



SEND INFORMATION REPORT

High Tunstall College of Science

Last review: April 2024

To be reviewed by: April 2025

Inspire | Support | Achieve

KEY STAFF



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

SENDCO - Special Educational Needs and Disabilities Coordinator

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.



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

Senior Teacher of Inclusion and Lead Teacher of Alternative Education

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.



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.



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.

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
- Prepare each student for the choices, opportunities, responsibilities and experiences of adult life
- Helping each student to achieve their full potential and to appreciate and value their own strengths
- Work in partnership with parents/carers of students with Special Educational Needs and Disabilities to further their child's education
- Create a safe and inclusive centre of excellence by providing a stimulating environment where students achieve challenging and inspirational targets in order to develop as happy, confident and independent young people who are prepared for adulthood.

HTCS 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 them. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

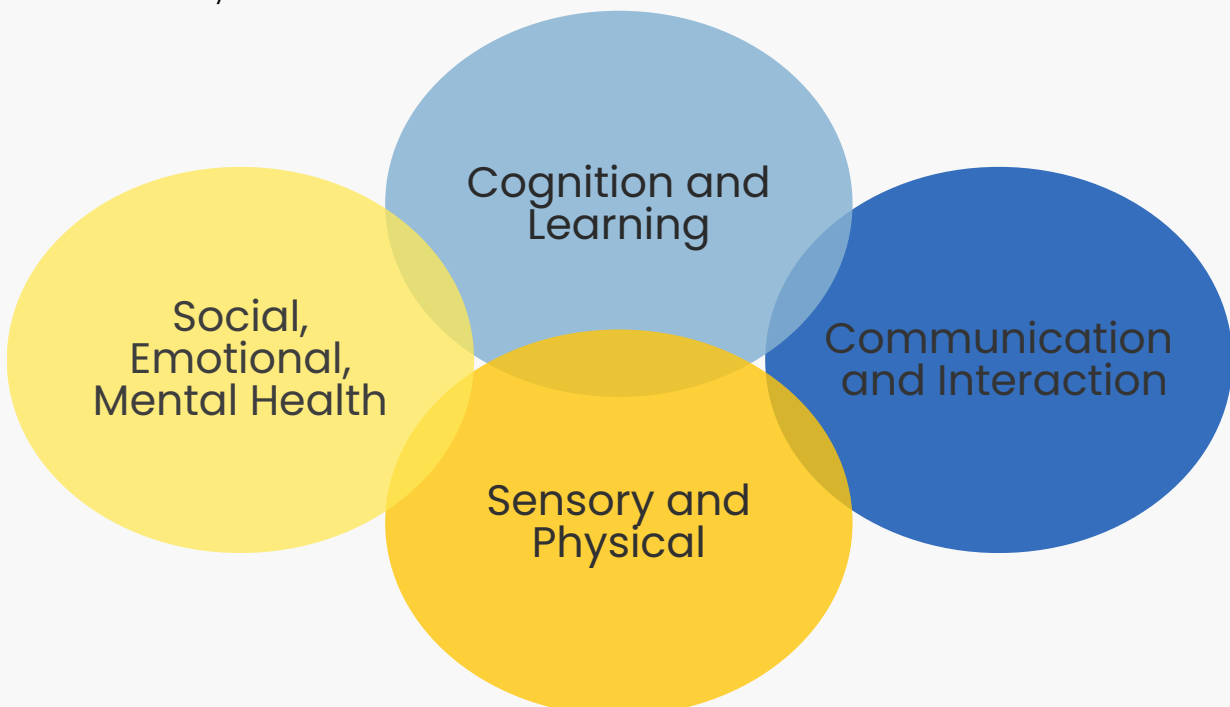
- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

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

Students 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 adaptive teaching.

Learning difficulties cover a wide range of needs, including Moderate Learning Difficulties (MLD) 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.

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. 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 as a range of more complex behaviours. These behaviours may reflect underlying mental health difficulties. 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 college 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.



SEND CURRICULUM

- 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 details any specific challenges and strengths a student may have and specific strategies to overcome their barriers to learning.

At High Tunstall, we have **2 Additionally Resourced Provisions:**

- ASC and/or Medical and Physical Needs (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.

We also have **3 Alternative Education provisions:**

- SHINE - KS3 Complex behaviours/SEMH needs
- CREATE - KS4 Complex behaviours/SEMH needs
- RISE - Emotional School Based Avoidance support

The ARC – 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.

More information about the Additionally Resourced Provisions and Alternative Education offer can be found on our website.



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 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.



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..

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 assess difficulties that a student 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.

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 Student 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 college's usual differentiated curriculum. This intervention will be described as SEND Support.

The SENDCo and the student's subject teachers, in discussion with the child's parents/carers, will decide on the action needed to help the student to progress in the light of their earlier assessment.

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 SENDCo and colleagues, in consultation with parents/carers, at a review of the child's SEND Overview or Coordinated Support Plan although if concern is noted prior to such a review we shall contact parents/carers to discuss the possible involvement of external services at this time.



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 students 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 student 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.

