Cornwall Education Learning Trust

SEND Information Report

Academic Year 2026-27

Exceptional Educational Experience

Cornwall Education Learning Trust

SEND Information Report for Poltair School

(Aligned with the SEND Code of Practice 2015, updated 2020)

Introduction

This report explains how Poltair School, part of Cornwall Education Learning Trust (CELT), supports learners with Special Educational Needs and Disabilities (SEND).

- Our SEND policy is available here
- Cornwall's Local Offer can be accessed here
- The SEND Code of Practice can be found here
- Our accessibility plan is available on our website.

Our approach to SEND and Inclusion

At Poltair School, we are committed to ensuring that every learner is known, valued and supported to achieve their potential.

As part of Cornwall Education Learning Trust (CELT), our ambition is for every learner to receive an exceptional educational experience. We recognise that learners may experience barriers to learning or participation at different points in their education and that early identification, high-quality teaching and the right support at the right time can make a significant difference. We have high expectations for learners with special educational needs and disabilities (SEND). Our approach is based on inclusion, belonging and participation. Wherever possible, learners with SEND learn alongside their peers and access the full curriculum and wider life of the school.

This SEND Information Report explains how we identify and support learners with SEND at Poltair School and should be read alongside our SEND Policy, Accessibility Plan and the Cornwall SEND Local Offer.

What types of SEND do we support?

We support learners across the four broad areas of need identified within the SEND Code of Practice:

1. Communication & Interaction
2. Cognition & Learning
3. Social, Emotional and Mental Health (SEMH)
4. Sensory and/or Physical Needs

These broad areas help us to understand and plan provision but do not define a learner. Needs can overlap and may change over time. We consider each learner's individual strengths, needs, circumstances and aspirations. Learners' needs guide identification and subsequent provision, if appropriate, irrespective of whether there is a diagnosis or not.

Area of Need	Description	Relating to difficulties with:
Communication & Interaction	Learners with speech, language and communication needs (SLCN) and or autism spectrum disorder (ASD) may have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or understanding use of social rules of communication.	**Attention / Interaction skills:** • May have difficulties ignoring distractions. • Need reminders or prompts to maintain attention and focus. • May need regular prompts to stay on task. • May need individualised adjusted approaches in order to complete tasks. • May have difficulty attending the whole class instruction. • Interaction will not always be appropriate for the situation or environment. • May have peer relationship difficulties. • May not be able to initiate or maintain a conversation with appropriate social constructs or 'hidden' social rules. **Understanding / Receptive Language:** • May need visual support to understand or process spoken language. • May need augmented communication systems • May experience frequent misunderstandings when in groups or unstructured environments. • May benefit from repetition of language and reducing language, simplifying vocabulary to enable comprehension. **Speech / Expressive Language:** • May use simplified language and limited vocabulary. • Ideas / conversations may be difficult to follow, with the need to request frequent clarification. • Some observed difficulties or age-related differences in the speech sound system. • Grammar / phonological awareness is observed as different compared with age related expectations; their literacy may also be affected.

Area of Need	Description	Relating to difficulties with:
Cognition and Learning	Support for learning difficulties may be required when learners learn at a slower pace than their peers, even with appropriate scaffolding. This could include areas of need such as Specific learning difficulties (SpLD) e.g. dyslexia, Moderate learning difficulties (MLD), Severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD)	• Language, memory and reasoning skills • Sequencing and organisational skills • Numeracy; specifically, number sense, procedures and operations, abstract concepts, problem solving • Problem-solving without concrete apparatus and concept or ideas development • Task initiation • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing
Social, Emotional, Mental Health (SEMH)	Learners may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or behaviours which challenge.	• Social isolation • Behaviour regulation difficulties (ODD/EBD/PDA) • Attention difficulties such as those connected to neurodivergent brains (ADHD/ADD/ASD) • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image • Emotional based school avoidance (EBSA)
Sensory or Physical	Learners with medical/genetic conditions or physical/sensory impairments.	• Specific medical conditions • Gross / fine motor skills • Visual / hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment. • Over sensitivity to noise / smell / light / touch / taste / Toileting / self-care. (Hypo or Hyper sensitivities and connected difficulties to sensory processing or sensory integration).

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Graduated Approach



The graduated approach ensures every learner receives support that is proportionate to their individual strengths and needs. It begins with high-quality inclusive teaching for all learners and progresses, where required, through increasingly personalised support. At every stage, provision is informed by the Assess – Plan – Do – Review cycle, ensuring support remains responsive, evidence-informed and focused on improving outcomes.

