

High Tunstall College of Science



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SEND Policy

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SEND Policy

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General Information

1.1 Contact Details

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The SENDCO is the Senior Teacher for Inclusion and a member of the Leadership Team

Introduction

The aim of this document is to establish clear procedures that help to create a positive climate for learning for all students identified as having special educational needs.

It is a primary aim that every member of our community feels valued and respected, and that each person is treated fairly within a climate of mutual trust and respect.

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 January 2015 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for colleges DfE Feb 2013
- SEND Code of Practice 0-25 (2015)
- Colleges SEND information Report Regulations (2014)
- Statutory Guidance on Supporting Students at College with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2012

The policy has been created by the college's SENDCO in liaison with appropriate college staff, governors and parents. This is an inclusive college and there are high expectations for the achievement of SEND students. The college has a regard for the Code of Practice 2015 in that:

- It sees that all students are entitled to an education that enables them to make progress.
- All students have access to a broad and balanced curriculum
- Teachers are expected to set high expectations for every student, whatever their prior attainment.
- Teachers are expected to use appropriate assessments to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset.
- Students with SEND are able to study the full national curriculum.
- Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.
- The college regards high quality teaching, differentiated for individual students, as the first step in a graduated response to students who have or may have SEND.
- The college regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement.

Definition of special educational provision in this policy:

'For students aged two years or older, educational provision which is additional to, or otherwise different from, the educational provision made generally for students of their age in Academies, schools and settings maintained by the LA, other than special schools, in the area'

2.1 Aims and Objectives

Our aim is for all students to receive an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

This should enable all students identified as having special educational needs to:

- have access to a broad and balanced education which is differentiated where appropriate.
- be protected from harm and neglect and every effort is made to enable them to learn and grow independently.
- have their needs identified in order to support academic progression and continued good physical and mental health and well-being.
- achieve their full potential
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training

The quality of teaching for students with SEND, and the progress made by students, is a core part of the college's performance management arrangements and its approach to professional development for all teaching and support staff.

The objectives of the college's SEND Policy are:

1. Identify and provide for students who have special educational needs and additional needs
2. Work within the guidance provided in the SEND Code of Practice (2015)
3. Greater choice and control for young people over their support
4. Support the operation of a "whole student, whole college" approach to the management and support of special needs
5. Guide a SENDCO who will ensure a clear vision for the college by developing a robust response to the new legislation
6. Provide support and advice for all staff

2.2 SEND at High Tunstall College of Science

High Tunstall College of Science is a true comprehensive college, which offers everything needed to succeed: high standards, high expectations, high quality learning and teaching and effective preparation for the challenges of a rapidly changing world. These qualities are reflected in our learning and teaching ethos and in the wide range of enrichment activities on offer.

Our overarching vision is to inspire all our students to achieve their potential by supporting and challenging all to aspire to be the best they can. We believe in individuality and tailor the curriculum for every one of our students, so that they can achieve their highest potential.

The achievements and well-being of all our students is important to us, whatever their level of ability or the challenges they face. High Tunstall College of Science is committed to ensuring that all students receive a fully inclusive education. Every child matters at High Tunstall and every student can achieve.

SPECIAL EDUCATIONAL NEEDS - Students who have learning difficulties or other special educational needs are catered for in a variety of ways. We always emphasise personalised learning throughout the college to match student ability and circumstance. We are careful to ensure that those who receive differentiated/personalised learning are not made to feel 'different'.

In the **Additionally Resourced Provision 'The Arc'**, we have a passion for inclusion. The Arc is a mainstream additionally resourced provision (20 places) for students with medical and physical difficulties and/or autistic spectrum disorder. It is very much at the centre of the college's philosophy. Although students with places in the 'The Arc' are mainstream students who access their learning

across the college, alongside their peers, there are 5 individual teaching and learning areas designated specifically for the teaching and learning of students with special educational needs where appropriate.

