



SEND INFORMATION REPORT

High Tunstall College of Science

Last review: July 2025

To be reviewed by: July 2026

Inspire | Support | Achieve

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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.

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 Inclusion Team 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 Funding

We use our SEND funding to ensure that all pupils with SEND receive appropriate support, tailored to their individual needs, and in line with our graduated approach to SEND provision. This includes staff training, specialist resources, and access to external professionals where necessary.

SEND AT HIGH TUNSTALL



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:

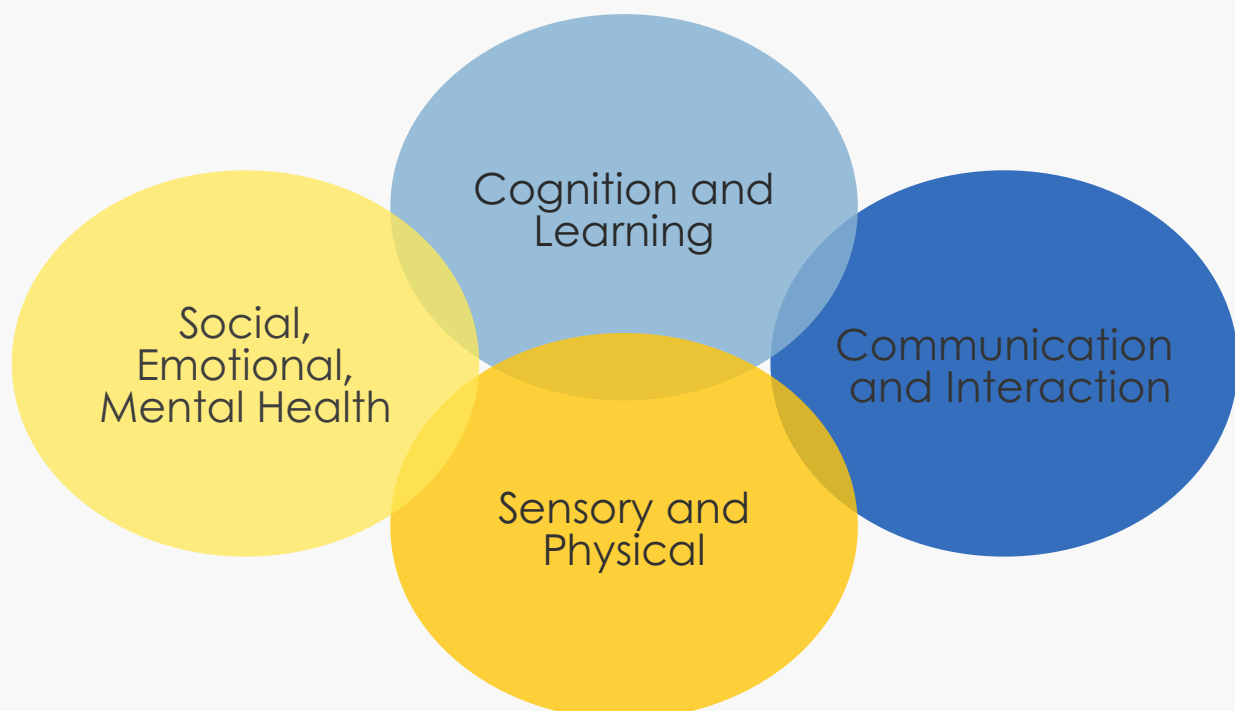
- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Teachers, supported by the Inclusion 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, at High Tunstall College of Science, 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/>



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, 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 and adaptive 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 SEND Overview 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.

Specialist Support

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. Students must be working within the Year 1 and/or Year 2 curriculum across all areas.

We also have **3 Internal Alternative Education Provisions:**

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

Nurture Group - 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 assistive technology to independently access learning tasks.
- Students attending extra curricular clubs.
- Students forming and maintaining friendships with their peers.

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 their subject teachers throughout the academic year.
- Their progress is reviewed formally at three assessment points throughout the year and their progress will be tracked and monitored.
- Students with SEND have a SEND Overview which details short term targets which are reviewed 3 times a year.
- 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 Faculty Leaders and the Inclusion Leadership team, 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 Inclusion 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 by making a meeting or call-back appointment.
- 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 Inclusion Team Leaders.



