



## SEND INFORMATION REPORT

Date of review: 1 July 2025 | Date of next review: 1 July 2026



## CONTENTS

|                                                                                                                               |    |
|-------------------------------------------------------------------------------------------------------------------------------|----|
| 1. What types of SEN does the school provide for?                                                                             | 5  |
| 2. Which staff will support my child, and what training have they had?                                                        | 6  |
| 3. What should I do if I think my child has SEN?                                                                              | 8  |
| 4. How will the school know if my child needs SEN support?                                                                    | 9  |
| 5. How will the school measure my child's progress?                                                                           | 10 |
| 6. How will I be involved in decisions made about my child's education?                                                       | 12 |
| 7. How will my child be involved in decisions made about their education?                                                     | 13 |
| 8. How will the school adapt its teaching for my child?                                                                       | 14 |
| 9. How will the school evaluate whether the support in place is helping my child?                                             | 17 |
| 10. How will the school resources be secured for my child?                                                                    | 17 |
| 11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?                     | 18 |
| 12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?                         | 18 |
| 13. How does the school support pupils with disabilities?                                                                     | 19 |
| 14. How will the school support my child's mental health and emotional and social development?                                | 20 |
| 15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood? | 21 |
| 16. What support is in place for looked-after and previously looked-after children with SEN?                                  | 22 |
| 17. What should I do if I have a complaint about my child's SEN support?                                                      | 22 |
| 18. What support is available for me and my family?                                                                           | 24 |
| 19. Glossary                                                                                                                  | 24 |

# WELCOME

Dear parents and carers,

Welcome to our school's Special Educational Needs and Disabilities (SEND) Information Report. This document aims to provide essential information about how we support students with diverse learning needs and ensure that every child has the opportunity to thrive academically and socially. Our commitment to inclusivity is reflected in our tailored approaches, resources, and strategies designed to meet the unique needs of each student. We believe that with the right support and understanding, all learners can achieve their full potential. This report outlines our policies, practices, and the collaborative efforts of staff, parents, and external agencies to foster an environment where every student feels valued and empowered.



Emily Gunton  
Director of Learning and Development

**Note:** *If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.*

## 1. What types of SEN does the school provide for?

At In Toto Ed London, we provide for students who have a range of special educational needs. The list below is not exhaustive. Our school provides for pupils with the following needs:

| Area of need                               | Condition                                                                  |
|--------------------------------------------|----------------------------------------------------------------------------|
| <b>Communication and interaction</b>       | Austism spectrum disorder (ASD)                                            |
|                                            | Speech and language difficulties                                           |
| <b>Cognition and learning</b>              | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia |
|                                            | Moderate learning difficulties                                             |
| <b>Social, emotional and mental health</b> | Attention deficit hyperactivity disorder (ADHD)                            |
|                                            | Attention deficit disorder (ADD)                                           |
|                                            | Opposition defiance disorder (ODD)                                         |
|                                            | Anxiety disorders                                                          |
| <b>Sensory and / or physical</b>           | Hearing impairments                                                        |
|                                            | Visual impairment                                                          |
|                                            | Multi-sensory impairment                                                   |
|                                            | Physical impairment                                                        |

## 2. Which staff will support my child, and what training have they had?



### **Our special educational needs co-ordinator, or SENCO**

Our SENCO is Stephanie Noble. She works Monday, Tuesday and Thursday.

She has 8 years' experience working in the SEN sector and has been teaching for 10 years. Stephanie is dedicated to ensuring that every student receives the support they need

to thrive. Each day, she spends time helping students who might need a bit of extra support, whether through one-on-one sessions or small group work. This focused approach allows her to address specific challenges and provide personalised guidance and support for every student.

Stephanie is also responsible for making sure that the strategies outlined in each student's Education, Health, and Care Plan (EHCP) are properly implemented. She works closely with teachers and support staff to adapt lessons and resources to meet individual needs, ensuring that every student's plan is followed. Additionally, Stephanie leads the annual review process for each student's EHCP. This involves assessing their progress and making any necessary adjustments to keep the plans effective and relevant.

