



**The Totteridge Academy**  
The best in everyone™  
Part of United Learning



# SEND IMPACT REPORT 2018

## The Totteridge Academy

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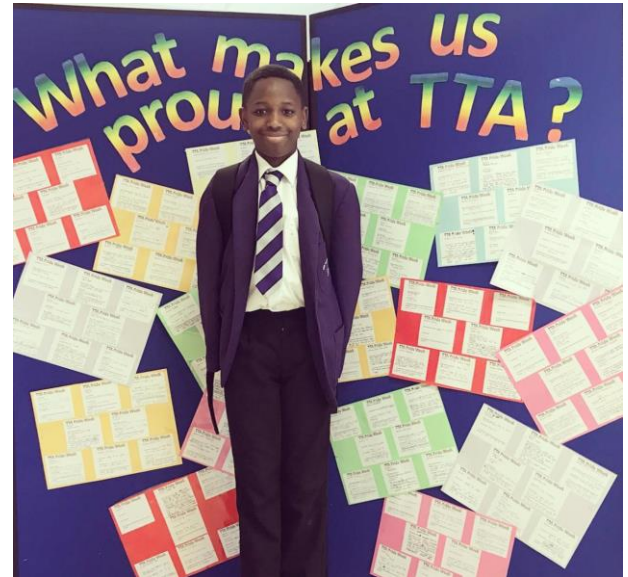
## Special Educational Needs and Disabilities (SEND) at TTA

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# SEND AT TTA

## Our Philosophy

The Totteridge Academy is an inclusive school that celebrates individuality and diversity. We have high expectations of all of our students and ensure that students with SEND are supported fully so that they can enjoy their learning and achieve their best at all times, both within the classroom and beyond.



## Numbers receiving SEND Support:

- EHCP: 12 students (2.3%)
- K-code (SEND): 84 students (12%)
- Total SEND: 16%
  
- **Areas of Need within SEND:**
  - Cognition and Learning - 37%
  - Communication and Interaction - 23%
  - Social, Emotional, and Mental Health - 30%
  - Sensory and/or Physical - 10%

## Support Highlights:

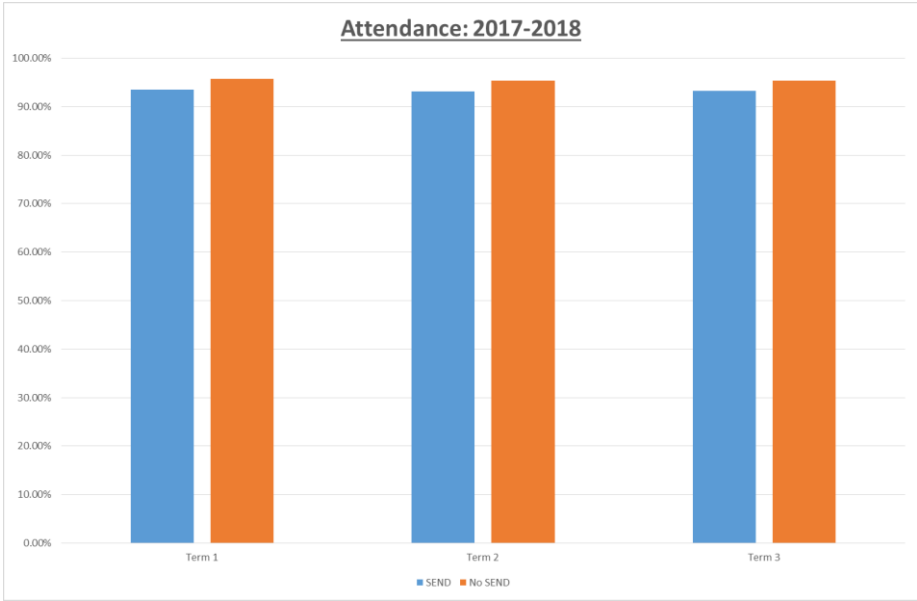
Wave 1 Inclusive quality first teaching for all	Wave 2 Additional interventions to secure age related expectations	Wave 3 Targeted and personalised interventions
<ul style="list-style-type: none"> <li>• Quality first teaching with differentiation, assessment for learning, and care taken with Classports, support strategies, and student groupings, visual aids.</li> <li>• Learning Support Assistants in the classroom.</li> <li>• Regular SEND Learning Walks.</li> <li>• Library lessons for reading development, 1:1 reading.</li> <li>• Assessment for identification of specific needs.</li> <li>• Daily Homework Club (Library and LSC)-staff support.</li> <li>• Extra-curricular activities (see timetable).</li> <li>• Awareness Weeks, assemblies, trips, cultural days, tutor time, and activities to develop inclusive culture.</li> <li>• Revision Sessions and Prep – exam preparation.</li> <li>• Termly SEND Parent Forum.</li> <li>• Careers Advisor, events, and trips for transition.</li> <li>• SEND Transition Day and transition meetings.</li> <li>• SENDCo and LSA observations, referrals, follow-up.</li> <li>• High expectations with appropriate support.</li> <li>• Posters in every classroom with SEND support strategies.</li> <li>• Regular training and INSET for staff.</li> <li>• Parent and Student feedback and questionnaires.</li> <li>• Expressive Writing Programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification, assessment, and tracking of learning need.</li> <li>• Targeted adult support within the classroom (LSA and teacher).</li> <li>• Differentiated work and homework.</li> <li>• Team Around the Child (TAC) Meetings with Key Staff.</li> <li>• Individual Achievement Plan and video.</li> <li>• Achievement Programme – small group sessions before or after school to focus on specific need.</li> <li>• Small group intervention sessions</li> <li>• Literacy Target Groups (Year 7).</li> <li>• Futures Plus Groups (Years 10 &amp; 11).</li> <li>• Targeted DoL/tutor/Behaviour Mentor support.</li> <li>• Place2Be (regular 1:1; daily drop-in; group sessions).</li> <li>• Timeout Pass/library time/daily timetable tailored to suit needs.</li> <li>• Regular meetings with parents and students to review and set personalised targets and plans.</li> <li>• Access Arrangements for examinations.</li> <li>• Laptop Use.</li> <li>• Reading Buddy Programme.</li> <li>• Mentoring Scheme</li> <li>• GCSE Group – weekly meetings with SENDCo for academic support and 16+ plans.</li> <li>• Breakfast Club/Daily Check-in.</li> <li>• Additional transition visits and orientation sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• External Professional input (e.g. Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Visual Impairment Specialist, CAMHS, Barnet Advisory Team).</li> <li>• On-going monitoring and regular feedback to parents and students (at least termly + Annual Review).</li> <li>• Individually targeted Learning Support Assistant support in mainstream lessons.</li> <li>• Targeted homework support.</li> <li>• Course at Capel Manor.</li> <li>• OCR Entry Level Maths and English.</li> <li>• Futures Plus as a GCSE course option.</li> <li>• Life Stories of Elders</li> <li>• Art Therapy</li> <li>• Communication Skills Group (with Speech and Language Team)</li> <li>• Equine Therapy</li> <li>• Targeted Place2Be Sessions</li> <li>• Football Beyond Borders</li> </ul>

