

The Totteridge Academy: SEND Report and Provision Map

The Totteridge Academy – Special Educational Needs and Disability Report

Updated August, 2025

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: Sue York

SENDCo: Rebecca Gold; Email: Rebecca.Gold@tta.org.uk (NASENCO Qualification)

Inclusion Lead: Janina Aitken Email: Janina.Aitken@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>

SEND and Alternative Provision Improvement Plan: [SEND and alternative provision improvement plan - GOV.UK \(www.gov.uk\)](#).

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) work closely with staff and students to ensure they 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

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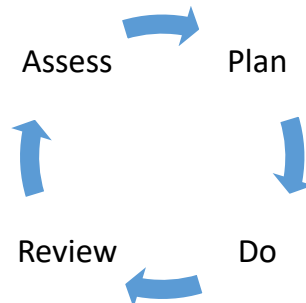
classroom and beyond (TTA SEND Policy). The structure will allow LSAs to specialise and attend specific training in each area of SEND, meaning that they can monitor and support students effectively, sharing their expertise with staff to ensure Wave 1 of the Code of Practice (Quality First Teaching) is 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.) LSAs attend staff training, have regular meetings, and any specific training. LSAs also lead on training in their area of expertise with the team; for example, phonics training.

An Inclusive Culture at TTA is Created By:

- Achievement and Celebration of Additional Qualifications, such as: Prince's Trust Award for Equine Therapy; AQA Mushroom Cultivation Course on the GROW Farm; Learning from the Land Programme participation and completion.
- Weekly Equine Therapy (off-site) and weekly Forest School (on site).
- Reasonable Adjustments made for behavioural issues and to support academic achievement.
- 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, Lunch clubs, Farm Activities and Interventions, Mindfulness, Floristry course, Mushroom growing.
- External Professionals coming in to work with students (e.g. Visual Impairment, Speech and Language, Occupational Therapy, Autism Specialist, Lead Teachers, Educational Psychologist)
- 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 and on the Grow School council.
- Inclusion is celebrated around the school with displays, assemblies, and focus weeks.
- A SEND Spotlight/links in the Staff bulletin which 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. Friday Football, Board Games 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 sessions with our Catch-Up and Well-Being Lead in school
- Weekly Literacy Lessons for all Year 7 students
- Classports highlight SEND needs and link to support strategies and target and intervention tracker so all staff know how best to support our students
- TAC Meetings with Inclusion Lead, SENDCo, Catch-Up and Well-Being Lead, Director of Learning, and Place2Be.

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

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1. 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

Students, parents and carers are all consulted and part of these discussions. It is vital that students feel empowered to know what they want, what helps them, what their targets are and how to achieve these, and who to turn to for support. This is through 1:1 meetings, group sessions, and also assemblies (for example, speaking to students about how to get support for SEMH needs) and the channels they can take for this. We also have a parent/carers coffee morning each term to share key information and take feedback and questions. It is also a chance for parents and carers to meet one another.

Students meet termly to review their targets. Parent/carers meetings are focused on students who might need additional support and strategies. Students with EHCPs review their targets with parents, carers, and key professionals.

Enabling Students to Access the Curriculum:

We ensure departments are thinking specifically about how students are accessing their curriculum. we work to:

- Ensure all students are supported to access the full curriculum through subject-specific strategies and methods. This has been done through INSET and training (all staff including

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LSAs), as well as whole-school time within departments to establish specific strategies to support students with a wide range of needs to access the curriculum.

- Ensure the curriculum is NOT reduced but made accessible for all by every teacher of that subject.
- Ensure that all students are supported to become fluent readers – through our tutor reading programme and tutor reading strategies that run throughout the curriculum and across all lessons.
- Ensure that students are taught how to access academic texts in different subjects – through our rigorous subject curriculums that support SEND students; this is the role of every subject teacher.
- Develop students' vocabulary, ensuring that they learn both subject specific terminology as well as academic vocabulary – through our 'word of the week', development of explicit vocabulary instruction in lessons and tutor time, and training for staff as well as a carousel training rotation on reading, explicit/implicit vocabulary instruction, and word and sentence-level questions. LSAs also have this training so that they use the strategies in intervention.
- Provide opportunities for students to explore and celebrate a variety of texts and perspectives, providing a wider cultural experience.
- Support the development of writing in all subjects – through our 'Writing Revolution' at TTA to teach students sentence-level writing skills. This has been done through regular training and carousel sessions.
- Teach students how to develop their spoken language skills – through our oracy units, Jack Petchey speak out challenge, and Year 7 speaking competition. As well as cold-calling in lessons to ensure that all students have the opportunity to speak and are guided with this.
- Every student's SEND need, reading age, and EAL level and language is on our Classports so that teachers know the needs of the students within their classroom and how to support these.
- Ensure that staff are flagging spelling, punctuation and grammar errors in books and students are purple penning these.
- Intervention takes place in tutor and after school as much as possible to avoid disruption to curriculum and lesson time.
- Every department has:
 - SEND information on Classports (highlighting student needs)
 - Student reading age and distance from current age
 - Support strategies to help students with SEND/Literacy/EAL needs
 - The Inclusion, SEND and Literacy Overview documents, outlining support and strategies at TTA
 - **The department documents for SEND and Literacy including:**
 - Subject specific support strategies that departments use to enable students with SEND and Literacy needs to access a full and rigorous curriculum.
 - These link to department handbooks and curriculum overviews.

