Scarborough UTC News Flash

Friday, 27th February 2026

INTRODUCTION

Dear Parent/Carers,

As we close this week, Year 11 start their final round of trial exams. The attitudes today and approaches to masterclasses have been superb – what a great start.

Uniform Update

We now have a return from every student in Year 9 and Year 10, thank you. We expect uniform in the building for the last week of this term. **"What do I do if it doesn't fit?" –** there will be a uniform swap shop at college in the first week of the Easter holidays, you can attend and swap items, or attend and buy extras too. More details will follow.

School day consultation

There are just a few days remaining for you to have your say about the proposed changes to the school day. Please email consultation@scarboroughutc.org.uk if you want your voice heard in this important matter.

Enquiries & contact

Please remember there are only 2 ways to get in touch with college

1) Email to info@scarboroughutc.org.uk
2) By phone 01723 628609

We do not read incoming messages on Bromcom, so please do not use this method of contact.

Parking

Once again may I remind you that this is a residential area and that college is situated on a blind bend. **Please park and drop off your child in the Everyone Active car park only.** This is the only place you should wait for your child, it is less than 200m away from our entrance, thank you for support with this.

End of time

Just a quick notice to say that college closes at 13:30 on Friday 27th March 2026 – the last day of this Easter term.

Helen Dowds, Principal

Y10/12 WORK EXPERIENCE FEEDBACK

Our Y10 and Y12 students had a great week out on work experience before half term. Many students displayed outstanding employability skills and truly represented Scarborough UTC as Young Professionals. Students will receive their completion certificates next week, but we thought we would share some of the fabulous feedback received from employers in advance:

'This young man lifted everyone around him when he joined the team. Happy, incredibly intelligent, funny, slipped into the surroundings effortlessly. Was as happy chatting to ..... about how to plan their 3D printers as he was happy to chat away to Tradeys on trips to Disney. Loved his confidence, loved his personality and we all hope he comes back for work experience to enlighten us again. We all thought he was, well, a bit of an inspiration to be honest. Loved him!'

'It was nice to have such a well-mannered young man working at Greenshield......showed he was willing to learn and soon integrated into our small team. He is a credit to the college, and I would happily employ him in the future.'

'...... showed excellent initiative throughout his placement and worked well with pupils, demonstrating strong communication skills and a positive, motivated attitude. He built good relationships with both pupils and staff and approached tasks with maturity and enthusiasm. Thank you for choosing us for your work placement ...... - you would be welcome to come back at any time.'

'I have been impressed with .... and how his confidence has grown over the week. He communicated with children and I effectively and professionally and has a lovely supporting manner when helping them with work. It has been a pleasure to have .... working with my class. He has completed any task asked of him and even supported on a school trip to York. Thank you.'

'..... has been a great work experience student, getting involved in anything we put his way. He has been involved in some of our marketing and social media work, attending meetings and workshops with the Director, as well as shadowing consultants when they interview candidates and providing his own notes and feedback.'

'.... has shown a keen interest in what we do here, his mentor has been impressed with the way he has conducted himself and has carried out all the tasks he has been set. ..... is a polite young man which is fantastic, he asked questions at appropriate times and has been a pleasure to have with us - we wish him all the best for his next step.'

'It has been an absolute pleasure to spend the week with .... here at Scope. He has been friendly, chatty with volunteers and very hard working and thorough. We have had no issues at all with ... and are very grateful for his time spent with us.'

'.... was bright, cheerful and very enthusiastic about learning new tasks....we would be very happy to welcome.... back as a volunteer....'

'A very good performance overall.....showed interest and enthusiasm for the tasks presented to him. Responded positively to each department and was eager to learn and offer suggestions when asked. Interacted very well with other team members and showed a good knowledge of the industry.'

'It was a pleasure to host....for her work placement....she approached new tasks with confidence and enthusiasm, showing a willingness to try unfamiliar activities. We would be delighted to welcome her back as a volunteer...'

'....has been a great asset to the team...he has slowly become more comfortable talking to strangers. He has been working very hard.'

'It was a pleasure to have ...... working as part of the volunteer team at Pickering Library. He did a great job of everything asked of him and assisted other volunteers in their tasks as well.'

A huge thank you to our employers for offering students the opportunity to have work placements within their organisations, and well done to our students for demonstrating their employability skills so well.