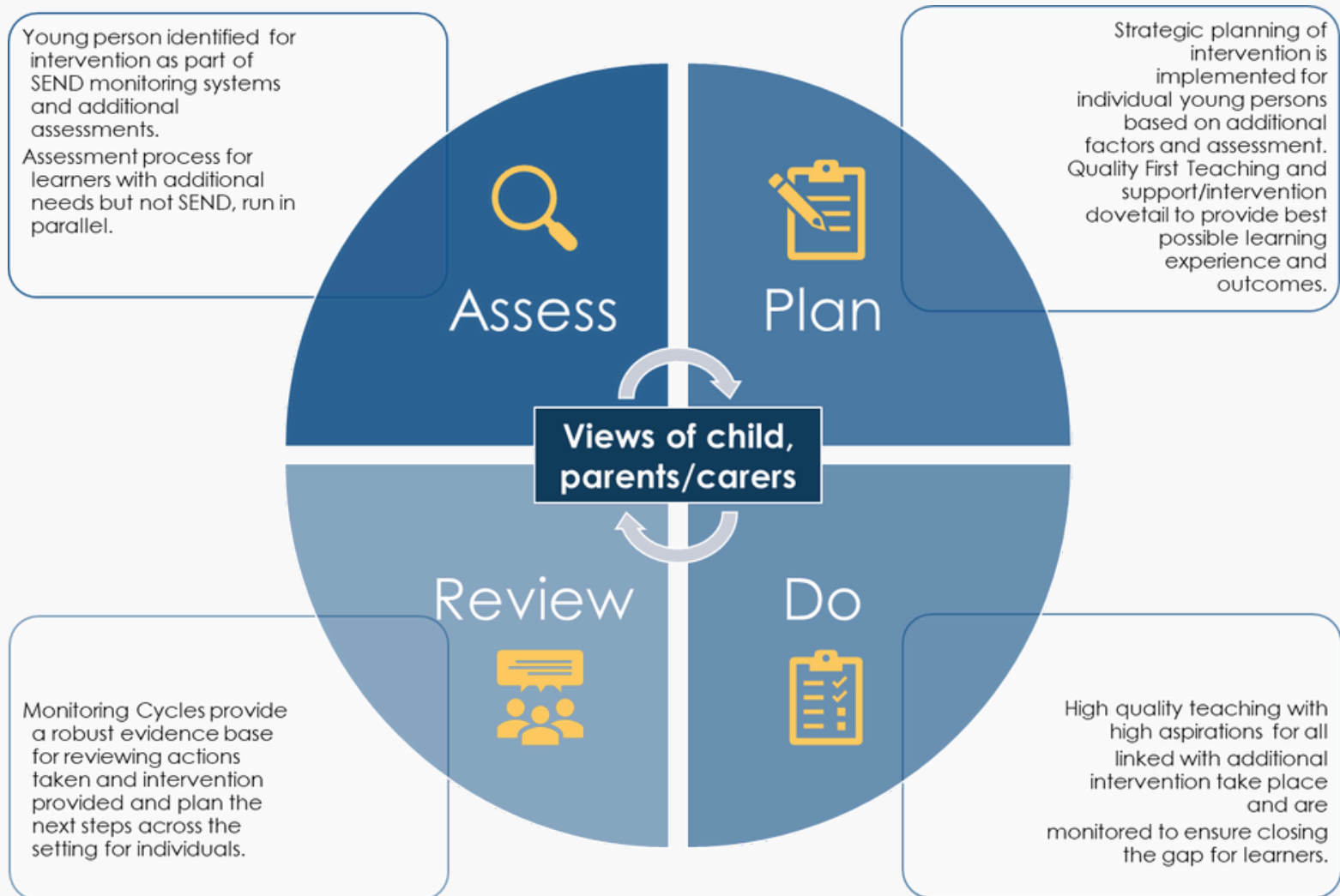
If the SENDCo and the external specialist consider that the information gathered about the student is insufficient, and that more detailed advice must be obtained from other outside professionals, then the consent of the student's parents/carers will be obtained.



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.





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/carers 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 Local Authority (LA), the student will have demonstrated significant cause for concern and we will provide written evidence as required by Hartlepool LA.

Depending upon the outcome of such a request, statutory assessment may take place. Parents/carers 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 student, 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.



ACCESSIBILITY OF HIGH TUNSTALL

At High Tunstall College of Science, we strongly believe in fulfilling our statutory requirement to be an inclusive college. 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 students with SEND through adaptive teaching and individualised strategies. 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 – including but not limited to:

- Lift to access all floors
- Wide corridors and doors for wheelchair access
- Specialist teaching areas – The ARC, Shine Centre, RISE
- 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.

Our full Accessibility policy can be found on our
website:

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

Inspire | Support | Achieve



WORKING WITH PARENTS/CARERS AND STUDENTS

Our arrangements for consulting and involving parents/carers and students.

We provide a range of opportunities for parents/carers 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/carers 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/carer 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.

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

For students on the SEND register, parents/carers and appropriate professionals are invited to review Co-ordinated Support Plans throughout the year. Student voice is also important, and where possible reviews will include the child as well. Co-Ordinated Support Plans and/or SEND Overview Sheets are updated in these meeting using the assess-plan-do-review cycle. It is important to the college that both students and parent/carer 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.

Students 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.



PREPARING 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.

Any issues or concerns regarding SEND provision at the college can be discussed with SENDCo (Mrs Rachael Gray) and /or the Senior Teacher of Inclusion (Miss Tracey Dodds).

If the issue or concern cannot be satisfactorily resolved after discussing with the above, the formal complaints process may be invoked through the college complaints policy (link at the bottom of the page).

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, 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/>