# IMPACT SUMMARY

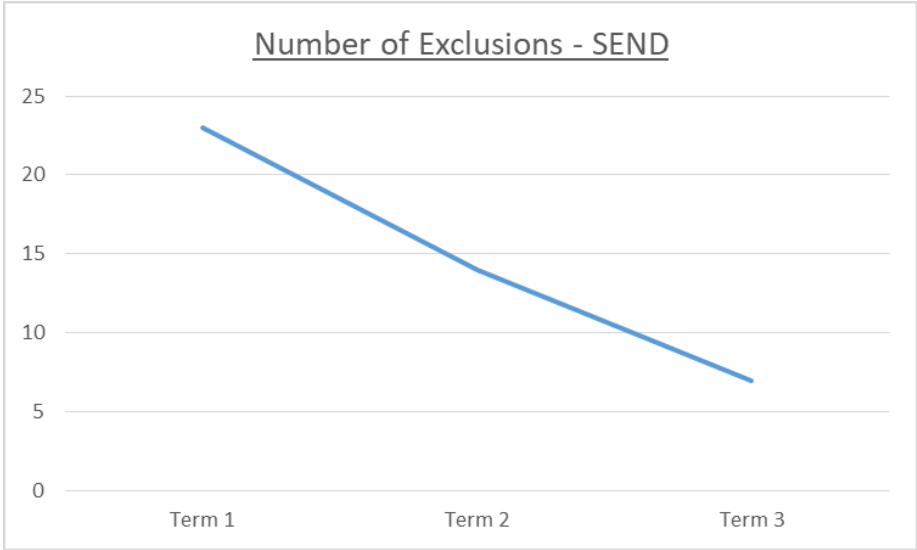
## Academic Attainment

- Students with SEND: GCSE Progress 8 Score of +0.12
- KS3 Average Attainment 8 Score of 36

### Termly Attendance Percentages (SEND and No SEND)



### Termly Exclusion Numbers: Students with SEND



# Who We Are - The Inclusion Team

- **Debbie Wheeler** - Communication and Interaction
- **Linda Martin** - Sensory and Physical
- **Suzana Savides** - Cognition and Learning
- **Linda Tshulak** - Cognition and Learning
- **Nada Pantelides** - Social, Emotional, & Mental Health
- **Belinda Harper** - English as an Additional Language
- **Matthew Martin** - English as An Additional Language
- **Karen Hatton** - Librarian and Literacy Co-ordinator
- **Luisa Prosser** - Place2Be Project Manager



## Looking Ahead

We are very excited to be opening a farm on site and offer a range of outdoor learning opportunities for our students. Not only are we growing a range of crops, but we will have animals to look after, as well as our very own school dog! Our team of Learning Support Assistants (above) support in the classroom and run small group and 1:1 intervention sessions. This personalised provision is planned carefully according to each student's needs.

