



## SEND INFORMATION REPORT

Date of review: 17 October 2025 | Date of next review: 1 July 2026



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# WELCOME

## **Key Points:**

- Small SEMH specialist setting
- Most students have EHCPs; some are in assessment stages
- Provision currently offers up to 15 hours per week
- Commitment to inclusive, personalised support

In Toto Ed Cambridge is a small alternative provision specialising in Social, Emotional and Mental Health (SEMH) needs. While most of our students have an Education, Health and Care Plan (EHCP), we also support those whose needs have recently been recognised or are undergoing assessment. As a part-time setting offering up to 15 hours per week, we provide flexible, tailored support to meet each student's unique profile. Our inclusive ethos ensures that every learner is valued and empowered to succeed.

## Types of SEN we provide for

### **Key Points:**

- Communication and Interaction: ASD, speech and language difficulties
- Cognition and Learning: dyslexia, dyspraxia, dyscalculia, moderate learning difficulties
- SEMH: ADHD, ADD, ODD, anxiety
- Sensory/Physical: sensory processing, visual/hearing impairments, physical disabilities

We support a wide range of special educational needs across the four broad areas defined in the SEND Code of Practice. These include communication and interaction needs such as Autism Spectrum Disorder and speech and language difficulties; cognition and learning needs including dyslexia, dyspraxia, dyscalculia, and moderate learning difficulties; SEMH needs such as ADHD, ADD, oppositional behaviours, and anxiety disorders; and sensory or physical needs including sensory processing difficulties, visual or hearing impairments, and physical disabilities. Our provision is designed to respond flexibly to each student's profile.

## Staff expertise and training

### **Key Points:**

- Teachers: receive regular SEN training
- TAs: trained in Team Teach and interventions
- External professionals: EPs, SALTs, OTs, CAMHS

Our team is highly experienced in supporting students with complex needs. All teachers receive regular training in SEN strategies and are supported by the SENCO to deliver inclusive, differentiated lessons. Our teaching assistants are trained in Team Teach and deliver targeted interventions. We also work closely with external professionals including Educational Psychologists, Speech and Language Therapists, Occupational Therapists, and CAMHS to ensure a coordinated approach.

## Identifying and responding to SEN

### **Key Points:**

- Staff monitor progress and behaviour
- Graduated response: Assess, Plan, Do, Review
- Parental and student input
- External assessments where needed

Although most students have EHCPs, we remain vigilant for emerging or additional needs. Staff monitor academic progress, behaviour, and social interactions, and raise concerns with the SENCO when necessary. We follow the graduated approach — Assess, Plan, Do, Review — to ensure that support is responsive and effective. Parents and students are involved throughout the process, and external professionals may be consulted to provide further insight. This ensures that every student receives the right support at the right time.

# Measuring progress

## **Key Points:**

- Baseline assessments before interventions
- Termly reviews and APDR cycles
- Annual EHCP reviews
- Use of provision maps and student feedback

We measure progress through a combination of baseline assessments, termly reviews, and annual EHCP reviews. Each intervention begins with a baseline to track impact, and progress is monitored using provision maps and student feedback. The Assess, Plan, Do, Review cycle is used to refine support and ensure that students are working towards meaningful outcomes. This continuous process helps us adapt our provision to meet evolving needs.

# Teaching and curriculum adaptations

## **Key Points:**

- Differentiated tasks and teaching styles
- Use of assistive technology
- Visual timetables and social stories
- Access arrangements for exams
- Sensory regulation tools

Our teaching is adapted to ensure accessibility for all learners. This includes differentiated tasks, varied teaching styles, and the use of assistive technology such as laptops and reading pens. Visual timetables and social stories support students with communication needs, while access arrangements ensure fairness during assessments. Sensory regulation tools and quiet spaces are available to help students manage their emotional and sensory needs. These adaptations are embedded in our daily practice.

# Student and family involvement

## **Key Points:**

- Annual review meetings
- Regular updates and open communication
- Student voice through surveys, drawings, or meetings
- Open-door policy with SENCO

We believe that education is a partnership between school, students, and families. Parents are invited to annual review meetings and receive regular updates on progress. Students are encouraged to share their views through surveys, drawings, or direct conversations. Our SENCO operates an open-door policy, ensuring that students and families feel heard and supported. This collaborative approach helps us tailor provision to each student's evolving needs.

# Inclusion and accessibility

## **Key Points:**

- Participation in trips and extracurricular activities
- Risk assessments and reasonable adjustments
- No exclusion based on SEN or disability

We are committed to full inclusion. All students are encouraged to participate in school trips, residential, and extracurricular activities. Risk assessments are completed to ensure safety, and reasonable adjustments are made to support participation. No student is excluded from activities due to their SEN or disability. We believe that inclusion enriches the school community and promotes confidence and independence.

## Transitions and preparing for adulthood

### **Key Points:**

- Staff handovers and phased returns
- Meetings with previous/future settings
- Careers guidance and independence planning

Transitions are carefully managed to ensure continuity and support. Staff provide detailed handovers, and phased returns are offered where needed. We liaise with previous or future settings to share relevant information and plan smooth transitions. As students prepare for adulthood, we offer careers guidance and support with independent living skills. Our goal is to help every student move forward with confidence and clarity.

## Mental health and wellbeing

### **Key Points:**

- Nurture groups and key adult access
- Worry boxes (physical and online)
- Counselling and therapeutic support
- Staff trained in emotional regulation

Mental health and emotional wellbeing are central to our provision. Students have access to nurture groups and key adults for regular support. Worry boxes — both physical and online — allow students to express concerns confidentially. We offer counselling and therapeutic input where needed, and staff are trained in emotional regulation strategies. Our environment encourages open conversations about mental health and promotes resilience.

## Support for looked-after children

### **Key Points:**

- Designated teacher works with SENCO
- PEPs aligned with SEN support plans
- Holistic and consistent support

Our designated teacher works closely with the SENCO to ensure that Personal Education Plans (PEPs) and SEN support plans are aligned and effective. Looked-after and previously looked-after children receive holistic and consistent support that takes into account their unique circumstances and needs.

## Complaints and further support

### **Key Points:**

- Contact SENCO first
- Refer to complaints policy
- Access mediation or SEND tribunal services
- Support from SENDIASS and local authority

If you have concerns about SEN provision, contact the SENCO in the first instance. If the issue is not resolved, refer to our complaints policy. Families can also access mediation or SEND tribunal services. We signpost families to SENDIASS and local authority support services for additional guidance and advocacy.



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