Beyond this, Stephanie is a key source of support for both staff and students. She offers guidance to teachers on how to best support their students and is always available to provide encouragement and help to students who might need it. Her role is all about creating an inclusive and supportive environment at In Toto Ed, where every student has the opportunity to succeed.

While Stephanie will be your main point of contact for SEN, all of our staff are experienced in working with young people with complex needs.

### **Teachers**

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

We subscribe to National College, which is a service that provides a variety of professional development courses. Staff receive training around autism, ADHD, dyslexia, emotional regulation and a variety of other subjects.

### **Teaching assistants (TAs)**

We have a team of TAs, who are trained to deliver SEN provision. In the last academic year, TAs have been trained in Team Teach in addition to the whole school SEN training and completing National College courses.

### **External agencies and experts**

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families.

These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

### 3. What should I do if I think my child has SEN?

#### **Tell us about your concern**

If you think your child might have SEN, the first point of contact is the provision. Call In Toto Ed on **0203 691 4053** and speak to a member of our team.

They will pass the message on to our SENCO, Stephanie, who will be in touch to discuss your concerns.

You can also contact the SENCO directly. Email Stephanie at [stephanie.noble@in-toto-ed.com](mailto:stephanie.noble@in-toto-ed.com).

#### **We will invite you to a meeting to discuss them**

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

#### **We will decide whether your child needs SEN support**

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

### 4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing, number work, speaking, listening and social interactions.

If a teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the common room to see what their strengths and difficulties are. They will have discussions with your child's teachers, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician. Based on all this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

## 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

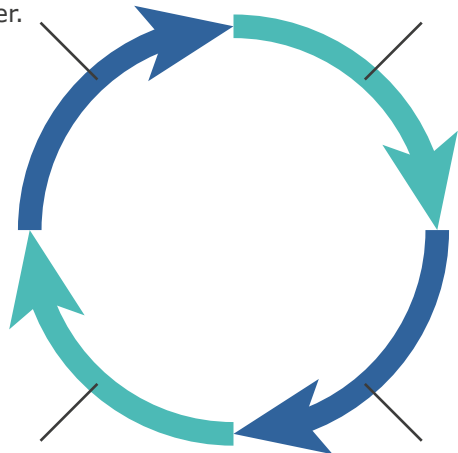
The graduated approach is a 4-part cycle of assess, plan, do, review.

### Review

We will assess how well the support we put in place helped your child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

### Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.



### Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

### Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.



## 6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress.

Your child's teachers will meet you once a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy. If you have concerns that arise between these meetings, please contact In Toto Ed.

## 7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey



## 8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our provision.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when the student needs a little more support.
- Teaching assistants will support pupils in small groups when completing interventions.

We may also provide the following interventions

| Area of need                               | Condition                                                                  | Extra support                                                                                                                                                        |
|--------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communication and interaction</b>       | Austism spectrum disorder (ASD)                                            | <ul style="list-style-type: none"> <li>- Visual timetables</li> <li>- Social stories</li> <li>- Social skills lessons</li> <li>- Exam access arrangements</li> </ul> |
|                                            | Speech and language difficulties                                           | <ul style="list-style-type: none"> <li>- Speech and language therapy</li> <li>- Exam access arrangements</li> </ul>                                                  |
| <b>Cognition and learning</b>              | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia | <ul style="list-style-type: none"> <li>- Writing slope</li> <li>- Coloured exercise books</li> <li>- Exam access arrangements</li> </ul>                             |
|                                            | Moderate learning difficulties                                             | <ul style="list-style-type: none"> <li>- Maths and English interventions</li> <li>- Allow for longer processing times</li> <li>- Exam access arrangements</li> </ul> |
| <b>Social, emotional and mental health</b> | ADHD, ADD                                                                  | <ul style="list-style-type: none"> <li>- Quiet workstation</li> <li>- Sensory room</li> <li>- Exam access arrangements</li> </ul>                                    |
|                                            | Adverse childhood experiences and/or mental health issues                  | <ul style="list-style-type: none"> <li>- Nurture groups</li> <li>- Counselling</li> </ul>                                                                            |

