



The Totteridge Academy

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TTA SEND REPORT
AUGUST 2020

Special Educational Needs and Disability Report

The Totteridge Academy

The Totteridge Academy is an inclusive school that celebrates individuality and diversity. We have high expectations of all of our students and instil in them our ethos of 'kaizen' (continual improvement). We 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.

This information report gives an overview of SEND provision at The Totteridge Academy and provides links to key sites and further reports that link to SEND. This report is in line with all of our school policies and ensures that we embed an inclusive culture and successfully support those with SEND. It aligns with the school's SEND policy, which outlines details of the following: rationale, aims, and objectives of SEND provision; identification, provision, and support strategies for students with SEND; key stakeholders and their roles within SEND provision; training, information, complaints, admissions, transition, and access arrangements.

Principal: Chris Fairbairn

Governor with responsibility for SEND: Sejal Patel

SENDCo: Frances Steel (NASENCO Qualification, UCL, 2017-2018). Email: Frances.Steel@tta.org.uk

Key Links

Local Offer: <https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs.html>

SEND Policy: <https://www.thetotteridgeacademy.org.uk/policies>

Accessibility Plan: <https://www.thetotteridgeacademy.org.uk/policies>

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The Totteridge Academy is an inclusive school that celebrates individuality and diversity. We have high expectations of all of our students and instil in them our ethos of 'kaizen', meaning continual improvement. We 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.

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This policy has been developed in consultation with parents/carers, staff, governors, and students and has regard to:

- The SEND Code of Practice: 0-25 years – 2015
- Part 3 of the Children and Families Act 2014 and associated regulations
- Equality Act 2010: advice for schools DfE Feb 2013
- The Special Educational Needs and Disability Regulations 2014

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SEND Structure at The Totteridge Academy

SEND, aligning with the Code of Practice, 2015, is divided into 4 key areas: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties; Sensory and/or Physical Needs. As a result, Learning Support Assistants (LSAs) lead in one of the four areas of SEND; the roles reflect The Totteridge Academy's aim to *ensure that SEND students are supported fully so that they can enjoy their learning and achieve their best at all times, both within the classroom and beyond* (TTA SEND Policy). The structure will allow LSAs to specialise and attend specific training in each area of SEND, meaning that they can monitor and support

students effectively, sharing their expertise with staff to ensure Wave 1 of the Code of Practice (Quality First Teaching) is embedded. Ofsted’s Workforce Review has been taken into account as it was found that “high-quality intervention from members of the wider workforce who had qualifications and training that were directly relevant to the specific areas in which they were working had the greatest impact on learning.” (Ofsted, 2010.)

An Inclusive Culture at TTA is Created By:

- Achievement and Celebration of Additional Qualifications: Prince’s Trust Award for Equine Therapy; Award for Horticulture and Animal Welfare at Capel Manor; additional entry level OCR Maths Qualification; a Futures Plus Curriculum Pathway.
- Weekly Equine Therapy (off-site) and weekly Forest School (on site).
- Reasonable Adjustments made for behavioural issues.
- School Dog comes daily to school to work with select students.
- SEND students involved with GROW, the School Farm. Activities include: student food and School Farm committees, learning activities, Forest School, Animal Welfare.
- External Professionals coming in to work with students (e.g. Visual Impairment, Speech and Language, Occupational Therapy, Autism Specialist, Cognitive Behavioural Therapist)
- Access Arrangements are the normal way of working in all year groups.
- Place2Be offers timetabled 1:1, and drop-in group sessions as part of the school day.
- SEND students are leaders within the school, in role as prefects.
- Inclusion is celebrated around the school with displays, assemblies, and focus weeks.
- A weekly SEND Spotlight highlights key information for staff.
- Zones of Regulation colour-coded cards are used to support student communication.
- Extra-curricular activities set up for inclusive approach – e.g. Thursday trampolining, Friday Football, UNO club, daily Homework Club, GROW clubs.
- Exclusions of SEND students are not disproportionate.
- LSA support in tutor time and lessons with small group and 1:1 intervention.
- 1:1 Cognitive Behavioural Therapy for students in school.
- Weekly GROW Lessons for all KS3 students (see GROW Curriculum pack)
- Mindfulness and Yoga sessions for students.
- Classport highlight SEND needs and link to support strategies, target tracker, and student videos so all staff know how best to support our students.

