



SEND INFORMATION REPORT

High Tunstall College of Science

Last review: September 2023
To be reviewed by: September 2024

Inspire | Support | Achieve

SEND AT HIGH TUNSTALL



“EVERY CHILD BRINGS A UNIQUE PATTERN OF STRENGTHS AND AREAS OF NEED TO OUR COMMUNITY AND THE SCHOOL AIMS TO FULFIL THE POTENTIAL OF ALL STUDENTS.”

'Knowing every child' is key to our community at High Tunstall and is fundamental to understanding special education needs. Students success is not only measured through academic attainment but through their social, and emotional development too. We are constantly striving to implement opportunities for students to succeed.

High Tunstall is an inclusive school which removes barriers to learning and participation, provides an education that is appropriate to students' needs, and promotes high standards and the fulfilment of potential for all students.

At High Tunstall College of Science we:

- promote positive relationships, active engagement, and wellbeing for all students
- ensure all students can access the best possible teaching and provision



KEY STAFF

Meet the Inclusion Team



Mrs Rachael Gray – rgray@hightunstall.hartlepool.sch.uk

Nominated SENDCo/Additionally Resourced Provision Co-Ordinator

Responsible for co-ordinating all the support for children with special educational needs or disabilities (SEND) across the college.

Responsible for the 20 place ASC/Medical and Physical Additionally Resourced Provision and the delivery of The ARC.



Mrs Sarra Peek – speek@hightunstall.hartlepool.sch.uk

Senior Teacher in Charge of Inclusivity

To provide strong leadership for inclusion for all students throughout the college and to lead the development, and review of the college's Inclusion programme and team whilst monitoring the progress of SEND students and supporting their progress through strategic leadership.



Miss Tracey Dodds – tdodds@hightunstall.hartlepool.sch.uk

Lead Teacher of Alternative Education

Responsible for the SHINE CENTRE, REACH AND CREATE – Alternative Education.



Mrs Carolyn Scrafton – cscrafton@hightunstall.hartlepool.sch.uk

Lead Teacher for RISE Moderate Learning Difficulties Provision

Responsible for the Moderate Learning Difficulties Additionally Resourced Provision.

Key Staff

Meet the Inclusion Team



Miss Claire Gunn – cgunn@hightunstall.hartlepool.sch.uk

Additional Needs Liaison Lead



Mr Paul Asensio – pasensio@hightunstall.hartlepool.sch.uk

SEND/Inclusion Link Governor

The expertise and training of staff

We place a great emphasis on staff development at High Tunstall College of Science and have a well established programme of professional development and progression for staff.

The college is committed to the learning and development of all its staff members and training opportunities will be provided throughout the academic year. The SENCO will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing students with SEND.

Our schools approach to supporting students with SEND



What is SEND and how can it be characterised?

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

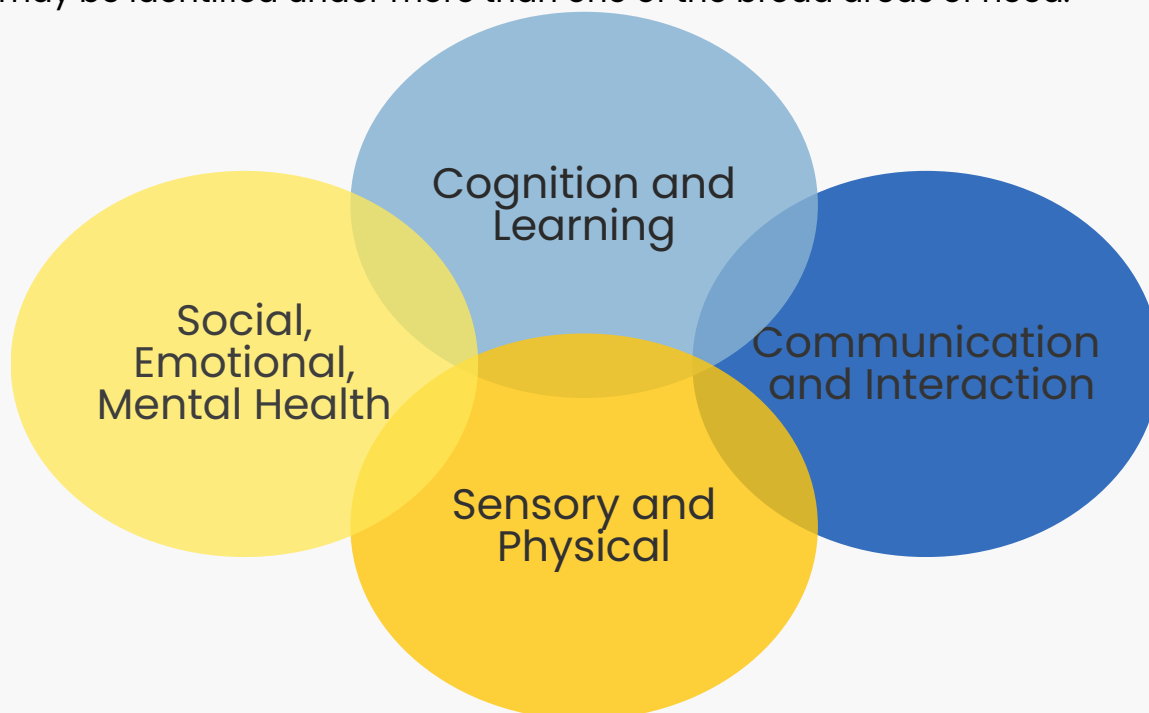
- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Teachers, supported by the SEND Team, make regular assessments of progress for all students. These seek to identify students making less than expected progress given their age and individual circumstances.

