

Rooks Heath School SEND Report 2020/21

The following information is an overview for parents/carers of Special Educational Needs and Disabilities provision on offer and impact measured during the 2019/20 academic year at Rooks Heath School.

Please also see the Local Authority Offer from the London Borough of Harrow at the following web address: www.harrow.gov.uk/sendlocaloffer

This report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities (SEND).
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report

This information should be read in conjunction with the following policies which can be found on the Rooks Heath School [website](#):

- Learning Support (SEND) policy
- Equal Opportunities Policy
- Medical Needs policy
- Behaviour for Learning policy
- Assessment for Learning policy
- Safeguarding Policy
- Curriculum Policy

Section One: Key Information for Parents/Carers

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| Context | Rooks Heath School prides itself on being an inclusive school. The School welcomes students of varying abilities and backgrounds and we believe that each student has individual and unique needs. Teachers have high expectations of all students, regardless of their current ability, and are required to set challenging tasks for students. Students are encouraged to develop tolerance and mutual respect and to recognise that no ceiling can be placed on achievements when coupled with hard work and effort. The SENCO and their team work together with subject staff to provide students who have additional needs with a high level of quality support. |
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When planning interventions and support programmes, it is acknowledged that what works for one student doesn't necessarily work for another. Rooks Heath School will aim to work with students and families to find a package of support that works well for each individual student, within the appropriate resources/facilities of the school.

SEND Context at Rooks Heath School

| SEND Overview | | |
|-------------------|------|--------|
| SEND E | 21 | 1.79% |
| SEND K | 186 | 15.86% |
| SEND N | 100 | 8.53% |
| SEND (Monitoring) | 58 | 4.94% |
| Total SEND (all) | 365 | 31.12% |
| Total SEND (E/K) | 207 | 17.65% |
| Total RHS | 1173 | 100% |

| Additional Context | | |
|----------------------|--------|--------|
| SEND and FSM | 85 | 23.28% |
| SEND and PP | 148 | 40.55% |
| SEND and In Care | 0 | 0% |
| SEND and EAL | 180 | 49.32% |
| SEND and Young Carer | 0 | 0% |
| SEND attendance | 90.91% | |

| SEND/First Language | | | |
|---------------------|-----|----------|----|
| Albanian | 3 | Panjabi | 4 |
| Arabic | 28 | Pashto | 8 |
| Bengali | 4 | Polish | 15 |
| Dari/Persian | 11 | Romanian | 15 |
| English | 179 | Somali | 23 |
| Farsi/Persian | 9 | Tamil | 23 |
| Gujarati | 6 | Urdu | 11 |
| Nepali | 4 | Other | 22 |

| SEND/Ethnicity | | | |
|-----------------------------|----|-----------------|----|
| Any other Asian Background | 69 | Black-African | 45 |
| Any other ethnic group | 29 | Black Caribbean | 35 |
| Any other mixed background | 16 | Indian | 16 |
| Any other White background | 48 | Pakistani | 23 |
| Traveller of Irish heritage | 4 | Refused | 9 |
| White and Black African | 4 | White British | 43 |
| White and Black Caribbean | 14 | White and Asian | 9 |

| SEND Type of Need | | | | | |
|----------------------------|----|---------------------------------|----|--|----|
| ADHD | 14 | Dyspraxia | 1 | Physical Disability | 9 |
| Anxiety | 6 | Hearing Impairment | 8 | Social, Emotional and Mental Health | 59 |
| Autistic Spectrum Disorder | 17 | Mild Learning Difficulties | 5 | Specific Learning Difficulty | 23 |
| Dyscalculia | 1 | Moderate Learning Difficulties | 63 | Speech, Language or Communication Need | 64 |
| Dysgraphia | 1 | Monitoring Only (No assessment) | 58 | Vision Impairment | 3 |
| Dyslexia | 11 | Other Difficulty/Disability | 17 | Working/Short-term Memory | 2 |

COVID-19

Lockdown:

From March 2019, schools were moved to lockdown protocols where only children of key workers and students with an EHCP or CP Support Plan could attend each day. Risk assessments were completed for each individual student with an EHCP and decisions were made about appropriate provision with safety of staff and students as the priority. New guidance for SEND was introduced by the DfE that amended the timeline of the statutory processes linked with SEND provision.

Assess, Plan, Do, Review meetings and Annual Review meetings were rescheduled for Autumn term in 2020.

Provision:

| Provision: | Completed by: | Outcome: |
|-------------------------------------|---|---|
| Weekly wellbeing checks/phone calls | Learning Support Department, Pastoral Team and Student Support Hub. | All students with EHCPs received weekly phone calls. The outcome of these were relayed to appropriate external agencies and local authorities. We had a strong working knowledge of learner wellbeing. |
| Paper resources | Learning Support Department and Teaching and Learning Team. | All students received subject specific resources linked to the curriculum. Students without access to online learning were still able to continue with the curriculum. Students were regularly invited into school. |
| Laptops leant | RHS and DfE Laptop Scheme | This enabled some students that were eligible according to DfE criteria to access online learning. SEND by itself, was not considered a part of this scheme by the DfE. |
| Electronic form for primary schools | Learning Support Department and Transition Team. | We were able to continue to gather information about students joining the school in September. We had excellent responses from primary schools that helped us to plan and prepare provision. |
| Transition visits | Learning Support Department and Transition Team. | Some students were highlighted as needing an additional visit before September. We enabled parents and students to do this in line with school risk assessments. |
| Cogmed Intervention | SENCo and SEND Manager | Students in Year 11 continued with the Cogmed intervention from home and a weekly meeting was scheduled. |
| Professional Development | SENCo and SEND Manager, External Agencies and Teaching and Learning Team. | Staff engaged in lots of Professional Development opportunities including updated recommendations from the EEF regarding SEND in mainstream secondary schools. |