Figure 1: The Graduated Approach that underpins all of our SEND support processes at TTA:



Embedding a Graduated Approach to SEND Support

It is important to identify the distribution of students in the school across the four areas of SEND, and also to evaluate their support and progress. This will be done using the Graduated Response and regular Assess-Plan-Do-Review cycles. Interventions will run on a half termly basis and their impact will be assessed using teacher, school, parent, and child views, as well as data and specific assessment methods, such as:

- Communication and Interaction – The Communication Trust Progression Tools
- Cognition and Learning – Lucid Exact and LASS Programmes
- Social, Emotional and Mental Health Difficulties – Strength and Difficulties Questionnaire and SEMH Questionnaire
- Sensory and Physical – Therapist Assessment and Progress Reports

Intervention and Step-Up Literacy Programme:

The Step-Up Literacy Programme provides small group provision tailored to the needs of students to improve their Literacy and Reading skills, which impact all areas of student learning. Student progress will be tracked using the Step-Up assessments and tracker, as well as NGRT Reading Age tests. To add to this, LSAs will support with additional 1:1 and group intervention according to need. As the Education Endowment Foundation recommends: “Where TAs are working individually with low attaining pupils the focus should be on retaining access to high-quality teaching, for example by delivering brief, but intensive, structured interventions.” (EEF, 2015) The Intervention will develop students’ skills in the key areas outlined in the ‘Graduated Approach’ section above. The sessions will enable students to access their learning in all lessons, as well as activities outside the classroom, more successfully.

Achievement Plans:

In class support: teaching and learning is at the heart of everything we do, as is our philosophy of an inclusive education, ensuring that all learning opportunities are available to all students, regardless of their need. Regular training, CPD, learning walks, observations, and reviews all feed in to quality first teaching. LSA support in lessons follows Ofsted’s advice of not sticking to one student as this can take away teacher time for that student, and make them feel isolated from their peers. Instead, the emphasis will be on working with the teacher to develop learning support strategies for that subject area, and build students’ independence. There are meeting times to allow effective planning to ensure LSAs plan for and respond to the children’s needs in each lesson. In exceptional circumstances, students’ individual timetables and curriculum are adapted to suit their needs. For example, at GCSE, the Futures Plus option allows students to focus on preparing for their future and have time and support in their other subjects. Year 7-9 students who are significantly below their reading age will join the Literacy Step-Up Programme to ensure their literacy levels allow them to access all subjects. Further support is outlined in the provision map at the end of the report. The Inclusion team carry our regular learning walks with focus on support for students with SEND. This allows the team to ensure students are being challenged in a supportive and exciting learning environment. Feedback is given to teaching staff and Learning Support Assistants and any actions are followed up as needed.

Small-group Intervention: to address students’ needs and allow them to access their learning across the curriculum. EEF research has shown that LSAs “delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress.” Regular intervention will take place to support key areas of need. The Step-Up programme, 1:1 reading, and meta-cognition for reading will be used to develop reading skills. Futures Plus lessons at KS4 will support students across all subjects and tailored intervention as well as work towards extra qualifications will take place in these lessons.

Personalised intervention, such as Social Skills, Comprehension Monitoring, Zones of Regulation, Targets using Talking Mats, Literacy and Numeracy, and specific Subject Support, will take place according to need.

The SEND Code of Practice (2015) identifies four key areas of SEND:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical**

SEND Provision at The Totteridge Academy (also refer to the SEND Policy which lists key features):

Alongside the extensive extra-curricular programme (see website for details), the following occur (please note that there may be slight variations to these throughout the year, such as a location change, but students and parents will be made aware).