Key Documents that Staff Access:

- **SEND Register:** Lists students with SEND in each year group, their targets, strategies to support them in the classroom, and interventions.
- **SEND Support Plans:** These give more detailed strategies for supporting students.

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- **Access Arrangements:** Lists which students have which access arrangement (e.g. a scribe, extra time, rest breaks) for work in class and exams.
- **EHCPs (Education, Health and Care Plans):** These are statutory documents for children and young people aged 0-25. They outline a young person's needs, targets and outcomes, and the provision that must be put in place to meet these outcomes. Only pupils with more complex needs need the provision outlined in an EHCP.
- **SEND and EAL Referral:** A form for staff to share concerns and support strategies they have tried for students who they feel have SEND or EAL needs.

Supporting Students to Access the Curriculum:

Every teacher is responsible and accountable for the progress and development of all students in their class, even if they receive additional support from LSAs or specialist staff.

LSAs work with class teachers to support students in lessons. They will ensure that students are challenged or given scaffolds to put pupils in the struggle zone. Appropriate scaffolds including guided questioning, writing frames, adapted materials, visuals and access arrangements. This supports students to move from the panic zone but avoid the comfort zone. LSAs are not expected to be attached to a single student; instead they build student independence by moving around the room and working with a range of students. They also work with the teacher to develop learning support strategies for the specific subject.

Questioning will follow the whole-school teaching and learning policy of using techniques including cold-calling, no-opt-out, right is right, and stretch-it. Meta-cognition questions will also be used to support 1:1 and small group reading sessions. The meta-cognition question sheet is in Classports. Classports allow LSAs to see where the SEND students are in the classroom and their specific area of need so that support can be tailored to meet those needs.

Tracking and Intervention:

All students will have a specific target relating to SEND which they will review biannually. This will be linked to the intervention they take part in. Feedback will be given according to intervention success which can be measured by: Reading Age (NGRT Reading Assessments), Strength and Difficulties Questionnaire, Spelling Age, specific subject progress, book-looks, and whether the student's personalised target has been achieved. We also run termly SEND student voice forums and monitor the responses in these.

A termly report analyses the effectiveness of intervention according to academic attainment and progress of students with SEND, attendance, and exclusion data. Student and parent feedback is gathered at the termly parent forums, regular meetings, and through questionnaires. We run SEND and EAL parent/carer coffee mornings to share key information, have group and 1:1 discussions, and gather feedback.

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We use a graduated approach to implement support. This includes following the Assess, Plan, Do, Review cycle, where we evaluate a need and success of an intervention. Support is given to students through a range of regular programmes and activities designed specifically to support their needs. Examples include: the Intervention and Achievement Programme (daily 1:1 and small group intervention tailored to students' needs); equine therapy; Place2Be counselling; Literacy and numeracy groups; touch-typing; occupational therapy groups; CBT; Ed Psych support; GROW Programmes (including GROW Outdoors, Bunch and AQA Mushroom Cultivation); EAL interventions take place in small groups and 1:1. Interventions are tracked using the graduated approach known as APDR: Assess, Plan, Do, Review.

GROW Farm:

We have developed a farm on site which we have jointly initiated with the charity, GROW, who run bespoke sessions and interventions. Our staff work with GROW to organise farm visits supporting both curricular and extracurricular activities. Our Head Chef, James Fox, who works for the charity, Chefs in Schools, uses the produce grown on our school farm in the kitchen. Students get to harvest the crops, measure the food miles, deliver, and then eat the crops grown. These projects and opportunities are supporting students' well-being and connection to nature, as well as providing unique learning about sustainable food growing and the environment. We believe that children should be educated in how to look after themselves and the natural world around them. From learning the basics of apiary care to breathing and meditation, our students benefit from an additional curriculum that supplements the academic backbone of their school-life. We run regular opportunities for members of the local community, as well as other schools, to come to the farm and take part in a range of learning and well-being activities.