*We work closely with parents to ensure that every child achieves his or her best with appropriate challenge and support.*



# CASE STUDIES

## MIA (Year 11)



Having loved Equine Therapy in Year 10, we thought carefully about what Mia might enjoy doing in addition to her GCSEs during Year 11. We found an Animal Welfare and Horticulture Course at Capel Manor which Mia attends once a week with three other students. Alongside this, she spends her Futures Plus lessons at school completing an Entry Level English and Maths course, which links to the Outdoor Learning. Mia's confidence has grown through this experience; she is now a Year 11

prefect, completing the Duke of Edinburgh Award, supports younger students in the Library, and has won an Award at this year's Evening of Excellence at TTA. Not only this, but Mia is enjoying all of her GCSE subjects and is working hard to gain all of her GCSEs alongside her Capel Manor and Entry Level Awards. Next year, she is going to do a course that continues her Outdoor Learning experience.

## Year 7&8 Social Skills

We noticed that a few Year 7 students last year needed support with developing friendships with their peers. As a result, we set up some key forums for this: Fun Football at lunchtime, Games Club in the Library, Breakfast Club with Ms Steel, Social Skills Intervention (groups during lessons and tutor time), and, the most surprising group that developed: skipping group at lunchtime! All of these became adult-supervised safe-spaces for the students to go to, particularly during unstructured time (break and lunch) which can be very challenging for some. The impact was palpable as we saw friendships develop, confidence grow, and students' happiness levels increase. Now our Year 8s are taking part less and less regularly as their independence grows but our new Year 7 cohort are taking advantage of all the opportunities available. All of these, alongside academic support and initiatives such as daily homework club, have seen a positive impact on attendance rates amongst SEND students as well as academic achievement.



# TESTIMONIALS

## Parent/Carer

*I can't believe how well it has gone at school since he started at TTA. He was excluded from his previous secondary school and had ended up in the bottom sets for every subject there, where he didn't deserve to be. At TTA he has flourished: developed his ability to form long-lasting friendships, understands that breaking school rules is not an option, worked through key emotional issues with weekly Therapy, and most importantly, is achieving well academically. What they have put in place and the way they have helped support him and enabled him to feel a part of and appreciated at school is incredible. Also the fact that they were willing to give him the opportunity to stay in main stream has helped him with an understanding of his feelings, emotions and, for once, an acceptance in an educational environment.*

## Student

*I used to hate school and especially Maths! There was a time two years ago that I would stand by the gate every day and say 'I want to go home' over and over again. Things have changed a lot for me since then. I have Maths lessons in a group of 3 and now it is my favourite subject. I am so pleased that my results have gone up and I love working out my answers and sharing that with the class, as well as supporting others to get there. I always want to come in to school and even came in over half term to do some extra Art work. Now I don't want to leave. I am always supported by the staff here and they listen to me and help me in any way possible.*

## Professional

*It is fantastic to work with TTA as they are always willing to go above and beyond to make sure that every child achieves their best. They will keep in touch at all times and ensure that meetings with parents are regular and effective. Most importantly, the inclusion team listens to what the parents say, the students say, and our suggestions as external professionals. Parents know their children best and student voice and perspective is vital - this is something that they value at TTA, making sure it is at the forefront of every decision made.*

# KEY LINKS AND DOCUMENTS

## The Totteridge Academy

- SEND Policy: <https://www.thetotteridgeacademy.org.uk/Information/Policies>
- SEND Report: <https://www.thetotteridgeacademy.org.uk/Information/Policies>
- Curriculum Information: <https://www.thetotteridgeacademy.org.uk/Information/Curriculum>
- Extra-Curricular: <https://www.thetotteridgeacademy.org.uk/Information/Extracurricular-Activities>

## Barnet

- Special Educational Needs and the EHCP Process: <https://www.barnet.gov.uk/www-home/practitioner-guidance/special-educational-needs.html>
- Barnet Local Offer: <https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs.html>
- Support from the SENDIASS Team: <https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/parental-support/barnet-send-information-advice-and-support-service/barnet-sendiass-groups.html>
- Information, Advice, and Support: <https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/parental-support/barnet-send-information-advice-and-support-service.html>

## National

- The SEND Code of Practice: 0-25 years - 2015: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Part 3 of the Children and Families Act 2014 and associated regulations: <http://www.legislation.gov.uk/ukpga/2014/6/part/3/enacted>
- Equality Act 2010: <https://www.gov.uk/guidance/equality-act-2010-guidance>