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| Friendship groups | Learning Support Assistants | Friendship support groups were started for students struggling to make friends in Year 7. Negative incidents decreased with students attending these sessions. |
| Supervision of students in school | Staff volunteers and Learning Support Department. | Staff supervised students in school as they accessed learning. Some students with EHCPs attended school when they felt safe to do so. Students that were particularly isolated were also invited in for their wellbeing. |
| College applications | SENCo, SEND Manager and LSAs | All students in Year 11 were successful in receiving places on courses in college or sixth forms. |
| Learning Support Newsletter | SENCo, Parent Ambassadors and Learning Support Department | We worked to improve the ease of access to information from the school and local authority through a weekly newsletter. We plan to continue this termly as we move back to school. |

Return to school with restrictions:

In Summer Term, the school had a phased return and by September the majority of students had returned back to school with strict safety guidelines in place. For some students with SEND it was difficult to readjust to school, having been used to a new routine at home. For others, it was an opportunity to regain structure that had been missing while away from school. DfE Guidelines said that EHCP provision should return to normal with social distancing in place wherever possible.

| Provision: | Completed by: | Outcome: |
|---|--|---|
| Learning Support in Classroom bubbles. | Learning Support Department | Learning Support Assistants continued to support and ensure EHCPs are adhered to. |
| Webinar for parents with explanation of guidelines and expectations for students. | SENCo and SEND Manager | We received positive feedback from parents. Parents of students with SEND were able to ask questions and attendance was better than expected. |
| Student wellbeing interviews | Pastoral staff and Senior Leadership Team. | Staff knew more about the experiences of the child over lockdown and could plan for their return to school accordingly. |
| Catch up on Annual Reviews | SENCo and SEND Manager | Annual reviews were paused and therefore continued when students returned. |

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|---|---------------------------------------|--|
| Classroom resources to help students to return to school and staff to support learners with SEND. | SENCo and Learning Support Department | Support staff felt confident with supporting students in lessons from a distance with the use of a mini whiteboard and tablet. |
|---|---------------------------------------|--|

Professional Development:

Staff at Rooks Heath have completed a vast amount of professional development over the course of the year. When lockdown began in March, the EEF released a guidance document of recommendations for SEND in mainstream secondary schools. Learning Support Assistants have developed their understanding of these recommendations and how students should be supported in the classroom. Scaffolding models have been introduced to increase learner independence.

Teaching staff have received the first of the professional development sessions with a SEND focus. This was all about the roles and responsibilities of teaching staff when it comes to the SEND Code of Practice and legal duty. The second sessions was a full day session focused on practical strategies to meet the needs of all learners through high quality teaching. This has been postponed until another date due to the pandemic and needing to use the day to develop remote teaching skills. The third part of the training would involve UCL and their Maximising the Impact of Teaching Assistants training programme for both teaching staff and LSAs.

The Department continues to be heavily involved with Initial Teacher Training and deliver sessions for PGCE and NQT trainees. The SENCo is also part of a network of SENCos that meet termly across Harrow.

Learning Support Assistants have used time out of the classroom to develop their practice through online training with lots of sessions completed through Creative Education and Pookey Goldsmith. The next steps will be to review how Learning Support Assistants enable the training they have completed within the classroom.

Results 2019/20

Exam Results Year 11

| | Progress 8 | | | Attainment 8 | | | Entries | | |
|----------|------------|-------|-------|--------------|-------|-------|---------|------|------|
| | 2018 | 2019 | 2020 | 2018 | 2019 | 2020 | 2018 | 2019 | 2020 |
| Non-SEND | -0.01 | -0.34 | 0.22 | 44.88 | 49.90 | 49.58 | 7.9 | 7.8 | 7.7 |
| SEND | -0.36 | -0.59 | -0.48 | 30.21 | 27.60 | 29.42 | 7.5 | 6.8 | 6.4 |
| SEND E | -0.83 | -0.27 | -1.82 | 12.0 | 13.70 | 10.0 | 5 | 5.4 | 4.0 |
| SEND K | -0.31 | -0.64 | -0.19 | 31.91 | 32.60 | 33.37 | 7.7 | 7.0 | 6.9 |

Areas for development from 2019:

- To ensure that students on the SEND Register as SEND K are making progress in line with or above the National Average.

- To support more students (including those with EHCPs) to be entered for the Ebacc if the most appropriate pathway for the individuals.

Areas of success:

- The Progress 8 scores for students with SEND K classification improved by 0.45, which is significant and demonstrates progress over two years.
- We have worked with students from Year 10 and below to ensure that more students are eligible to take the EBacc when they move towards GCSE.
- Initial professional development programmes delivered to teaching staff on the SEND Code of Practice and focus areas of SEND. This will be taken further with a day of training with outside agencies when we are able to invite staff in.
- Staff have completed vast amounts of professional development.
- Exam Access Arrangements were implemented effectively.
- Progress has been maintained with most students despite curriculum reform making courses more challenging.

Areas for development:

- It will be important to improve our systems to ensure there is ease of access to data so that we can move towards preventative action as opposed to being reactive.
- To be able to deliver our full suite of research-based interventions with students (they were disrupted due to COVID).
- To develop the understanding of High Quality Teaching for all learners in the classroom.
- To develop understanding of learner independence and interactions that can help students with their learning in the classroom.
- To ensure there is a recovery plan in place after the impact of the pandemic.
- To work with outside agencies and other schools to develop our knowledge of working with students with learning needs
- To continue to narrow the gap between students without SEND and students with SEND (a problem nationally).
- To continue with the Whole School SEND project to audit SEND teaching and provision across the school.