In the **Shine Centre**, we cater for students with a wide range of Social, Emotional and Mental Health difficulties. The Shine Centre caters for mainstream students at High Tunstall College of Science along with a 6 place local authority **Additionally Resourced Provision**.

Responsibilities

The Headteacher is responsible for overseeing the provision for students with SEND and the Senior Teacher- Inclusion (SENDCo) is responsible for the day to day provision of education for students with SEND.

3.1 SENDCo (Special Educational Needs and Disability Coordinator)

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 parents are: involved in supporting their child's learning, kept informed about the support their 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 a 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 students in this college are known) and making sure that there are excellent records of the 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.

The Assistant SENDCo (Rachael Gray)

Responsible for:

- Coordinating the work of the Medical, Physical and Autism; Additionally Resourced Provision.
- The delivery of the Nurture Group
- 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 a child's learning e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapy etc.
- Liaising with the Senior Teacher for Inclusion to update the college's SEND register (a system for ensuring all the SEND needs of students in this school are known) and making sure that there are excellent records of the child's progress and needs.
- Liaising with the Senior Teacher for Inclusion to provide specialist support for teachers and support staff in the college so they can help children with SEND achieve the best progress possible.

Both the Senior Teacher for Inclusion and the Assistant SENDCo work to ensure all students with SEND are fully supported to overcome their difficulties to learning.

3.2 Assessment

The college's system for observing and assessing the progress of individual students will provide information about areas where a student is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo to consider what else might be done. This is done through a robust in-house referral system whereby class teachers and faculty leaders are required to identify what has been done in order to support students in removing their barriers to learning prior to the SENDCo becoming involved. This review may lead to the conclusion that the student requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate.

Adequate progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour

3.3 Admissions

Please see High Tunstall College of Science Admission Policy for full details.

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes students with any level of SEND; those with EHC plans and those without.

All SEND paperwork and relevant information will be gathered by the college's transition lead and SENDCo from Primary feeder colleges and any agencies working with the student as soon as possible.

If the student is making a transition from another school, a meeting may be set up between the feeding school and the college's SENDCo to aid the smooth transition of the student, and discuss arrangements to be made as well as any other important information relating to that student's needs.

Where face-to-face meetings are not possible, contact will be made via telephone and/or e-mail to ensure that there is a good understanding of what type of provision is required. The college will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the student's school year. The student will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

Similar meetings and communications will take place between the college and any alternative schools when students are transferring into the college after the start of year 7. Likewise, if any students are to leave High Tunstall College of Science, meetings and/ or communications will take place to pass on any relevant special educational needs information to appropriate persons.

3.4 Responsibilities of the Board of Governors under the Children and Families Act 2014

The Governing Body must:

- Identify a link governor for SEND.
- Ensure that, where the 'responsible person', the Headteacher or the appropriate director, has been informed by the LA that a student has a special educational needs, that those needs are made known to all who are likely to teach them.

- Ensure that all teachers are aware of the importance of identifying and providing for, those students who have SEND.
- Ensure that a student with SEND joins in the activities of the college with students who do not have SEND, so far as is reasonably practical and compatible with the student receiving the SEND provision their learning needs call for, the efficient education of the students with whom they are educated, and the efficient use of resources.
- Ensure that parents/carers are notified of a decision by the college that SEND Provision is being made for their child.
- Admit the young person for whom an EHC plan is maintained under liaison with the Local Authority

Identification and Assessment

Identification and assessment of students with Special Needs will follow the recommended procedure in the Code of Practice (2014). A student has SEND when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age.

For Years 7 to 11, students are identified through the college's assessment and tracking and reporting process. Subject teachers, supported by the senior and extended leadership team, will make regular assessments of progress for all students. These should seek to identify students making less than expected progress given their age and individual circumstances.