Families and learners are active partners throughout the process, with decisions informed by professional judgement, learner voice and ongoing evaluation of impact. Support is fluid rather than linear. As barriers reduce, learners may successfully return to universal provision alone. Likewise, where needs become more complex, provision may become increasingly personalised through coordinated support and specialist involvement. Movement through the graduated approach is responsive, not permanent.

Universal Provision

All learners are entitled to high-quality teaching in an inclusive classroom environment.



- High-quality teaching through the Learning Chronicles
- Adjusted Teacher Toolkit (ATT)

Targeted Provision

Learners require additional interventions or adjustments beyond universal provision to address identified barriers to learning.



- Targeted interventions
- Student Success Plan (SSP)
- Pastoral support or academic interventions

Targeted Plus Provision

Learners require increasingly personalised provision, enhanced assessment and support from professionals.



- Bespoke intervention programmes
- External agency involvement
- Enhanced Assess–Plan–Do–Review
- Multi-agency planning

Specialist Provision

Learners require highly specialist assessment, provision or statutory support:



- Multi-agency coordinated support
- Specialist provision
- Highly personalised curriculum

Key Questions:

Who is the Special Educational Needs Coordinator (SENCO)?	SENDCo: Jackie Laurie SEND Administrator: Mrs Yasmin Barrott Contact details: Tel: 01726 874520 Email: Poltairinclusion@Poltair.celtrust.org
How accessible is the school site?	• Poltair school is a large site, built on a slope with several buildings – Main entrance and canteen, hall. West Block, East Block, Smith, CLC x 2 buildings. Further adjacent buildings. West, Smith and CLC buildings have lifts. Smith has an alternative entrance to second floor via a walkway. • Our main entrance has a slope and accessible touch pad entrance. • H1 is a wheelchair accessible low rise building with a built-in bathroom for ease of access and dignity. • Our food and hospitality classroom has a rise and fall sink/workstation. • External signage is highly visible and in large font. • Stairwells, both internal and external have visual markers in yellow to aid visual impaired learners. • Stairwells have handrails and Evacuchair is available for emergency use. • The Learning Centre has a ramp and adjusted threshold. • Where appropriate, all thresholds have been adjusted to ensure wheelchair accessibility. • Accessible bathrooms are available in our main building, West Block, East Block, Smith and CLC buildings. • Adjustments in place: e.g. lifts, ramps, handrails, acoustic treatment, assistive technology etc • Poltair's full Accessibility Plan is available on our website.

How will school staff support my child?	• A tutor or teacher is the first point of contact for all questions regarding SEND. • All teachers are responsible for SEND and adapt lessons using the CELT Chronicles and Adaptive Teaching Toolkit Please see the graduated response for further details. Parents/carers are informed at three times per year via the Assess–Plan–Do–Review cycle.
How will the school identify if my child has SEND?	• Following completion of baseline assessments, the results will be analysed by the team as the 'Assess' element of the graduated approach. • Baseline assessments are then used to identify if a learner may require more specific or targeted support or further assessments using the CELT Identification toolkit. • The team will use the Entry and Exit criteria along with statutory assessments, staff observations, parent/carer input, and external agency advice. • Use of the graduated response to monitor progress and decide on additional support. Every term, Multi Agency Meetings between external agencies (Educational Psychologists, Speech and Language Therapist, Occupational Therapist, Autism in Schools Team and any other professionals required) take place with a focus on identified learners who may require support and interventions from outside agencies or professionals. The outcome from these termly sessions includes planning CPD, casework and other intervention throughout the year to support specific learners or staff development.
How are resources allocated and matched to children's needs?	• CELT schools allocate resources based on learner need, using SEND funding and delegated budgets. We ensure that learners with SEND have their needs met to the best of the school's ability with the funds available. • Regular review of provision to ensure resources meet needs.
How will I know how my child is doing?	• Progress evenings, annual reports, SEND Assess Plan Do Review (APDR) meetings with Inclusion Team. • SENCO meetings can be booked throughout the year. • Learners with an EHCP: Annual Reviews plus interim reviews with parents/carers. We consider that the parents/carers' views are a vital part of the review and therefore request parental/carer attendance at the meetings and the completion of parental paperwork prior to the meeting.