Considerations:

Rooks Heath is a mainstream secondary school and while we will always make reasonable adjustments to meet the needs of all learners, there are times where students would benefit from a less demanding setting. During the Annual Review process, the SENCo will speak with parents and carers as well as external agencies to determine if a specialist setting would be more appropriate. There are times where parents may disagree with a change of placement and despite our best efforts, students may not progress as much as hoped in their academic studies. However, students will make progress in other ways such as staying in the classroom for a longer period of time, or even attending school for a full week.

- Over time, we have found that there is a shortage of placements in specialist provision in the local area which means that we are supporting learners with needs that are more complex. During the academic year there were four students with EHCPs that could benefit more from an alternative setting.
- Some students with EHCPs in Year 11 found the pressure of Year 11 and a mainstream secondary school difficult to cope with alongside significant Social, Emotional and Mental Health needs. The Progress 8 results for EHCPs doesn't explain this contextual information fully.

Other Year Groups and Interventions

Please note that many interventions had been planned and some had been started. However, due to the lockdown, staff were unable to assess an end of intervention test explicitly linked to the intervention. Therefore, the data from Autumn and either Spring or Autumn 2020 has been used to signify progress being made.

Year 10 SEND TPGs

| | Autumn 2019 | Autumn 2020 |
|--------------|-------------|-------------|
| Progress 8 | -0.22 | 0.08 |
| Attainment 8 | 33.86 | 36.85 |
| Entries | 6.7 | 7.5 |

- Work completed with the SEND students in classrooms has led to an increase in Progress 8 by 0.30.
- Students will need to maintain this progress through the disruption created through the pandemic.
- Students will need to be assessed when they return to school to fully understand gaps in learning.
- Exam Access Arrangements will need to be completed once school returns and the Educational Psychology Service are able to work on site. A risk assessment will be shared with all external professionals.

Year 9 SEND Progress Checks

| | Autumn 2019 | | | Spring 2020 | | |
|---------|-------------|----|----|-------------|----|----|
| | R | A | G+ | R | A | G+ |
| English | 9 | 20 | 23 | 5 | 20 | 24 |
| Maths | 5 | 28 | 16 | 3 | 25 | 19 |
| Science | 6 | 31 | 15 | 9 | 31 | 12 |

- The Year 9 cohort have improved in both English and Maths.
- Student progress could only be measured between Autumn and Spring term.

Functional Skills

| FP Eng | Aut Eng | Spr Eng | FP Maths | Aut Maths | Spr Maths |
|--------|---------|---------|----------|-----------|-----------|
| D | G | G | F | A | G |
| F | A | A | F | A | G |
| F | A | A | D | G | G |
| F | A | A | F | A | A |
| F | R | R | F | R | R |
| F | R | A | D | R | A |
| F | G | G | D | A | A |
| D | G | A | F | A | A |
| D | A | A | F | A | G |

| | | | | | |
|---|---|---|---|---|-----|
| F | G | G | D | G | G |
| F | A | A | F | G | A |
| S | R | R | S | A | A |
| D | A | A | D | G | N/A |
| F | A | R | F | G | R |
| F | R | R | F | G | N/A |
| F | A | G | D | G | G |
| F | A | A | F | R | R |
| D | A | A | D | A | A |
| S | A | A | S | R | G |

- The majority of students in the Functional Skills classes have maintained progress or improved their attainment in both English and Maths.
- Some students were disengaged and therefore did not make progress in English or Maths between Autumn and Spring. Work was completed to try and help with this. More thought will be placed on learner contexts (specifically if they are likely to engage) before being allocated to intervention classes.

- Some students were working below a Foundation flightpath level (pre-key stage) and will therefore make progress but not change from red in their progress check.
- Unfortunately, the disruption from the pandemic led to many planned interventions not taking place. However, students were still provided with support resources throughout the lockdown period.

Year 8 SEND Progress Checks

| | Autumn 2019 | | | Spring 2020 | | |
|---------|-------------|----|----|-------------|----|----|
| | R | A | G+ | R | A | G+ |
| English | 4 | 18 | 8 | 3 | 16 | 10 |
| Maths | 7 | 8 | 19 | 5 | 16 | 11 |
| Science | 4 | 14 | 16 | 2 | 13 | 18 |

- Some of the Year 8 cohort have made progress in English, Maths and Science. Some may have been assessed too generously in Autumn and adjusted as new content was taught and learners became more familiar to teachers.
- Student progress could only be measured between Autumn and Spring term.

Foundation Learning:

| FP Eng | Eng Aut | Eng Spr |
|--------|---------|---------|
| S | R | A |
| F | N/A | N/A |
| D | A | A |
| F | G | G |
| F | G | G |
| F | R | R |
| D | A | A |
| F | A | A |
| S | A | A |
| | | |
| F | A | G |
| F | N/A | G |
| F | A | A |

| | | |
|---|-----|-----|
| D | G | G |
| D | A | G |
| S | A | A |
| D | R | R |
| E | N/A | N/A |
| F | A | G |
| S | R | A |

- The majority of students made pleasing progress in the Foundation Learning classes. There were some students that did not make progress, but there were contextual reasons for these.
- Several students moved from working towards expected progress (Amber) to in line with or above expected progress (Green)

Numeracy Intervention:

| FP Maths | Aut Maths | Spr Maths |
|----------|-----------|-----------|
| D | A | A |
| D | A | A |
| D | G | A |
| F | R | R |
| D | R | R |
| F | R | R |
| | | |
| F | A | G |
| F | A | A |
| D | A | A |
| D | G | G |
| F | G | G |
| D | G | G |
| F | G | A |

| | | |
|---|---|---|
| D | R | A |
|---|---|---|

- Lots of students made progress in the numeracy intervention classes. One class had a combination of students that did not work as well and therefore behaviour may have impacted progress. As this improved, we went into lockdown.
- Several students moved from working towards expected progress (Amber) to in line with or above expected progress (Green).

