



The Totteridge Academy
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SEND IMPACT REPORT
2022-23

The Totteridge Academy

Website: www.thetotteridgeacademy.org.uk

SENDCo: Rebecca Gold (Rebecca.Gold@tta.org.uk)

Tel: 02084459205

Barnet Lane. N20 8AZ.

SEND AT TTA

Our Philosophy

The Totteridge Academy is an inclusive school that celebrates individuality and diversity. We have high expectations of all 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: 44 students (4.6%)
- K-code (SEND): 175 students (18.1%)
- Total SEND: 219 students (22.7%)

- **Areas of Need within SEND:**
 - Cognition and Learning - 43.15%
 - Communication and Interaction - 21.5%
 - Social, Emotional, and Mental Health - 25.6%
 - Sensory and/or Physical - 9.75%



Student Voice at TTA

Student voice is important at TTA, so we meet students three times a year to collect their feedback, thoughts on support, and new ideas that they may have. Last year there were 15 students from each year group taking part and we used their feedback and ideas to implement systems at TTA. An example of this was developing our breakfast club further by moving it to a different space and having Peggy, our school dog, involved. Students could go for walks as well as spend time in our breakfast club room. This is supervised by one of the learning support team at all times. Students really enjoyed our range of clubs this year. In terms of quantitative feedback, all students who took part in the student voice groups reported that they feel more confident asking for help in lessons than at the beginning of the year. They also commented that they have a good understanding of online safety matters and who to approach when these issues arise. They all feel valued in school and safe when in or out of the classroom.

Support Highlights:

Wave 1 Inclusive quality first teaching for all	Wave 2 Additional interventions to secure age-related expectations	Wave 3 Targeted and personalized interventions
<ul style="list-style-type: none"> • Quality first teaching with differentiation, assessment for learning, and care taken with Classspots, 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. Speaking and Listening opportunities in lessons and outside lessons (e.g. assemblies, events). • Walks with the School Dog and Place2Be/Well-being Lead. • 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 • Breakfast Club with SENDCo/Well-being Lead. • Trained First Aiders and a Student Services Centre • Accessibility Plan 	<ul style="list-style-type: none"> • Identification, assessment, and tracking of learning need. • Targeted adult support within the classroom (Learning Support Assistant and teacher). • A range of targeted interventions, such as handwriting, touch-typing, literacy, homework club • Team Around the Child (TAC) Meetings with key staff. • 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. • Laptop Use. • Observation and classroom support with external Speech and Language Therapist/Autism Advisory Service. • Staff training from Speech and Language Therapist or Advisory Teacher, and external events (e.g. from Autism Advisory Service). • 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 led by LSAs • Walks with the School Dog and Place2Be/Wellbeing Lead. Specialist technology (e.g. Prodigy). 	<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. • 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 • Grow Learning from the Land Counselling service – Place2Be • Sessions with Wellbeing Lead • BICS or CAMHS support • Equine Therapy • GROW Learning from the Land

Literacy Interventions Impact

A new software program, Literacy Planet, was trialled last year for students whose reading ages were six months or more below their actual age. Literacy planet delivers personalised online



activities for students who need support with phonics, sight words, spelling, comprehension and grammar. The students took a baseline assessment before accessing the online activities. 80% of students achieved significant progress with the majority raising their reading ages by an average of 2 years in 6 weeks. A number of students received 1:1 reading interventions (phonics-based for those who

needed), run by LSAs and their confidence in reading both in class and for pleasure increased drastically. See below an example of the impact. This year we are running: 1:1 and small group intervention with the Inclusion Team; Literacy Planet; 1:1 reading with Sixth Formers.