Inclusion in Every Aspect of School Life:

Inclusivity is at the forefront of all we do. On top of the assemblies, tutor sessions, Evening of Excellence celebrations, activities, and an inclusive extracurricular timetable (including: Lunch Club, GROW Forest School, Learning from the Land, Equine and Dog Therapy, Sports Tournament for students with SEND), we have Place2Be counselling service on site, as well as a Catch-Up and Well-being Lead who is a trained Psychologist (and completed Mental Health Lead Training in 2023), working with students on a 1:1 and small group basis according to their specific needs. Place2Be offers 1:1 counselling, Place2Talk and Place2Walk drop ins, and Place2Think for staff. The Project Manager meets the Well-being lead regularly and works closely with the Directors of Learning, SENDCo, parents/carers, and of course students, to ascertain needs and monitor progress. A culture of inclusion exists throughout the school: Breakfast Club (with our school dog) runs every morning targeting students who have low attendance or find coming into school in the morning a challenge; Homework Club also runs every day before and after school so that students can access any support they need. We track who takes part in activities through registers and these also include SEND information so we can monitor this.

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Intervention and Literacy Programme:

LSAs 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. Please see our Literacy documentation for further information about Literacy intervention.

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 into 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. Year 7-9 students who are significantly below their reading age will have literacy intervention 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 out 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. 1:1 reading, small-group intervention, and meta-cognition for reading is used to develop reading skills. All intervention uses our tutor-reading strategies. There is also a robust phonics programme in place for students who need phonics learning.

We use Literacy Planet’s phonics programme as well as 1:1 phonics support and monitor individual student progress closely. Intervention is based on diagnostic assessment which gives a clear picture of the strengths and weaknesses of individual struggling readers. We also include students flagged by Directors of Learning in the TTA Target 10 whose Literacy is a concern. Intervention is delivered by LSAs who have been trained to assess and teach specific aspects of accurate and fluent reading. A phonics programme is in place for struggling readers who have gaps in their phonic knowledge (this is via Literacy Planet and our Catch-up and Well-being Lead who is phonics trained). This is designed for adolescent readers to make rapid progress. Frequent monitoring is in place for all intervention students (and those who have ‘graduated’ out of intervention) to help staff review both the

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students' need and the effectiveness of the intervention. Intervention is overseen by a senior leader who has the authority to review and refine the intervention strategy over time.

Intervention is tracked using regular reading age testing, as well as assessments by the intervention lead on student progress in terms of fluence, decoding, comprehension and vocabulary (see reading intervention progress tracker). 'Phonological awareness' is a student's ability to recognise individual sounds. There are 44 phonemes in the English language that map onto the English alphabet. Children who have a good understanding of this can sound out words that they read. Phonics is the method of instruction that explicitly teaches students to map out sounds (phonemes) onto their corresponding letters (graphemes) and is foundational for being able to access the curriculum. Any students who are not secure in their phonological awareness need to be on a structured intervention that addresses this.

For students requiring support with phonics, there are several packages and programmes available. We are looking into: Lexonik Leap [Lexonik Leap Literacy Programme - Lexonik](#)

Personalised intervention, such as Social Skills, Comprehension Monitoring, Zones of Regulation, Transition Group, Anxiety Group, 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,

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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 Inclusion Lead 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 and the school dog with adult supervision

Lunch Time:

- Games Club, Peer Mentoring, lunch club set up for students with SEND.
- 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
- Inclusion Lead support for unstructured time
- Walk and Talk with the School Dog and Place2Be and/or Well-being Lead

After School:

- A range of extra-curricular clubs and sports activities (see extracurricular timetable)
- Homework Club - Library and LRC
- LRC – Open every day 3.15pm – 4pm
- Library – Open every day until 4pm with LSA support for homework

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.
- **Year 7 Literacy** – 1 x 100 minutes per week with Literacy lead focusing on reading, writing, and literacy skills.
- **Place2Be** – 1:1 counselling through referral system. We work with parents and the Place2Be team to implement effective counselling and individual therapies for students.
- **Sessions with Wellbeing Lead** – 1: or small group sessions for students working on developing strategies and behaviours to deal with a range of situations in their daily lives.
- **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 Barnet. 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 (2-4 cohorts per week). The course also develops skills including social, communication, teamwork, organisation, time management, and leadership skills.