Year 7 SEND Progress Checks

| | Autumn 2019 | | | Spring 2020 | | |
|---------|-------------|----|----|-------------|----|----|
| | R | A | G+ | R | A | G+ |
| English | 0 | 21 | 5 | 1 | 17 | 5 |
| Maths | 0 | 8 | 20 | 0 | 10 | 18 |
| Science | 5 | 11 | 12 | 3 | 10 | 15 |

- Most students maintained or improved their attainment in Year 7 between Autumn and Spring. This is pleasing, as it can be difficult to transition to secondary school and some progress can dip.

Year 7 Numeracy Groups

| FP Maths | Math Aut | Maths Spr |
|----------|----------|-----------|
| F | G | B |
| F | G | G |
| F | G | G |
| D | A | A |
| F | N/A | N/A |
| F | A | A |
| F | G | G |
| | | |
| D | G | G |
| F | G | A |
| D | G | A |
| F | A | A |
| D | G | G |
| F | G | G |
| | | |

| | | |
|---|---|---|
| F | A | A |
| F | G | G |
| F | A | A |
| F | G | G |
| F | G | G |

- The progress of the Year 7 numeracy classes is particularly pleasing as most students had made progress by the end of Autumn term and were building on this in Spring term.
- The few students who have moved from Green to Amber

Other Interventions:

Cogmed - Cogmed

- Cogmed was delivered online with four Year 11 students. Each of the students made progress with one student making substantial progress in comparison to their baseline score (+279%).



Boxall Profile:

- We successfully highlighted areas of strength and weakness using a screening system called Boxall Profile. This allowed us to determine strategies for students with behaviour and social, emotional and mental health difficulties.

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|------------------------------|---|
| | <ul style="list-style-type: none"> • By building a more holistic view of the child, we are able to share key information with external agencies and hone into key issues and use Educational Psychology sessions more meaningfully. • School staff can identify ways to approach supporting students in a consistent way using plans generated by the system • In 2019-20 we trialled this system. We will be using it in 2020-21 as students return from the pandemic. |
| Staff Personnel and Training | <p>Key members of staff are as follows:-</p> <ul style="list-style-type: none"> • Mr C. Ring - Assistant Headteacher and SENCo cring@rooksheath.harrow.sch.uk • Ms S. Rockell – Assistant Headteacher in charge of Student Support srockell@rooksheath.harrow.sch.uk • Ms Y. Boakes SEND Manager and T&L Team Leader yboakes@rooksheath.harrow.sch.uk • Ms V Cobblah-West – Student Support Manager vcobblah-west@rooksheath.harrow.sch.uk • Ms L. Noone – Learning Support Assistant (Level 3) with Clerical Responsibilities lnoone@rooksheath.harrow.sch.uk • Mrs J. Lamb – Community and Family Liaison Officer jlamb@rooksheath.harrow.sch.uk • Mrs J. Logan – Deputy Headteacher jlogan@rooksheath.harrow.sch.uk <p>Linked Specialist Staff at London Borough of Harrow Local Authority, for 2019-20</p> <ul style="list-style-type: none"> • Mrs G. Usher (Senior Educational Psychologist, LB Harrow) • Mrs. L. O’Connell (Senior Speech and Language Therapist, London North West Healthcare NHS Trust) • Ms J. Bevan-Cotton (Advisory Teacher of Autistic Spectrum Disorder, LB Harrow) • Ms M. Devine (Advisory Teacher for the Hearing Impaired, LB Harrow) • Ms Julie Rooney (Advisory Teacher for Visually Impaired, LB Harrow) • Close links to CAMHS – liaison and advice, care plans, strategies. • Close links to Social Services and Safer Schools. • Physiotherapists linked to specific students • Occupational therapists linked to specific students <p>Links with Specialist Departments at Ealing, Hillingdon and Brent Local Authority for 2019-20</p> <ul style="list-style-type: none"> • Brent SEN Assessment and Review Team • Ealing SEN Assessment and Review Team • SAFE team/EOTAS (Ealing other than at School) • Hillingdon SEN Assessment and Review Team <p>Links with other schools in 2019-20</p> <ul style="list-style-type: none"> • The Jubilee Academy, including outreach, mentoring and intensive work with students on site. |

- The Helix and Harrow Tuition Service.
- Harrow, Ealing, Brent Virtual Schools.

Current work with registered charities in 2019-20

- The Centre for ADHD and Autism Support
- Harrow Horizons
- Young Carers
- Compass
- Mozaic (LGBT)
- Kulisa – trauma training

Whole Staff Training:

- All members of staff are encouraged to continue to develop their knowledge, skills and understanding in Special Educational Needs and Disabilities (SEND) through a continuous process of professional development in all key areas.
- Specific areas of SEND have been highlighted in twilight professional development sessions. Topics included ASD, SLCN, Attachment and others.
- A professional development session regarding the SEND Code of Practice, APDR and internal processes was delivered to all teaching staff.
- Some staff took part in training on teaching students with ASD which was run by the Centre for ADHD and Autism Support.
- A full day programme of professional development had been designed for Wednesday 18th March, however has been postponed due to unexpected school closures.
- Resources to aid teachers with teaching and learning for students with SEND is readily available for teachers.
- A RHS SEND Provision document is now in the internet favourites area in school. The document brings together useful resources and strategies for different SEND needs. Information is easily accessible and in one place.
- All staff received SISRA training at the beginning of the year to ensure that they can access data that can help with provision in their classrooms. This is currently just for KS4, but will be made available for KS3 eventually too.
- Learning walks and lesson observations have looked at the provision for students with SEND in classrooms.
- Some members of staff attended a training session regarding the new Ofsted framework. They disseminated knowledge through the Leadership forum.
- 'Introduction to SEND' at Rooks Heath offered to all staff with a focus particularly on new staff, NQTs and PGCEs.
- A SEND session is delivered during staff induction.