YEAR 10 SCIENCE REVISON-MARCH EXAMS

- **Biology B1:** *Tuesday 17th March 2026*
- **Chemistry C1:** *Wednesday 18th March 2026*
- **Physics P1:** *Friday 20th March 2026*

Revision Resources Provided to All Y10 Students
✅ **1. Revision Guide (Paper Copy)**
All students have now received an **Oxford Revise AQA GCSE Combined Science: Trilogy** revision guide.

This includes:
- Clear notes
- Keyword lists
- Practice questions

Students should work through the relevant **B1, C1, and P1 sections**.

✅ **2. SPARX Science**
Every Y10 student has access to **SPARX Science**, which provides:
- Adaptive revision questions
- Topic-specific practice aligned to AQA Trilogy
- Immediate feedback

Students should check for **assigned tasks** and also use the **independent practice** sections for B1/C1/P1.

✅ **3. KayScience**
Students also have full access to **KayScience**, which includes:
- High-quality **revision videos**

- **Past paper questions** with step-by-step tutorials
- Self-marking quizzes
- Topic checklists for B1, C1 and P1

Highly recommended for revising at home before each exam.

✅ 4. Paper Copies of Past Papers

All students will be issued **three printed past papers**:
- **Biology B1**
- **Chemistry C1**
- **Physics P1**

Mark schemes for these are available on:
- **AQA website**, or
- **KayScience** (video walkthroughs are also available)

Students should aim to complete these under timed conditions.

How to Structure Revision This Week

Biology B1 (Before Tues 17th March)
- Read and annotate the B1 chapter in the revision guide
- Complete SPARX Science B1 tasks
- Watch KayScience B1 videos
- Complete the paper copy B1 past paper

Chemistry C1 (Before Wed 18th March)
- Revise the C1 chapter in the revision guide
- SPARX Science C1 practice
- KayScience C1 revision videos
- Complete C1 past paper

Physics P1 (Before Fri 20th March)
- Revise P1 in the revision guide
- SPARX Science P1 practice questions
- Watch P1 KayScience videos
- Complete P1 past paper

Recommended Daily Strategy
1. **15–20 mins** reading the revision guide
2. **20 mins** SPARX Science
3. **1 KayScience video** + questions
4. **Past paper practice** (one section per evening)

CAREERS SUPPORT FOR SEND LEARNERS

We are pleased to share two Parent and Carer Packs that have been developed specifically to support those guiding young people with SEND through their next steps.

These packs include:

- Accessible information about the post-16 options and what they involve
- Practical advice to help parents and carers have informed, supportive conversations at home
- Guidance on digital safety, ensuring young people can explore and use the internet confidently and securely.

We know that parents and carers play a crucial role in shaping aspirations and supporting decision-making. By equipping you with straightforward, trusted information, these packs aim to strengthen that support and help families feel more confident when navigating post-16 and post-18 options.

Information for Parents and Carers

Helping Young People with SEND Prepare for Their Future

Understanding Post-16 Pathways

APPRENTICESHIPS

What they are:
A real job with training and a salary. Typically, apprentices go to work 4 days a week and spend one day a week in training or at college.

Who they're for:
Young people aged 16+ who are ready for work and want to learn skills in a practical setting

Support for SEND learners
- Employers must make reasonable adjustments in the workplace
- Functional Skills requirements (Maths and English) can be adapted for some learners with additional needs
- Extra support is available through Access to Work grants, job coaches and learning support teams.

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1

Understanding Post-16 Pathways

TECHNICAL EDUCATION (T LEVELS)

Who is it for?
Learners age 16-19 who prefer hands-on learning but still want an academic qualification.

What is it?
A classroom-based alternative to A-Levels that includes a 45-day industry placement.

Support for SEND learners
- Colleges have learning support teams and Education, Health and Care Plan (EHCP) provision
- Adapted assessment methods, extra time, or one-to-one supported can be provided.

SUPPORTED INTERNSHIPS

What they are:
Structured study programme for young people with an EHCP, combining workplace experience with personalised support.

Who they're for:
Usually aged 16-24, who want to move into paid employment but need extra help to do so.

Support for SEND learners
- Job coaches help with skills, communication and travel training
- Employers receive guidance on inclusive practice
- Internships often lead to sustained paid work.

