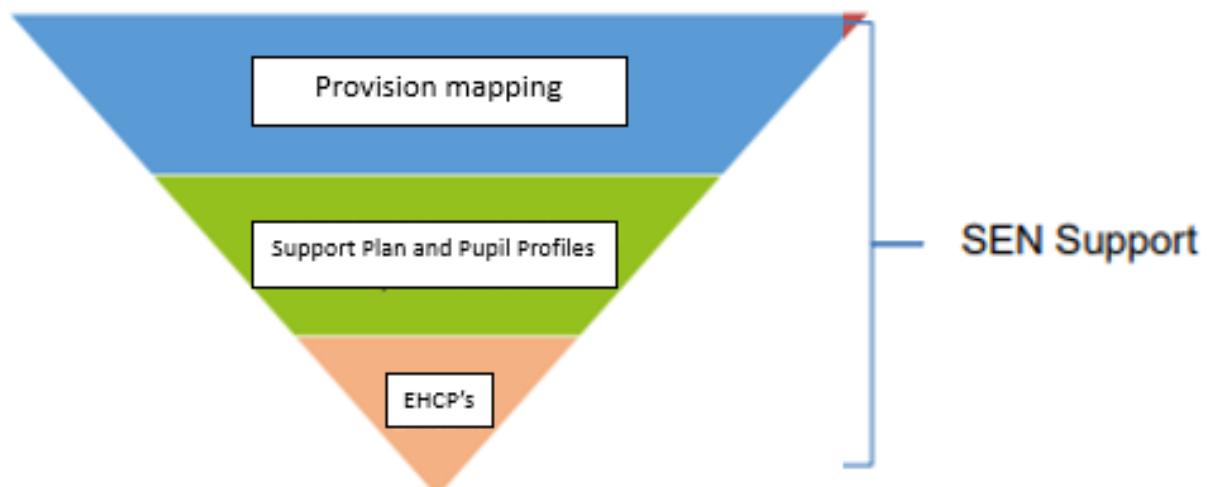
- discussions with the class teacher
- setting and reviewing targets during meetings
- parents' evenings
- discussions with our SENDCo or other professionals
- commenting and contributing to assessment, planning and reviews
- supporting homework tasks to reinforce learning

What are the school's policies for making provision for pupils with special educational needs and disabilities (SEND), whether or not pupils have Education Health and Care Plans (EHCPs)?

Most of our pupils with SEN have their needs met as part of high quality teaching. This may include teachers adapting what they do and having different approaches to meet different learning styles, personalised learning arrangements for different pupils and a range of interventions normally provided by the school.

If a pupil is identified (through the assessment process above) as having special educational needs their teacher and SENCO will consider everything we know about the pupil to determine the support that they need and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

Where provision for SEN is needed, we work with pupils and their families to plan what to do. This usually includes writing a plan of action using one of the SEN planning tools we have available to use. The tools we use are summarised below.



Provision Mapping/ Planning: Used to capture targeted and specialist interventions that will be ‘additional to’ and ‘different from’ the usual differentiated curriculum.

Support Plan: A document containing a 1-page profile and a detailed action plan listing the goals and provision to meet the SEN.

Pupil Profile: This is a 1 page profile with information about how your child learns with advice for supporting him/her.

Education Health and Care Plan (EHCP): Where the school has done everything it can to identify, assess and meet the SEN of the child and they are still not making the expected progress, the school or parents may consider requesting an Education, Health and Care assessment. The process for requesting an EHCP assessment in Islington can be found on the Council's Local Offer website. www.islington.gov.uk/localoffer

Education Health and Care Plans are issued by the Local Authority where necessary and are used by the school to plan SEN provision for children with severe and complex needs.

The EHP includes:

- a detailed profile of the child, their strengths and aspirations for the future
- any education, health and care needs they have
- the goals or outcomes for the pupil agreed by the family and professionals for the next phase of their education
- any education, health and social care provision in place to meet their needs

Provision Mapping Individual Plans (e.g. Pupil Profile) SEND Support Plan EHCP SEN Support

The EHCP includes a detailed annual support plan/action plan. This plan sets out the goals for the pupil for the next year, and the activities that everyone supporting the child will put in place to support them

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.

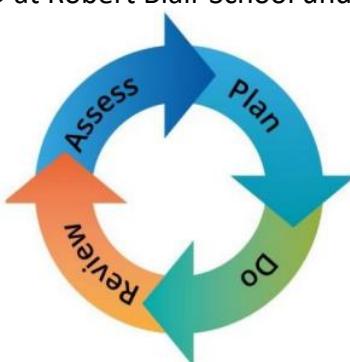
The monitoring and evaluation of the effectiveness of our provision is carried out in the following ways:

- 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 SENCo.
- 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.

What are the school's arrangements for assessing and reviewing the progress of pupils with SEN?