Before School:

- Social skills and daily check in
- Homework Club
- Library and Literacy
- Spellzone and Learning Resources Centre (LRC) open every morning
- Breakfast Club
- Sessions on the school Farm

Tutor Time:

- **LSA - Group and 1:1 support** – a wide range of 1:1 and small group intervention run by Learning Support Assistants. These are tailored to individuals' needs and are reviewed, evaluated, and updated every half term. Examples include: touch typing, reciprocal teaching, numeracy support, meta-cognition in reading, hand-writing, social stories.
- **Tutor Reading Programme/or 1:1 Reading** – a whole-school initiative to develop students' reading skills and enjoyment of reading. This runs during 2 tutor periods per week.

Break Time:

- Library and LRC are open to all students, supervised by staff
- Duty Points – staff are on duty at key points around the school with the SENDCo on duty every day for check-ins and support during unstructured times
- Place2Talk – Drop in sessions for counselling and therapy
- GROW – access to the animals with adult supervision

Lunch Time:

- Games Club, Peer Mentoring, specific clubs set up for students with SEND (e.g. trampolining, Friday Football, UNO club, social skills group)
- A range of extra-curricular clubs and sports activities
- Library – Homework Club, Literacy and Numeracy Support
- Learning Resources Centre – Homework Club
- Place2Talk – Drop in sessions for counselling and therapy
- SENDCo support for unstructured time

After School:

- A range of extra-curricular clubs and sports activities (see extracurricular timetable)
- Homework Club - Library
- LRC – Open every day 3.05pm – 4pm
- Library – Open every day until 4pm

During the School Day:

- **Intervention** – this is in small groups or 1:1. Students work with a member of the inclusion team within an area that they need extra support in.
- **Step-Up Programme** – Intervention and support 2 x per week for students who need to catch up in key areas of Literacy. This is tracked using the UL tracker.
- **Futures Plus** – a GCSE course option working on: literacy and numeracy skills, subject specific support, preparation for the students' futures, and extra qualifications.
- **Place2Be** – 1:1 counselling through referral system. We work with parents and the Place2Be team to implement effective counselling and individual therapies for students.
- **Cognitive Behavioural Therapy** – 1:1 therapy for students working on developing strategies and behaviours to deal with a range of situations in their daily lives.
- **OCR Entry Level Maths** – students on the Futures Plus Programme will complete the Maths and English in Year 11.
- **Equine Therapy** – this runs once a week, allowing students to work with horses and develop their social skills, self-esteem, and employability skills. This is through the 'Learning Through Horses' Stable in Edgware. Students complete the course and gain an Award at the end.
- **Forest School** - young people learn outside of the classroom by working in our school forest for 2 hours per week (2 cohorts per week). The course also develops skills including social, communication, teamwork, organisation, time management, and leadership skills.
- **Co-curricular Activities including:** Stories of the Elderly Scheme, The Brilliant Club, Scholars' Club, Reading Buddy Scheme, Reading with Primary Schools, Events and Competitions.
- **GROW/Farm Programmes** – a range of programmes and activities will be on offer on the TTA Farm, including tailored intervention, curriculum links, and 1:1 and group sessions, Forest School, Bee Keeping, Animal Care, Crop Growing, Student committees.

Inclusion between all students is promoted, regardless of whether they have SEND. The Inclusion department works with EAL, Numeracy and Literacy, Pupil Premium, Safeguarding, Support for Groups to ensure inclusion for all. Pastoral support is provided by tutors, Directors of Learning, the Behaviour Mentor, Place2Be, and our Cognitive Behavioural Therapist.

Where the school needs additional support or expertise to meet the needs of a pupil with SEND, it may be necessary to call upon support from external agencies (e.g. Educational Psychologists, Speech & Language Therapists, other Local Authority services, Occupational Therapists etc.). Our approach in such situations is to speak to students and parents first to ensure they are part of the decision making and referral process. We then liaise with professionals and families to explore options and express what we hope to gain from the referral.