4.1 Areas of SEND

- Cognition and Learning,
- Social, Emotional and Mental Health
- Communication and Interaction
- Sensory and/or Physical

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the student's previous rate of progress
- fails to close the attainment gap between the student and their peers
- widens the attainment gap

Teacher assessment will include progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where progress continues to be less than expected, the SENDCO, working with other key members of staff, should assess whether the young person might have SEND.

This will include:

- Involving parents and carers
- The student's voice indicating their feelings and perspectives
- As assessment of students whole needs and not solely upon his/her difficulty
- Evidence of high quality teaching targeted at areas of weakness.
- Informal evidence gathering
- Extra teaching or other rigorous interventions designed to secure better progress, where required.
- Monitoring student response to support

4.2 Identification of SEND Need

The purpose of identification is to consider the action the college needs to take rather than fitting a student into a category. At High Tunstall, the needs of the whole young person are considered, not just the special educational needs.

'Knowing every child' is key to our community at High Tunstall and is fundamental to understanding special education needs. For students who require additional support there will be a detailed student overview which provides staff with a single point of reference for staff in college to understand the child and their needs. For those with further support needs an Education Health and Care Plan (EHCP) may be applied for which then can allow access to additional funding to help support and meet the needs of individual students. For more detail see the Department for Educations: [SEN Guide for parents](#)

Students will be placed on the register as SEN Support (K) or with an Education Health and Care Plan (E).

There are some difficulties which may impact on progress and attainment but which are not SEND. These are:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty under current Disability Equality legislation but these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a young person of Servicemen/women

A child will not necessarily be placed on the SEND register just because they are 'low' ability.

4.3 Managing Students' Needs on the SEND Register

Appropriate Local Authority or college documentation will be initiated for all students placed on the SEND register known as a Student Overview document.

The Student Overview document will determine desired outcomes, summarise SEND, Additional Needs, main areas of strength and main areas of difficulty. It will incorporate recent outside agency advice, suggested teaching strategies, provision map information and any other necessary information. SMART targets will be written into the document and they will link with the desired outcomes. There will be termly evaluations in order to monitor progress and decide on next steps. Staff will keep it updated at the direction of the SENDCO. It will be reviewed at least termly, although interim assessments will be monitored when published. By completing the relevant paperwork from an early stage, the college will ensure that the local authority has the evidence required to make further recommendations, either financially or through other resources in order to improve outcomes.

All staff will be provided with the Student Overview documentation.

The level of provision will be decided according to the progress a student makes. The college will use existing resources in a targeted way initially. If a young person fails to make progress, the Local Authority's advice will be sought. The college will ensure that it works closely with the Local Authority and links with the Local Offer which is available on the authority's web site.

The Local Offer incorporates:

- Links to outside agencies.
- Systems for working with outside agencies are in place. Joint working with other professionals may include advice and support from:
 - Specialist support/therapies
 - Clinical treatments
 - Delivery of medications
 - Speech and Language Therapy
 - Child and Adolescent Mental Health Service
 - Occupational Therapy
 - Physiotherapy
 - College health
 - Specialist equipment and wheelchairs

A SEND information report is available on the college web site so that parents are able to see how the college will support their children.

4.4 Criteria for being placed on the SEND Register and exiting the SEND Register

Students will be added to the register on transition according to the following criteria:

- previous college information including progress data
- advice from appropriate outside agencies and professionals
- liaison with parents

Students will exit the register when the need becomes less significant because progress can be demonstrated and/or additional resources to assist with progress are no longer required.

4.5 Monitoring and Evaluation of SEND

The college is able to monitor the success of its provision by looking closely at a number of factors including:

- Accessibility of classrooms for disabled students by adapting timetables and rooming.
- Arrangements to ensure accessibility and safety for all.
- Inclusion in PE through the provision of a differentiated PE curriculum by funding additional programmes for students with disabilities.
- The progress of SEND students academically and socially through internal and external assessment, and monitoring behaviour and attendance.
- The use of the form tutor and pastoral system to monitor student well-being.
- Evaluating the management of any safeguarding concerns, where appropriate.
- A SEND CPD system which integrates in to the whole college approach and includes all staff
- Regular SEND reviews.
- Regular meetings with the SEND governors and a regular SEND update to the governors committee.
- Support staff being made aware of the specific requirements of students through briefing and the Student Overview documentation.

