

## The Totteridge Academy: SEND Policy

### The Totteridge Academy – Special Educational Needs and Disability Policy Updated August, 2023

#### **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', 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
- The 2022 SEND Review: right support, right place, right time

**Principal:** Chris Fairbairn

**Governor with responsibility for SEND:** Sue York

**SENDCo:** Rebecca Gold; Email: [Rebecca.Gold@tta.org.uk](mailto:Rebecca.Gold@tta.org.uk)

**Catch-up and Well-being Lead:** [Evi.Takapoulou@tta.org.uk](mailto:Evi.Takapoulou@tta.org.uk)

**Inclusion Lead:** Frances Steel (NASENCO Qualification, UCL, 2017-2018). Email: [Frances.Steel@tta.org.uk](mailto:Frances.Steel@tta.org.uk)

This policy is in line with all of our school policies and ensures that we embed an inclusive culture and successfully support those with SEND. The Governing Body, the Principal and the SENDCo will regularly monitor the effectiveness of this policy.

#### **Rationale**

The United Learning Trust is committed to ensuring that the necessary provision is made for every student within their schools' communities. The Trust celebrates the inclusive nature of their schools and strives to meet the needs of all students with a special educational need and/or disability.

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High quality teaching which is adapted to meet the needs of the majority of students is the first response to supporting students with SEND. Some students will need something **additional to** and **different from** that which is ordinarily available for the majority of students, this is *special educational provision* and the students in receipt of this provision will be included on the school's SEND Register (*SEND Support/K code on Arbor*). We have a duty to use their best endeavours to ensure that provision is made for those who need it.

All schools will ensure that the necessary provision is made for any student who has SEND. We will ensure that all staff are able to identify and provide for these students to enable them to partake in all activities in the school in order to reach their full potential, be included in all aspects of school life and feel a sense of belonging to the wider school community.

This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:

***Every teacher is responsible and accountable for the progress and development of all students in their class even where students access support from teaching assistants or specialist staff.***

Teaching and supporting students with SEND is therefore a whole school responsibility requiring a whole school response. In order to achieve this, we will work in partnership with parents/carers, students, local authorities, specialist providers and other external agencies required to meet the individual needs of our students.

This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:

### **Aims and Objectives**

#### **Aim**

To provide an inclusive, stimulating, and safe environment which will enhance the learning of all students and help them achieve their full potential. We work to prepare students for the successful next phase of their education, employment, or training. This is in all areas including their development of knowledge, skills and understanding to equip them for the next phase of their education, employment or training. By doing this we hope to raise the aspirations and expectations of all students, especially those with SEND. Furthermore, we aim to make all learning, extra-curricular activities, and every aspect of school life available to those with SEND. Accessibility plans and developments, in line with the [Schedule 10 of the Equality Act 2010](#), the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#), the [Special Educational Needs and Disabilities Regulations 2014](#), the 2022 SEND Review: <https://www.gov.uk/government/consultations/send-review-right-support-right-place-right-time> and the [Special Educational Needs and Disability \(SEND\) Code of Practice: 0-25years](#), is outlined in our Accessibility Plan, 2021, on the School Website (<https://www.thetotteridgeacademy.org.uk/>).

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### **Objectives**

- To identify and provide for students who have special educational needs and regularly assess and review the provision that we offer.
- To use our best endeavours to ensure that a student with SEND gets the support they need.
- To have regard to the statutory guidance provided in the SEND Code of Practice (2015).
- To operate a 'whole student, whole school' approach to the management and provision of support for special educational needs.
- To implement a graduated approach to meeting the needs of students identified as requiring SEND Support.
- To ensure the SENDCo (Rebecca Gold) and Inclusion Lead (Frances Steel) have the relevant training and qualification for the role.
- To provide training, support, and advice for all staff as often as is appropriate and necessary.
- To ensure that all students with SEND are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every student.
- To embed TTA's 'Kaizen' philosophy and promote this with all students, especially those with SEND.
- To take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- To work in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's education and choices for their future.
- To work collaboratively with external agencies and specialists including those from Social Care and Health.
- To ensure the Equality Act 2010 duties for students with disabilities are met.
- In conjunction with the Medical Policy, to support students with medical conditions and to have regard for statutory guidance supporting students with medical conditions.
- To have regard to any other guidance issued by the Borough, the Government, and the United Learning Trust.

### **Identifying Special Educational Needs**

The SEND Code of Practice (2015) defines SEND as a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities generally available in a mainstream school.