- Rooks Heath School have signed up to be a part of the Whole School SEND Project which is led by NASEN and Liverpool University. This has been delayed until the pandemic subsides.

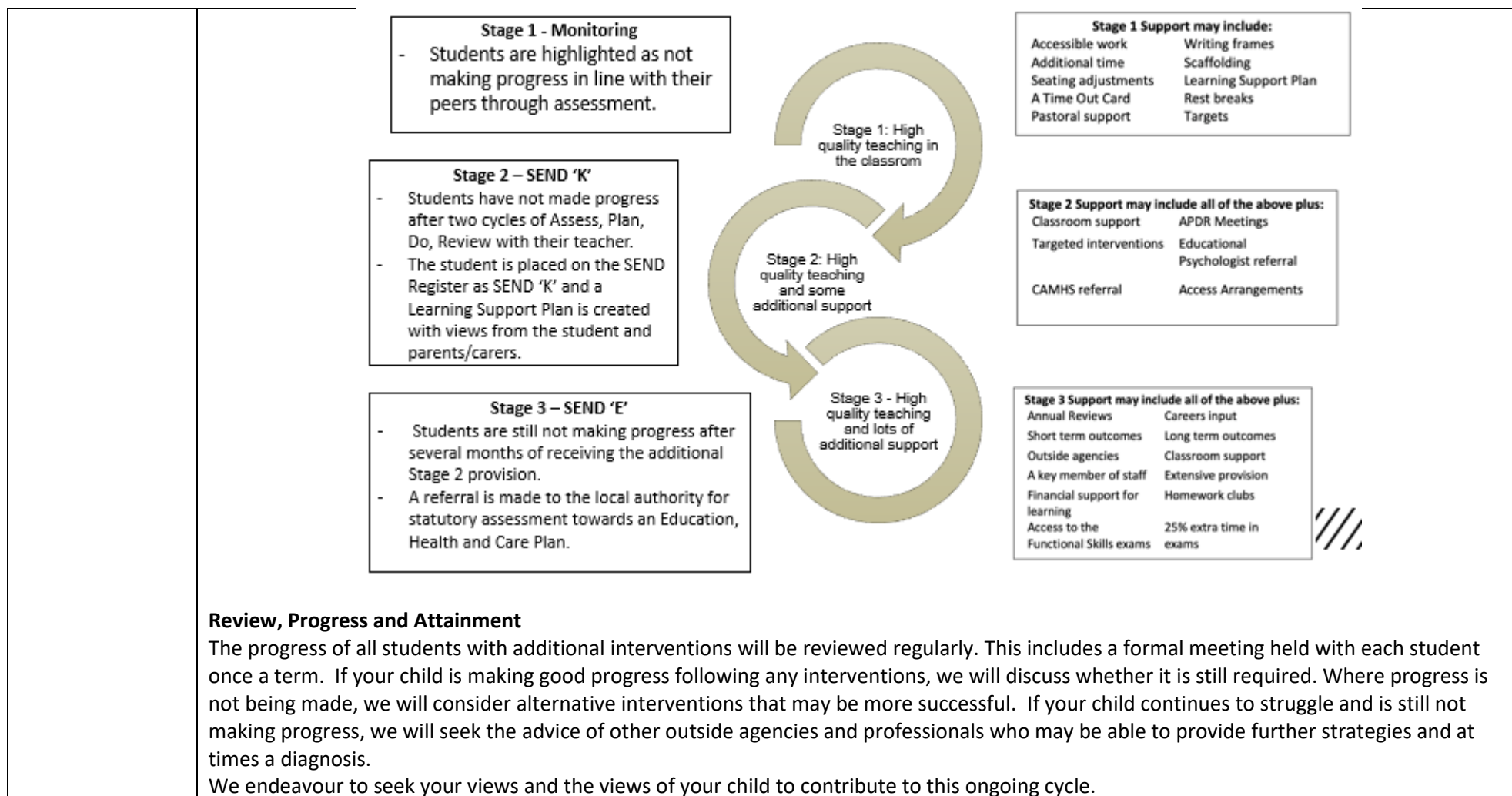
Training within the MAT and HCTSA

- Earlsmead have been invited to some training sessions that take place at Rooks Heath School.
- SENCo at RHS is in termly contact with SENCo at Earlsmead.
- Earlsmead were invited to the full day programme scheduled for March 18th and this will carry forward for when the day is rearranged.

Learning Support Department Training:

- The SEND Department have been developing their knowledge of the Rooks Heath curriculum through better communication with departments they are linked with. LSAs were part of planning meetings with these departments.
- Staff within the department are now training in a specific research-based intervention. These include – Cogmed, Boxall, Catch Up, Mindfulness, Friendship Skills and more.
- Mr Ring passed the National Award for Special Educational Needs Coordination through UCL.
- Ms Boakes and Ms Cobblah-West completed the Women in Leadership course through the HCTSA
- Mr Ring is currently studying for a MA in Educational Leadership through UCL Institute of Education
- All Learning Support Assistants are encouraged to complete the City & Guilds Level 2, 3 and Diploma in Supporting Teaching and Learning in Schools provided by Shaftesbury High School Professional Development Centre. Ms Woutersz is completing her Level 3 Award this year and several other staff within the department already possess the qualification.
- One member of staff is currently undergoing training in counselling. She has provided training to the department on Attachment Theory and the relevance of this to our school and students.
- Some members of staff have also completed Level 2 and 3 of the Award in Communication Support for Verbal Children with Autism Spectrum Disorder (ELKLAN).
- One member of staff has been trained in working with students who have Hearing Impairments.
- Several members of staff have been to training sessions about Mental Health.
- One member of staff has been trained in Exam Access Arrangements, and this has been shared with the rest of the department.
- Others are involved in various short courses including courses about sharing good practice amongst Harrow schools, mindfulness and coaching.
- The department have been working through training about improving the interactions they have with students using a scaffolding model and questioning types. This is based on the EEF Guidance – ‘The TA’s Guide to Effective Interaction’.

