



## **SEND Information Report**

In Toto Ed is an alternative provision with approximately 45 students attending across three schools: Cambridge, London, and Peterborough. Within the provision we can meet the needs of students with social, emotional, and mental health difficulties.

All students at In Toto Ed have an EHCP or in the process of accessing one. Alongside an EHCP, students have a diagnosis of Autism, PDA, OCD, Anxiety Disorders, Attachment Disorders or ADHD. A number of the students have not

been in school for an extended period or on reduced timetables. Due to the issues our students face, many have very basic levels of literacy and numeracy, have large gaps in their knowledge and do not hold any formal qualifications.

Contact can be made via the normal school telephone number: 0203 691 4053 (Head Office) or via e-mail:

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All admissions enquiries should be made by contacting [referrals@in-toto-ed.com](mailto:referrals@in-toto-ed.com)

- 1.Our mission** In Toto Ed: a supportive and inclusive learning environment. An alternative to mainstream schools and colleges that builds a bespoke learning pathway around your needs and interests.
- For young people aged 11+, In Toto Ed provides a bespoke alternative to mainstream school and college. Gain qualifications and life skills that develop a pathway to independence in a small, supportive, and inclusive learning environment.
- 2.What is the range of need we can meet?** We currently meet the needs of 60 children and young people aged 11-23 who have a primary diagnosis of SEMH. The combination of specialists and an integrated working team around the child to the best outcomes. All our young people have an Education Health and Care Plan (EHCP) which identifies their diagnosed learning difficulties and a range of barriers to their learning. These include ASD, Social Emotional and mental Health difficulties, Speech and Language needs and Sensory impairments. We fully comply with the Special Educational Needs Code of Practice (2014). We ensure that we make all reasonable adjustments to comply with the Equalities Act (2010). We have a clear admissions policy which is available on our website.
- 3.How does the school adapt to meet the needs of our students?** Each student has a Student Profile which includes their individualised learning plan, behaviour management plan, PEEP, behaviour risk assessment and Grab Sheet - a one-page profile which records which records the view of the student, our observations, and any assessment of them over time. These documents are personalised to include any adaptations to the curriculum or school environment that need to be put in place. In Toto Ed ensures that any specialist needs are met by training and accessing professional expertise. Our curriculum staff work closely with Heads of School, DSL and DDSL to ensure we support the needs of our students. This development is supported by our School Improvement Plan, Appraisal Cycle, Governor monitoring and appropriate medical training. A strong Induction Programme and continual CPD opportunities ensure staff are trained with current information and up to date practice. Our CPD planning allows us to make targeted decisions around training linked to In Toto Ed's needs and SIP. Staff attend annual statutory Safeguarding, Prevent, Equality and Diversity, British Values

Training, FGM, Child Sexual Exploitation, Health and Safety, Autism Training and many more accredited CPD courses.

All staff are trained in First Aid (Level 3 Paediatric First Aid) and De-escalation Training (Team Teach). Due to the challenging nature of working in an alternative provision, all staff have access to Health Assured, our employee assistance programme.

We encourage students to be as independent as possible. Each school operates a termly 'Student Voice' which operates through a questionnaire on our VLE, Firefly and there are feedback boxes in each school. This gives students the opportunity to have their say and each Head of School then puts together an action plan.

At In Toto Ed, each Head of School promotes the educational achievement of all students. It is vital that we consider the whole child. Therefore, staff, families and students work closely and collaboratively to ensure this is central to our planning and considers the students and their families. The Head of School works with the DDSL, SENCO/EHCP coordinators, local authorities, as well as other professionals such as Children's/Adult Services to ensure that a joined-up approach in supporting students and their families is at the heart of all that we do in promoting positive outcomes. At In Toto Ed, we identify students who are on roll as living with family, independent living, looked after, previously looked after, have special guardianship orders, and adopted to enable us to track and monitor the progress of specific groups of students ensuring that students are given the best opportunity to achieve their full potential. In addition to the annual Education Health and Care Plan (EHCP) review, the Pupil Education Plan (PEP) meeting is held termly. During this meeting, appropriate targets are discussed and set in line with outcomes from the young person's EHCP. Information of how the wider school promote educational achievement of student progress is analysed on a termly basis. Targets and progress for all students are discussed ensuring that all staff are aware, trained and to support students appropriately.

All young people at In Toto Ed are supported by our Attendance Policy. Plans are put in place to support attendance and are discussed at SLT meetings, EHCP Annual Reviews and PEP meetings. Exclusion is not seen as an effective form of consequence for many students though it has a limited use in reinforcing the inappropriateness of some behaviour, particularly physical violence, and ensuring that other students feel protected. Our Attendance Policy should not be viewed in isolation; it is a strand that runs through all aspects of school improvement, supported by our policies on Safeguarding.