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

- **Communication and Interaction**
- **Cognition and Learning**

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- **Social, Emotional and Mental Health**
- **Sensory and/or Physical**

These four broad areas give an overview of the range of needs that are planned for but we identify the needs of the whole student in order to establish what provision is required to meet their primary need, not just by the category in which they are placed. The progress made by all students is regularly monitored and reviewed as part of high quality, adapted teaching.

Where concerns are raised about a student's progress despite support and high quality teaching, the class teacher will seek advice from the SENDCo. They will then assess if a student has a significant learning difficulty and agree appropriate support.

The Totteridge Academy will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all students with SEND and ensure that parents/carers are informed that SEND provision is being made for their child. We identify the needs of the whole student in order to establish what provision is required to meet their primary need, not just by the category in which they are placed.

The progress made by all students is regularly monitored and reviewed as part of high quality, adapted teaching. Where a student is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. This information will be shared with parents/carers as and when appropriate, for example at parents' evening.

Where students continue to make inadequate progress despite support, parental/carer involvement, and high quality teaching, the teacher, Head of Department, and Director of Learning will seek advice from the SENDCo through the TTA Referral Form (available to all staff on the shared drive). The SENDCo will then assess if a student has a significant learning difficulty and agree appropriate support.

Where a student is identified as having SEND, the SENDCo, teacher, and Learning Support Assistants, will take action to support effective learning by removing any barriers and put effective special educational provision in place. They will use **the Graduated Approach** to monitor students' progress, identify outcomes, and evaluate support and provision.

The school will notify the parents/carers that SEND Support is being offered and share with them the provision that is being put in place. This will be reviewed termly in conjunction with the parents/carers and students. When a student has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and adapted teaching, they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the student will be removed from the school's SEND register. Further details outlined here:

### **The Graduated Approach to SEND**

**Assess:** In identifying a student as needing SEN support the teachers, working with the SENDCo, should carry out a clear analysis of the student's needs. This should draw on:

- the teachers' assessments and experience of the student, their previous progress and attainment, as well as information gathered from other areas of the school.

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- the student's development in comparison to their peers and national data should also be considered along with the parent's/carers' views and experience, the student's views and, if relevant, advice from external support services.

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the student responds to an intervention.

**Plan:** Parents/carers, with their child, will meet with the Director of Learning and the SENDCo to decide on the interventions and support to be put in place as well as the expected impact on progress and development. A clear plan will be produced. The date for review will depend on the level of need present but will be a least once per term.

The plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the review will take place. A copy of the plan will be given to parents/carers and the child if appropriate.

The support and intervention provided will be selected to meet the outcomes identified for the student, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.

**Do:** The class teachers remain responsible for working with the student on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCo and Inclusion Team will support the class teacher in the further assessment of the student's needs, in problem solving and advising on the effective implementation of support.

**Review:** The review will take place on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the student and their parents/carers.

Parents/carers will be given information about the impact of the support and interventions provided, enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.

This review will feedback into the analysis of the student's needs, then the class teacher, working with the SENDCo, will revise the support in light of the student's progress and development, with decisions on any changes made in consultation with the parents/carers and the student.

Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

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When a student has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and adapted teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the student will be removed from the school's SEN register.

### **SEND Provision at The Totteridge Academy**

The provision offered to students requiring SEND Support will differ from student to student. They may include:

- Individual Achievement Plan and Personalised Targets set on Target Tracker
- Key information and support strategies in Classport folders for Quality First Teaching
- Intervention and Achievement Programme
- Additional Qualifications, such as the AQA Mushroom Cultivation Course on the GROW Farm
- Place2Be counselling and therapy
- Qualifications, on the School Farm
- Group/1:1 intervention, Forest School, Animal Welfare, Horticulture - GROW School Farm
- Literacy Target Group/1:1 Literacy support
- Literacy phonics programme for those students who needs it (LiteracyPlanet) and 1:1 Phonics intervention
- 1:1 and small group evidence-based intervention with Inclusion team
- Education Psychologist assessment with our Catch-Up and Well-being lead, who is a qualified Educational Psychologist
- CBT-style therapies and intervention (both 1:1 and small group) with our Catch-Up and Well-being lead
- Additional support from another adult within the classroom
- Social Skills sessions (morning drop-in, social stories, reading for meaning, games club)
- Team Around the Child Meetings (meetings with DoLs, Place2Be, relevant teachers and LSAs of students of concern to share insight, strategies, and action plans moving forward)
- Termly SEND Parent/Carer Forums
- Different materials, resources or equipment, use of alternative technologies, touch-typing
- Adapted timetable
- Peer Mentoring and Reading Buddy Scheme
- Personal care support and personalised evacuation plans
- Targeted and inclusive range of extra-curricular activities
- Dyslexia screener and specific needs screener (Lucid)
- Timeout and Toilet pass
- Daily Homework Club – before and after school
- Breakfast and Lunchtime Clubs
- Equine Therapy – Prince's Trust Award
- Dog Therapy – with our certified school dog: Peggy
- Robust and embedded Access Arrangements as students' normal way of working
- Additional LSA support in tutor time to review and plan each day

