



Special Educational Needs and Disability (SEND) Policy

2025 -2026

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Approved by Curriculum Committee Oct 2025

To be presented at Full Governing Body Meeting Oct 2025

Version No.	Date	Approved by	Review Frequency	Review Date
1	October 2025	Curriculum Committee	1 Years	October 2026

SEND Policy

Aims and Objectives

Aim

To provide an inclusive, stimulating and safe environment which will enhance the learning of all pupils and help them achieve, to their full potential, in all areas including their development of knowledge, skills and understanding to equip them for the next phase of their education, employment or training. By doing this we hope to raise the aspirations and expectations of all pupils, especially those with SEND.

Objectives

- To identify and provide for pupils who have special educational needs and regularly assess and review the provision that we offer
- To use our best endeavours to ensure that a pupil with SEN gets the support they need
- To have regard to the statutory guidance provided in the SEND Code of Practice (2015)
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- To implement a graduated approach to meeting the needs of pupils identified as SEN Support
- To appoint a teacher responsible for the coordination of SEND provision (SENCo) and ensure they have the relevant training and qualification to undertake the role
- To provide training, support and advice for all staff as often as is appropriate and necessary
- To ensure that all students with SEN are offered full access to a broad, balanced and appropriate mainstream that sets high expectations for every pupil whatever their prior attainment
- To work in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's education
- To take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education
- To work collaboratively with external agencies and specialists including those from Social Care and Health
- To ensure the Equality Act 2010 duties for pupils with disabilities are met

- In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils with medical conditions

Responsible Persons

The 'responsible person' for SEND is the Executive Head teacher, 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 Josephine Leal, our SENDCo (Special Educational Needs and Disabilities Coordinator).

Admission and Inclusion

Rationale

Article 23 (children with a disability). from UNICEF Rights of the child states:

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Robert Blair is an Islington maintained school, and has a similar approach to meeting the needs of pupils with special educational needs and disabilities and are supported by the Local Authority ensuring that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

No pupil will be refused admission to school on the basis of their special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

High quality teaching which is adapted to meet the needs of the majority of pupils is the first response to supporting pupils with SEND. Some pupils will need something additional to and different from that which is ordinarily available for the majority of pupils, this is special educational provision and the pupils in receipt of this provision are classified as SEN Support. The school has a duty to use their best endeavours to ensure that provision is made for those who need it.

Robert Blair will ensure that the necessary provision is made for any pupil who has SEND. We will ensure that all staff are able to identify and provide for these pupils to enable them to partake in all activities in the school in order to reach their full potential.

This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. In order to achieve this, we will 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 will be 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) will be adopted.

The school will, in other than exceptional cases, make 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 will make provision for pupils with SEND to match the nature of their individual needs and the class teacher and SENDCo will 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 will be differentiated and adapted to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach. 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.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

Providing the graduated response: SEND Support

The school offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent behaviour, emotional and social difficulties; has sensory or physical difficulties; or communication or interaction difficulties, the school follows an 'Assess, Plan, Do, Review' approach.

Assessments will allow the child to show what they know, understand and can do, as well as identify any learning difficulties. Following assessment, we will put a plan in place, detailing appropriate interventions. The plans will be outcome focused. The resources deployed to help the child achieve the agreed outcomes will be captured in an Support Plan.

A support plan is a document, written by the teachers and adults in working with the child, collaboration with the SENDCo, that outlines targets that a child is working towards and the type of support that is in place to help the child achieve the stated targets. Support Plans are created at the beginning of each term and are shared with parents/carers and are reviewed at the end of each term and shared with parents/carers.

For those children with an EHCP, their Support Plan 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 Class adults, 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 Support Plans. 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. Support Plans 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 2024 and SEND Provision (HP House and HP Cabin) 2024 policy.