All interventions are tracked and monitored, and outcomes are evaluated appropriately for that intervention. Interventions are discussed at the annual EHCP review meetings each year. SLT

reviews the Provision Map termly alongside the School Improvement Plan and works collectively with staff to identify the strengths of In Toto Ed's strategies and recognised areas of need to enable the school's development and progression.

**4.The curriculum and learning environment**

All students have access to a range of learning experiences that reflect and meet their needs. We have two adjacent pathways which are separated by a flexible midline enabling our young people to move between, depending on their differing level of need.

The formal curriculum is based around a suite of qualifications, ranging from Entry Level to Level 5. All courses are differentiated and personalised to meet the needs to the students. The teaching approach is underpinned by strategies such as extensive use of ICT, visual supports, structured teaching, and subject specific teaching assistants and interventions. There is focus on the core skills of literacy and numeracy which are taught in specialised classes as well as being heavily embedded within other curriculum areas. We recognise that for some young people, an unaccredited RARPA pathway is more appropriate, particularly in the early stages of their education at In Toto Ed. At 16+, students are placed on a designated pathway to support the best outcomes for them.

Class sizes are small with no more than 5 students in any class and there is a high ratio of adult support. Our students experience different learning environments with subject specific teachers. Learning experiences are structured to the individual students, enabling them to have a sense of achievement and recognise that they are making progress. We offer accredited courses from Year 9 upwards, and these include GCSEs (AQA), Functional Skills, Arts Award and Vocational Courses (City and Guilds, NCFE and UAL) up to Level 3.

**5.How do we continually assess need?**

All our students have their needs assessed before they start at In Toto Ed, and these are identified in the student EHCP. All new students have their baseline tested through the initial assessment process. All students at In Toto Ed are continually assessed through a range of methods. In cases where we feel that a student has newly identified needs, we discuss this, in the first instance, with parents and will then involve other professionals and the LA as appropriate. We are happy to meet with other professionals, parents/carers or to provide them with a written report outlining our concerns.

Our students are also closely assessed by using an assessment framework with the young person's safeguarding and wellbeing at the centre. We also ensure regular assessment of:

The child's developmental needs, including whether they are suffering, or likely to suffer, significant harm

The capacity of parents' and carers; and any others to respond to those needs

The impact and influence of wider family and any others living in the home, community, and environmental circumstances

Any additional support must allow the student to remain an inclusive member of the school community unless there is an identified Health and Safety risk which prevents this. We have regular Internal Team around the Child (ITAC) meetings, and these are essential in promoting integrated working. Education ITACs are organised prior to an annual review or called where appropriate. These meetings allow for problem solving ideas where student engagement and progress is monitored and discussed, and individuals are highlighted where a concern is expressed. In Toto Ed staff have been actively involved in delivering and taking part in training and promoting restorative practice (RP) in the school. RP is an alternative approach to behaviour and relationship management. Its approach focusses on learning that can occur within any social context where positive behaviours can be modelled. In Toto Ed's SLT are made up from members of education, management and safeguarding and we meet to discuss the whole setting and individual students as they arise. Each school has a daily briefing which is circulated to all staff.

**6. Identifying outcomes**

All targets are derived from student's ECHPs with long term targets set from identified needs in the areas of SEMH. These overriding targets then feed into medium (yearly and bi yearly) and short term (termly) targets based on current assessment. Students are encouraged to engage with target setting and outcomes for their next step in learning. When a student has an identified intervention, a target will be set relating to the assessed need and this will be added to their Learning Plan. These targets are shared with parents/carers to enable them to support students at home. The following are some of the interventions we currently offer (subject to the needs of students):

- Counselling
- Mentoring
- 1-2-1 lessons
- Work Experience
- Lego Therapy
- Additional PSHE lessons
- Life Skills/Cookery
- Well-being (Gym Sessions, health eating, cookery)
- Musical lessons
- 1-2-1 lessons
- TA catch-up sessions
- IT Skills
- LAMDA lessons

**7. How to we assess progress?**

On enrolment, each student does an initial assessment in English and Maths and for their options subjects if enrolling at Year 9+ and this ensures that they are placed in the appropriate teaching groups. As part of our bespoke pathways for each student, we offer a suite of different academic and vocational qualifications from GCSE Science to Personal Training. All qualifications are

logged as part of the half-termly reporting cycle which is tracked on iSams by the Director of Learning and Development and Heads of School. Annual written reports are shared with parents and carers along with termly target setting meetings. Assessments are standardised across our provision with a curriculum lead overseeing each qualification.