4.6 Changes in assessment and planning from September 2014

School Action and School Action Plus is now replaced by SEN Support (K). This is a single based category for students who need extra specialist support. The college will set out interventions and expected outcomes for these students and review their progress.

Statements have been phased out from September 2014 and are now replaced by Education, Health and Care (EHC) plans. EHC Plans extend from birth to 25, where necessary, which have replaced the Learning Difficulties Assessment (LDA's) for young people leaving college.

4.7 Education, Health and Care Plans (EHC)

"...sometimes a child or young person needs a more intensive level of specialist help that cannot be met from the resources available to colleges and other settings to provide SEN support. In these circumstances, [a] college or other setting could consider asking the local authority for an Education, Health and Care (EHC) needs assessment. " SEN Code of Practice 2014

An EHC Plan is a plan specifying:

- The child's or young person' special educational needs.
- The outcomes sought for him/her.
- The Special educational provision required by him/her.
- Any health care provision reasonably required by the learning difficulties and disabilities resulting in him/her having special education needs.
- These plans will replace Statements of Special Educational Needs from September 2014.
- Existing statements will remain in force until all young people have completed the transition. Transfers from statements to EHC Plans should be completed within three years, so for students who already receive support, the old guidelines will be followed until September 2017.

If a student is identified as requiring an Education, Health and Care plan (EHCP) the college will follow the graduated response cycle to assess, plan, do and review. This support starts with high quality first teaching in the classroom which is responsive to each individual's learning needs. Students identified for this stage will have additional support which could include:

- a bespoke learning programme and intensive intervention
- extra help from a teacher or a teaching assistant and may include 1 to 1 support
- differentiated resources, materials and equipment
- highly specialised resources including adaptive technology
- working within a small group
- observations and record keeping
- annual reviews
- support to take part in the class activities
- additional strategies to ensure the student has understood the learning by encouraging them to ask questions and to try something they find difficult
- support for socialisation and mental well being
- supporting students with physical or personal care difficulties, such as eating, getting around college safely, toileting or dressing

4.8 Referral for Statutory Assessment / EHC Plans

Students who continue to have significant difficulties will be referred for Statutory Assessment for an Education and Health Care Plan (EHCP), which covers the needs of 0-25 year olds.

The application for an EHC plan will combine information from a variety of sources including:

- College staff including teachers, SENDCo, Pastoral / Support staff
- Educational Psychologist
- Local Authority

Other professionals Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

4.9 SEN Support (K)

“Any support a child receives from the college or other agencies should meet their needs.” SEN Code of Practice 2014

If a student is identified as requiring additional student support the college will follow the graduated response cycle to assess, plan, do and review. This support starts with high quality first teaching in the classroom which is responsive to each individual's learning needs. Students identified for this stage will have additional support which could include:

- a bespoke learning programme
- extra help from a teacher or a learning support assistant
- differentiated resources, materials and equipment
- working within a small group
- observations in class or at break and keeping records
- support to take part in the class activities
- additional strategies to ensure the student has understood the learning by encouraging them to ask questions and to try something they find difficult
- support for socialisation and mental well being
- support for students with physical or personal care difficulties

Provision

5.1 SEND provision

The role of subject teachers is to provide high quality teaching for all students, as the Code of Practice states: High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. The college regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This includes reviewing, and where necessary, improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered. In recording student needs on a central register, the criteria for entering a student will include:

- Previous support such as information from primary college and outside agencies
- Evidence of little progress despite quality first teaching from subject teachers
- Considering individual student progress in college, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials.

Where a student is identified as having SEND, the college will take action to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle of Assess, Plan, Do, Review through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. It is at this stage that a young person will be placed on the SEND register.