Working with Parents, Carers, Children, and External Agencies

Action/Event	Who's involved	Frequency
SEND Parent Forum	SENDCo, Principal, Safeguarding Lead, Parents of SEND Students, SEND Students, LSAs.	Termly
SEND Student Forum	SENDCo, Principal, Safeguarding Lead LSAs, SEND students.	Termly
External Agencies	Place2Be – students, staff, parents. CBT	3 times a week (Mon-Weds) 5 times a week (1:1 dependent on session times)
Barnet Advisory Team	Barnet Services, individual students.	When required
CAMHS – Tier 2 & 3 support	CAMHS, individual students.	When required (Tier 3 visits approximately every 6 weeks)

Availability to external services is shared with parents via email, letter, and at the SEND Parent Forums. Details can be found via the Local Offer: <https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs.html>

Name	Role	Contact
Frances Steel	Assistant Principal and SENDCo	Frances.Steel@tta.org.uk 0208 4459205
Janina Aitken	Vice Principal and Safeguarding Lead	Janina.Aitken@tta.org.uk 0208 4459205

Further Development (2020):

- More links with the Local Community – for example, working with local schools, care homes, and animal centres.
- Link our feeder primaries with the TTA Farm as part of the inclusive transition strategies and to develop a wide range of qualifications and activities for primary schools and our students to take part in.


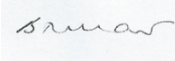
Relevant School Policies:

- SEND Policy
- Accessibility Plan

Legislation and Guidance taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 2015

Signed off by:

Name: Chris Fairbairn	Name: Bronwen Tumani
Signature: 	Signature: 
Role: Principal	Role: Chair of Governors

Approved By:	LGB
Last Review Date:	September 2020
Review Frequency:	Annually
Next Review Date:	September 2021
Owner	Frances Steel
Department	SEND/Inclusion

Area of Need	Wave 1 Inclusive quality first teaching for all	Wave 2 Additional interventions to secure age related expectations	Wave 3 Targeted and personalized interventions
<i>Cognition and Learning</i>	<ul style="list-style-type: none"> • Quality first teaching with differentiation, assessment for learning, and care taken with Classports, support strategies, and student groupings, visual aids. • Learning Support Assistants in the classroom. • Regular SEND Learning Walks. • Library lessons for reading development, 1:1 reading. • Assessment for identification of specific needs. • Daily Homework Club (Library and LSC)-staff support. • Extra-curricular activities (see timetable). • Awareness Weeks, assemblies, trips, cultural days, tutor time, and activities to develop inclusive culture. • Revision Sessions and Prep – exam preparation. • Termly SEND Parent Forum. • Careers Advisor, events, and trips for transition. • SEND Transition Day and transition meetings. • SENDCo and LSA observations, referrals, and follow-up. • High expectations regardless of age or achievement. • Support strategies in every teacher classport folder. • Regular training and INSET for staff. • Parent and Student feedback and questionnaires. • Expressive Writing Programme. 	<ul style="list-style-type: none"> • Identification, assessment, and tracking of learning need. • Targeted adult support within the classroom (Learning Support Assistant and teacher). • Differentiated work and homework. • Team Around the Child (TAC) Meetings with Key Staff. • Individual Achievement Plan and video – set targets, share strategies that support learning. • Achievement Programme – small group sessions before or after school to focus on specific need. • Small group intervention sessions – withdrawal from lessons to develop specific cognition and learning area. • Literacy Target Groups. • Futures Plus Groups (Years 10 & 11). • Support from an external agency where appropriate. • Regular meetings with parents and students to review and set personalised targets. • Access Arrangements for examinations. • Laptop Use. • Reading Buddy Programme. • GCSE Group – weekly meetings with SENDCo for academic support and 16+ plans. • Online programmes (Spellzone, Lexia, Lucid). • Life Stories of Elders. 	<ul style="list-style-type: none"> • Educational Psychologist referrals and input. • On-going monitoring and regular feedback to parents and students (at least termly and including the Annual Review). • Individually targeted Learning Support Assistant support in mainstream lessons. • Targeted homework support. • Course at Capel Manor. • OCR Entry Level Maths and English. • Futures Plus as a GCSE course option.