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| | <ul style="list-style-type: none"> • Staff have ongoing training on how to use systems such as SIMS, Canvas and Microsoft Teams. Some members of staff are 'Champions' for ICT systems and disseminate training to other staff. • Staff have complete various training sessions during lockdown including safeguarding, GDPR and anti-bullying. • All staff are building their knowledge on the latest guidance from the EEF on SEND in mainstream schools. This information can be found here. |
| <p>Section Two: Early Identification and Assessment, Progress and Attainment.</p> | |
| <p>Assess, Plan, Do and Review cycle</p> | <p>Identification and Assessment</p> <p>On entry to Rooks Heath School, the Learning Support team gather information from lots of different sources to gain a holistic view of your child. This includes the following:-</p> <ul style="list-style-type: none"> • Information gathered through visits and conversations with the child's Primary school • Previous assessments such as SATS results • Primary school teacher assessments • Baseline assessments for each subject in Year 7 • Feedback from teaching staff about how well your child is progressing • Cognitive Ability Tests (CATS) results <p>Where there is already an identified Special Educational Need or Disability (SEND), we will arrange to meet with the parent to plan ways in which Rooks Heath can support the child. Where there is a new need that has not yet been identified, Rooks Heath will put in place initial discussions, targets, a review of the targets and possible further assessments with outside agencies (if necessary).</p> <p>The initial assessments will lead to a Learning Support Plan for your child and support will be put in place. This will then be reviewed termly.</p> <p>Subject teacher identification:</p> <p>Subject teachers are encouraged to raise any concerns about changes or sudden deterioration of behaviour, lack of progress, significant changes in rate of progress and/or where a student is well below that expected for his/her age group. There is now an electronic form for referrals. Departments are encouraged to put in place interventions to help the students succeed. Where progress continues to be a problem, they will approach the Learning Support Department for assistance and to consider whether further interventions should be put in place.</p> |



Section Three: Partnership with students and families

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| Partnership and Students and Student Voice | <p>‘Student Voice’ is very important to the Learning Support Team at Rooks Heath School. Students often have clear ideas about how they would like to be supported and what works well for them. Where additional, individual support is deemed necessary, the student will always be consulted about the strategies that are likely to help best and how they would like to be supported. This takes place through one to one discussion with the student and a key member of staff.</p> <p>Where students are invited to participate in booster groups and support groups, students will usually be invited to attend information meetings about these groups, which are often held on options and parent consultation evenings. In addition, letters will be sent home.</p> |
| Partnership with Parents/Carers and Parent/Carer Voice | <p>‘Parent/Carer Voice’ is also very important to the Learning Support Team at Rooks Heath School. As parents know the students best, concerns about progress are always taken seriously.</p> <p>We communicate with parents/carers regularly to discuss the way in which we can effectively support the students. We also make ourselves available as a team through regular telephone and email correspondence. Parents/carers are welcome to contact us at any time. To make communication easier, we have recently invested in a department mobile, and parents are able to text and receive texts.</p> <p>Parents are always consulted, either by telephone, letter or face to face meeting, about the appropriateness of any individual support. Where students are invited to participate in booster groups and support groups, parents will usually be invited to attend information meetings about these groups, which are often held on or before options and parent consultation evenings. In addition, letters will be sent home confirming arrangements for group participation.</p> <p>Language should not be a barrier to communication with school, and the Learning Support Department make use of interpreters and community support groups as much as possible, to enable parents of all languages to have a voice. We also run ESOL classes for parents who would like to improve their English.</p> |
| Transition September 2019 | <p>The Learning Support Department recognise transition from Year 6 to Year 7 as a particularly stressful time for many parents/carers and students. Careful plans are in place to ensure that this is as positive an experience as possible and to reduce the impact of any KS3 attainment dip.</p> <ul style="list-style-type: none"> - Visits to primary schools - Meetings with primary school SENCOs and class teachers. - Breakfast and after school clubs - Homework clubs - Year 7 Settling In Evening - Meetings with Form Tutors - Social Skills and Friendship Groups - Transition Groups - Work with students with the University of Connecticut - Trips |

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| | <p>On transition to Post 16 education, our Learning Support staff often accompany students to open events, interviews and sessions with our careers advisor during this important time. Careful one to one planning is put in place for high needs students to ensure that they receive appropriate advice and find courses that are both interesting and at the right level for them. We also work with some students in applying for apprenticeships or work placements where necessary.</p> <p>The Learning Support Department are also involved with meeting students and parents for Options interviews where next steps in education are discussed.</p> |
| <p>Transition during COVID-19</p> | <p>This year, there was a change with the transition process. Below are some of the steps taken to ensure that there was a robust transition for students and their families despite the pandemic and restrictions were in place.</p> <p>Year 6 – 7 transition:</p> <ul style="list-style-type: none"> - Initial data collection form electronically distributed and retrieved. - Follow up phone calls and meetings by transition lead and SEND Manager - Visits from identified students and parents that needed further support - Online materials such as transition videos delivered virtually through the school website. - Online tour of the school to help alleviate anxiety for students in Year 6. - Friendship groups and social skills groups <p>Year 11 leavers transition:</p> <ul style="list-style-type: none"> - Weekly phone calls/meetings held with Year 11 students with EHCPs. - Continuation of Cogmed intervention sessions with students to provide structure. - Wellbeing checks continued with key students in Year Group - Annual Reviews held in time. - Goodbye party session with the students - Applications for college courses and transition paperwork in place successfully. All students in college placements. - Drop-in sessions for parents to alleviate concerns regarding returning to school site. - Mentoring towards the start of the year with LSAs as students towards their GCSE exams. - Careers interviews with the Careers Advisor and Senior Leadership Team. <p>Transition back to school from lockdown:</p> <ul style="list-style-type: none"> - All students were provided an opportunity to meet with their form tutor on site before school reopened. - Wellbeing checks were structured to start talking about school and the return to school. |