| Area of need                     | Condition                       | Extra support                                                                                                                                                                                                                      |
|----------------------------------|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sensory and / or physical</b> | Sensory processing difficulties | <ul style="list-style-type: none"> <li>- Sensory room</li> <li>- Calm down boxes</li> <li>- Low arousal environment</li> <li>- Sensory circuits</li> <li>- Access to the school gym</li> <li>- Exam access arrangements</li> </ul> |
|                                  | Visual impairment               | <ul style="list-style-type: none"> <li>- Limiting classroom displays</li> <li>- Exam access arrangements</li> </ul>                                                                                                                |

These interventions are part of our contribution to the local offer.



## 9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

## 10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise
- Access to additional learning spaces such as the farm

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

## 11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in extra curricular activities.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

## 12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

- We meet with the parents/carers and students.
- We review the student's EHCP if they have one and any school reports to see if our provision is appropriate for them. We will always do our best to meet the needs of any student referred to us.
- All prospective students whose EHC plan names the school will be admitted before any other places are allocated

## 13. How does the school support pupils with disabilities?

At our school, inclusivity is a core value that shines through in every aspect of daily life. We celebrate diversity by creating an environment where students with disabilities feel supported and empowered. From accessible facilities and specialised resources to tailored learning plans, our dedicated staff ensures that every student has the tools they need to thrive. Mentoring programmes and inclusive extracurricular activities foster a sense of belonging, encouraging friendships and collaboration. By promoting understanding and acceptance, our school not only uplifts students with disabilities but enriches the entire community, making it a place where everyone can flourish.

You can find the accessibility policy [on our website](#).





## 16. What support is in place for looked-after and previously looked-after children with SEN?

Emily Gunton, the designated teacher for looked after children, will work with Stephanie Noble, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## 17. What should I do if I have a complaint about my child's SEN support?

Initially, we aim to resolve complaints informally. If you do not wish to resolve the complaint informally or if the informal stage has been unsuccessful, please [contact our director of HR](#), Stacey Green. [Please see our complaints policy](#) for more information.

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. [Find out how to make such this claim](#).

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

- [Lewisham Council - Independent advice and support for families of children with SEND](#)
- [Independent support with SEND appeals and mediation | Greenwich Community Directory](#)

## 18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the local offer for [Lewisham](#) or [Greenwich](#).

For local special educational needs and disabilities information, advice and support (SENDIAS) services, find out more for [Lewisham](#) or [Greenwich](#).

[Choice Support](#) is a local charity that offers information and support to families of children with SEN.

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

## 19. Glossary

### Access arrangements

Special arrangements to allow pupils with SEN to access assessments or exams

### Annual review

An annual meeting to review the provision in a pupil's EHC plan

### Area of need

The four areas of need describe different types of needs a pupil with SEN can have. The

four areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs

### CAMHS

Child and adolescent mental health services

### Differentiation

When teachers adapt how they teach in response to a pupil's needs

### EHC needs assessment

The needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan

### EHC plan

An education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs

### First-tier tribunal / SEND tribunal

A court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN

### Graduated approach

An approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

### Intervention

A short-term, targeted approach to teaching a pupil with a specific outcome in mind

### Local offer

Information provided by the local authority that explains what services and support are

on offer for pupils with SEN in the local area

### Outcome

Target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment

### Reasonable adjustments

Changes that the school must make to remove or reduce any disadvantages caused by a child's disability

### SENCO

The special educational needs co-ordinator

### SEN

Special educational needs

### SEND

Special educational needs and disabilities

### SEND Code of Practice

The statutory guidance that schools must follow to support children with SEND

### SEN information report

A report that schools must publish on their website, that explains how the school supports pupils with SEN

### SEN support

Special educational provision that meets the needs of pupils with SEN

### Transition

When a pupil moves between years, phases, schools or institutions or life stages



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