



## **Poltair School**

### **Our 'Local Offer' for Special Educational Needs and Disability (SEND)**

#### **Poltair School:**

Poltair School is proud of the community that we create. We are passionate about ensuring that all students have an opportunity to thrive in our school and we work in collaboration with parents/carers and students to ensure that their child is able to be part of Poltair School.

Part of this community is ensuring that students who have a Special Educational Need are able to, with intervention, support and personalisation of the curriculum, achieve their true potential as an individual.

#### **What do we mean by Special Educational Needs (including a disability), and how do we assess this:**

A young person is identified as someone with a Special Educational Need if they required support that is different to their peers in order to achieve their potential.

All staff have access to the Register of Need and the student will be added to this. Staff will be informed of the intervention being put in place, and also how they can support within a lesson to ensure that the child is making progress. We work with a graduated approach, meaning that we look first at the intervention that can be put in place within the classroom first in addition to any additional intervention work.

If a child has a disability, the SENDCo and their Year Team will work closely with the family to ensure that the child is able to access the curriculum. This will also be supported by the use of a lead professional to continually review any support that can be put into place for the student as an individual.

A child can be identified through close analysis of the data that is collected at a whole school level to ensure that students are on track to achieve their potential. If there is a significant gap between what the child should be achieving and their actual achievement, we would then look to spot any barriers or special educational needs. If you have a concern about your child, please contact your child's tutor in the first instance. The tutor will then liaise with the SENDCo and Year Team, if they feel that this is necessary.



For a new student to the school, contact can be made through the SENDCo email below in order for the right person to communicate with you to discuss the child's needs.

Any student who has an Educational Health Care Plan (EHCP) has been assigned a key worker whose main focus is in ensuring that the young person has an opportunity to reflect upon their objectives, to link in with the subject teachers and also to support the student in overcoming barriers to their education. They will also be the member of staff who works closely with the student and family and share any concerns with those members of staff who are appropriate.

**SENDCo: Team email [sendco@poltair.cornwall.sch.uk](mailto:sendco@poltair.cornwall.sch.uk)**

**Deputy SENDCo: Emma Clarke [eclarke@poltair.cornwall.sch.uk](mailto:eclarke@poltair.cornwall.sch.uk)**

**SENDCo Admin Support: Louise Eastwood [jlaurie@poltair.cornwall.sch.uk](mailto:jlaurie@poltair.cornwall.sch.uk)**

## The levels of support and provision offered by our school

### 1. Listening to and responding to children and young people

<p>Whole school approaches The universal offer to all children and YP.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The views and opinions of all students are valued.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student voice is represented in all aspects of school.</li> <li><input type="checkbox"/> Student voice is heard through:               <ul style="list-style-type: none"> <li>- co-production</li> <li>- consultation</li> <li>- focus groups</li> <li>- questionnaires</li> </ul> </li> </ul>	<p>Students with SEND are included in all consultation groups.</p> <p>Student passports are created with the student to help teachers to know how to support the young person.</p> <p>Additional provision is developed in light of student voice.</p>	<p>Individual support is responsive to the views of the student.</p> <ul style="list-style-type: none"> <li>• Student's views are an integral part of TAC meetings and SEN reviews.</li> <li>• SEN students are supported in person-centred planning and target and outcome setting.</li> <li>• All documentation is presented in a format that is accessible to all.</li> <li>• Through the use of a lead professional and a key worker, all students who have an Education and</li> </ul>

		Health Care Plan, will have an opportunity to discuss their learning and improvements at least once a term.
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## 2. Partnership with parents and carers

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> <li>• The school works in partnership with all parents and carers.</li> <li>• The parents/carers of all students attend parent/carer evenings.</li> <li>• Students' tracking reports are sent home once each term.</li> <li>• The school planner encourages written dialogue between families/parents and school.</li> <li>• Parent/carers know who to contact if there are any concerns (the child's tutor in the first instance).</li> <li>• Classcharts is used to support parents in knowing the homework that is set for a young person.</li> </ul>	<ul style="list-style-type: none"> <li>• Families are invited to attend information sessions on how to support their child within the school environment, this can be from a range of professionals who work with the school and within the school.</li> <li>• Parents are informed as to when changes are happening to their child's provision and what intervention is being put in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/carers are supported in attending, and are actively involved in, all TAC meetings and reviews.</li> <li>• Parent/carer's views are an integral part of TAC meetings and SEN reviews.</li> <li>• All documentation is presented in a format that is accessible to individual parents.</li> <li>• Parents have contact with the lead professional assigned to the child and are able to discuss the provision that is being put in place and how they can support the education plan at home.</li> </ul>

- Behaviour can be tracked by a parent using the Classcharts software.

### 3. The curriculum

Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> <li>• The curriculum is designed to ensure the inclusion of all students.</li> <li>• All students, regardless of their ability and/or additional needs, have full access to the curriculum.</li> <li>• All students in year 7 and 8 are able to boost their independent learning and literacy skills through the Accelerated Reader Programme</li> <li>• Tutor Programmes include support in both literacy and numeracy and aspects of PSHE</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments (including dyslexia testing) Cognitive Ability tests are used to identify students who need specific interventions.</li> <li>• A small number of students in key stage 4 have the opportunity to access a bespoke curriculum.</li> <li>• Assessments (including dyslexia testing) Cognitive Ability tests are used to identify students who need specific interventions.</li> <li>• Intervention packages are bespoke and needs led.</li> <li>• The progress of students taking part in intervention groups is measured on a regular basis.</li> <li>• The intervention packages are</li> </ul>	<ul style="list-style-type: none"> <li>• Students are supported in following their interests, and chosen curriculum, regardless of their SEN and/or disabilities.</li> <li>• Students with special needs and/or disabilities can access the curriculum with adult support as appropriate.</li> <li>• Bespoke curriculums are put in place to ensure the best outcomes for students.</li> <li>• Support for students in accessing extra-curricular is in place.</li> </ul>

	<p>adapted in light of student progress.</p> <ul style="list-style-type: none"> <li>• Small group interventions support students with literacy and numeracy skills.</li> <li>• Use of Link 3 and 4 to support students at key stage 3 and 4 to access interventions such as literacy and numeracy or a bespoke timetable.</li> </ul>	
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#### 4. Teaching, learning and assessment

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• Differentiated teaching and outcomes are used to ensure the progress of all students.</li> <li>• The lessons are carefully planned to include clear stages, regular progress checks and different learning styles.</li> <li>• Students are grouped within lessons to support their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers and teaching assistants share information and lesson plans to ensure that students with SEND have targeted support and provision.</li> <li>• Teaching assistants/class teachers work with small groups to:</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised and highly differentiated work is provided, developing independent learning.</li> <li>• One-to-one support is in place for students who need more intensive support..</li> </ul>



<ul style="list-style-type: none"><li>• A range of learning styles are used within classrooms.</li><li>• Learning Objectives and clear outcomes are displayed and discussed, these are also referred back to during the lesson for students to be aware of what they are learning.</li><li>• Differentiated Success Criteria are displayed and referred back to. These are linked to the ability levels of the students within the room.</li><li>• Students' work should be regularly Marked with clear improvement opportunities identified.</li><li>• Literacy and numeracy is a focus across the school.</li></ul>	<ul style="list-style-type: none"><li>• ensure understanding</li><li>• facilitate learning</li><li>• foster independence</li><li>• keep students on task.</li><li>• If the class teacher is working with a small group the teaching assistant supports the class with tasks.</li><li>• Independent student learning is supported by the use of technology, for example:<ul style="list-style-type: none"><li>• Laptops</li><li>• Dictaphones</li><li>• Cameras</li></ul></li><li>• Special access arrangements are put in place for internal and external tests and examinations</li><li>• Homework support is available in the homework club.</li></ul>	<ul style="list-style-type: none"><li>• Keyworkers are assigned for students who have an EHCP. These key workers are focused upon the objectives within the plan and how to ensure students are making the best progress.</li></ul>
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## 5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• Students are supported in their lessons to become resilient and independent in their approach to learning.</li> <li>• Technology is available to aid independence e.g. computer rooms for research.</li> <li>• Tutors support students to ensure that they have the right equipment with them in order to be independent learners.</li> <li>• All students can access the library after school to support independent learning.</li> <li>• Students are supported in recognising when they need to seek help for themselves through the Tutor team.</li> </ul>	<ul style="list-style-type: none"> <li>• Where teaching assistants are in the classroom they facilitate independence.</li> <li>• Students have personalised equipment to help them to learn, such as overlays and laptops</li> <li>• Students have access to :             <ul style="list-style-type: none"> <li>- visual timetables</li> <li>- learning passports</li> <li>- traffic light system</li> <li>- time out cards</li> <li>- exit strategies.</li> </ul> </li> <li>• Small group interventions to develop students' independent life skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching Assistants working one to one with a student, will coach students in developing their self-help skills.</li> <li>• Additional support is shared to build resilience in the young person, so that they have self-coping strategies as they mature and will develop their skills as an independent learner.</li> </ul>

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## 6. Health, wellbeing and emotional support

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> <li>• PSHE tutor times include all students</li> <li>• Peer mentors/buddies are trained to support fellow students.</li> <li>• School Prefects are used to support students on ensuring that they feel safe</li> <li>• Tutors are available to support students in their health and well-being. They are also there to sign post when more specialist support is required.</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE in tutor times is differentiated to suit the needs of students - particularly for those issues that can be more sensitive for some students</li> <li>• The Student Support Centre is available for vulnerable students to take 'time out' and find support at breaktimes. There are trained members of staff running the base.</li> <li>• Friendship groups and interventions supports students with confidence and life skills.</li> </ul>	<ul style="list-style-type: none"> <li>• TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse.</li> <li>• Assessment tools are used to tailor provision to the students' need</li> <li>• Additional support for students can be requested from external agencies such as:               <ul style="list-style-type: none"> <li>- CAMHS</li> <li>- Social Care</li> <li>- Educational Psychologist</li> </ul>               Individualised support is provided for students who find a mainstream setting challenging.             </li> <li>• Students with specific medical</li> </ul>

		<p>conditions have individual health care plans.</p> <ul style="list-style-type: none"> <li>• Bereavement counselling available.</li> </ul>
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## 7. Social interaction opportunities

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• All students have opportunities for social interaction, regardless of need</li> <li>• All students belong to a form/tutor group.</li> <li>• All students are invited on trips and visits.</li> <li>• Extra-Curriculum Activities are based around students having the chance to build social skills and confidence, all students are invited to take part in activities.</li> <li>• Transport is available for all students to get home after any after school club</li> <li>• Year Team Managers support students in ensuring that social interactions are positive within school.</li> </ul>	<ul style="list-style-type: none"> <li>• Peer mentors/buddies for vulnerable children and young people.</li> <li>• Autism Champion ensures social interaction opportunities for students with Autism</li> <li>• Friendship group is in place for those students who need support in social interactions.</li> <li>• The library is available for students to work on social skills during break time, in a more supervised scenario.</li> </ul>	<ul style="list-style-type: none"> <li>• Students individually supported by TAs in their social interactions within lessons</li> <li>• Counselling sessions are available to support students in social interaction skills.</li> <li>• Students with an EHCP have key workers that will ensure that students who need support on social skills are offered support and intervention.</li> <li>• One to one sessions with Autism Champion and other qualified members of staff to support social understanding.</li> <li>• External providers are brokered to support significant social needs.</li> </ul>

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8. The physical environment (accessibility, safety and positive learning environment).

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> <li>• All subject areas have classroom and facilities that can be accessed by all.</li> <li>• Students feel safe and in an environment where bullying is minimal and dealt with effectively.</li> <li>• There is a named child protection officer, 'Designated Safeguarding Officer' (and deputies) and a named 'Child in Care' teacher.</li> <li>• All areas of the school are uplifting, positive and support learning.</li> <li>• Teachers focus on rewarding good behaviour to promote a positive learning environment</li> </ul>	<ul style="list-style-type: none"> <li>• A base for vulnerable students offers a quiet and supervised area for those who are unable to cope in unstructured times.</li> <li>• Non-slip, non-breakable equipment available in practical lessons.</li> <li>• Adapted PE equipment available.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist equipment in practical lessons enables disabled students to be independent.</li> <li>• Classrooms/halls/corridors are made accessible for young people with sensory needs.</li> <li>• Plans are made around individual needs and how we can support in ensuring independence and accessibility – including extra-curricular.</li> </ul>

- The rewards and sanctions system are robust and displayed around the school.

## 9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> <li>• There are strong links with feeder primary schools. Pastoral leads identify students who may need extra support at transition from KS2 to KS3</li> <li>• Primary children visit school regularly from year 5 for specific events.</li> <li>• Taster days for students in years 6, 2 or more induction days for year 6 students</li> <li>• Students are supported in making their option choices in Year 8 with interviews with members of staff to support.</li> <li>• Year 11 students are supported with the sixth form/FE application and interview process. This is completed with Tutors</li> </ul>	<ul style="list-style-type: none"> <li>• Students who are particularly vulnerable are placed in a tutor group with designed to support their additional needs.</li> <li>• Students identified as possibly struggling with transition have many additional visits in small groups</li> <li>• Additional Transition Day is put in place for those students who are deemed as vulnerable.</li> <li>• Careers Southwest work with more vulnerable students to ensure that a pathway is in place Post 16.</li> <li>• Pupil Profiles are created for our students who have additional needs so that staff are aware of these</li> </ul>	<ul style="list-style-type: none"> <li>• The Year Team and/or SENDCo meets with the Year 6 teachers and SENDCo to support the transition between the key stages.</li> <li>• Students have a structured and gradual transition package from setting to setting. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment, etc.</li> <li>• Post 16 providers are invited to attend transition reviews.</li> <li>• Students with SEND have extra visits to college in Year 11.</li> <li>• One to one tours are offered to students who have additional needs.</li> </ul>



<ul style="list-style-type: none"> <li>All students write a passport in Year 6 transition days that helps to inform their new teachers of who they are.</li> </ul>	<p>before first teaching them in the new academic year.</p>	
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**Services and organisations that we work with:**

The Early Help Hub offers support for families in identifying who is best placed to support them. They can be contacted on : 01872 322277, email: [earlyhelphub@cornwall.gov.uk](mailto:earlyhelphub@cornwall.gov.uk) or visit their website [www.cornwall.gov.uk/earlyhelphub](http://www.cornwall.gov.uk/earlyhelphub)

Service/organisation	What they do in brief
Education Welfare Manager	Employed by the school to work with families and students who have barriers to education and attendance. We are in the fortunate position to employ our own EWM.
Family Support Worker	Employed by the school to work with families on developing effective home/school relationships. This person is also available to support in accessing agencies to work with the family in an effective manner.
School Counsellor	Working with students who require help and support on an emotional or behaviour level. We are in the fortunate position to employ our own School Counsellor.
Primary Mental Health Care Nurse	This service works with families to support the mental health of the child.
CAMHS	This service works with families to support mental health well-being.
CHES	This service supports education both at home and in school, offering one to one tuition.
Educational Psychologist	This service helps to support teachers and students in strategies around a student's educational needs from a psychological perspective.
Autistic Spectrum Team	This service works with the school and the family, offering strategies to support students with Autism. This can include classroom and home observations.



Education Health and Social Care	This service works with the school and family, offering strategies to support students from an Emotional and Social perspective.
School Nurse Service	Provide advice and health information

**For more information on any of these services you could contact the Early Help Hub or us on [sendco@poltair.cornwall.sch.uk](mailto:sendco@poltair.cornwall.sch.uk)**

## Answers to Frequently asked Questions

**1 How does your school know if children/young people need extra help?**

This may be passed on through the feeder school (through Primary Transition). This can also be communicated by parents if they have any concerns. However, as a school we also use data and student current performance to identify if students are underperforming and, therefore, may need additional support. Teachers and the Year Team can also refer a student to the SENDCo if they feel that additional support is needed.

**2. What should I do if I think my child may have special educational needs?**

Please contact the student's tutor who will then liaise with the Year Team and SENDCo. We will then discuss with you the options available to you and your child. If you would like further guidance, you can contact the SENDCo directly if necessary. If a student is new to the school, or considering a place at Poltair School please email the SEND team.

**3. Who is responsible for the progress and success of my child in school?**

We are all responsible for the progress of a child and work as a team to support them. This team consists of: the teacher, the student, the tutor, The Year Team, the SENDCo and parent or carer. Other people may become part of that team (for example the School Counsellor or Educational Psychologist) depending upon the child's needs.

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

Students are supported to choose the right pathway for them when they make their option choices in Year 8. A member of staff will support this process. Students with specific needs may also have a personalised timetable in order to support their success, this will be agreed upon in conjunction with the family. Lessons are also differentiated to support the child's needs.



5. How will school staff support my child?

There are many ways in which we will support your child. Each student has a tutor who, alongside their Year Team Manager and Year Team Leader, will work with your child and you to consider the holistic picture. All teachers plan lessons around the individual needs of the children within the lesson. Depending upon your child's needs, additional people may then become involved.

6. How will I know how my child is doing and how will you help me to support my child's learning?

Each term you will receive a tracker that shows you how your child is achieving. On this tracker is the contact details of all of the Curriculum Team Leaders so that you can contact us to discuss any concerns. You will also foster a strong relationship with the tutor and will be encouraged to contact to discuss any concerns. A report and parents' evening also happens throughout the year to discuss achievement. The school planner is also a home/school communication tool and can be used to support discussion.

7. What support will there be for my child's overall wellbeing?

The tutor has a significant role in supporting your child's wellbeing. They will see your child every day and this helps them in identifying concerns. They are also the person in school who other staff communicate with to share any concerns or positives. If a concern is raised, this will then go through a process where we then put in place interventions to support the child in their wellbeing.

8. How do I know that my child is safe in school?

As a school we have risk assessments surrounding our environment. There are clear rules and boundaries that all students and staff must adhere to. Students are informed of these in their first few days in school. All students are reminded of these rules as well. However, to ensure that we can continue to safeguard your child, it is important that all contact details are kept up to date with the school so that we can contact you in the unlikely event of an emergency.

9. What specialist services and expertise are available at or accessed by your school?

We access a range of specialist services that can be accessed by the school, as well as providing services in school by specialist members of staff. These are summarised in the table above. However, we are a continually adapting school and actively look for training opportunities for members of staff so that we can develop our expertise.



10. What SEND training have the staff at school had or are having?

The SENDCo has completed her National Award in SEN so that she is able to work with students with SEND as their SENDCo. Our staff have worked with the Dyslexia Service and Autism Team at County to develop these skills. We work, as a school, alongside the Educational Psychologist who supports training around the intervention for students with individual needs. There are many other training opportunities that we have taken advantage of and we will continue to explore in order to develop our roles and abilities within the school to best meet the needs of our students.

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

All children are invited to take part in extra-curricular activities. If there is a concern with a child accessing the trip, a risk assessment will take place and we will look for solutions to support. This might be someone from an external provider coming in, or a member of staff being put onto the trip to support the child and their needs. We are an inclusive school, and feel passionately that this also includes trip, visits and other extra-curricular experiences.

12. How accessible is the school environment?

The school is an open site with outside spaces between each of the main buildings. All buildings are accessible on the ground level and all first floors are accessible, apart from one, which houses two of our computer rooms. However, there are other computer rooms down stairs in other parts of the school that a student can access and a class can be moved into to ensure equal opportunities. We have put in stair lifts to support students in accessing upstairs in all other areas of the school. All outside parts of the school are accessible through ramps.

13. How will school prepare and support my child through the transition from key stage to key stage and beyond?

We work carefully with the primary schools to ensure that information is passed from Key Stage 2 to 3. Students are then invited to attend additional days to get to know the school. We also ensure that the first day of the school year is only with Year 11 students so that new Year 7 students. With Key Stage 4 to 5, the colleges come to share information about open days with students. Students are also able to go up and complete a day in Cornwall College as a taster for the different courses that they might be interested in. If a student has an EHCP the Key Stage 5 provider is also invited to their Annual Review. For those students who need additional support to move to the next stage of their education, we also liaise with the college to ensure students have additional meetings/visits in order to prepare for the change in education.



14. How are the school's resources allocated and matched to children's special educational needs?

Depending upon the needs of the child, the student will have a personalised resource allocated to them. Students with an EHCP will have a keyworker that will ensure that their special educational needs are being met and reviewed throughout the year. If a student is underperforming and needs additional support, there will first be an identification as to why they are underperforming and then the right intervention put in place to support.

15. How is the decision made about what type and how much support my child will receive?

This is completed on an individual basis and will depend upon the achievement of the child. Again, a case by case basis will mean that a personalised intervention will be planned around the specific child's needs. Students who have specific funding due to their EHCP, will have this money spent on resources for them.

16. What should I do if I feel that the Local Offer is not being delivered or is not meeting my child's needs?

You should contact the SEND team who will ensure that the right person contacts to discuss your concerns.

18. How is your Local Offer reviewed?

The local offer will be reviewed annually.