Overall teachers' statistics

I have noticed an improvement in this student's reading skills since Term 1:

[More Details](#)

● To a great extent	0
● Somewhat	7
● Very little	0
● Not at all	1



Homework Club

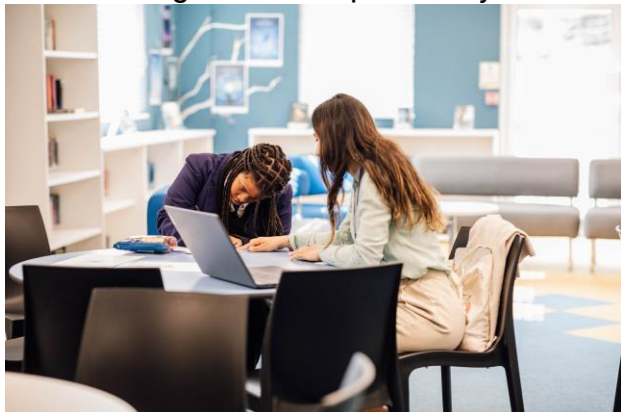
Homework club runs every day in both the library and the LRC. On average, about 10-15 students attend each day, and they are supported by at least four members of the Inclusion Team. Our Inclusion Team offers support with organising homework tasks, helping students to help themselves if they become stuck, prompting students, reminding them of content discussed in class and liaising with teaching staff if students need some additional support from a subject specialist.

So far this year, only one of our regular attendees has had any consequences logged for incomplete or poorly completed homework. Parents and carers have also spoken with us about how attending homework club has reduced the pressure of homework at home and has helped their children to gain a better balance between school and home, resulting in more peaceful and relaxing evenings for them and their children.

Handwriting Intervention

Teachers identified students who would benefit from targeted intervention to improve the legibility or fluency of their handwriting. 32 students were identified in total. Students attended a weekly intervention in a small group to focus on letter formation, joining and practicing key shapes as well as words. Students were proud of noticeable improvements and teachers shared some positive feedback about the impact this had on students' written responses.

Twenty-eight students showed significant handwriting improvement. Three students' handwriting did not improve beyond the intervention and one student did not complete the



intervention due to attendance. As a result, these students have now started to touch type in order to use a laptop for written exams, and we have a group of 16 students who touch type. Some of the students who struggle with their handwriting may also need further input from an Occupational Therapist, who can support them with their motor skills, or specific access arrangements, such as a

scribe. We continue to review this and plan accordingly.

Equine Therapy:

All 16 students who completed the full programme of Equine Therapy last year obtained their Prince's Trust Employability Level One - Personal Development Unit and the AQA Award- Grooming a horse, Introduction to Horse Care. Two students did not complete the programme but still obtained their AQA qualifications in Grooming a Horse. All participants enjoyed the sessions and there was a noticeable change in their confidence and teamwork skills.



Students set goals at the beginning of the programme; of the students who attended last Autumn, 50% of attendees achieved all three goals, 25% achieved 2/3 goals, and 25% did not complete the programme, but did gain at least one qualification. The reason for an incomplete programme was attendance.

