

Special Educational Needs and Disabilities (SEND) Statement

This SEND Information Report explains how we support students with SEND and complies with the requirements of the Children and Families Act 2014 and the SEND Code of Practice (2015).

Our Intent

At Tyne Coast College our intent is to create an inclusive, aspirational learning environment where students with Special Educational Needs and Disabilities (SEND) are supported to achieve their academic, personal, and career goals. We are committed to removing barriers to learning, promoting independence, and ensuring equality of opportunity for all students, regardless of need or background.

Our Implementation

We achieve this by embedding inclusive practice across the college, supported by a dedicated SEND team and trained teaching staff. SEND provision is planned, delivered, and reviewed in collaboration with students, parents/carers (where appropriate), and external agencies. Reasonable adjustments are made to teaching, learning, assessment, and the wider college experience to ensure accessibility and participation.

Our Impact

As a result, students with SEND are able to access their courses effectively, make sustained progress, and develop the skills and confidence required for their next steps. Our inclusive culture ensures students feel supported, valued, and empowered to succeed.

Find out more about the support available at:

Tyne Metropolitan College: [Additional Learning Support \(Support\) - Tyne Metropolitan College](#)

South Tyneside College: [Additional Learning Support \(Support\) - South Tyneside College](#)

We are committed to ensuring that the transition into Tyne Coast College is well planned and supportive. For most learners, transition activities begin during their final year at school, although earlier involvement is possible if requested by the school or Local Authority.

Transition may include multi-agency meetings, visits to college, personalised tours, or vocational taster sessions. These opportunities enable learners and families to meet the team, become familiar with the environment, and discuss how best to ensure a smooth start. Where a young person has an EHCP, the SEND team will work with families and professionals to plan support before the learner begins their course.

Identifying SEND and assessing needs

Students' SEND may be identified through:

- Information provided during the application and enrolment process
- Evidence from previous education settings
- Disclosure by the student
- Internal or external referrals
- Ongoing assessment and monitoring of progress

Learners are required to provide evidence of any previous assessments or support received, such as an Educational Psychology assessment or records of Additional Learning Support. This information enables the college to identify and consider eligibility for appropriate support arrangements, including exam access arrangements.

Where a learner has an Education, Health and Care Plan (EHCP), the local authority must formally consult with the college to confirm that the provision can meet the learner's identified needs. This consultation should take place prior to enrolment, in line with the SEND Code of Practice.

In cases where a learner with an EHCP wishes to enrol and the college has not yet received a local authority consultation; enrolment may be paused until this process has been completed. This ensures that the proposed placement is appropriate, suitable, and able to meet the learner's needs effectively.

Where a need is identified, appropriate assessments may be carried out to better understand the student's strengths and support requirements.

We encourage all applicants to share their support needs as early as possible to allow our SEND and Additional Learning Support (ALS) teams to work closely with you, your tutors, and relevant professionals to plan and review your support throughout your time at college.

Preparing Students for Adulthood

We are committed to supporting learners to prepare effectively for adult life, employment, and increasing independence. Our approach focuses on enabling learners to develop the skills, confidence, and experiences needed to make informed choices about their future and progress successfully to positive destinations beyond college.

Learners are supported through a range of planned opportunities, including supported and external work placements, meaningful work-related learning within the college, enterprise activities, project-based learning, and volunteering. Enrichment activities are also offered to develop social, personal, and independent living skills, supporting learners to participate fully in their communities.

Learners are supported to explore and plan positive next steps, including employment, apprenticeships, voluntary work, progression to higher education, or transition to adult social care where appropriate. This is achieved through personalised guidance, careers education, transition planning, and collaboration with external agencies to ensure continuity of support. As a result, learners are well prepared to move confidently into their chosen next stage, with clear pathways and appropriate support in place to help them achieve their long-term aspirations.

Resources

All staff working within the College community undertake appropriate training to provide them with knowledge and awareness of students' needs. The College has a range of specialist staff available to assist students in their studies.

These include:

- Head of Student Services, Safeguarding & Inclusion
- Head of SEND & ALS

- Senior SEND Advisors
- Specialist Tutor / Assessors
- SEND Advisors – Learning Support
- SEND Advisors – Access & Transition
- Learning Support Team Leaders
- Children in Care (CIC) Engagement and Progression Officers
- Progression Mentors
- College Counsellor
- Safeguarding Officers
- Student Union Presidents
- Enrichment Officers
- Student Finance Team
- Communication Support Worker (CSW)
- Learning Support Assistants
- Preparing for Adulthood – Travel Trainer
- Career Guidance Advisors

In addition to support provided by college staff, students may also be supported by a range of external specialist services where appropriate. These may include specialist assessment agencies such as Educational Psychology, Occupational Therapy, Speech and Language Therapy, Visual Impairment Services, and Hearing Impairment Services. The college works collaboratively with external professionals and, where required, facilitates visits to the college to support assessment, consultation, and joint working. This approach ensures that appropriate adjustments are identified and implemented effectively, helping to remove barriers to learning and support student progress.