Area of Need	Wave 1 Inclusive quality first teaching for all	Wave 2 Additional interventions to secure age related expectations	Wave 3 Targeted and personalized interventions
Communication and Interaction	<ul style="list-style-type: none"> • Quality first teaching with differentiation, assessment for learning, and care taken with Classports, support strategies, and student groupings, visual aids. • Learning Support Assistants in the classroom. • Regular SEND Learning Walks. • Library lessons for communication development - 1:1 • Assessment for identification of specific needs. • Daily Homework Club (Library and LSC)-staff support. • Extra-curricular activities (see timetable). • Awareness Weeks, assemblies, trips, cultural days, tutor time, and activities to develop inclusive culture. • Revision Sessions and Prep – exam preparation. • Termly SEND Parent Forum. • Careers Advisor, events, and trips for transition. • SEND Transition Day and transition meetings. • SENDCo and LSA observations, referrals, and follow-up. • High expectations regardless of age or achievement. • Support strategies in every teacher classport folder. • Regular training and INSET for staff. • Parent and Student feedback and questionnaires. • Speaking and Listening opportunities in lessons and outside lessons (e.g. assemblies, events). 	<ul style="list-style-type: none"> • Identification, assessment, and tracking of communication need and feedback to parents and staff. • Targeted adult support within the classroom (Learning Support Assistant and teacher). • Differentiated work and homework with Communication and Interaction activities. • Team Around the Child (TAC) Meetings with Key Staff. • Targeted group work in speaking, listening and language with LSA Speech and Language Lead. • Observation and classroom support with external Speech and Language Therapist/Autism Advisory Service. • Staff training from Speech and Language Therapist, ASC Advisory Teacher, and external events (e.g. from Autism Advisory Service). • Individual Achievement Plan and video – set targets, share strategies that support learning. • Achievement Programme – small group sessions before or after school to focus on specific need. • Small group intervention sessions – withdrawal from lessons to develop communication and interaction skills. • Futures Plus Groups (Years 10 & 11). • Regular meetings with parents and students to review and set personalised targets. • Access Arrangements for examinations. • Laptop Use. 	<ul style="list-style-type: none"> • Support from an external agency where appropriate. • Speech and Language Therapist – individual support. • 1:1 sessions with specialist staff in the school. • On-going monitoring and regular feedback to parents and students (at least termly and including the Annual Review). • Referral to Barnet Advisory Teacher Team for specialist support. • Equine Therapy. • Cognitive Behavioural Therapy. • Art Therapy. • Communication Skills Group (with Speech and Language Therapist). • Football Beyond Borders.