SEMH Support highlights

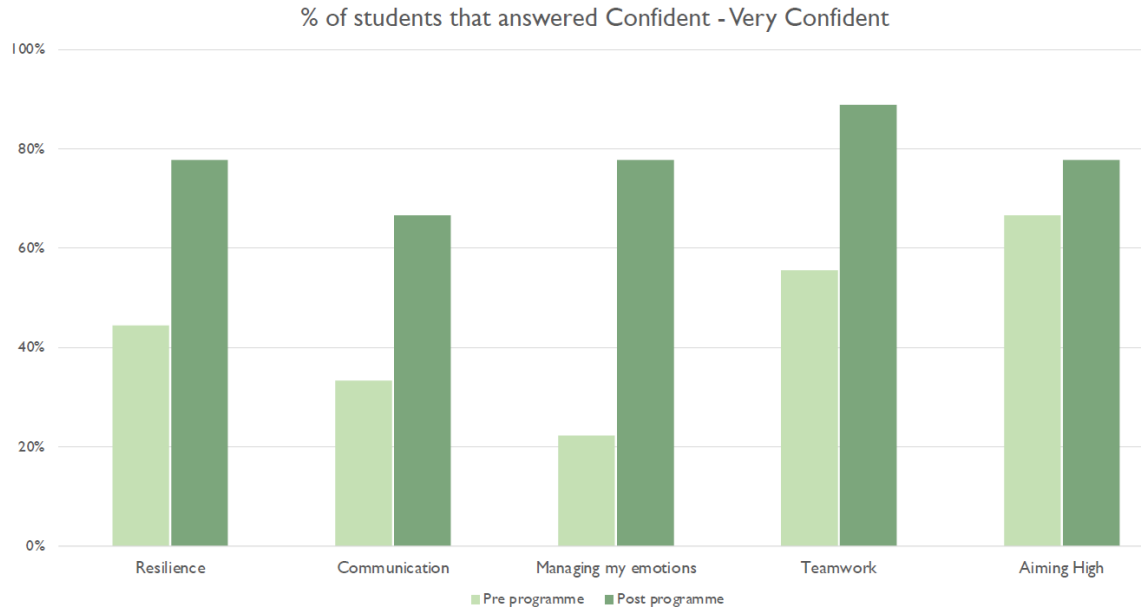
Place2Be at TTA

Place2Be is a national charity supporting schools to improve the confidence and wellbeing of children and young people. The service allows our students to have 1:1 counselling (through referral from parents and the school) as well as access drop-in sessions if they feel they would like any emotional or therapeutic support. Place2Be gives students a space to express

themselves through talking and creative work, to think about any worries they might have and strategies to work through these. Place2Be provides support for parents and staff too - details of Place2Be's impact are in the termly and annual reports. To find out more about the charity, please visit their website: <https://www.place2be.org.uk/>.

Wellbeing group support

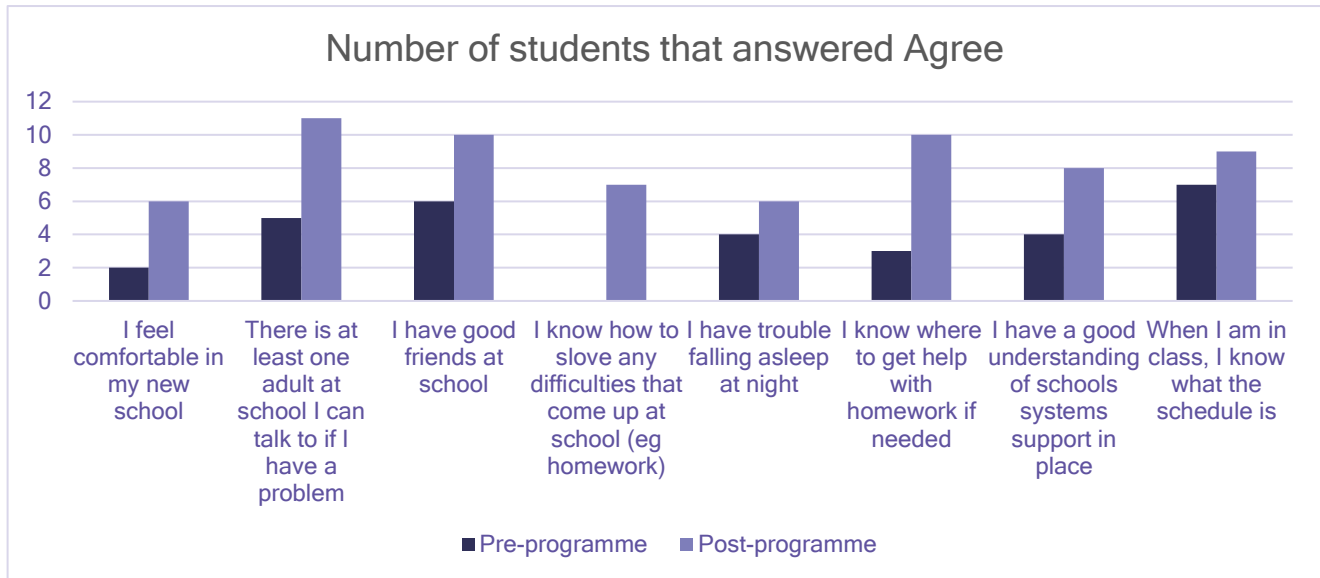
The Mind Over Matter Programme was designed for a group of students and consisted of a series of interactive 90-minute workshops. Eleven Year 7 and 8 students explored a range of wellbeing topics and looked further into the areas that were the most important to them. At the end of the intervention, they all reported that they know different ways to look after their mental health, they feel more comfortable talking with things that they struggle with, and they are more self- confident and equipped with problem solving skills. Next term, students from older year groups will join the program as well.