Students on the SEND register are registered under the four areas of need:

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

Pupils may be identified under more than one of the broad areas of need.



Our full SEND policy can be found on our website:
<https://htcs.org.uk/policies/>

AREAS OF NEED AT HTCS



COGNITION AND LEARNING

Support for learning difficulties may be required when young people learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) where children and young people are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.

Specific Learning Difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as Dyslexia, Dyscalculia and Dysgraphia.

COMMUNICATION AND INTERACTION

Young people with Speech, Language and Communication Needs (SLCN) 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 they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Young people with ASC (Autism Spectrum Condition) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

SENSORY AND PHYSICAL

Some young people require special educational provision because they have additional needs or a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many young people with Visual Impairment (VI), Hearing Impairment (HI) or a Multi-Sensory Impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some young people with a Physical Disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

SOCIAL, EMOTIONAL, MENTAL HEALTH

Young people 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 a range of more complex and challenge behaviours. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have conditions such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.



SEND CURRICULUM

At High Tunstall, we believe that all students should be provided with the opportunities to leave as well rounded individuals and therefore we have a curriculum that is designed to give all students opportunities to progress across a broad subject based offer. Our aim is for all students to receive a curriculum which is ambitious and challenging to ensure students are provided with the tools to succeed in all aspects of life.

For students with Special Educational Needs and/or Additional needs, we do not support a narrowing of the curriculum and have remained true to a traditional curriculum structure, thus ensuring the correct components are given time to embed in student long term memory ready to perform more complex tasks as the curriculum progresses. We clearly communicate our expectations on the acquisition of non-negotiable knowledge and skills at pre-determined stages and phases to ensure that our curriculum is progressive and truly rooted in the knowledge our students gain.

Quality first teaching is at the core of ensuring students with additional needs receive a quality curriculum. 'Knowing every child' is key to our community at High Tunstall and is fundamental to understanding special education needs and additional needs.

All students are provided with the opportunities to access the broad and balanced curriculum, through the principles of 'Inspire, Support and Achieve,' however measures are taken to support students with additional needs to ensure they are able to continue to learn in this way. Steps are taken to prevent students with additional needs from being treated less favourably than other students. We will ensure the facilities are provided to help students to access the school and ensure the curriculum is not narrowed.

We will do this by:

- Ensuring all students have access to and are inspired through a broad and balanced curriculum and take measures to adapt the curriculum to allow students to participate in the full life of the college where appropriate. Students have the opportunity to participate in all subject areas along with extra curricular activities being available to all.
- Class teachers plan lessons according to the specific needs of all groups of students in their class and will ensure that they take all measure to support and meet the needs of their students. This includes the implementation of specific strategies such as: reading pens to support students with dyslexia, movement breaks for students with sensory needs and ADHD and adaptable physical equipment such as tables in classrooms to support wheelchair users.



SEND CURRICULUM

- Specially trained support staff can adapt the teachers planning to support the needs of students where necessary.
- Specific resources and strategies are used to support students individually and in groups, this includes the use of technologies such as reading pens and laptops.
- Planning and teaching is adapted on a daily basis to meet students learning needs. Teaching staff work closely with pastoral and inclusion staff to ensure teaching is sensitive to students needs.
- All students on the SEND register have a Student Overview Sheet which is provided to all staff. This is a one-page profile detailing any specific difficulties and strengths a student may have and specific strategies to overcome their barriers to learning.
- All students identified as having a SEND need have an allocated Inclusion Assistant Mentor who meets with each student on a fortnightly basis and ensures student voice is heard and shared with staff when required.