| | <ul style="list-style-type: none"> - Staff provided with training on a nurturing approach to returning to school. - Parent contact for any families that felt concerned. - Four drop-in sessions for families about the routines and procedures that would be in place when school returned. | | |
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| Section Four: SEND Provision at Rooks Heath School during 2019-20 | | | |
| Area of need | Whole School Ethos and Practice | Focused support being accessed by some children | Support and Intervention being accessed by a small percentage of students with or without an EHC plan |
| Social, emotional and mental health difficulties | <ul style="list-style-type: none"> • Consistent application of the school's Behaviour for Learning policy. • A positive, supportive and nurturing environment • Carefully planned RSE/PSE curriculum, including issues such as bullying, mental health awareness, self-harm, internet safety, crime, tolerance, equal opps. • Bullying incidents dealt with swiftly and effectively. • Supportive network of pastoral care – tutor, co-tutor, pastoral leaders and Directors of Learning. • Supportive network of peer support, with Year 12/13s helping Year 7. • School Council actively seeking student voice. • Training for staff to meet the needs of all students through High Quality Teaching. | <ul style="list-style-type: none"> • Identification and assessment in school • Additional advice and support from external agencies • Adaptations to the curriculum to secure engagement • Programmes of support to reduce anxieties and build self-esteem • Targeted support from LSAs • Exam support, such as small, quiet room, rest breaks, mentoring in the lead up to exams. • Scribing student voice, to gain student point of view, where incidents occur and the student is unable to write down his/her account. • Mentoring. • One to one support through BF5 and the Student Support Hub. • Boxall Profile assessment to establish if there are social, emotional or mental health difficulties that need to be addressed. • Mindfulness • Assess, Plan, Do, Review (APDR) meetings. • Time-Out Cards to reduce conflict. | <ul style="list-style-type: none"> • Interventions are implemented, reviewed and revised • Liaise closely with parents/carers • Work with parents to refer to CAMHS and other external agencies • Targeted intervention to promote social skills • Adaptations to physical environment e.g. time out • Monitoring and support in unstructured time e.g. lunchtime club. • Behaviour Management Plan/Pastoral Support Plan • Support through charity groups. • Trainee Social Worker involvement if available. • Assess, Plan, Do, Review (APDR) meetings. |

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| <p>Speech, language, communication and interaction</p> | <ul style="list-style-type: none"> • Training for staff to meet the needs of all students through High Quality Teaching. • Clear information provided to teaching staff about student strengths and difficulties on entry. • Students as active learners. | <ul style="list-style-type: none"> • 1:1, paired and small group support by LSAs trained in ELKLAN • Individual/small group work with LSAs led by SALT. • Individually Differentiated tasks • Friendship groups • Assess, Plan, Do, Review (APDR) meetings. • Safe space provided for unstructured time. | <ul style="list-style-type: none"> • Access to paired or 1:1 language development programmes • Reduced curriculum • Additional in class LSA support • Access to personal laptop • Speech & Language Therapy planned and delivered by a qualified therapist • Visual supports such as visual/simplified timetables. • Alternative communication systems, such as communication bands and traffic lights. • Assess, Plan, Do, Review (APDR) meetings. |
| <p>Autistic Spectrum</p> | <ul style="list-style-type: none"> • Training for staff to meet the needs of all students through High Quality Teaching. • Positive behaviour management • Understanding of different learning styles for individual/ groups of children • Differentiation within lessons • Close monitoring of attendance in liaison with our attendance officer. • High level of experience amongst Learning Support Staff. • Staff training, in order to raise awareness about issues such as sensory overload, change and flexibility and social interaction. • Autism Awareness Month. | <ul style="list-style-type: none"> • Curriculum differentiated/ modified to take account of individual learning needs • Advice and support from the Advisory Teacher for children with autism • Advice and support on strategies from SALT • Use of appropriate resources e.g. visual timetables, social stories. • Interventions to support attendance, where school and lesson refusal become problematic • Support with transition, such as Year 6-7, between classes, from one year to the next, to post 16. • Signposting support for parents and carers through the Centre for ADHD and Autism. • Assess, Plan, Do, Review (APDR) meetings. | <ul style="list-style-type: none"> • Advice and support from the Advisory Teacher for children with autism and SALT • Small group targeted intervention. • ICT used to reduce barriers to learning • Alternative communication systems e.g. communication bands and traffic light systems • Mentoring and peer support to help with self-reflection and moderation of behaviour responses. • Access arrangements for Exams where appropriate. • Preparation for unusual events where possible, and other aspects of change. • SpLT supports a small number of students to prepare for Post 16 with student passports. • Work for individuals with the Centre for ADHD and Autism (particularly useful for students and families where there isn't a diagnosis or an EHCP). • Assess, Plan, Do, Review (APDR) meetings. |