Year 7 transition groups

To facilitate Year 7s' transition to secondary school, we run two small group interventions (up to 10 students each), led by an Educational Psychologist, focusing on transition, anxiety management and social skills. All students who participated in the group reported that they were feeling more confident to enter their secondary life. They were also more able to use problem solving techniques and to strengthen their friendships. Finally, many sessions were

targeted on emotions and especially anxiety so our Year 7s were able to identify, process and deal with negative emotions.



Breakfast and Lunch Clubs

Before school starts and during break and lunch (known as unstructured time) can be challenging for some students. Our Inclusion Team runs clubs during these times so students can go in adult-supervised safe-spaces. In this space, they can play board games, catch up with their work, chat with others and of course have a walk with our school dog, Peggy. 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.

GROW Programmes



GROW programmes at TTA support students' physical and mental well-being, their connection to the outdoors, development of skills and knowledge in food growing and sustainable living and last but not least the team-work and social skills development. Through GROW programmes, our students learn that everything in the world is connected and that they are a part of an ecosystem. We aim to introduce them to the

deep sense of purpose and wellbeing that this knowledge brings. GROW teaching approach is informed by mindfulness and forest school principles and builds resilience, curiosity and community.

The GROW Outdoors Programme had great results, with:



- 90% of participants say they now use mindful breathing exercise in their daily life.
- 90% of participants said they made new friends in GROW.
- 80% of participants said they felt more calm, confident or more able to focus after GROW.

IMPACT SUMMARY:

Academic Attainment

- **GCSE Progress 8 2023:**
 - Students with SEND: +0.09



Data analysis:

Our students with SEND make more progress than the national average with a Progress 8 score of +0.09. The data also shows that last year, fewer students with SEND were suspended compared to their peers without SEND. This is not in line with national data, and we are proud of this.

According to the 2023 GCSE results, students with cognition and learning or sensory and physical needs achieved well, often above their targeted grades. Students whose primary need is communication and interaction were the most underperforming group. Some students with social, emotional mental health needs did not reach their target grades, but some did exceed this.

To combat this, we have:

- Expanded the Inclusion Team and number of LSAs (from 4 to 11) in order to offer more targeted interventions and support in lessons.
- Upskilled the team with sessions on attachment and developmental trauma.
- Worked with Heads of Departments and teaching staff to ensure they are meeting the needs of students with SEND from the core of their curriculums.
- Given students ownership of their individual targets and review these throughout the year.
- Continue to evaluate assessment data to prioritise key groups of students.

Who We Are - The Inclusion Team

- Rebecca Gold - SENDCo
- Evi Takopoulou - Wellbeing and Academic Support Lead
- Bradley Miller - Learning Support Assistant
- Nada Pantelides - Learning Support Assistant
- Tugce Donmez - Learning Support Assistant
- Danielle Hassan - Learning Support Assistant
- Salma Hassam - Learning Support Assistant
- Patricia Gold - Learning Support Assistant
- Claire Doyle - Learning Support Assistant
- Chatranong Snidvongs - Learning Support Assistant
- Daniel Boateng - Learning Support Assistant
- Karen Hatton - Librarian and Literacy Co-Ordinator
- Luisa Prosser - Place2Be Project Manager



Looking Ahead

Our team of Learning Support Assistants has grown significantly over the last year. We are so excited to be able to increase our offering to more students; this includes running more small-group interventions, more opportunities for parents to liaise directly with the Inclusion Team and more students who can receive support in more lessons, as well as around school.

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

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.

Students

"I like how we have therapy at school like Place to Be and how you can walk Peggy at lunch time. I like how teachers support students in the lessons when they need it." - Year 9 student

"Lessons like Music and D&T are hands-on and you can do different projects. We get lots of help in school and I find writing hard so slowing this down in handwriting [intervention] helps. Literacy [intervention] helps me to find new words I didn't know." - Year 10 student

"I like how you can make good friends here with advice from teachers and I have help building my confidence." - Year 8 student

"I like how the teachers offer support to those who need it like giving resources to them. I like how I can walk Peggy the dog any time when I am feeling down." - Year 9 student

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/wwc-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>