The four part cycle:

Assess

The subject teacher working with the SENDCO should assess where a young person is not making adequate progress, despite high quality teaching targeted at an area of weakness.

They should draw on evidence from a clear analysis of the student's need such as:

- The subject teacher's assessment and experience of the student
- Information regarding student progress, attainment and behaviour
- The student's development in comparison to peers
- The views and experience of parents
- The student's own views
- Advice from external support services when available

Once SEND has been established, the Local Authority documentation, Student Overviews, and other processes will be initiated.

Plan

Targets and objectives will be identified and agreed with the student, parents and teachers. Additional provision, where appropriate, will be incorporated into the plan. The plan will clearly outline interventions to be undertaken and the personnel involved. There will be clear, measurable outcomes. These will be recorded on the relevant Education Health and Care Plan or Student Overview document.

Do

- The subject teachers remain responsible for working with the student on a daily basis.
- Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will retain responsibility for the student, working closely with any support assistants or specialist staff involved, to plan and assess the impact of interventions.
- The SENDCo will support the subject teacher in the further assessment of the student's particular strengths and weaknesses.

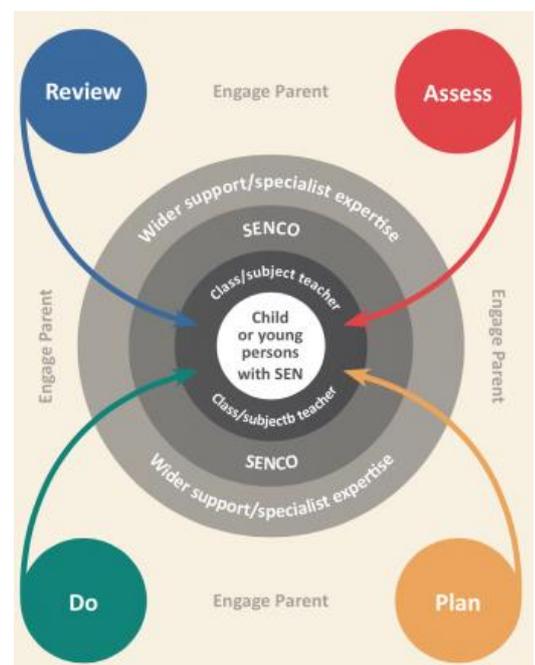
Review

Reviews will evaluate the effectiveness of the support given and the impact on the student's progress. Assessment information will be gathered, measured against desired outcomes and written into the Student Overview document to monitor impact. Adjustments may be made following the review. Progress will be formally reviewed every term. Where a student has a statement or Educational Health and Care Plan (EHCP), a statutory annual review meeting will take place.

5.2 Additionally Resourced Provision (The Arc)

In addition to the mainstream education provision at High Tunstall College of Science we have a local authority additional resource provision for 20 students that aims to promote the development of students with medical and physical difficulties and/ or ASD by providing a special educational service within the college.

On site we also have an extensive provision for these students, individual support, hydrotherapy pool and personalised timetables to name a few. All our students that have an additional placement are a full member of the High Tunstall community and have a timetable that engages them in all or some of the mainstream timetable. We pride ourselves in meeting the needs of all.



The purpose of The Arc is to:

- Support transition within the mainstream secondary school environment
- Support students with their work in mainstream lessons, optimising their access to the National Curriculum.
- To provide a broad and balanced education for every individual student.
- Address communication difficulties and help students to develop their understanding of social situations.
- Provide a safe, secure and caring environment.
- Teach students language and vocabulary they need to understand and use for their college subjects
- Provide a calm environment where identified students can learn away from the mainstream classrooms when needed
- Implement programmes of study addressing social skills and social communication, so that students can make the most of their integration into the social, pastoral and extra-curricular life of the college.
- Encourage and facilitate independence and the fullest possible participation in whole college life.
- Work closely with parents/carers and external agencies in developing strategies and meeting the needs of identified students.
- Raise and maintain awareness of special educational needs and to disseminate information to all staff regarding:
 - Students' strengths and talents
 - The nature of their difficulties
 - Appropriate achievable targets
 - Strategies which support learning
 - Good practice in teaching of students with ASD

The Arc provides special education for students who are formally assessed as having Medical and Physical Needs and/or ASD and identified as requiring a higher level of support than the typical mainstream setting can provide by the Local Authority. It is not a requirement for students to have an Education Health Care Plan to gain a place within the provision.