IDENTIFICATION OF SEND

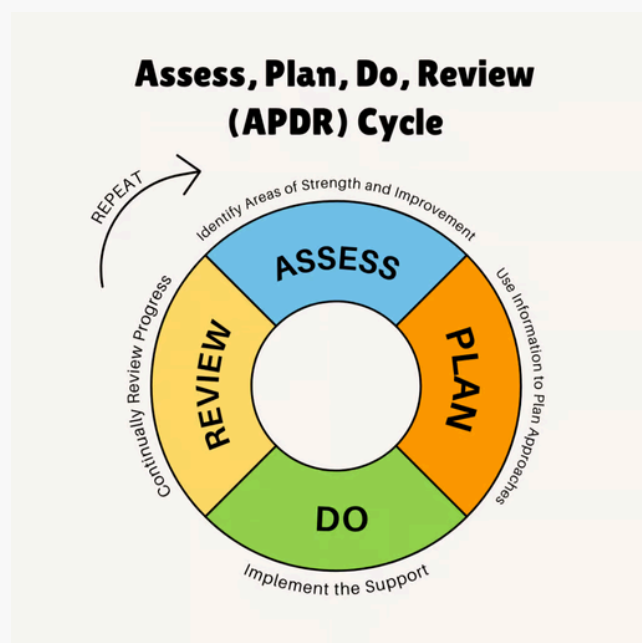
Students with identified SEND needs, who require provision additional to and beyond their peers, are placed on the SEND Register. This means that they are flagged to staff as having a specific need and there is a heightened awareness of the child. The SEND register is fluid, meaning students can be removed 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 may 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 Inclusion Leadership Team to consider what else might be done.

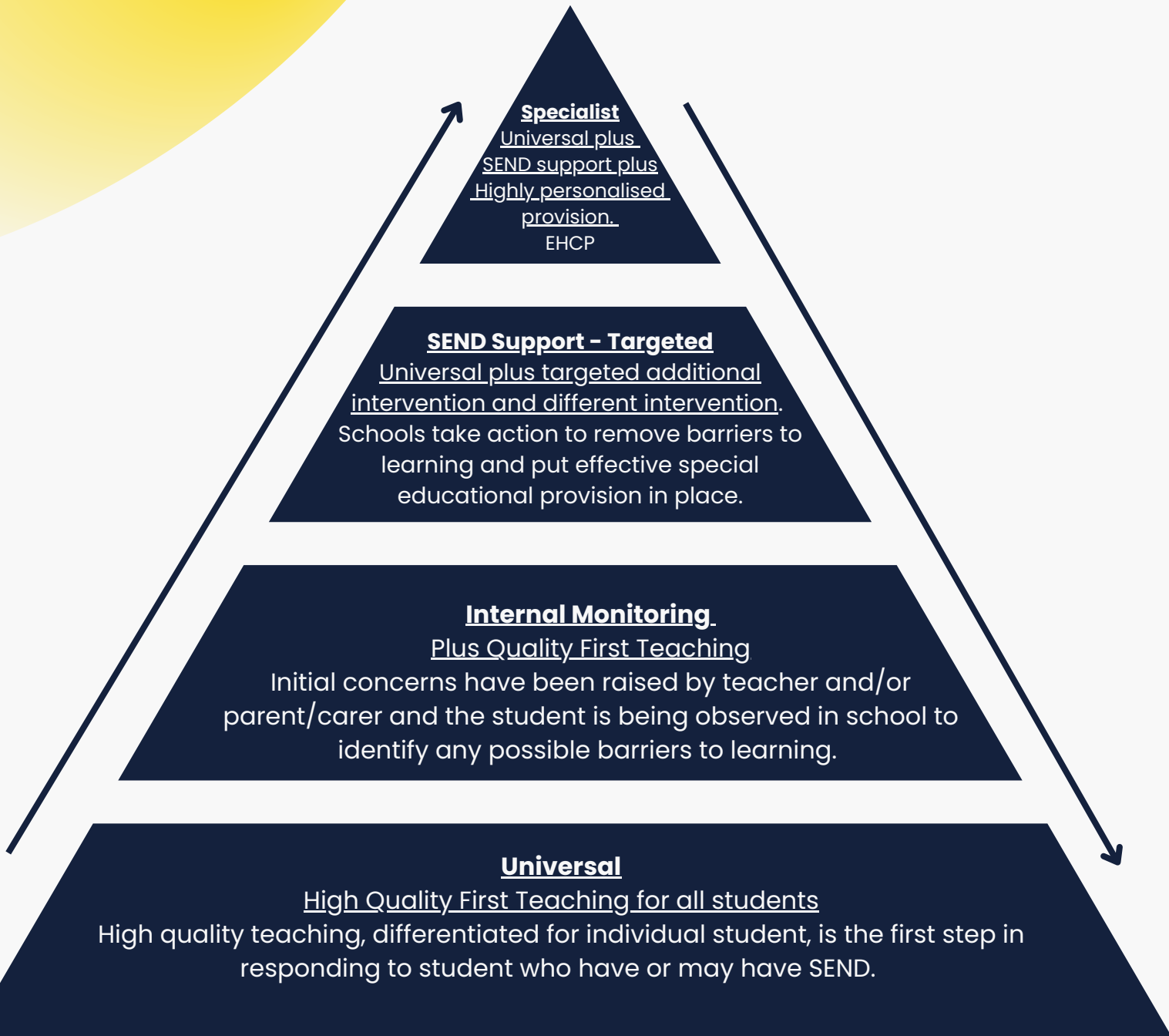
The starting point will always be a review of the strategies being used and the way in which these might be developed. Evaluation of the strategies in place may lead to the conclusion that the students requires help over and above that which is normally available within the particular class or subject.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