The Graduated Approach to SEND

The graduated approach to SEND at Robert Blair School underpins all our provision in the style of:



Assess: In identifying a pupil as needing SEN support the class teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs. This should draw on:

- 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 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

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan: Parents/carers, with their child if appropriate, will meet with the class teacher and the SENCo. All meetings are child centred, and look at what the child is doing well, what they need support with and plan towards end of year outcomes. They will decide on the interventions and support to be put in place as well as the expected impact on progress and development. A clear plan will be produced. The date for review will depend on the level of need present but will be at least once per term.

The plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the review will take place. A copy of the plan will be given to parents/carers and the child if appropriate.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.

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.

The SENCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

Review: The review will take place each term. This review will 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. Where appropriate other agencies will be asked to contribute to this review.

This review will feed back into the analysis of the pupil's needs, then the class teacher, working with the SENCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.

Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency

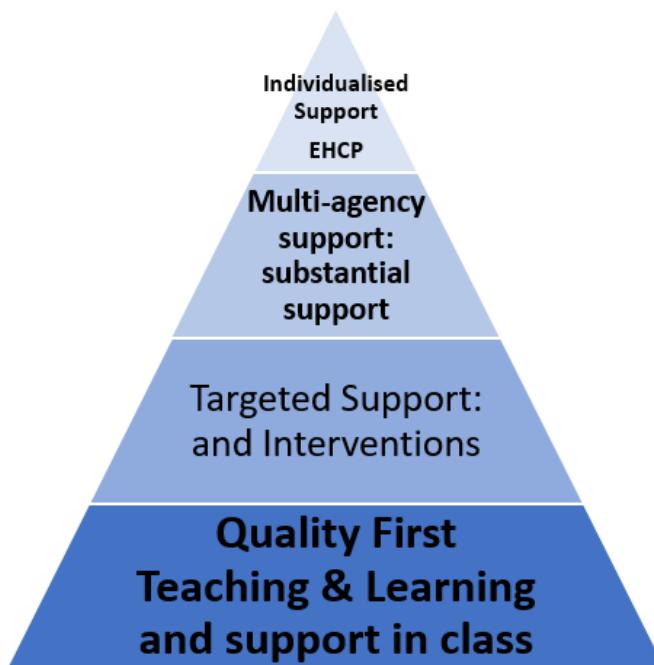
SEN Provision

The provision offered to pupils requiring SEN Support will differ from pupil to pupil. They may include:

- an individual learning programme
- evidence based interventions
- differentiated learning
- additional support from another adult
- different materials, resources or equipment
- working within a small group
- use of alternative technologies
- peer-to-peer support

Supporting Pupils

There are different types of support available for children with SEND at Robert Blair School, Inclusive of four different levels of support for children with additional needs.



Quality first teaching and learning & Learning support in class.

For a child this would mean:

- that the teacher has the highest possible expectations

- that all teaching is based on building on what a child already knows, can do and can understand
- different ways of teaching (for example, practical activities and visual supports) are in place so that a child is fully involved in learning in class
- where required specific strategies (which may be suggested by the SENCO or outside agencies) are in place to support children to learn
- assessing a child's progress throughout the year. Targets are set for children to ensure that gaps in their understanding and learning are addressed

Targeted support and Interventions

When the class teacher identifies that a child has additional needs the class teacher will work closely with the SENCO and parents/carers (or where the LA is the legal carer the child's social worker) and when appropriate relevant specialists and the child themselves to develop SEND support to meet the child's support needs. Where children have complex needs a SEND support plan will be developed in conjunction with parents and the class teacher to record the child's targets, strengths and support needs, additional interventions and support strategies for this child. In addition, the child may also receive specific, targeted interventions:

- Interventions may be run in the classroom or in sessions outside of whole class learning
- They may be delivered by a teacher, Teaching Assistant (TA), or Early Years Educators (EYE) who has had specific training to run these groups
- Children will engage in a group or individual sessions with specific targets to help them to make progress
- Interventions are planned under the guidance of the SENCO and/or class teachers
- Interventions are monitored and reviewed by the SENCO and/or class teachers – the school has a focus on evidence-based interventions

SEND Support Plans are reviewed every term and parents/carers are invited to review the support the child has received with the child's class teacher and any other relevant staff. At these meetings targets and outcomes are assessed and where necessary new targets are agreed and support strategies are up-dated.

