CAMBRIDGE In toto ed

SEND INFORMATION REPORT

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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
Proprietor

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 Cambridge, 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
Communication and interaction	Austism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD
	Attention deficit disorder (ADD)
	Opposition defiance disorder (ODD)
	Anxiety disorders
Sensory and / or physical	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

Lawrence Chapman is acting as our Interim Cambridge SENCO, fulfilling the role so that the school can remain dedicated to ensuring that every student receives the support they need to thrive.

Lawrence leads the strategic development and day-to-day implementation of inclusive practice across the setting, ensuring that pupils with Special Educational Needs and Disabilities (SEND) are effectively identified, supported and able to achieve their full potential. She works collaboratively with staff, families and external agencies to assess need, coordinate provision and monitor progress, while ensuring compliance with statutory requirements and the SEND Code of Practice.

Lawrence brings a strong foundation as a SEND teacher and leader with over 30 years experience, including Trauma Informed Practice, embedding relational, compassionate approaches that recognise the impact of adverse experiences on behaviour, learning and wellbeing. He supports staff to adopt trauma-sensitive strategies, promote emotional regulation, and create safe, predictable environments where all learners can thrive.

In addition, Lawrence brings expertise in Preparation for Adulthood, ensuring that outcomes for young people extend beyond academic achievement to include independence, employability, community participation and healthy living. He integrates these principles into EHCP planning and provision, supporting pupils to develop essential life skills and successfully transition into further education, training or employment.

Additionally, Lawrence 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.



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

Therapy services



Leanne - Art Therapist

Leanne provides therapeutic support that helps young people explore emotions, process experiences and develop emotional regulation in a safe, creative space. With a Master's in Art Psychotherapy, a BA (Hons) in Art and Design, and over 10 years' experience in mainstream and specialist schools, children's homes and alternative provision, she supports young people with ASD, ADHD, trauma and care experience to build trust, resilience and confidence in and beyond the classroom.

Whole Child Therapy

We work in partnership with Whole Child Therapy to provide Occupational Therapy and SaLT that supports students' sensory regulation, motor skills and independence. Using a holistic, child-centred approach, their therapists assess individual needs and deliver targeted interventions that help students engage more confidently in learning, develop everyday functional skills and feel more regulated within the school environment.

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

Tell us about your concerns

If you think your child might have SEN, the first point of contact is the provision. Call In Toto Ed Cambridge on **01223 344355** and speak to a member of our team.

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

You can also contact the SENCO directly. Email Sarah at sarah.hopkins@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.

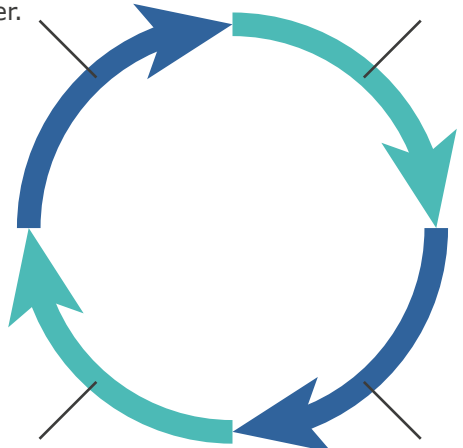
5. How will the school measure my child's progress?

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.

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.

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.



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
Communication and interaction	Austism spectrum disorder (ASD)	- Visual timetables - Social stories - Social skills lessons - Exam access arrangements
	Speech and language difficulties	- Speech and language therapy - Exam access arrangements
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia	- Writing slope - Coloured exercise books - Exam access arrangements
	Moderate learning difficulties	- Maths and English interventions - Allow for longer processing times - Exam access arrangements
Social, emotional and mental health	ADHD, ADD	- Quiet workstation - Sensory room - Exam access arrangements
	Adverse childhood experiences and/or mental health issues	- Nurture groups - Counselling

Area of need	Condition	Extra support
Sensory and / or physical	Sensory processing difficulties	- Sensory room - Calm down boxes - Low arousal environment - Sensory circuits - Access to the school gym - Exam access arrangements
	Visual impairment	- Limiting classroom displays - Exam access arrangements

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 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.

12. 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.



13. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- We provide extra pastoral support for listening to the views of pupils with SEN by students having regular access to a key adult, such as the SENCO, and having a physical 'worry box' in our library area and an online 'worry box' on our website.
- We run nurture groups for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by closely monitoring student interactions.
- Staff are trained in teaching emotional regulation and create a safe environment where mental health and emotions can be discussed freely.
- We have a trained psychotherapist on our staff who offers sessions to students who may need them.



14. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teachers and the next year's teachers to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teachers towards the end of the summer term
- We offer phased returns at the start of each half-term.
- Key workers are available to meet students before they return to school after longer breaks

Between schools

When your child is moving on from our provision, we will ask you and your child what information you want us to share with the new setting.

If your child is starting at our provision, the SENCO of the current school meets with our SENCO to discuss the needs of the incoming student.

We arrange meetings with the parents/carers of incoming students to discuss how we can best welcome their child into our community.

Moving to adulthood

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

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

The designated teacher for looked after children will work with Sarah Hopkins, 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.

16. 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.

- Cambridgeshire mediation
- Peterborough mediation

17. 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.

External Support services for information include:

- SEND Information Advice Support Service SENDIASS
  - Peterborough on SENDIASS@peterborough.gov.uk or telephone number 0300 365 1020
  - Cambridge on SENDIASS@cambridgeshire.gov.uk or telephone number 0300 365 1020

- Peterborough's local authority local SEND offer
- Cambridgeshire's local authority local SEND offer
- Suffolk's local authority SEND offer

18. 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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