At High Tunstall, we have 2 Additionally Resourced Provisions:

- ASD and/or Medical and Physical (20 places) – Places are decided by the Local Authority for young people with an EHC Plan.
- Moderate Learning Difficulties (RISE) – Places are decided by the Local Authority for young people with an EHC Plan.

When students are allocated places within these provisions, the staff work closely with parents to identify where the most appropriate place for the student to access their curriculum is, whether this be within the provision itself or in mainstream lessons.



ADDITIONALLY RESOURCED PROVISION – RISE – MODERATE LEARNING DIFFICULTIES

RISE: RESILIENCE, INDEPENDENCE, SUCCESSFUL LEARNERS AND ENGAGEMENT IN LEARNING

High Tunstall Moderate Learning Difficulties Provision (MLD) is made up of students who have Special Educational Needs and/or Disability. Our students all have Educational Health Care Plans (EHCPs.) The provision provides a modified curriculum for our students who have attainments well below expected levels in all or most areas of the curriculum. Throughout their time in the MLD provision we aim to support and develop students' skills of social interaction, independence, and life skills as well as promoting Maths and English skills which are essential for the students to interact within the world around them. We hope to provide positive, relevant and meaningful learning experiences which support our students to reach their full potential. The MLD provision will support students within the five areas of need within their EHCP. These areas are:

- Cognition and Learning
- Communication and Interaction
- Social Emotional and/or Mental Health difficulties
- Sensory and/or Physical Needs
- Self-help and Independence

Places for the Additionally Resourced Provision are allocated via the Local Authority SEND Team. Students accessing this Additionally Resourced Provision will be placed on roll at High Tunstall College of Science.

**Find out more about our Additionally Resourced
Provisions on the College website.**



ADDITIONALLY RESOURCED PROVISION – AUTISM AND/OR MEDICAL AND PHYSICAL NEEDS

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 and students are educated within the mainstream environment for majority of their lessons.

In November 2019 we entered our new purpose built building and the additionally resourced base was specially designed to cater for the needs of our most vulnerable students. We have a hygiene room, accessible toilets and 7 small teaching spaces available for students who have a place in the ARP away from the mainstream College, but can 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. Students accessing this Additionally Resourced Provision will be placed on roll at High Tunstall College of Science.

**Find out more about our Additionally Resourced
Provisions on the College website.**



IDENTIFICATION OF SEND

Students with identified SEND needs, who require provision additional to and beyond their peers, are placed 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. The SEND register is fluid, meaning students can be removed and added on throughout the year.

Students needs are monitored at Internal Monitoring and SEND Support level and support implemented where necessary. Through the assess, plan, do and review cycle, if it is deemed that the student's needs are unable to be met, or that they have needs greater than this level of support then an application for statutory assessment will be submitted.

Subject Teachers may conclude that the strategies they are currently using with a student are not resulting in them learning as effectively as possible. In these circumstances, they will consult with the SENDCo to consider what else might be done.

The starting point will always be a review of the strategies being used and the way in which these might be developed. Evaluation of the strategies in place may lead to the conclusion that the students requires help over and above that which is normally available within the particular class or subject. Consideration will then be given to helping the student through Internal Monitoring or SEND Support. 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 way. It might, for instance, be progress which:

- Closes the attainment gap between the student 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 student'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 student's behaviour.
- Is likely to lead to appropriate accreditation.
- Is likely to lead to participation in further education, training and/or employment.

HTCS adopts a graduated response to meeting special needs that requires the initial use of those resources usually available within the classroom or college as a whole before bringing specialist expertise to bear on the difficulties that a pupil is experiencing. When a young person is identified as having special educational needs, the college will intervene as described below at Internal Monitoring or SEND Support.



IDENTIFICATION OF SEND

Specialist
Universal plus
SEND support plus
Highly personalised
provision.
EHCP

SEND Support - Targeted
Universal plus targeted additional
intervention and different intervention.
Schools take action to remove barriers
to learning and put effective special
educational provision in place.

Internal Monitoring
Plus Quality First Teaching
Initial concerns have been raised by teacher and/or
parent/carer and the student is being observed in school to
identify any possible barriers to learning.

Universal
High Quality First Teaching for all students
High quality teaching, differentiated for individual pupils, is the first step in responding
to pupil who have or may have SEND.



IDENTIFICATION OF SEND AND GRADUATED APPROACH

Quality First Teaching:

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 our students this means:

- That the teacher has the highest possible expectations of all students in their class.
- That all teaching is based on building on what students already know, can do and can understand.
- Different ways of teaching are in place and individual strategies are implemented so that students are able to be fully involved in learning in class.
- Specific strategies (which may be suggested by the Inclusion team or outside agencies) are in place to support students to learn via an individual 'Student Overview Document'.
- That students are taught in classes of similar abilities.
- All students in school should receive quality first teaching as a part of excellent classroom practice, whoever their education is delivered by.