Multi-agency support: substantial support

At this stage specialist interventions may be from Local Authority central services such as:

- Language and communication Support Services
- Occupational therapy
- Educational Psychology
- Local special schools

Regular liaison is maintained with the following external agencies: -

- Alternative Education Provision
- Outreach Support Services (The Bridge, New River College and Samuel Rhodes)
- Child Adolescent Mental Health Service 5
- Education Welfare Service

- Health Service (school nurse, dietician, therapists, including Speech and Language)
- Bright Start for children aged 0-5
- Bright Futures for children aged 5-19

For a child this would mean that a parent/carer may be asked to give permission for the school to refer a child to an outside agency e.g. a Speech and Language Therapist or an Educational Psychologist. This will help the school and parents/carers further understand a child's particular needs and be able to support them more effectively. The specialist professional will work with a child to understand their needs and make recommendations, which may include:

- making changes to the way a child is supported in class e.g. individual support from a member of staff or changing some aspects of teaching to support them better setting clear targets including specific support the specialist can offer
- Setting up an intervention group run by school staff under the guidance of the outside professional e.g. a social skills group
- Setting up an intervention group or individual work directly with the outside professional

If the above support and interventions do not help the child make progress, then the school will work with parents/carers, the child and specialist to develop a SEND support plan with a view to developing an application for an Education Health Care (EHC) Plan. The EHC Application will build on the SEND Support Plan. It will outline the child's strengths and needs; targets, strategies and interventions will be set alongside input from parents/carers and external agencies. A SEND support plan should be implemented and reviewed several times before the school can apply for a child to be assessed for an Education, Health Care Plan (EHC Plan)

Statutory Assessment of Needs (Education Health Care Plan)

A small number of pupils whose needs are complex and long term, may require a greater level of support than the school can provide from its own resources. For these pupils all the evidence from the graduated approach process will be gathered and a request made to the local authority to conduct an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan being provided. Robert Blair will follow their local authority guidance for this process and involve parents/carers and the child from the beginning.

Islington's SEND Local Offer can be found [here](#).

Camden's SEND Local Offer can be found [here](#)

Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children.

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.

Supporting Pupils and Families

Supporting Pupils

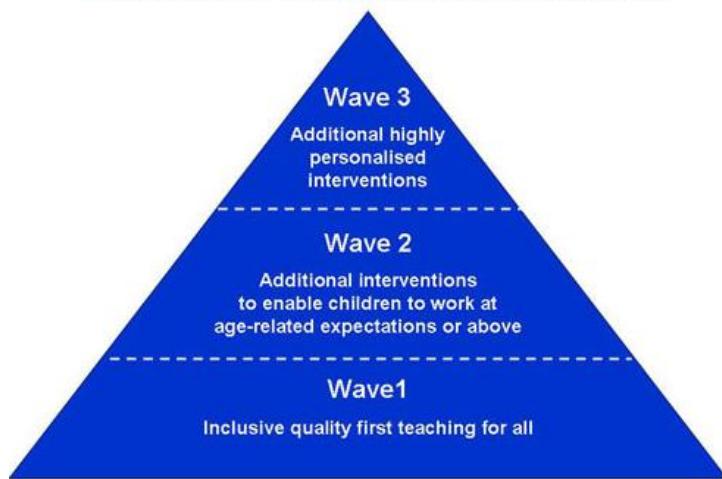
The school organises the additional support for learning into 3 different levels (also called waves).

Wave 1 (Universal): describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 (Targeted): describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3 (Specialist): describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions.

Waves of Intervention Model



Supporting Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with them, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At Robert Blair Primary School we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.
- The SENCO is available to meet with parents/carers to discuss children's progress or any concerns parents/carers may have, a booking can be made directly with the SENCo or through the school office.
- Meetings can be arranged with outside agencies who work with children with SEND, and they can offer parents/carers advice on how best to support their child at home.
- SEND Support Plans will be written and reviewed alongside parents/carers, for children with EHC Plan or an SEN support plan.

What support is available for improving the emotional and social development of pupils with SEN?

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. We have clear systems and processes so that staff can identify and respond to mental health difficulties.

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 – to help them cope better within the classroom.
- 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.

For further information please see our behaviour management policy.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Executive Headteacher, Head of School and SENCo, all members of staff have important responsibilities.

Governing Body

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to;

- use their best endeavours to make sure that a pupil with SEN gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENCo
- inform parents/carers when they are making special educational provision for a child
- prepare and SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

The governing body has appointed a named member who is responsible for special educational needs. The named governor for SEND is Simon Hoyle can be contacted via the school office.

Executive Head Teacher

The Executive Head Teacher holds strategic oversight of SEND provision across the school, ensuring that the vision, values, and statutory responsibilities related to inclusive education are embedded at all levels. Ensuring the school meets its legal obligations under the SEND Code of Practice.

The Head of school

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENCo and the Governor with responsibility for SEND. In collaboration with the Headteacher and governing body, the SENCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND

The SENCo

The SENCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual pupils, working closely with staff, parents/carers and external agencies. The SENCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for pupils with special educational needs.