Area of Need	Wave 1 Inclusive quality first teaching for all	Wave 2 Additional interventions to secure age related expectations	Wave 3 Targeted and personalized interventions
<i>Social, Emotional and Mental Health</i>	<ul style="list-style-type: none"> • Quality first teaching with differentiation, assessment for learning, and care taken with Classports, support strategies, and student groupings, visual aids. • Learning Support Assistants in the classroom. • Regular SEND Learning Walks. • Assessment for identification of specific needs. • Timeout Pass • Clear and structured reward and sanction systems – focusing on intrinsic motivation. • Safeguarding Leads (Ms Aitken, Ms Steel) • Access to Place2Be drop-ins and group sessions. • Presentation and access to KOOTH • Support from the Behaviour Mentor. • Breakfast Club with SENDCo. • Extra-curricular activities (with SEMH focus). • Awareness Weeks, assemblies, trips, cultural days, tutor time, and activities to develop inclusive culture. • Termly SEND Parent Forum. • Careers Advisor, events, and trips for transition. • SEND Transition Day and transition meetings. • SENDCo and LSA observations, referrals, follow-up. • High expectations regardless of age or achievement. • Support strategies in every teacher classport folder. • Regular training and INSET for staff. • Parent and Student feedback and questionnaires. 	<ul style="list-style-type: none"> • Identification, assessment, and tracking of SEMH need. • Targeted adult support within the classroom (LSA/teacher). • Targeted DoL/tutor/Behaviour Mentor support. • Targeted Place2Be sessions (1:1 and/or group). • Training for teachers (e.g. Attachment Awareness). • Timeout Pass/library time/daily timetable tailored to suit needs. • Peer Mentoring Programme. • CAMHS referral where needed (Tier 2, or 3 – school visit or external visit). • Support for transition. • Breakfast Club / Daily Check-in. • Team Around the Child (TAC) Meetings with Key Staff. • Individual Achievement Plan and video – set targets, share strategies that support learning. • Achievement Programme – small group sessions before or after school to focus on specific need. • Small group intervention sessions – withdrawal from lessons to develop strategies. • Support from external agencies (e.g. anxiety courses). • Regular parent meetings to review and set personalised targets. • Access Arrangements for examinations. • Reading Buddy Programme. • Mentoring Scheme. • Breakfast Club – Monday morning breakfast with SENDCo. 	<ul style="list-style-type: none"> • Counselling service – Place2Be • Cognitive Behavioural Therapy • Online counselling service - Kooth • On-going monitoring and regular feedback to parents and students (at least termly and including the Annual Review). • Educational Psychologist referrals and input. • CAMHS support – Tier 1 or 2. • Art Therapy • Equine Therapy • Football Beyond Borders.

Area of Need	Wave 1 Inclusive quality first teaching for all	Wave 2 Additional interventions to secure age related expectations	Wave 3 Targeted and personalized interventions
Sensory and Physical	<ul style="list-style-type: none"> • Regular SEND Learning Walks. • Revision Sessions and Prep – exam preparation. • Quality first teaching with differentiation, assessment for learning, and care taken with Classports, support strategies, and student groupings, visual aids. • LSA support in the classroom and with equipment. • Assessment for identification of specific needs. • Daily Homework Club (Library and LSC)-staff support. • Extra-curricular activities (see timetable). • Awareness Weeks, assemblies, trips, cultural days, tutor time, and activities to develop inclusive culture. • Revision Sessions and Prep. • Termly SEND Parent Forum. • Careers Advisor, events, and trips for transition. • SEND Transition Day and transition meetings. • SENDCo and LSA observations, referrals, and follow-up. • Trained First Aiders and a Student Services Centre • Accessibility Plan • Reading Buddy Programme • Peer Mentoring Scheme • Support strategies in every teacher classport folder. • Regular training and INSET for staff. • Parent and Student feedback and questionnaires. 	<ul style="list-style-type: none"> • Resources to support fine and gross motor difficulties. • Support from external professionals (e.g. Visual Impairment, Hearing Impairment, Physical Disability Specialist). • Training and feedback to staff. • Specialist technology (e.g. Prodigy). • Laptop use • Touch Typing Programme. • Transition Support – multiple visits to the school for acclimatisation. • Buddy Programme. • Targeted adult support within the classroom (Learning Support Assistant and teacher). • Differentiated work and homework. • Team Around the Child (TAC) Meetings with Key Staff. • Individual Achievement Plan and video – set targets, share strategies that support learning. • Achievement Programme – small group sessions before or after school to focus on specific need. • Small group intervention sessions – withdrawal from lessons to develop specific cognition and learning area. • Support from an external agency where appropriate. • Regular meetings with parents and students to review and set personalised targets. • Access Arrangements for examinations. • Additional transition visits and orientation sessions. 	<ul style="list-style-type: none"> • First Aiders. • Occupational Therapist support. • Intervention and Support from external professionals (e.g. Hearing Impairment Specialist, Visual Impairment Specialist). • Barnet Advisory Team Support. • Therapy (e.g. Equine Therapy; Movement Therapy). • Football Beyond Borders.