

High Tunstall College of Science

HTCS

SEND

Information Report

Updated September 2019



Inspire | Support | Achieve

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Who are the best people to talk to in the college about my child's difficulties/ Special Educational Needs or Disability (SEND)?

The Senior Teacher for Inclusion (Fiona Stobbs)

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the college's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs.
- Ensuring that you are: involved in supporting your child's learning, kept informed about the support your child is getting and involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into the college to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapy etc.
- Updating the college's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the college so they can help children with SEND achieve the best progress possible.

Assistant SENDCo Rachael Gray

Responsible for:

- Liaising with the Senior Teacher for Inclusion to coordinate all the support for children with special educational needs or disabilities (SEND) and developing the college's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs.
- Liaising with all the other people who may be coming into college to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapy etc.
- Updating the college's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the college so they can help children with SEND achieve the best progress possible.
- Coordinate the work of the Additionally Resourced Provision.
- Liaising with the Senior Teacher for Inclusion to coordinate all the support for children with special educational needs or disabilities (SEND) and developing the college's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs.
- Providing alternative provision and teaching to students with Special Educational Needs, in particular students within the Additionally Resourced Provision and students coming into the college working significantly below their peers.

Both the Senior Teacher for Inclusion and the Additionally Resourced Provision Coordinator work to ensure all pupils with SEND are fully supported to overcome their difficulties to learning.

Inclusion Team- Strand 1 (SEMH Provision):

Tracey Dodds - Teacher of Alternative Education
Jade Laidler (Lead) - Vocational Support Co-ordinator
Jan Liston (lead) - Learning Support Unit Manager
Claire White – Alternative Provision Programme Inclusion Assistant
Peter Stoddart – Alternative Provision Programme Inclusion Assistant

Inclusion Team- Strand 2 (Base/ SEND)

Cheryl Whitaker- SEND Admin
Inclusion Assistants:
Michael Bowman
Caroline Dixon

Fay Campbell
Hannah Rutter
Liam Gray
Ellen McKelvie
Taryn Malton
Emily Beard
Megan Robinson
Maxine McQuilling
Rachel Forcer
Georgia Phillips
Louise Dunning
Zofia Skolimowska
Graeme Aves
Dawn Bearby
Chanelle Siddle
Vanessa Trathan
Kathleen Longstaff
Annabelle Napper

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Inclusion Team- Strand 3 (HUB):

Claire Gunn (lead) – Higher Level Teaching Assistant
Jan Burton – Higher Level Teaching Assistant
Karen McKee – Inclusion Assistant

Inclusion Team- Strand 4 (LAC Support):

Wendy Robins – Inclusion Assistant
Lisa Maddison – Student Support Officer

What are the different types of support available to my child with SEND at High Tunstall College of Science?

All students are entitled to a high quality education. Subject teacher input via excellent targeted classroom teaching also known as **Quality First Teaching** is what all students receive in the first instance.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all students in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place and individual strategies are implemented so that your child is able to be fully involved in learning in class.
- Specific strategies (which may be suggested by the SENDCO or outside agencies) are in place to support your child to learn via an individual 'Student Overview Sheet'.
- That your child is taught in classes with students of similar ability.

All children in school should receive quality first teaching as a part of excellent classroom practice, whoever their education is delivered by.

In-class support

Our aim is to ensure that students are able to access their learning in the appropriate environment. With this in mind, we know that some students find the mainstream environment challenging for many reasons. Where students require work at a lower ability than their peers, the classes are reduced in size. This allows for more teacher: student contact.

In addition to this, we provide in-class support from our Inclusion Assistants to support your child in removing their barriers to learning.

Support is allocated to students with an EHCP/ IPS funding in the first instance, however, the Inclusion Assistants will support all students in the lessons they are in, should they require it.

Small Group Interventions

If students require additional support, they may receive small group/ 1:1 interventions. These may take place in one of the following areas:

- Independent Learning HUB (ILH)
- Shine Centre
- Base

These sessions may be run by a teacher, a HLTA, Inclusion Assistant or one of our Provision Leads, depending upon the need of the intervention.

For your child this would mean:

- He/ She will engage in group sessions/ 1:1 sessions with specific targets to help him/her to make more progress. This may be academically or socially and emotionally.

Specified Individual support

This is usually provided via an Education, Health and Care Plan (EHCP) or IPS funding from Hartlepool Local Authority. This means your child will have been identified by the Senior Teacher for Inclusion and/or Additionally Resourced Provision Coordinator as needing a particularly high level of individual or small group support, which cannot be provided from the budget available to the college.

Usually your child will also need specialist support from a professional outside the school.

This may be from outside agencies such as Speech and Language Therapy, Occupational Therapy, Physiotherapy etc.

For your child this would mean:

- The college (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After we have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem appropriate to proceed to statutory assessment. If this is the case, we will work together with all professionals and family members to collectively write the EHCP.

If the referral is not successful, then your child will remain on the SEND Register and continue to be supported via the resources available within the school system.

Additionally Resourced Provision:

At High Tunstall College of Science, we offer an Additionally Resourced Provision for students between the age of 11 and 16 years with identified physical and medical difficulties and/or autism. The Local Authority fund 20 planned places for students with physical and medical difficulties and/ or autism. Students are educated within the mainstream environment for majority of their lessons, however, some lessons are taught with the Base.