Internal Monitoring (IM SEND):

Initial SEND concerns have been raised by HTCS staff and/or parent/carer and the child is being observed in class and around school.

Further Quality First Teaching strategies are recommended through an Internal Monitoring Overview and the student is added to Internal Monitoring SEND register.

SEND Support:

When a student is identified as having special educational needs, HTCS will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. This intervention will be described as SEND Support.



IDENTIFICATION OF SEND AND GRADUATED APPROACH

Nature of Intervention

The SENCO and the student's subject teachers, in discussion with the child's parents, will decide on the action needed to help the student to progress in the light of their earlier assessment. This might be:

- To provide different learning materials or special equipment.
- To introduce some group or individual support.
- To devote adult time to devising the nature of the planned intervention and to monitoring its effectiveness.
- To undertake staff development and training aimed at introducing more effective strategies.
- Access to LA support services for one-off occasional advice on strategies or equipment or for staff training.
- To provide effective intervention without the need for regular or ongoing input from external agencies.

SEND Support is characterised by the involvement of external services such as special needs advisory teachers, education psychologists etc. A request for help from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a review of the child's SEND Overview or CSP although if concern is noted prior to such a review we shall contact parents to discuss the possible involvement of external services at this time. At SEND Support external support services will usually see the child, so that they can advise subject and pastoral staff, with fresh targets and accompanying strategies, provide more specialist assessments that can inform planning and the measurement of a student's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.



IDENTIFICATION OF SEND AND GRADUATED APPROACH

The triggers for SEND Support could be that, despite receiving an individualised programme and/or Quality First Teaching, the student:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of pupils of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Have emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the student or advice to the staff, by a specialist service.
- Has on going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When we seek the help of external support services, those services will need to see the student's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the student directly. External agencies to be consulted may include the Educational Psychology Service, Advisory and Support teachers, the Education Welfare Service, Social Services and the Health Service. The resulting CSP for the pupil will set out the new strategies for supporting the student's progress with the strategies specialist in the CSP, implemented in most cases in the classroom setting.

If the SENCO and the external specialist consider that the information gathered about the student is insufficient, and that more detailed advice must be obtained from other outside professionals, then the consent of the student's parents will be obtained.



STATUTORY ASSESSMENT AND EDUCATION, HEALTH AND CARE PLANS

School Request for Statutory Assessment

For a few students the help given by HTCS through its provision at SEND Support may not be sufficient to enable them to make adequate progress. It will then be necessary for the college, in consultation with the parents and any external agencies already involved, to consider whether to ask the Local Authority to initiate a Statutory Assessment. Where a request for a statutory assessment is made to the LA, the student will have demonstrated significant cause for concern and we will provide written evidence as required by Hartlepool LA detailing:

- The school's action through Internal Monitoring and SEND Support
- Coordinated Support Plans for the students.
- Records of regular reviews and their outcomes.
- National Curriculum level attainments.
- Other assessment data.
- Written reports from an advisory specialist support teacher or an educational psychologist if available.
- Views of the parents and of the student.
- The involvement of any other professionals.
- Any known involvement by the social services or education welfare service.

Depending upon the outcome of such a request, statutory assessment may take place. Parents will be offered support from SENDIASS Hartlepool to help them through the statutory assessment process. Following statutory assessment, the LA may issue an EHCP.

Annual Review of an Education, Health and Care Plan.