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- **Co-curricular Activities including:** Events and Competitions, Trips and Excursions, clubs for specific needs.
- **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, Mushroom Cultivation, Animal Care, Crop Growing, Student committees, Floristry Course.

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, our Wellbeing Lead, Place2Be.

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.

Our extracurricular programme offers a wide range of opportunities and experiences for all students and we ensure SEND students are accessing those. We encourage clubs for students to attend, such as GROW lunch club. We also ensure SEND students are represented in our student voice and student leadership groups, not only so that their voices are heard, and so that they are learning from these opportunities.

We have a Senior Mental Health and Wellbeing Lead who can support students with emotional and social development. Staff on duties speak to students in their free time to check in. We also run assemblies outlining how students can support themselves and others if and when they need. We reiterate this regularly so students feel empowered. Our in-depth tutor programme, as well as curriculum, also addresses and develops emotional and social development.

Looked After Children and SEND:

- Looked After Students who have SEND are supported by the pastoral and SEND team. The team liaise regularly on personalised intervention and support for those students.
- PEPs are carried out by the Directors of Learning, which the SEND team feed into, and attend where relevant.
- Programmes are catered for students who might need additional support and reasonable adjustments based on specific needs.

Working with Parents, Carers, Children, and External Agencies:

Action/Event	Who's involved	Frequency
SEND Parent/Carer Forum	SENDCo, Catch-Up and Wellbeing Lead, Parents of SEND Students, SEND Students, LSAs.	Termly

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SEND Student Forum	SENDCo, Catch-Up and Wellbeing Lead, LSAs, SEND students.	Termly
External Agencies	Place2Be – students, staff, parents. Learning through Horses	3 times a week (Mon-Weds) Once a week (group of 8 students)
Barnet Advisory Team and Professionals	Barnet Services, individual students. BICS – Barnet Integrated Children Services	When required When required, weekly
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
Rebecca Gold	SENDCo	Rebecca.Gold@tta.org.uk 0208 4459205
Evi Takopoulou	Wellbeing Lead	paraskevi.takopoulou@tta.org.uk 0208 4459205
Janina Aitken	Senior Vice Principal: Inclusion and Safeguarding Lead	Janina.Aitken@tta.org.uk 0208 4459205

Relevant School Policies:

- SEND Policy
- Accessibility Plan
- Complaints Policy – this is on our website and any SEND-specific concerns can also come to the SENDCo (Rebecca Gold), Inclusion Lead (Frances Steel), and Principal (Chris Fairbairn).

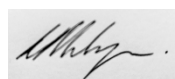
Legislation and Guidance taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010

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- Mental Capacity Act 2005
- SEND Code of Practice 2015

Owner	Frances Steel
Department	SEND/Inclusion
United Learning	Academy
Reviewed	Annually
Date Authorised	September 2025
Review Date	September 2026

Signed off by:	Name: Chris Fairbairn	Name: Anahita Milligan
	Signature: 	Signature: 
	Role: Principal/Head Teacher	Role: Chair of Governors

The Totteridge Academy Whole School Provision Map

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>	• 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. • Literacy Lessons in Year 7.	• 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. • 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. • GCSE Group – weekly meetings with SENDCo for academic support and 16+ plans. • Online programmes (Spellzone, Lexia, Lucid). • Literacy Intervention Sessions. •	• 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. •

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Communication and Interaction	• 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). • Walks with the School Dog and Place2Be/Well-being Lead.	• 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.	• 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. • Sessions with Wellbeing Lead • Art Therapy. • Communication Skills Group (with Speech and Language Therapist). • GROW Learning from the Land

The Totteridge Academy Whole School Provision Map

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>	• 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/Well-being Lead.. • 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.	• 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. • Mentoring Scheme. • Breakfast Club – Monday morning breakfast with SENDCo/Well-being Lead. • Walks with the School Dog and Place2Be/Well-being Lead.	• Counselling service – Place2Be • Sessions with Wellbeing Lead • 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. • BICS support • CAMHS support – Tier 1 or 2. • Art Therapy • Equine Therapy • GROW Learning from the Land

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<i>Sensory and Physical</i>	• 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 • Peer Mentoring Scheme • Support strategies in every teacher classport folder. • Regular training and INSET for staff. • Parent and Student feedback and questionnaires.	• 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.	• 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).