In November 2019 we enter our new purpose built building and the additionally resourced base has been specially designed to cater for the needs of our most vulnerable students. We have a hygiene room, accessible toilets and up to 8 small teaching spaces available for students who have a place in the ARP away from the mainstream College, but easily access the mainstream classrooms if deemed appropriate. We also continue to offer a Physiotherapy area and a Hydrotherapy Pool.

Places for the Additionally Resourced Provision are allocated via the Local Authority SEND Team.

From January 2020 there will also be an Additionally Resourced Provision for students with Social and Emotional Mental Health (SEMH) difficulties between the ages of 11 and 14. The Local Authority fund 6 planned places for students identified

with these needs and students are educated in the Shine Centre with the intention to reintegrate into Mainstream lessons.

How will we support your child through transitional phases?

We recognise that transition can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to our college:

- We will plan and deliver an appropriate transition programme. Sometimes this involves simply meeting with the child and their parent/ carers to discuss any concerns or attending the College weekly over a significant period of time.
- Their transition programme will very much be depend upon the individual child's needs.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving to a different subject teacher within the college:

- Information will be passed on to the new class teacher.

When leaving the college at the end of Year 11:

- We work with students to plan for the most appropriate provision post 16. As students needs are very different, there may be a meeting that takes place to discuss your child's needs, and likewise, they may follow a transition programme over a period of time.
- We work with the post-16 providers to ensure they have all the relevant information they require.

How can I let the college know that I am concerned about my child's progress?

If you have concerns about your child's progress you should speak to your child's Form Tutor or Learning Coach initially.

If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Head of Year/ Student Support Officer who will then inform the Senior Teacher for Inclusion/ Additionally Resourced Provision Coordinator.

How will the college let me know if they have concerns about my child with SEND's progress in learning?

You will receive a copy of your child's Assessment Point Data at three dates throughout the year.

If your child has been identified as not making progress, Faculty Leaders and Year Leaders discuss, with the Senior Leadership Team, actions to be put into place to support each child.

It may be that your child remains where they are and continues to receive support from the teacher, they are moved sets, in-class support is allocated or they may be given the opportunity to access specific intervention group support.

How will we measure progress of your child in the college?

- Your child's progress is continually monitored by his/her subject teachers.
- His/ her progress is reviewed formally at four assessment points throughout the year and their progress will be tracked and monitored.
- Children with SEND will have a student overview which will be reviewed with your involvement in any review meeting.
- The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education and the child themselves.
- The Senior Teacher for Inclusion/ Additionally Resourced Provision Coordinator will also check that your child is making good progress within any individual work and in any intervention they are taking part in.

How is extra support allocated to children and how do they move between the different levels?

Students with an identified SEND needs are placed at SEND Support on the SEND Register. This means that they are flagged to staff as having a specific need and there is a heightened awareness of the child. This register is fluid, meaning students can be removed and added on throughout the year.

- The budget, received from Hartlepool Local Authority, includes money for supporting children with SEND.
- The Head Teacher/ School Business Manager and Finance Committee decide on the budget for SEND on the basis of needs in the college.
- The Head Teacher and the Senior Teacher for Inclusion discuss all the information they have about SEND in the college, including:
 - The children getting extra support already.
 - The children needing extra support
 - The children who have been identified as not making as much progress as would be expected and decide what resources/ training and support is needed.- All resources/ training and support are reviewed regularly and changes made as needed.

Who are the people providing services to children with SEND at High Tunstall College of Science?

Some of the professional agencies include:

- College staff
- Physiotherapy
- Occupational Therapy
- Speech and Language Therapy
- Acquired Brain Injury Trust
- Social Care
- Educational Psychology
- School Nurse Team
- CAMHS
- Youth Offending Team
- Barnardo's
- Virtual School

There are many more agencies/ professionals who work with our students on an individual and group basis.

How are the teachers in the college helped to work with a child with SEND and what training do they have?

The Senior Teacher for Inclusion and the Additionally Resourced Provision Coordinator's roles are to support the subject teachers in planning for children with SEND.

The Inclusion Developmental Plan outlines training for all staff on SEND issues. As a college, we have taken a particular focus on training relating to Autism, but has also included training on SEMH needs and Dyslexia.

Individual teachers and support staff attend training courses that are relevant to the needs of specific students in their class e.g. From the Acquired Brain Injury Trust.

If you feel that there is a specific training needed in school to support your child with SEND, please do not hesitate to let us know.

How is High Tunstall College of Science accessible to children with SEND?

- The College is accessible to non-ambulant students.
- All college provision is accessible to all children including those with SEND where appropriate.
- Extracurricular activities are accessible for children with SEND.
- Some of our students access sessions in the Hydrotherapy pool and Physiotherapy sessions to support with their physical difficulties.
- Lessons are made accessible by differentiated resources including coloured background worksheets, enlarged fonts, and fitted sound systems where needed.

How will teaching be adapted for my child with SEND?

- Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- All students on the SEND register will have a Student Overview Sheet which will be provided to all staff. This is a one-page profile detailing any specific difficulties your child may have and specific strategies to overcome their barriers to learning.

What support do we have for you as a parent of a child with an SEND?

The Senior Teacher for Inclusion/ Additionally Resourced Provision Coordinator are regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

The Senior Teacher for Inclusion/ Additionally Resourced Provision Coordinator are available to meet with you to discuss your child's progress or any concerns/ worries you may have.

All information from outside professionals will be discussed with you and with the person involved directly, or where this is not possible, in a report. Student Overviews' will be reviewed with your involvement at each annual review/ parents evening.