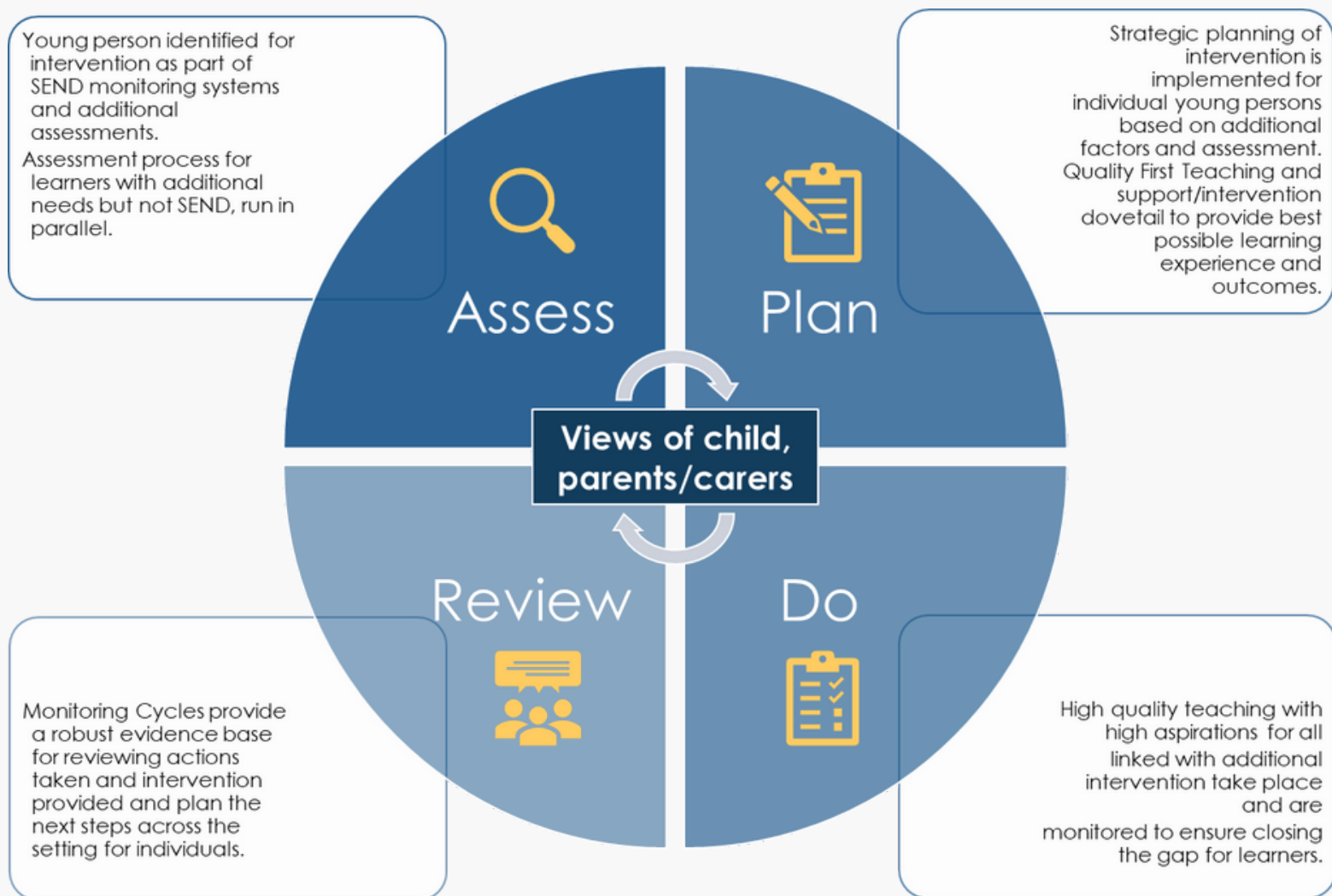
All EHCP's will be reviewed at least annually with the parents, the pupil, the Local Authority and HTCS to consider whether any amendments need to be made to the description of the student's needs or to the special educational provision specified in the statement. The annual review will focus on what the child has achieved as well as on difficulties that need to be resolved. The annual review held in Year 9 is particularly significant in preparing for the student's transition to employment, the further education sector, work-based training, higher education and adult life. The aim of the annual review in Year 9 and subsequent years is to review the young person's plan and draw up and review their Transition Plan.



ASSESS, PLAN, DO, REVIEW

Progressing towards outcomes

Where a child/young person is identified as having SEND, High Tunstall takes action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child/young person's needs and of what supports the child/young person in making good progress and securing good outcomes.





ASSESS, PLAN, DO, REVIEW

Provision Map

Assess, plan, do, review underpins provision at High Tunstall. Through the Provision Map we have outlined a range of support that some students may require during the school year, though this may be adjusted to cater for changing needs, and is provided subject to budgetary constraints. We have several mechanisms to ensure that the effectiveness of all provision within High Tunstall is continuously reviewed and evaluated, including through review meetings, monitoring of teaching and learning and priorities identified in the School Development Plan.