How will my child be able to contribute their views?	• We value and celebrate learners being able to express their views on all aspects of school life. Learners are encouraged to share their thoughts with their tutor, Pastoral Manager, teacher, SENCO and via a range of learner voice activities (surveys, councils, SEND champions and forums). • Opportunities for involvement in Student Success Plan co-creation, target setting and review meetings.
What support will there be for my child's wellbeing?	• All staff receive training to deliver high quality pastoral care. The school adopts a whole school approach to ensuring that all learners make excellent academic progress and their individual needs are catered for. • Attendance is rigorously monitored, and support put in place where needed. If attendance falls, you will be contacted by the attendance champion and, where necessary, additional support will be implemented to boost attendance. • The school is mindful of the need to safeguard the wellbeing of all learners and management of first aid arrangements will be undertaken in such a way as to ensure there is adequate training of staff, provision of first aid equipment and recording of first aid treatment. • Safe/quiet spaces are available where possible. • Timetabled interventions (including Belonging, Social Communication Skills, Managing Anxiousness). These are tracked and monitored for impact over time. • Where needed Health Care Plans are overseen by our Principal First Aider (PFA) and shared with staff. All Health Care Plans are co-constructed by the family, student and our PFA. If you would like to discuss a student HealthCare Plan or Medical Condition please contact our safeguarding team. Safeguarding@poltair.celtrust.org

What specialist services are available or accessible?	CELT has an internal inclusion panel where members of the following team can be requested to gain advice / guidance: • Educational Psychology • Speech and Language Therapy (SALT) • Occupational Therapist • Autism in Schools Service In addition, we can refer to the local authority's support for • CAMHS / mental health services • Local Authority SEND Support Teams such as Cognition and Learning, Communication Support, AAC, Physical and Medical needs team. • Specialist Teachers for sensory/physical needs • Other local authority and voluntary sector services
What training have staff had?	• All teachers trained in High Quality Teaching and use CELT Chronicles and the Adjusted Teaching Toolkit. • Ongoing SEND CPD delivered across CELT by SEND Team. • Learning Support Induction and training programme. • New staff induction focuses on SEND and adaptive teaching. • Specialist input from external agencies are shared with staff.
How will my child be included in trips and extra-curricular activities?	• All clubs and trips are open to all learners in line with suitable risk assessments being carried out. • Reasonable adjustments made to ensure participation. • Where a learner has a physical/medical need/s, any potential challenges or barriers around trips and activities will be discussed in advance and addressed with parents/carers. This includes overnight and residential visits.
How will the school support transition?	For learners transitioning to a new educational phase, we liaise with previous schools/settings and/or teachers and provide additional transitional support if it is needed. This is arranged on an individual basis and tailored to the needs of the learner/s. • Extra transition visits, enhanced handovers from previous settings. • Enhanced transition activities. • Meetings with specialist SENDCo for new starters with an EHCP. • Liaison with receiving schools/colleges for Year 3, Y7 and post-16 transition. • Attendance at EHCP transition reviews.

Who can I contact for more information?	• The tutor or in some instances, subject teacher is the first point of contact for concerns. • If needed they can refer to the specialist SENDCo for support and guidance. • Concerns : Follow CELT Compliments and Concerns Policy – Link
How else can we be involved?	We need you to support us by encouraging your child to fully engage with their learning and any interventions offered by: • Helping them to be organised for their day (including bringing the right equipment and books) • Above 97% attendance and good punctuality • Supporting reading at home • Completion of homework • Attending progress evenings • Attending any meetings specifically arranged for your child • Ensure that any interventions to complete at home are encouraged and supported
What support is there for behaviour, attendance and avoiding exclusion?	As a school, we have a very positive approach to all types of behaviour with a clear reward and sanction/response system that is followed by all staff. Please see our behaviour policy for further information. Personalised behaviour co-regulation plans where required. Collaborative engagement with our families. Attendance monitored and support provided if concerns arise. Close working alliances between Inclusion and Behaviour teams and, where appropriate, liaising with professionals to support our learners.
How is CELT governance involved?	• SENCO reports to the Headteacher. • CELT ensures compliance with statutory SEND responsibilities. • The Director of Inclusion reports to the Quality of Education committee on a termly basis. • The Director of inclusion meets regularly with the SEND trustee to report on statutory duties.
How do I raise a concern or complaint?	• Please contact our SENCO in the first instance. • A copy of the full complaints procedure is available on the school website.