**8.Support for Social, Emotional and Mental Health Support**

We have several Mental Health Champions as well as a Mental Health First Aider: Mark Venters (Mental Health First Aider); Stacey Green & Emily Gunton (Senior Mental Health Lead Training).

Having members of staff who have the knowledge to support both staff and young people with Mental Health challenges is integral to promoting a culture of holistic care and integrated working between education and therapy. Our Pastoral Staff work to promote knowledge and awareness for staff, families, and our young people around mental health issues. Across the provision, we have staff trained by Nurture UK and we have adopted this approach across In Toto Ed. We have high expectations of both work and behaviour. We believe in respecting, valuing, and listening to our students. We adopt a Restorative Practice approach when supporting our young people at each of our schools. We believe this powerful tool that uses human emotions and feelings to encourage empathy and emotional literacy helping to build a culture of caring for one another. Behaviour is said to be the silent voice of the child or adult and restorative practice allows that voice to be heard in a supportive and safe manner. We foster a whole site approach to inspiring and motivating young people to feel valued and to value those around them; working within our values of totally, entirely, completely.

**9.Student Voice**

We believe strongly in the importance of students having the skills and confidence to express themselves. All students have numerous opportunities through a broad and balanced curriculum to develop their skills and use them in the following ways:

- Lots of opportunities to talk to staff in our Common Room areas
- Break and lunchtimes
- Student feedback in lessons
- Termly Student Voice
- EHCP reviews
- Curriculum choice
- Grab Sheets
- School Council

All areas of the school are represented, and students are keen to be involved, with the emphasis on class discussion allowing for all students to participate

**10.How do we know we are**

We know this because of the following:

- Reporting to Governors through termly full Governor meetings – we share reports with respect to attainment and

## getting it right?

progress, provision mapping, interventions, attendance, exclusions, behaviour, impact of pupil. They also review policies, attend school meetings, and monitor and challenge provision through talking to staff, students, and parents.

- Weekly SLT, Referrals, Safeguarding and Academic Monitoring
- Student Voice
- Parent/Carer Feedback
- The Director of Learning and Development, Heads of School and SENCO's carry out regular learning walks, lesson observations, data analysis and book looks.
- EHCP reviews when we discuss and report on progress and provision with parents and pupils.
- Through external accreditation by awarding bodies
- Examination results
- Our Self Evaluation Form which is calibrated alongside regular external opinions of Local Authorities and through Governor monitoring.
- Staff voice

## 11. Communicating with families

We believe that good communication is vital and are happy to facilitate communication with parents and carers at any time to discuss progress on any other issues. We consult with parents and carers in the following ways:

- Annual written reports
- Phone calls, Teams meetings and email
- Parent/Carer Voice
- Annual EHCP reviews - the expectation is that all parents/carers will attend these, either in school or arrangements are made to do them at home or virtually.
- Open door policy

## 12. Working with the Wider Community

As an Alternative Provision, all our students present with SEND, although their needs differ. We encourage students to work together and support each other; there are excellent examples of this across our school, particularly in the Art & Design, PE and Music Departments. We also engage with the community through our Work Experience, Life Skills, Charities, Employability programmes and the opportunities we give our students to perform at local arts venues.

## 13. Engagement with other Professionals

As an Alternative Provision, we work closely with a wide range of professionals and can access services where appropriate

These include the following services:

- Educational Psychologist
- Counsellor
- Speech and Language Therapy
- Mentoring
- Lego Therapy
- Occupational Therapist

At In Toto ed, we promote integrated working between education and therapy.

**14. Professional Development of Staff** We run a very comprehensive Induction Programme for all new staff which includes Safeguarding, Prevent and British Values and ensures that we embed a consistent approach and ethos. We also ensure new staff are confident in the use of Cpoms (Safeguarding), iSams (MIS), Microsoft Office Suite and Firefly (VLE), Evolve (School Trips), Bright HR (Health & Safety and HR), Widget, MyiMaths, White Rose Maths and Twinkl. All new staff have an experienced buddy who provides a friendly face and checks in regularly to make sure the new starter is settling in and has a chance to ask questions until they feel more confident in their role. All staff have probationary reviews, appraisals and target setting, alongside fortnightly line management meetings, weekly staff, curriculum, and department meetings. Through these meetings, training needs are identified and feed into the SIP. All our teachers have QTS or are working towards QTS except in cases of more vocational subjects such as Beauty and Personal Training. All staff are members of the National College and have access to their vast, accredited CPD programme. All Heads of School hold the NPQH or NPQSL and either hold or are working towards the NASENCO qualification.