1. Universal and Quality First Teaching

1

- A broad, balanced curriculum
- Appropriately pitched level of academic challenge
- A range of Quality First Teaching strategies
- Well organised classrooms
- Effective feedback and marking
- Continuing Professional Development and access to online training catalogue for SEND
- Use of ICT to support and enhance learning
- Involve students in discussions about how they learn and how they approach tasks
- Restorative behaviour approach
- Peer support and collaborative working opportunities
- Regular homework, adapted as necessary
- Regular monitoring of teaching and learning
- Consistent use of positive language
- Repetition and reinforcement of skills including worked examples
- Targeted questioning
- Access to extra-curricular activities
- PSHE Programme
- 1 lap and back pass
- 5 minute early pass
- Toilet pass (medical evidence needed)

2. Internal Monitoring (IM) SEND

1

2

- IM Overview
- Assess, Plan, Do, Review cycle
- Parent/carer meeting and voice around concerns
- Student Voice around barriers to learning
- Round Robin – Staff voice
- Observations by SEND team
- WRAT – diagnostic reading and spelling test
- DASH – diagnostic handwriting assessment
- DRAT – diagnostic reading assessment
- TOMAL – 2 – diagnostic cognitive processing assessment
- Emotional Literacy Questionnaire
- Strengths and Difficulties Questionnaire
- Sensory Profile



ASSESS, PLAN, DO, REVIEW

Provision Map

3.SEND Support

1

2

3

- SEND Overview
- Inclusion Assistant Mentor
- Specialist health and care interventions and support
- Educational Psychologist
- External Services Referrals (Health and Care)
- Catch up and Faculty specific interventions
- Reading, phonics and numeracy intervention
- Lego Therapy
- Sensory Diets and Occupational Therapy programs
- External services intervention and support (Health and Care)
- Hydrotherapy
- Bespoke Timetables
- Shine, REACH, CREATE (Entry criteria permitting)
- ELSA
- Thrive
- Emotional Wellbeing Mentor
- Fine and gross motor skills intervention
- Sensory Room
- Boxall Profile
- Touch Typing intervention
- MAD Team support
- Virtual Schools support for SEND
- Exam Concessions (only if criteria is met)
- Specialist Sensory and Physical resources to support access to learning.
- Zones of Regulation
- Specialist Funding for 1:1 support
- Loan of and training in the use of child specific, specialist equipment for staff and students
- Co-ordinated Support Plan (CSP)
- Additional top up funding (if appropriate and student already has CSP)
- Enhanced support and funding through the Local Authority
- Access to Alternative Education (Entry criteria permitting)

1

2

3

4

4.Education, Health and Care Plan

- The ARC Specialist Teaching (entry criteria permitting)
- Moderate Learning Difficulties Provision (Local Authority allocated places only)
- Autism, Medical and/or Physical ARP (Local Authority allocated places only)
- Enhanced Inclusion Assistant Support



The College operates a 20 place Nurture Group from within its student body. Students who are identified by the College, who are in need of a more nurturing curriculum and climate, are selected and educated within the Nurture Group. Students are not expected to be in the Nurture Group for 5 years as it is designed to help and support young people reintegrate into mainstream when they have developed the social, emotional and academic skills.

Students must have an Education, Health and Care Plan in order for the College to consider a short-term placement in the Nurture Group. Entry and Exit Criteria is available to view on the college website.

The Nurture Group move around the school and use different classrooms for each lesson. Students accessing the Nurture Group are not taught only in one single area of the school.

Nurture Group Ethos

Inclusion creates a sense of belonging in society, meaningful relationships, and opportunities to achieve dreams. We recognise and celebrate diversity through valuing each person for their uniqueness and nurturing and developing their gifts and potential.

We aim to teach all students the skills they need to become independent, resilient and lifelong learners, with the ambition and determination to reach their full potential, regardless of the path they choose when leaving High Tunstall College of Science.

Inclusion is not one-size-fits-all, and will look different for each student based on each individual's desires and needs.

High Tunstall's Nurture Group class is made up of students who have a Special Educational Need and/or Disability. The group provides a modified mainstream curriculum in an environment based on the Six Principles of Nurture. We provide support and guidance to enable the student to access mainstream lessons successfully and reach their potential. Alongside this, we use specialist strategies to support the students to raise their self-esteem and confidence which enables them to have positive experiences and gain successes throughout their journey through College.

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Whilst following the National Curriculum, the group's main priority is to address the barriers to learning so that the students sense of well-being is improved and they are able to take advantage of learning opportunities and achieve to their potential. Our approach is individually responsive and we consider the human and personal characteristics of all students. For students accessing the Nurture Group, we plan that this will only be short term and our end goal is always to reintegrate students into mainstream lessons.

We encourage students to be self-regulated learners that are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve their learning.

We follow the Six Principles of Nurture:

- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- The importance of transition in children's lives



PROGRESS AND SUCCESS AT HIGH TUNSTALL

What does success look like for students with SEND at High Tunstall College of Science and how is progress measured?

At High Tunstall College of Science, we recognise that success looks differently for every child. Our aim is for all students to receive a curriculum which is ambitious and challenging to ensure students are provided with the tools to succeed in all aspects of life. Students success is not only measured through academic attainment but through their social, and emotional development too.