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- Target tracker with: Area of need, related target, support strategies that the students find helpful, record of intervention and key member of staff with whom the student works particularly well so staff can gain further advice on how to best support the student's need.
- Programmes with external providers including mentoring scheme and well-being scheme
- Analysis of needs, impact of intervention, and adaptations made according to specific needs
- Curriculum support across all subjects to ensure students access a full, broad and balanced curriculum

### **Statutory Assessment of Needs (Education, Health, and Care Plan)**

A small number of students whose needs are complex and long term, may require a greater level of support than the school can provide from its own resources. For these students all the evidence from the graduated approach process will be gathered and a request made to the local authority to conduct an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan being provided. The Totteridge Academy will follow the local authority's guidance for this process and involve parents/carers and the child from the beginning. More details for Barnet's EHCP Process can be found here: <https://www.barnet.gov.uk/wwc-home/practitioner-guidance/special-educational-needs.html>

There is also detailed information within the Local Offer of support from Barnet SENDIASS: <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>

### **Monitoring and Evaluation of SEND**

Regular monitoring of the quality of provision for all students, including those students with SEND, follows the school's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that students with SEND have their individual provision reviewed regularly, at least termly. Those with EHCPs will have their Annual Reviews with parents/carers, the SENDCo, and any other relevant professional; all teachers will feed into this and student voice will be at the forefront of the meeting. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate student progress and to meet student needs.

### **Supporting Students and Families**

We value and accept the positive role and contribution parents/carers make. We make every effort to work in full co-operation with them, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home. When a child is in care, the carers are accorded the same rights and responsibilities as parents/carers. The school has both an appointed member of staff and a governor for Looked after Children.

At The Totteridge Academy we endeavour to support parents/carers so that they are able to:

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- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.
- Come in to school to discuss their child with the SENDCo.
- Attend termly Parent/Carer Forums run by the SENDCo so that parents/carers can meet the SENDCo, hear updates on SEND provision at school, share their views and give feedback, and meet other parents and carers.

**More information about the support offered to parents/carers from our local authority can be found within their Local Offer here:** <https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs.html>

### **Children in Care**

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children.

### **Student Voice**

We hold the views of students highly and recognise the importance of gaining genuine student views in promoting the best student outcomes. Students are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, as part of our student surveys, parent/carers and student meetings, at the SEND Parent/Carer Forum (where students are welcome) and at the any targeted intervention meetings. We ask all students to contribute to the setting of their own targets by choosing their termly targets on the target tracker to be shared with staff.

### **Partnership with External Agencies**

The School is supported by a wide range of different agencies and teams. The school's SEN Information report details which agencies the school has worked with in the last 12 months. This report can be found on the school website and is updated annually.

### **Roles and Responsibilities**

Provision for students with Special Educational Needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENDCo, all members of staff have important responsibilities.



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### **Governing Body:**

Governors have an important role to play in supporting schools to manage SEND. In their advisory capacity, all Local Governing Bodies of United Learning schools must follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- Appoint a member of the LGB to advocate for the needs of students with SEND.
- Challenge and support the school to use its best endeavours to make sure that a student with SEN gets the support they need – this means doing everything they can to meet children and young people’s Special Educational Needs.
- Ensure that children and young people with SEN engage in the activities of the school alongside students who do not have SEN.
- Check that the school has designated a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO.
- Ensure that the school informs parents/carers when they are making special educational provision for a child.
- Confirm that the school has prepared an SEN Information Report to confirm their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

### **The Principal**

The Principal has responsibility for the day-to-day management of all aspects of the school’s work, including provision for students with special educational needs. The Principal will keep the Governing Body fully informed on Special Educational Needs issues. The Principal will work closely with the SENDCo and the Governor with responsibility for SEND.

In collaboration with the Principal and Governing Body, the SENDCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of Students with SEND.

### **The SENDCo**

The SENDCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual students, working closely with staff, parents/carers and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for students with special educational needs.

Through analysis and assessment of students’ needs, and by monitoring the quality of teaching and standards of students’ achievements and target setting, the SENDCo develops effective ways of overcoming barriers to learning, ensuring progress, and sustaining effective teaching.