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| Cognitive and learning difficulties/ Moderate learning difficulties | <ul style="list-style-type: none"> • Training for staff to meet the needs of all students through High Quality Teaching. • Accessible curriculum and teaching • Teaching resources are accessible and appropriate Multi-sensory approach to learning • Active learning strategies and varied learning styles. | <ul style="list-style-type: none"> • Curriculum is adapted to meet the needs of individual/groups of children, including reduced curriculum where appropriate and booster classes • Targeted intervention programmes, including Units of Sound, Foundation Learning, Functional Maths and English. • Differentiated resources are provided as appropriate • Small maths groups in Year 7 • Small groups for lower sets in Year 8-11 • Cogmed • Assess, Plan, Do, Review (APDR) meetings. | <ul style="list-style-type: none"> • 1:1 and/or paired reading, writing, maths and coursework lessons. • Use of schemes such as Alpha to Omega for individual spelling support. • Power of 2 for Maths • Access to personal ICT through local authority. • Additional in class LSA support • Additional small group support • Educational Psychology assessment / support • Exam arrangements and access arrangements for exams, such as reader and scribe. • Assess, Plan, Do, Review (APDR) meetings. |
| Sensory and physical needs (e.g. hearing impairment, visual impairment, multi-sensory, physical and medical needs) | <ul style="list-style-type: none"> • Training for staff to meet the needs of all students through High Quality Teaching. • Curriculum is adapted to enhance strengths and provide opportunities for reducing curriculum requirements. • Referrals to Harrow Hearing Impaired Service or Visual Impaired Service • Provision of specialised equipment • Seating position within class prioritised. | <ul style="list-style-type: none"> • Modified learning environment. • Care plans for individual children • Close liaison with external agencies e.g. OT, Hearing Impaired Teacher, school nurse • Close liaison with the Welfare Team in school. • Assess, Plan, Do, Review (APDR) meetings. | <ul style="list-style-type: none"> • Individual protocols and plans for children with significant physical and/or medical needs • Additional resources to reduce individual barriers to learning • Access to external advice and assessment. • Modified exam papers and access arrangements for Exams. • FM System training for all appropriate staff has taken place this year. • Assess, Plan, Do, Review (APDR) meetings. |
| Transition | <ul style="list-style-type: none"> • All students provided the opportunity to visit the school for Transition Day. | <ul style="list-style-type: none"> • Additional visits for some students to settle in. | <ul style="list-style-type: none"> • Student context meeting held with parents and/or primary school SENCo. |

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| | <ul style="list-style-type: none"> • Year 7 Settling-In Evening and Parent Evenings. • Visits are made to primary schools to meet with classroom teachers and key staff. • Regular visits to primary schools to build positive relationships. • Year 7 Settling-In Evening. • Options meetings to discuss curriculum options for following years. | <ul style="list-style-type: none"> • Continuing liaison with primary school through first term. • Meeting with SENCo at Year 7 Settling-In Evening. • School tour for some individuals with their families and Learning Support Assistants from primary schools. • LSA support in the first few weeks of term. • Transition groups to help settle students in and follow up on learners that have struggled with transition. Identified by Form Tutors, HOY, SEND Department. • UCONN student support through transition. | <ul style="list-style-type: none"> • Referrals made to specific services to continue support from primary schools. • Liaison with external services if already working with the student. • Plan first visits from key services in first term. • LSA support in the first few weeks of term and ongoing if required through an EHCP. |
| Bullying | <p>The Staff at Rooks Heath School are aware of national research which shows children with SEND are more susceptible to bullying. Special interventions are put in place to support students who have been, or are at risk of being, the victims of bullying and/or are participating in bullying. Strategies are both reactive and preventative, and include social skills training in assertiveness, empathy, building and keeping of friendships, successful relationships and self-affirmation and self-esteem.</p> | | |
| Section Five: Other Information | | | |
| Partnership with stakeholders | <p>Rooks Heath School liaises on behalf of students and families with the following support services and charities:</p> <ul style="list-style-type: none"> • Special Education Assessment and Review Service – London Borough of Harrow. • London Borough of Harrow Educational Psychology Service. • Speech and Language Therapy Service – NPH, North West London Health NHS Trust. • Child and Adolescent Mental Health Service (CAMHS) • Early Intervention Service (Harrow Social Services) • Sensory and Communication Team (SACT, including Visual and Hearing Impairment teams) • The Centre for ADHD and Autism • The Wish Centre • Mind in Harrow | | |

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| | <ul style="list-style-type: none"> • HASVO • Young Carers <p>Rooks Heath School currently have the following bids in place:</p> <ul style="list-style-type: none"> • John Lyon Charitable Trust – ESOL Classes already being run (for the 5th Year). • John Lyon Charitable Trust – Two Parent Ambassadors are in post. <p>We also have the following teaching/research projects going on:</p> <ul style="list-style-type: none"> • Students from the University of Connecticut carrying out research projects for their Masters Degrees (Autumn Term). • Students from Middlesex University are working at RHC as trainee Social Workers – three students this year. |
| Complaints | <p>Should students or parents / carers be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher’s comments, should ask to speak to the SENCo. For a problem that might need time to explore fully, parents / carers should make an appointment. In the event of a formal complaint parents are advised to contact the headteacher in the first instance. If they are unsatisfied still, they are then advised to contact the governing body. The LEA Parent Partnership Service is available to offer advice.</p> |
| Link to Local Offer | <p>Support Harrow: Please also see the Local Authority Offer from the London Borough of Harrow at the following web address: www.harrow.gov.uk/sendlocaloffer</p> <p>Ealing: https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannelnew=0</p> <p>Brent: https://www.brent.gov.uk/localoffer</p> <p>Hillingdon: https://www.hillingdon.gov.uk/article/4654/SEND-local-offer</p> |