We are constantly striving to implement opportunities for students to succeed. Some examples of this can be seen in:

- Students developing their resilience and utilising strategies to support them in regulating their emotions.
- Students developing their communication skills and being able to order their lunch without adult support
- Students using reading pens to independently read
- Students attending homework clubs to support them with their independence
- Students forming and maintaining friendships with their peers
- Students being able to independently use the toilet when their physical difficulties have been a barrier previously.

These are just a few examples of where we have seen our students flourish through the support they have received. At High Tunstall, we absolutely love to see the journey our students go on and love nothing more than being part of this. We have an annual Awards Evening at the Borough Hall and many students with SEND receive awards at this event. We have students leaving High Tunstall with a wide range of qualifications and experiences which sets them up for a life time of success.



PROGRESS AND SUCCESS AT HIGH TUNSTALL

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 three 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 data for students with SEND is analysed in detail by the Teaching and Learning Lead Teacher for Special Educational Needs and Disabilities, allowing us to identify trends in the data and focus our work for intervention and support.

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 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 teacher, form tutor, Head of Year or Student Support Officer initially. Please [click here](#) to see our Year Teams page and [here](#) to view all staff contact details.

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 SENDCo or Senior Teacher for Inclusivity.

All emails can be found using the staff contact details link above.



ACCESSIBILITY OF HIGH TUNSTALL

At High Tunstall College of Science, we strongly believe in fulfilling our statutory requirement to be an inclusive school. We support all students with special educational needs and disabilities to engage fully in all elements of the curriculum including extra-curricular activities and visits.

We adapt the curriculum and the learning environment for pupils with special educational needs and disabilities through differentiated learning opportunities, quality first teaching and individualised strategies. We use resources that are tailored to the needs of the students who require support to access the curriculum. We ensure that the curriculum is reviewed regularly to ensure it meets the needs of all students. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies outlined in Education, Health and Care Plans and Individual Health Care Plans.

Outside of college, our young people have benefitted from specific adaptations so that they have been able to access extra-curricular clubs, college trips, residential trips and workshops.

The school site is fully accessible to young people with physical disabilities:

- Lift to access all floors
- Wide corridors and doors for wheelchair access
- Specialist teaching areas – The ARC, Shine Centre, MLD Provision
- Sensory room and Safe Space
- Flat, even surfaces and walkways around the school building
- Adaptable desk heights
- Disabled parking bays
- Disabled toilets and changing facilities
- Hygiene room with hoist
- Physiotherapy room
- Hydrotherapy pool with hoist
- Staff receive training and advice on how to support specific needs and SEND students
- Internal signage, pictorial representations, large print resources
- Emergency escape routes are clear for wheelchair users

Access arrangements are made by the SENDCO for children with SEND who take part in exams and assessments.

Where external advisors recommend the use equipment or facilities, which the school does not have, we will purchase it using the notional SEND funding as appropriate, or seek to find additional funding where possible. For highly specialist communication and movement equipment the school will seek the advice of relevant professionals.

Our full Accessibility policy can be found on our website:

<https://htcs.org.uk/policies/>

Inspire | Support | Achieve



WORKING WITH PARENTS AND STUDENTS

Our arrangements for consulting and involving parents and students.

We provide a range of opportunities for parents to be involved in decision-making and have their voice heard in the running of High Tunstall College of Science. We value the opinions of parents and carers and operate an 'open door' policy for contact with the school, as well as sending out questionnaires regularly.

We encourage all parents to have a close working relationship with the College, particularly with their child's Key Worker, Pastoral Team and the SEND Team. We use Synergy to foster good communication and invite parents/carers in to school for special events e.g. parent/carers workshops and coffee mornings. Our staff are available to listen to any concerns that parents/carers have and work with them to make sure their child gets the most from their time at High Tunstall College of Science.

Parents/carers are invited to their child's Annual Review meeting, as well as other meetings that are held for individual students to review progress. We ask parents/carers to complete a written views form as part of this process, or they can provide their views verbally during the meeting. We use a student review booklet or views sheet to ensure that students' views are included in their Annual Review meeting. This is particularly useful for students who do not want to attend the meeting as well as those who aren't able to express themselves fully. The information contained in these booklets is used to form part of their EHC Plan and makes sure that students' voice is heard, including about their hopes and dreams for the future.

Reporting to parents/carers on pupil progress is completed regularly. There is Parents Evenings which parents/ carers can discuss the report and pupil's progress.