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Helping Your Young Person Prepare

AT HOME AND DURING SCHOOL:

Talk about their strengths, interests and goals

Encourage independence (travel, communication, time management)

Visit careers fairs, open days, or taster sessions

Practice work skills including **punctuality**, **teamwork** and **problem-solving**

DURING TRANSITION PLANNING (YEAR 9 ONWARDS):

Take part in annual review meetings and make sure future aspirations are included in the EHCP

Ask about career guidance, work experience, and transition support from the school or college's SEND or careers team

Explore local training providers and supported employment organisations.

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How You Can Support Success

Stay informed: Learn more about local opportunities through North Yorkshire's SEND Offer website SEND Local Offer | North Yorkshire Council

Work with professionals: Keep in touch with college, employers, or internship coordinator to ensure support is consistent

Encourage confidence: Celebrate small steps and progress – **self-belief is key**

Promote independence: Let them take increasing responsibility for travel, communication, and scheduling

Useful Resources

✓ GOV.UK: Apprenticeships www.apprenticeships.gov.uk

✓ T Levels: www.tlevels.gov.uk

✓ Supported Internships: Providing supported internships for young people with an EHC plan - GOV.UK

✓ North Yorkshire SEND Local Offer: SEND Local Offer | North Yorkshire Council

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Helping Young People With SEND Prepare for their Future

Funded by

Funded by the York and North Yorkshire Combined Authority through the UK government's UK Shared Prosperity Fund.

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Delivered by

NYBEP believe every young person deserves to feel confident in who they are and where they're going. We use our knowledge, expertise, and understanding of people to connect education and employers so that young people have the self-belief to shape their future.

successful**futures**

Turning Potential Into Possibility

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The Importance of ONLINE SAFETY

Why It Matters

The internet offers incredible opportunities for learning, creativity and connection – but it also comes with risks. Young people spend more time online than ever – studying, gaming, and socialising. For students with Special Education Needs and Disabilities (SEND), online spaces can be a great way to connect and learn.

However, they can also be confusing or unsafe without clear guidance.

Helping your child to understand, question and protect themselves online is one of the most valuable digital life skills you can teach.

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⚠️ Common Risks
➕ How to Support your Child

Risk Area	What It Means	How You Can Help
Inappropriate Content	Violence, hate speech, or upsetting material	Use parental controls; talk calmly if they see something that worries them
Fake News & Misinformation	False or misleading stories, edited images, or fake 'facts' shared online	Encourage critical thinking – ask 'Who wrote this?' 'Is this a trusted source?' 'Does it sound too extreme or emotional?' Use fact checking sites like BBC Reality Check, Newsround, or Full Fact.
In-App Purchases and Scams	Games or apps that encourage spending money on items, skins or upgrades	Turn off in-app purchases in device settings. Use gift cards rather than bank cards. Talk about why ads or pop-ups try to make you spend money
Online Bullying or Grooming	Unkind messages, manipulation, or pressure from others online	Keep communication open – reassure your child they can always tell you or a trusted adult. Report bullying through the app or CEOP if needed.
Digital Footprint and Privacy	The record of everything your child shares or posts online	Help them to understand that once something is online, it can be hard to delete, Encourage 'Think Before you Post' and check privacy settings regularly.

UNDERSTANDING FAKE NEWS

Fake news can be spread very quickly, especially on apps like TikTok, Snapchat and Instagram where short videos and headlines grab attention.

Signs Something Might be Fake

- ☑ The story makes you feel angry, shocked or emotional
- ☑ There are no trusted sources (like BBC, Sky, NHS etc.) linked
- ☑ The website address looks odd (e.g. .co.biz or spelling errors)
- ☑ The image or video looks edited or taken out of context
- ☑ The same post appears in many places but with different facts.

How Parents and Carers Can Help

- ⭐ Encourage your child to pause before sharing something
- ⭐ Show them how to search the same story on another reliable website

Use websites like:

- ⭐ BBC Newsround – child-friendly current affairs
- ⭐ Full Fact – UK fact-checking website
- ⭐ Google Reverse Image Search – to check if images are real or reused.