The Local Authority has the responsibility of identifying students who meet the criteria across Hartlepool.

Communication

6.1 Partnership with Parents/ Carers and students

Partnership with parents/carers plays a key role in enabling young people with SEND to achieve their potential.

The college recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a student's needs and the best ways of supporting them. All parents of young people with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Young people with special educational needs often have unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

6.2 Links with other agencies and voluntary organisations

The college invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND.

The SENDCo is the designated person responsible for liaising with the outside agencies such as:

- The Education Psychology Service
- Speech and Language Service
- CAMHS
- Hearing Impairment Team

College Health Representatives from agencies and voluntary organisations are invited to meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

6.2 Training and Resources

The college is funded for SEND by the Local Authority following the updated national system used for mainstream colleges:

Element 1: core education, place led funding from the Education Funding Agency for all students attending college

Element 2: Additional Support driven by proxy indicators such as local deprivation and prior attainment decided by the Education Funding Agency

Element 3: Top-up funding from the Local Authority to meet the individual needs of High Need students placed in the college.

Element 4: Additionally resourced provision for medical and physical needs and autistic spectrum disorders.

The college will continue to ensure that staffs receive training to support the teaching of SEND students.

- The SENDCO ensures that required training is up to date.
- Teaching Assistants staff have attended Dyslexia, Dyscalculia, Autism and Disabled - Handling courses.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the college's SEND provision and practice.
- The SENDCO works closely with the Local Authority and attends meeting and training in order to keep up to date with local and national SEND updates.

Additional Information

7.1 Supporting Students and Families

The Local Authority is required to publish The Local Offer with details of support available for families. The college is required to produce a SEND Information Report and this links directly to The Local Offer. Details of the report can be found on the college's website.

Local Authority and NHS agencies will support the family and include those mentioned above as outside agencies.

The college will ensure that access arrangements are put in place for those students who meet exam board criteria. Reasonable adjustments are made for students with a disability which prevents or hinders them from being able to sit examinations in the same way as the majority of students. The Exam Officer works closely with the SENDCO to ensure appropriate support is in place.

Students are supported during the Options process at the end of Key Stage 3. There is an effective careers pathways programme and an employed careers advisor who offers valuable Information, Advice and Guidance for post sixteen and adult education. Additional advice is available from the Local Authority for students with additional needs.

The educational psychologist attends college every week and works to identify other areas of need as well as assisting in the planning for support of students.

7.2 Identification criteria and documentation

To discuss any concerns or receive copies of our identification documents for EHCP and Additional Student Support please contact the SENDCo as detailed in Section 1.

7.3 Complaints

The procedure for managing complaints is as specified in the college's complaints policy.

Initial concerns or enquires about a student with special educational needs or SEND provision should be dealt with by the SENDCo or the Headteacher.

There is no suggested time scale for resolution at this stage given the importance of dialogue through informal discussion.

In the event that these informal discussions fail to resolve matters, the complainant should follow the Complaints procedure, setting out the precise nature of the complaint as specified in the college's Complaints Policy.

7.1 Safeguarding and SEND

High Tunstall recognises that, statistically, young people with behavioural difficulties and disabilities are the most vulnerable to abuse. College staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. College staff must give consideration to children who are subject to a statement of special needs/ Education Health and Care Plan, or have a medical condition as these can mask safeguarding issues and must not be dismissed.