Through analysis and assessment of pupil's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENCo include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Monitoring relevant SEN CPD for all staff
- Overseeing the records of all pupils with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs • Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND • To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangement

All Teaching and Non-Teaching Staff

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Class teachers are responsible for the progress and development of all pupils including those with SEND
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the

SENCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment

- Class teachers will ensure that any pupil on SEN Support is provided with the required support as outlined in the graduated approach plan and clearly identifies this provision on their class lesson plans for every lesson
- Teaching assistants will liaise with the class teacher and SENCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response.

Training and Development

What expertise and training do the school staff have in relation to SEN and how will specialist expertise be secured?

Training and Development

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. In addition, we have

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

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.

What are the school's arrangements for supporting pupils with SEND when they join the school, and supporting them to move to secondary school / further education, training or employment/ adulthood and independent living?

All children and young people with SEND and their families may be particularly anxious about changing classes or "moving on" from school to school. We work with families and our partner organisations to make sure changes are planned and well managed

Transition Arrangements

For students arriving at Robert Blair, we have a comprehensive package of transitional support that is put in. This includes:

- Parent Tours
- Transition days
- Induction with Pastoral Welfare Lead
- Meeting with SENCOs
- If applicable the SENCO will visit the current setting which the child attend
- Key staff exchange
- Pupil Profile – All About Me - This is a one-page profile with information about how your child learns with advice for supporting them. You can ask the SENCO to see a sample plan.

If a child has been allocated a place in our school by the local authority and they have a SEND, we ask that parents/carers to contact us as soon as they are offered the place as we may not have details of their needs at this stage.

Parents/carers will be invited to visit the school with their child to have a look around and meet the SENCO. If other professionals or outside agencies are involved in supporting a child, a Multi-Agency Team (MAT) meeting will be held to discuss the child's needs. We will share strategies that are used, and ensure provision is put in place before the child starts school.

The school may suggest ways that we can help your child to settle more easily, any changes will be agreed with parents/carers at the MAT meeting. The staff will closely monitor the progress the child makes and discuss this with parents/ carers.

We support pupils moving between classes, a new school and preparing for secondary transfer. We will share information with the school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and, in all cases, a planning meeting will take place with the new teacher
- If a child would benefit from having a transition book, which outlines what to expect in their new class, this will be arranged for them.

If a child is moving to another school:

- The school will contact the new school's SENCO and ensure s/he knows about any special arrangement or support that needs to be made for the child
- Where possible the school will support a visit to the new school in advance of the move
- The school will make sure that all records about a child are passed on as soon as possible

Secondary Transfer - Year 6:

- If a child has an Education Health Care plan (EHCP), the SENCO from the secondary school will be invited to attend the annual review or a transition meeting
- 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.
- Robert Blair school support transition by liaising with Secondary SENCOs and Inclusion managers and other staff involved in transition and sharing information about the support the child needs alongside the child's parent / carer.
- 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.

Raising concerns and making a complaint about the SEND provision at the school

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy. If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

We are committed to providing excellent services to all our children and their parents and we believe the best way to do this is to listen to your views. We encourage parents to contact us about their concerns and not to wait for the next formal opportunity to meet. If you have something to tell us.

If you have a complaint about SEND provision, please tell us promptly by contacting the following people in this order:

- the class teacher
- the SENDCo (details below)
- The Head of School – using the main school number
- The SEND governor (a letter can be submitted through school office)

What local support is there for the parents of pupils with SEN?

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

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: 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

Where can I find more information about SEND services in Islington and the local area (the Local Offer)?

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

The school cooperates with the Local Authorities in the local area to:

- make families aware of the kind of support available to them and where to find the Local Offer
- help people access the Local Offer information, especially where there are barriers to them accessing it. This can include helping them to access the internet, printing off pages, explaining, interpreting and
- consult children and young people and their families directly in preparing and reviewing the Local Offer
- keeping the Local Offer information up to date and identifying gaps in provision
- To find out more about the range of services on offer locally go to:
 - Islington Local Offer: www.islington.gov.uk/localoffer
 - Camden Local Offer: www.localoffer.camden.gov.uk

* This policy will be reviewed annually. It will be monitored by the SENCO and updated and revised if necessary, during the annual cycle.

Appendix 1
**PROFESSIONALS WHO PROVIDE SEND SUPPORT TO THE SCHOOL,
 CHILDREN AND FAMILIES**

Professional	Name	Contact details
Pastoral Welfare Lead:	Nilufa Salik	Via School Office
Educational Psychologist	Becky Watson	Via SENDCo
CAMHS professional	Guy Rusty	Via Pastoral Welfare Lead
The Bridge Outreach Service	Laura Heduau	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)	Fathima Sultan Mohammed Delrose Lee Ryan Samantha Mitchell Fathiya Sharfi Abdi	Via SENDCo
Growing Hope Charity		Via SENDCo