IN-APP PURCHASES and Online Spending

Many games are free to download – but are not free to play. They may encourage spending on:

- New levels, outfits, or 'skins'
- Loot boxes or mystery rewards
- Time-saving boosts

⚠️ Risks

- ⇨ Children might not realise it's real money
- ⇨ Some games use bright colours and pressure tactics to make players spend
- ⇨ In-game purchases can quickly build up costs

How Parents and Carers Can Help

- Turn off in-app purchases on your child's device
- Set spending limits or require passwords for purchases
- Talk about advertising and manipulation – explain that the game is designed to make people want to spend
- Play the game together – understanding how it works helps you to set the rules
- Use family accounts with controls through Apple, Google or Xbox Family Settings.

DIGITAL FOOTPRINT

Your digital footprint is everything you post, share, comment on, or even 'like' online – and it never fully disappears.

It can affect how others see you, including schools, colleges or future employers.

Why It Matters

- Colleges, apprenticeship providers and employers sometimes check online profiles
- Even deleted posts or messages can be screenshotted or archived
- Posts made at 13 could still be visible years later.

What to Talk About

- ? **Think Before You Post:** Would you want a teacher, family, or future boss to see this?
- ? **Be Kind Online:** Mean words can stick around and hurt others.
- ? **Check Privacy Settings:** Share personal stuff only with real friends.
- ? **Keep Personal Info Private:** Don't share your full name, school, or contact details.
- ? **Clean Up Accounts:** Delete old accounts and apps you don't use.

ONLINE BULLYING
And Grooming

Online bullying (also known as cyberbullying) is when someone uses the internet, games, or phones to hurt, embarrass or exclude another person.

For young people with SEND needs, this can be especially difficult to recognise or handle because they might:

- Take messages very literally
- Struggle to understand sarcasm or tone
- Want to please others or be accepted
- Find it hard to tell when a 'friend' online is unkind or unsafe.

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How Parents and Carers Can Help

Create an open atmosphere
- Encourage your child to talk about their online life just like their school day
- Praise them for sharing anything that worries them, no matter how small

Stay calm and supportive
- If your child experiences bullying, reassure them it's not their fault
- Avoid taking away their device immediately – this can feel like punishment.

Keep Evidence
- Take screenshots of hurtful messages and posts
- Record usernames, app names and times if you need to report it

Block and Report
- Every app, website or game has tools to block users and report abuse
- Show your child how to use them, or do it together

Get help from school and trusted adults
- School must take online bullying seriously under their safeguarding duties
- You can also report to the police if threats or illegal activity occur.

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RECOGNISING GROOMING AND ONLINE EXPLOITATION

Online grooming happens when someone builds a relationship with a young person to manipulate, exploit or abuse them – often pretending to be a friend or romantic partner.
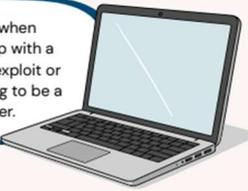
Groomers may:
- Pretend to be someone the same age
- Offer gifts, money or attention
- Ask for private photos or videos
- Try to move the conversation to a private space
- Encourage the young person to keep secrets

Signs a child is being groomed online
- Becoming secretive about online activity
- Spending more time alone online
- Receiving money or gifts from unknown sources
- Suddenly having new friends or contacts
- Upset, anxious or defensive when asked about online behaviour

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TALKING ABOUT GROOMING AND ONLINE EXPLOITATION

It's important to talk calmly and clearly – not to scare, but to prepare.

"Sometimes people online pretend to be kind, but they might have bad intention. If anyone ever asks you for private photos, wants to meet secretly, or makes you uncomfortable, tell me straight away – you won't be in trouble"

Tips
- Teach them the 'STOP – BLOCK – TELL' rule: **STOP** talking to the person, **BLOCK** them, **TELL** a trusted adult
- Remind them to never share personal details – full name, school address or photos
- Encourage them to only talk to real-life friends online
- Keep devices in shared spaces where possible.

Key Messages for Parents and Carers
- Be involved – not intrusive; talk regularly about online life
- Guide, don't punish – encourage openness when mistakes happen
- Empower, don't frighten – teach critical thinking and resilience
- Celebrate positives – technology can build independence, skills and friendships when used safely.

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SCIENCE ENRICHMENT-PARACHUTE INVESTIGATION PROJECT

As part of our developing Science Enrichment programme, we have been creating hands-on STEM projects that can be delivered to primary school students during the summer term. One of our featured activities is a Parachute Investigation Project, designed to introduce younger learners to scientific enquiry, fair testing, and forces in a fun and engaging way.