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The SENDCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principal responsibilities for the SENDCo include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for SEND students and reporting on progress.
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review.
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Monitoring relevant SEND CPD for all staff.
- Managing the Inclusion team.
- Overseeing the records of all students with special educational needs and ensuring they are up to date.
- Liaising with parents/carers of children with special educational needs.
- Contributing to the in-service training of staff.
- Being a point of contact with external agencies, especially the local authority and its support services.
- Liaising with early years' providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Liaising with potential next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for students with SEND.
- Leading on the development of high quality SEND provision as an integral part of the school improvement plan.
- Working with the Principal and the school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

### **All Teaching and Non-Teaching Staff**

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for students with special educational needs.
- All teachers are fully involved in providing high quality teaching, adapted for individual students. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable students and their knowledge of all SEND needs.
- All teachers are responsible for the progress and development of all students including those with SEND.
- All teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to students' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of student needs, drawing on the teacher's assessment and experience of the student as well as previous progress and attainment

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- All teachers will ensure that any student on SEND Support is provided with the required support as outlined in the graduated approach plan and clearly identifies this provision on their class lesson plans for every lesson
- Learning Support Assistants will liaise with the teachers and SENDCo on planning, on student response, and on progress in order to contribute effectively to the graduated response.
- Learning Support Assistant use whole-school teaching and learning policies and strategies to support students' learning
- All teachers and Learning Support Assistants will undergo relevant and regular training.

### **Training and Development**

Training needs are identified in response to the needs of all students. We have a number of staff with specific training in the areas of SEND. Whole staff training is led by the SENDCo at INSET days each term with key information shared and training on supporting students' needs.

The school offers opportunities for staff to reflect on their practice and to offer peer-to-peer support and guidance. Our 'Kaizen Cards' allow a focus on inclusion and SEND for those who wish to develop their practise. All of the Learning Support Assistants set goals on their 'Kaizen Cards' to develop their skills in supporting students.

We take opportunities for specific training, for example, in speech and language (official training from the Barnet team), Autism, SEND (training for all staff from the United Learning SEND lead, David Bartram), Social, Emotional, and Mental Health (from Place2Be), Sensory and Physical difficulties (from the Barnet specialists), and literacy and numeracy interventions. We also have a team of fully trained counsellors through Place2Be and our Well-Being Lead.

### **Funding**

Funding to support the majority of SEND students in mainstream schools is delegated to the school's budget. It is the expectation that schools provide support to their students with SEND from their SEND budget. Where the school is not able to meet the needs of a student from its budget we will seek "top-up" funding from the local authority. Where a student is in receipt of additional funding allocated via an EHC Plan, the school will use its best endeavours to ensure it is spent effectively to meet the needs of the student and to deliver the outcomes as set out in the EHC Plan.

### **Storing and Managing Information**

Student records and SEND information may be shared with staff working closely with SEND students to enable them to better meet the individual student's needs. Student SEND files are kept in a locked filing cabinet and all electronic information is stored on the school system. Teachers are reminded of key information via meetings, briefings, and email. Information is on Arbor as well as the shared drive so that staff can access it. All systems are in line with our Data Policy.

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### **Complaints**

In the first instance, parent/carers complaints about the provision or organisation of SEND at The Totteridge Academy are dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

### **Admissions**

No student will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

### **Transition Arrangements**

Support for students with SEND includes the planning and preparation at key transitional phases of education. For students arriving at The Totteridge Academy we have a comprehensive package of transitional support that is put in. This includes:


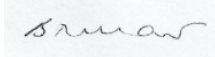
- Transition days and SEND Transition Day
- Visits between SENDCos
- SENDCo visits to Primary Schools to meet the students
- Key staff exchange of information
- Orientation days when needed
- Additional visits according to what is best for the student
- Contact with parents/carers and meetings
- Parental/Carer meetings during Open Evening
- If online: online assemblies, 1:1 visits, welcome booklets sent, online meetings, tour video

### **Access Arrangements**

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make reasonable adjustments. At The Totteridge Academy we do our best to ensure that those students who require access arrangements receive them. This is based on diagnostic testing as well as history of need and normal way of working. The SENDCo works closely with all teaching staff in completing the application to the awarding bodies. Anyone supporting with Access Arrangements has training with the SENDCo.

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Approved By:	LGB
Overseen By:	Frances Steel
Last Review Date:	Autumn 2023
Review Frequency:	Annually
Next Review Date:	Autumn 2024

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