For pupils on the SEND register, parents and appropriate professionals are invited to review Co-ordinated Support Plans throughout the year. Pupil voice is also important, and where possible reviews will include the child as well. Co-Ordinated Support Plans or SEND Overview Sheets are updated in these meeting using the access-plan-do-review cycle. It is important to the school that both pupils and parent/carers voice are evidence in all decisions made about the child.

We have a student council for the College which meets regularly. Students with SEND are represented on the council.. The student council considers whole school issues and ideas from each year.



INVOLVING KEY STAKEHOLDERS

How we involve and work with other agencies:

We draw on the expertise and knowledge of a range of external partners in order to support students' learning and progress. We use their advice and recommendations to problem solve and support students more effectively. Services that may work alongside us include, but are not limited to:

- Local Authority
- Educational Psychology
- Occupational Therapy
- Social Care
- Early Help
- Physiotherapy
- Speech and Language Therapy
- Alliance
- Changing Futures
- Café 177
- Alice House
- Daisy Chain
- CAMHS
- Harbour
- School Nurse
- Virtual Head for Looked After Children
- Barnardo's
- Chances Programme
- HeadStart
- Police prevention work and support



TRANSITION SUPPORT

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 work with the Local Authority and External Agencies, to ensure that appropriate arrangements for a child with SEND are made.
- 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 dependent upon the individual child's needs.

If your child is on the SEND register, we will create a bespoke Student Overview document which will be shared with staff prior to them starting.

Any children with Education, Health and Care Plans will be discussed at length between the SENDCo and the Local Authority to ensure the appropriate support packages are put into place.

If your child is moving to us after the September of Year 7, they will receive diagnostic testing test as part of their transition process, which will allow us to understand their literacy and cognitive processing abilities and implement the appropriate support.

If your child is moving to another school:

- Once the SENDCo is informed of the move, they will contact the new school SENDCo and ensure they know 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 through the use of the Student Overview document.

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.



PREPAIRING FOR ADULTHOOD

Our arrangements for supporting young people to prepare for adulthood High Tunstall subscribes to the vision for high aspirations and expectations set out in the Special Educational Needs and Disability Code of Practice 2015 and work to realise it for all our students.

The Code of Practice states that Local Authorities, education providers and their partners should work together to help young people to realise their ambitions in relation to successful preparation for adulthood, including:

- Higher education and/or employment
- Independent living
- Participating in society
- Being as healthy as possible in adult life.

We run an extensive careers and work experience program. As our students grow older and mature there are opportunities for them to participate in work experience, both within and external to the College.



SUPPORTING EMOTIONAL AND SOCIAL DEVELOPMENT

At High Tunstall we know that our students' progress and wellbeing go hand in hand. We want to make sure we are supporting everyone in the best possible way so we have a range of help available. We have a number of non-teaching pastoral staff who work across the age range to support individual students at different stages in their education. Staff have had training around PACE, Trauma Informed schools and emotional regulation.

At High Tunstall, we also offer the following interventions and support for young people who require social and emotional support:

- Wellbeing Mentor
- In school mentoring
- ELSA
- Thrive
- Use of Zones of Regulation

Our full Anti-bullying and SEMH policy can be found on our website:
<https://htcs.org.uk/policies/>



COMPLAINTS PROCEDURE

At High Tunstall College of Science, we recognise that parents/carers are important partners in providing a happy, safe environment in which students learn. All members of staff want to know as soon as possible if you have worries about your son/daughter because everyone benefits from a quick solution to problems and concerns.

Complaints about SEND provision at the College should be made to the Senior Teacher for Inclusivity (Mrs Sarra Peek) and/or the SENDCo (Mrs Rachael Gray). The complaints policy can be found here.

Parents/carers of students with SEND can also be supported through the complaints process by contacting Hartlepool SENDIASS (SEND Information, Advice and Support Service). SENDIASS offer impartial information, advice and support to children and young people with special educational needs and disabilities. The service is impartial, confidential and free. Hartlepool SENDIASS will provide support in order to ensure that parents children and young people with SEND are fully informed and involved in their son/daughter's education. Although the SENDIASS are part of the Local Authority, it operates independently from The SEND Education Services offering impartial advice, support and information. For further information about Hartlepool SENDIASS please visit:

<https://www.hartlepoolsendiass.co.uk/>

If you like to make a complaint regarding SEND at the College please follow the complaints procedure which is available via the link below.

For all other questions and queries, please contact:

Mrs Rachael Gray, Nominated SENDCo using the details below.

rgray@hightunstall.hartlepool.sch.uk

Tel: (01429) 261446

Our full Complaints policy can be found on our website:

<https://htcs.org.uk/policies/>