

## Rooks Heath School SEND Report 2024/25

The following information is an overview for parents/carers of Special Educational Needs and Disabilities provision on offer and impact measured during the 2024/25 academic year at Rooks Heath School.

Please also see the Local Authority Offer from the London Borough of Harrow at the following web address: [SEND Local Offer – London Borough of Harrow](#)

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](#):

- Inclusion Objectives
- 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

Context	<p>Rooks Heath School takes great pride in its unwavering commitment to inclusivity. This dedication has been recognised through our achievement of the <i>Centre of Excellence</i> award by the Inclusive Quality Mark (IQM) for the third consecutive year in the summer of 2024, followed by our elevation to <i>Flagship Status</i> in the summer of 2025. These accolades reflect our sustained inclusive practice and highlight our role in sharing expertise with other schools committed to outstanding inclusive provision. <a href="http://iqmaward.com">[iqmaward.com]</a></p> <p>The Inclusive Quality Mark (IQM) is the UK's national award for inclusion. It provides schools with a robust, nationally recognised framework to evaluate, develop, and celebrate high-quality inclusive practice. The award recognises settings where every student feels valued, supported, and able to thrive, with inclusive approaches embedded across leadership, curriculum design, teaching, behaviour management, and community engagement. Schools achieving Centre of Excellence or Flagship status demonstrate consistently embedded inclusive</p>
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practice and contribute actively to educational innovation and research in the field of inclusion. [\[iqmaward.com\]](http://iqmaward.com)

At Rooks Heath School we foster an environment that welcomes students of all abilities, backgrounds, and experiences. We recognise that each learner has unique and individual needs, and we are committed to cultivating a culture where differences are understood, embraced, and celebrated. Our teachers strive to maintain high expectations for all students and aim to provide learning experiences that support academic growth, resilience and independence. Students are supported in developing tolerance, mutual respect, and a belief that if they strive to be their best they will achieve their desired goals.

The SENCo and her team work closely with subject staff to ensure that provision for students with additional needs is both personalised and effective. This collaborative approach is supported through the use of pupil passports, which outline each student's specific needs alongside practical, evidence based classroom strategies. This ensures that staff are equipped to deliver high-quality, responsive support that enables students to access the curriculum meaningfully and confidently. To ensure consistency and impact, the SENCo and the Deputy Head for Teaching and Learning carry out pupil passport learning walks and book scrutinises. These monitoring activities focus on the effective use of pupil passport strategies within lessons and the extent to which they support students' learning and the lesson outcome.

When planning interventions and additional support programmes, Rooks Heath School recognises that no single approach suits every learner. We work in partnership with students and their families to co-produce pupil passports that reflect each student's strengths, needs, and aspirations along with intervention to help them succeed. Our commitment is to provide the most effective provision possible, making best use of the resources and expertise, while ensuring that every student feels heard, supported, and empowered to succeed.

#### **SEND Context at Rooks Heath School**

<b>SEND Overview</b>	
SEND E	35
SEND K	131
SEND (Monitoring)	95
Total SEND (all)	261
Total SEND (E/K)	166
Total Students	1156

<b>Additional Context</b>	
SEND and FSM	76
SEND and In Care	1
SEND and EAL	86

Attendance Data			
	Rooks Heath School	National	Difference
SEND K	90.45%	87.17%	+ 3.27%
EHCP	80.84%	81.79%	- 0.95%

SEND Type of Need					
ADHD	8	Dyspraxia	0	Physical Disability	1
Anxiety	0	Hearing Impairment	0	Social, Emotional and Mental Health	44
Autistic Spectrum Disorder	25	Mild Learning Difficulties	11	Specific Learning Difficulty	8
Dyscalculia	0	Moderate Learning Difficulties	25	Speech, Language or Communication Need	65
Dysgraphia	0	Social Interactions Difficulties	1	Vision Impairment	2
Dyslexia	4	Other Difficulty/Disability	10	Writing Difficulties	
Multi-Sensory Impairment	2				

Results 2022/23

Exam Results Year 11

	Progress 8				Attainment 8			
	2022	2023	2024	2025	2022	2023	2024	2025
Non-SEND	-0.11 (137)	0.25 (160)	0.32 (164)	-0.09 (131)	49.20 (137)	46.47 (160)	46.67 (164)	42.49 (185)
SEND	-0.66 (49)	-0.52 (28)	-0.26 (30)	-0.44 (23)	31.02 (49)	24.97 (28)	32.23 (30)	26.76 (29)
SEND E	-1.28 (5)	-0.0 (1)	-0.68 (9)	-0.75 (6)	19.75 (5)	0.0 (1)	19.22 (9)	17.78 (9)
SEND K	-0.60 (44)	-0.52 (26)	-0.08 (21)	-0.38 (17)	32.12 (44)	25.93 (26)	37.81 (21)	30.80 (20)

SEND Ebacc Entries			
2022	2023	2024	2025
31 (62.3%)	13 (48.1%)	13 (43.3%)	11 (37.9%)

**Areas of success:**

- Sustained improvement in SEND Progress 8 from 2022 to 2025, demonstrating a positive trajectory over the 4 years.
- SEND K students showed notable improvement with Progress 8 significantly from 2022-2024, indicating effective classroom strategies and targeted interventions.
- Attainment 8 for SEND pupils rose in 2024 and then stayed higher than 2023 attainment 8 showing successful implementation of interventions and adaptive teaching.
- There has been a steady uptake in EBacc subjects maintained across 2023-2025 showing the curriculum is ambitious for SEND learners.
- Improved Progress 8 outcomes for SEND K student align with the whole school PD drive on adaptive teaching, scaffolding, literacy and reading and the accountable framework for oracy.
- The school's strong use of early identification of Lucid LASS, CATs and reading data to identify needs early and tailor intervention.
- Use of pupil passports to ensure teaching is adapted to the individual needs of students

**Areas for development:**

- While Progress 8 for SEND pupils continues to show variation year-on-year, the 2025 outcome highlights an opportunity to further strengthen the consistency of support and provision across subjects.
- SEND E pupils continue to require highly personalised approaches, reinforcing the importance of enhancing specialist strategies and deepening collaboration with external professionals to meet complex needs effectively.
- EBacc entry rates for SEND students have fluctuated over the past 4 years and a review of the accessibility and suitability of the EBacc path SEND may increase the number of entries.
- