

Poltair School SEND Information Report 2020/2021

At Poltair School we welcome everyone into our community and develop our students so that they “Believe and Achieve”. We make available inclusive provision to ensure that all pupils, including those pupils identified with Special Educational Needs and Disabilities (SEND), can enjoy and benefit from a broad and balanced education with access to the National Curriculum at an appropriate level, so that they may achieve their full potential.

Our Special Educational Needs and Disability Co-ordinator (SENDCo) is -
Joseph McGovern
Our SEND Governor is Mrs Dilys Vincent.

We are committed to diminishing the difference between SEND and non-SEND students and offer a range of personalised learning interventions/opportunities to support this.

Does my child have a Special Educational Need or Disability (SEND)?

A young person has Special Educational Needs or Disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them. If the impairment has a substantial and long term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

There are four types of Special Educational Needs and Disabilities (SEND), decided by the Department for Education:

- 1. Communication and interaction**
- 2. Cognition and learning**
- 3. Social, mental and emotional health**
- 4. Sensory or physical**

If your child is identified as having a SEND we will inform you and place them onto the SEND Record of Need (RON). The RON is kept in school and enables our staff to access support information and/or strategies for individual students.

Students with SEND are identified throughout the transition process through meetings with key staff at the previous educational setting. If an Education, Health and Care Plan (**EHCP**) is in place, the Local Educational Authority will be involved throughout the transition process. We offer a range of support during transition to help students become accustomed to the new faces and the change of environment before starting with us in September. An electronic transfer of student data occurs on the 1st September; this includes a student's SEND status. Soon after the students start at Poltair School we complete a range of diagnostic and baseline testing which includes a Cognitive Ability Test to help

inform staff on how best to support and challenge the students and their learning. Students in 2020/2021 will also be expected to take a NGRT (reading age assessment) in order to develop further our understanding of the students' needs and levels.

Transition into Poltair School has been different this year as the school has had to adapt to the demands of the pandemic. Therefore, communication with parents and young people was completed virtually with tours of the school and meeting of tutors happening on line.

Students who are identified by either staff and/or parents and having a possible barrier to their literacy will be offered a Dyslexia Screening Test where they will also be given opportunity to review how they can manage this barrier if they are identified as medium to high risk.

How will Poltair communicate to all staff that my child has SEN or a disability and the support that he or she will need?

All students who are on the RON are identified on teachers' registers. In addition to this, students also have a passport available with strategies to support. This communication is being reviewed and streamlined in order to ensure the most effective strategies are easily accessible to all.

Regular communication around students also happens to the pastoral team with young people with significant needs being discussed at a senior level with the year team and SEND team on a regular basis. Tutors are communicated with regularly and offer to support to parents as the first point of contact for all students, including those with SEND.

Curriculum Team Lead review the progress of all students periodically throughout the year, including those students with SEND. Students who are identified that are not making progress can be referred to the SEND team and pastoral team if further advice and guidance is needed.

How are teaching staff equipped to support students with SEND?

A priority at Poltair School is ensure that there is high quality teaching and learning for all students and that progress and learning is at least good every day. This means the effective inclusion of all students in high quality everyday personalised teaching is being strived towards. Teaching staff have a duty to plan for the needs of all learners. This includes ensuring that additional adults are used effectively. The school SEND team is composed of qualified professionals offering specialist expertise and advice to parents, teaching staff and pastoral teams in supporting SEND students. A greater systematic approach is being developed to support staff Qualified teachers and

teaching assistants in order to use strategies with greater effect in lessons. Teaching assistants provide classroom support which is timetabled for students with an EHCP or are identified as SEN Support. This support is available to other vulnerable learners through TA deployment. TAs are also affiliated to curriculum areas. Teaching Assistants are also utilised to support a more effective teacher to student ratio in classes where the need is greater. Differentiated resources are developed and prepared by teachers. The Senior Leadership Team and Curriculum Team Leaders monitor and assess the quality of teaching in all classrooms, including SEND.

In addition, specialist interventions include: Dyslexia one to one following identification, Literacy Intervention, Social and Communication Skills workshops, Emotional Literacy. The SEND team liaise with Heads of Year, Heads of Department, Child in Care and Child Protection Officers in school in order to maintain effective two-way communication to highlight the needs of SEND students to ensure their safety and well-being. The SENDCo informs, supports and advises SLT and the Governors and Trustees of the school, as required.

What Support or interventions are on offer?

The nature and extent of support is largely dependent upon the individual's needs. As such we need to be able to offer a wide range of support measures or interventions to reflect these needs.

Some provisions will be linked to their setting. Within the school we have several highly- specialised provision centres:

- Support from additional adult in lesson
- Literacy support
- Emotional/social interactions
- Autism Champion Support
- Dyslexia Support

New to this academic year is:

- Link 3: A supportive, personalised programme to enable our key stage 3 learners to develop literacy and numeracy to ensure that they are able to access their subjects.
- Link4: A bespoke intervention that supports Year 10 and 11 students during their GCSE curriculum in order to ensure that they are able to complete their qualifications to the best of their ability.

Does Poltair School liaise with other agencies?

As a school, we feel that having as much information about a student is key to supporting them effectively. We regularly liaise with a range of external agencies and we will follow guidance given when possible. We will always seek your consent before referring your child to an outside agency. We do encourage

parents to allow agencies to share information with a key member of staff at school. Examples of agencies we presently liaise with include:

- Educational Psychology Service
- Early Help
- Child Adolescent and Mental Health Service (CAMHs) – NHS Multi Agency Referral Unit (MARU)
- Physical and Medical Needs Team
- Sensory Support Service (Hearing and Visual) - NHS Occupational Therapy – NHS
- Autism Support Team
- Dyslexia Services
- Careers South West

How does Poltair School manage the administration of medicines?

Medicines for students are managed by the Principal First Aider, in the medical room.

If a student requires medicine during the school day, the following procedures must be followed:

- All medicines must be given in person to the Principal First Aider by a parent/carer
- The student's name and date of birth are recorded alongside the date, time, name of medicine, and dosage
- Depending on how the medicine needs to be stored, it will be kept in either a locked cupboard or a fridge in the medical room.
- To take their medicine, the student must go the medical room, where the dose will be overseen by Student Health Worker.
- Each time the medicine is administered, the time, date and dosage is recorded.
- Diabetic students are able to access the medical room for blood sugar checks.
- The Principal First Aider needs to be advised (in writing) of any changes to medication.
- Care plans and risk assessments are created, if necessary, for students with medical needs.
- Liaison with the School Nurse Team if appropriate for more complex medical needs.

Admissions

The Governors of Poltair School are the admitting authority for the school. The Admission Policy is written with full adherence to and in accordance with the School All statutory obligations defined within this code apply, including the operation of an equal preference scheme. Students will be admitted to Year 7 without reference to ability or aptitude using the procedures detailed in this document, which includes arrangements and criteria that will be applied in the

event of oversubscription. In-year admissions will be managed by the school utilising the criteria within the Admissions Policy. Children with an Education Health and Care plan that names Poltair School will be admitted to the school following a positive consultation process with Cornwall County Council.

For further details please refer to the Admissions Policy.

Access

Curriculum

Poltair School is committed to inclusion and all of our students have access to the full curriculum. All teaching staff are responsible for ensuring that lessons are appropriately differentiated and therefore fully accessible for all students.

In KS3 students with low levels of literacy and numeracy may have access to a smaller class and a differentiated approach to the curriculum. However, for 20/21 this curriculum will be enhanced for our students with the lowest levels of literacy and numeracy through access to Link 3.

In KS4 students are offered a more personalised curriculum which is identified during the Year 9 Pathways process in partnership with parents, carers and students. Students with low levels of literacy have access to a smaller class.

How accessible is the school environment?

- As the school has areas on two levels and in separate buildings, stairs are a necessity. Elevator access is available for all classrooms other than ICT rooms in one area of the school. However, a downstairs ICT room is available and classes can be scheduled in there.
- Permanent ramps are available so that ground floor access is available to wheelchair users across the school
- Lifts are available to provide access to English rooms, maths classrooms, DT classrooms and art classrooms.
- Disabled parking spaces are located outside of reception.

Monitoring Progress

All classroom teachers are responsible for the regular monitoring and assessment of their students. Assessments are formally recorded on a termly basis and overseen by Subject Team Leaders, Tutors, Heads of Year (HoYs), Senior Leadership Team and Governors. All students on the Record of Need, and those where data indicates a lack of academic progress are monitored by the Heads of Department and the SENDCo. Liaising with parents, students and class teachers, key information is shared sensitively, through communication channels such as staff meetings, emails and face to face meetings.

How will I know how my child is doing?

- You will be provided with a print out for instant access to the latest assessment, behaviour and attendance information.
- Parents/Carers are invited in to meet staff at key points of year, with tutors being available for any concerns at other times of the year.
- Our regular assessment points throughout the year provide parents/carers with formal data reports.
- If teachers have any specific concerns they will always contact parents/carers directly to discuss these with you.
- For students with identified SEND, there will be structured conversations three times a year for all students on the RON. For those students with an EHCP one of these meetings will be held as their annual review.
- We welcome regular communication with all parents/carers via email or by telephone.

Useful Information

[Cornwall Family Support Service](#)

[Cornwall Early Help](#)

[Cornwall Council Local Offer](#)

[Special Educational Needs and Disability information, Advice, Support Service](#)

[Wellbeing and Autism Wheel](#)

If you have any further questions or would like to discuss any concerns, then please do not hesitate to contact the school on 01726 874520

Best Wishes

Joseph McGovern

Special Educational Needs and Disability Coordinator.