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





IDENTIFICATION OF SEND AND GRADUATED APPROACH

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 and adaptive 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 Inclusion Leadership Team 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 Inclusion Leadership Team and colleagues, in consultation with parents/carers.

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 support plan.
- 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 communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

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 Hartlepool Inclusion Specialist Team, Social Services and the NHS. For students with a multi-agency response to supporting their needs, it may be deemed that they require a Co-ordinated Support Plan.



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 plan. The annual review will focus on what the child has achieved as well as on challenges that need to be resolved.

We actively involve students and their families in setting and reviewing outcomes during annual reviews. Prior to the meeting, we gather views from the child or young person and their parents or carers through structured questionnaires or informal conversations. During the review, we discuss progress towards existing outcomes, celebrate achievements, and collaboratively agree on new or updated goals. This person-centred approach ensures that the voice of the child and their family is central to planning and decision-making, and that support remains tailored to their evolving needs and aspirations.

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 create 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
- 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/>

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WORKING IN PARTNERSHIP

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 communicate with parent/carers through scheduled call-backs and meetings.

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 into 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.

Reporting to parents/carers on student progress is completed regularly. We hold Parents Evenings where parents/carers can discuss the report and student's progress. Students with SEND are actively encouraged to contribute to their SEND Overview and EHCP reviews.

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. Student voice is embedded across the SEND process, such as through regular feedback, participation in meetings, or involvement in planning and reviewing interventions.

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. Recommendations from external professionals are tracked, implemented, and reviewed in collaboration with staff and families. 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 and the Virtual School
- Educational Psychology
- Occupational Therapy, Speech and Language Therapy, Physiotherapy
- Social Care and Early Help
- Alliance and CAMHS
- Changing Futures
- Alice House
- Daisy Chain
- Harbour
- School Nurse
- Barnardo's
- 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 SEND 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 SEND 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.



POST-16 TRANSITION AND PREPARING FOR ADULTHOOD

We are committed to ensuring a smooth and successful transition for students with SEND as they move on to post-16 education, training, or employment. To support this, we work closely with local colleges, training providers, and other relevant services through:

- **Transition Meetings:** These are held in Year 9 and continue annually, involving the student, their family, school staff, and representatives from post-16 providers. We discuss aspirations, support needs, and suitable pathways.
- **Supported Visits:** We arrange and support visits to post-16 settings so students can explore their options, meet staff, and become familiar with new environments. Where needed, staff or family members accompany students to provide reassurance and guidance.
- **Information Sharing:** With consent, we share relevant information such as EHCPs, support strategies, and learning profiles with the receiving provider to ensure continuity of support and a well-informed start.

This collaborative approach helps students feel confident and prepared for the next stage of their education or training.

Our arrangements for supporting young people to prepare for adulthood High Tunstall adheres 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:

- Make a Difference Team
- Emotional Wellbeing support
- In school mentoring
- ELSA
- Thrive
- Art Therapy
- 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 Senior Specialist 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/>

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, Senior Specialist 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/>

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