Our goal is to strengthen connections with our local community, showcase the exciting work we do at UTC, and provide primary pupils with access to our STEM facilities and expertise. This week, our Year 9 students were outstanding. They worked collaboratively to design a full lesson suitable for Year 5 and Year 6 learners, including:

- A practical parachute-making activity
- An investigation into how parachute size affects fall time
- Data collection and analysis tasks
- A clear scientific explanation linked to forces and air resistance

Their enthusiasm, creativity, and professionalism were exceptional, and they produced a high-quality lesson that will now be rolled out during our summer primary outreach events. We are incredibly proud of their contributions and excited to continue developing our enrichment offer.

YEAR 11 PROM

Letters have gone out yesterday for year 11 prom with all the details of the evening, and this is available on Bromcom to make payment. Please ntoe that students are allowed to bring a guest with them if they purchase a ticket. Guests must be of school age and are subject to the same rules of conduct and behaviour as UTC students. There is the option to purchase 2 prom tickets on Bromcom so this is the option you would select if buying a guest ticket. If your child is not attending with a guest, select one ticket. Payments can be made in installments to help spread the cost, and all payments for student and guest tickets should be made by 18th May. If you have any queries about Prom, please contact Mrs King.

LEAVERS HOODIES

Just a reminders that leavers hoodies for year 11 are still available to buy on Bromcom, and letters are available at reception with details if your child has mispalced this. Please note that we require a completed order form as well as payment. We currently have several order forms without payment, and several payments without order forms, hoodies canot be ordered without both being completed. If you have any queries, please contact Mrs King.

SAFEGUARDING

It is essential for safeguarding purposes that Lanyards and identity cards are worn at all times. Should cards become lost or damaged these must be replaced. Replacements can be purchased via MCAS. Lanyards are required for identification for all working staff within the building. Students who forget such items must sign into college manually and this adds to workload. It is our student's responsibility to ensure they are prepared for each day.

All students who have poor punctuality and fail to bring a lanyard receive immediate negative stages – these cumulatively result in Lunch time detentions.

We are committed to our students and families and we continue to provide support and points of contact.

Should you be concerned and feel that you need to share information please contact and refer information to the following email: dsl@scarboroughutc.org.uk

SUTC Designated Safeguarding Lead and Deputy Designated Safeguarding Lead monitor the email.

MONITOR, REPORT, ENCOURAGE

All students have been issued with emails and online accounts and all are reminded of the importance of maintaining security using college account usernames and passwords and to report concerns if they feel that accounts have been compromised.

ATTENDANCE

It is very important to ensure that all medical and illness absences are reported daily by parents using our absence line or enquiries to Miss. Brown our Data and Attendance Officer. Should you make a call for a reported student illness – please expect a phone call back from the attendance team to check details and provide support as required.

Absences for medical reasons will only be authorised if evidence is provided, and it remains the responsibility of parents to provide this evidence. Acceptable evidence includes appointment letters or texts, and photographs of prescriptions or medications showing the name & date. These can be emailed to the enquiries email address or handed in/ shown at Reception.

Attendance will always be a continual reminder. Excellent attendance is above 96.5%. It is important that all students work hard to continually improve, this contributes significantly to maintain and improve overall progress and attainment.

All students with 100% receive 10 professional points per week. Student above the 96.5 target receive 5 points per week.

Attendance monitoring and formal procedures are followed robustly. We work closely with NYC attendance team to address attendance concerns at the earliest stage.

Attendance Focus

Student support to achieve excellent attendance is vital. In addition to support from our attendance team. Students will receive regular attendance support sessions in college and actions on home -visits will be scaled up.

ACADEMIC YEAR DATES	
Easter Holiday	Monday 30th March-Friday 10th April 2026
Summer Term starts for pupils	Monday 13th April 2026
Bank Holiday	Monday 4th May 2026

Half Term Holiday	Monday 25th May-Friday 29th May 2026
College closes early at 1.30pm	Friday 19th June 2026
Summer Term Ends	Friday 17th July 2026
Professional Development Training Day	Monday 20th July 2026

For the academic year 2026-2027 please consult the North Yorkshire Council website