Each centre has staff trained in the following areas:

- EpiPen
- Fire Marshal
- Health and Safety
- Arts Award
- STEPS/Team Teach
- IAG
- SEND
- Safer Recruitment
- Manual Handling
- Mental Health First Aider
- Educational Trips
- ADHD
- Dyslexia
- ACES
- Brook Traffic Light
- Lego Therapy

Mandatory training:

- Safeguarding
- Prevent
- Fundamental British Values
- Equality and Diversity
- Allergywise
- First Aid

Where possible we train our own trainers or invite trainers into school. Whole school training is often more effective than training



individuals. All staff have access to the CPD accredited National College platform which has training available in all areas of SEND. In Toto Ed's continued Director of HR, Safeguarding and Compliance ensures that all staff access high quality training and development opportunities to ensure they have the specific SEND knowledge, skills and understanding to develop personalised SEND provision for our learners. The academy's professional learning strategy is underpinned by the principles that all staff are readers, learners and researchers.

**15. Joining in Toto Ed**

All young people require a diagnosis of SEMH. Initial contact can be made through our website: [www.in-toto-ed.com](http://www.in-toto-ed.com) where applicants are directed to the relevant Head of School or by emailing [referrals@in-toto-ed.com](mailto:referrals@in-toto-ed.com). Applications can also be submitted by your child's SEN Caseworker. A more detailed explanation of this process can be found on your local authorities' website.

In addition to meeting the above criteria, young people must also satisfy In Toto Ed of their suitability for a placement by means of an assessment process. Referrals for places are usually received directly from a placing authority; however, parents may also apply for a place for their young person. In Toto Ed's assessment team is made up of a Multi-Disciplinary Team who consider each referral carefully prior to making the decision as to whether to proceed with an assessment. Each referral is assessed through discussion with parents/carers and placing authorities. All relevant reports/paperwork for the young person are acquired and carefully examined before a final decision is made based on all information as to whether a placement is offered or withdrawn.

**16. How will the setting prepare and support my child to join the setting and transfer to a new setting?**

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At In Toto Ed, we have an IAG qualified Job Coach in each school to support and implement transition to further education, employment, or apprenticeships. Employability and work experience is an important part of the experience we offer students during their time with us. As students near the end of their In Toto experience, we devise a Transition Plan to focus on their education, employment, independent and participation in society. We work across agencies to ensure education, health and care needs are all addressed in the plan. As an organisation, we continue to establish relationships with local colleges. All students visit their colleges on a number of occasions and as far as possible, we monitor and continue to support our past students.

There is an excellent transition programme in place for students joining the school. Transition into the school is flexible and where students require a more bespoke package, this is arranged. This package is put together in collaboration with parent/carers, the previous educational establishment (if applicable), the local authority and other relevant agencies.

**17.Policies SEND POLICY:** Most students have an EHCP on entry to the school identifying their special educational needs, aspirations, progress and achievements, provision, and arrangements. The EHCP will be evaluated throughout the year with an Annual Review meeting to discuss strengths, outcomes, and the provision for the student. These Annual Reviews will be conducted with parents, carers, teachers, and professionals to ensure that progress can be evaluated. Interventions and strategies will be implemented to support the student make the relevant progress towards meeting their long-term outcomes. The school offers flexible staffing which allows students and classes to access additional support staff to respond to additional needs when required.

We ensure students have access to enhanced and specialist support in all areas of their EHCP and academic learning. Strategies and interventions can be delivered by In Toto Ed staff and/or therapists, EPs, OT, and SaLT. Risk plans, analysis of incidents and behaviour support plans may indicate the need for additional support. These will be recorded using Cpoms, which ensures that relevant staff are aware and that future plans can be implemented to ensure incidents are avoided if possible.

**18.Arrange** If parents or carers have any concerns regarding any aspect of the  
**ments for** provision, they should contact the Head of School. We believe in  
**handling** good communication and hope that issues can be resolved at this  
**complaints** level. If there is an ongoing concern, our Complaints Procedure is available on request.

<http://www.autism.org.uk/>

<https://lewisham.gov.uk/localoffer>

**19.Further** [https://www.royalgreenwich.gov.uk/info/200236/children\\_with\\_additional\\_needs/1671/about\\_the\\_local\\_offer](https://www.royalgreenwich.gov.uk/info/200236/children_with_additional_needs/1671/about_the_local_offer)  
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<https://www.bromley.gov.uk/children-young-adults-disabilities-learning-needs/bromley-local-offer>

<https://localoffer.southwark.gov.uk/>

<https://www.lambeth.gov.uk/lambeths-send-local-offer>

<https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/home.page>

<https://www.peterborough.gov.uk/healthcare/special-education-needs-and-disabilities-local-offer>

<https://www.rutland.gov.uk/rutland-information-service/send-local-offer>

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

This policy is reviewed annually.

## **20. Review**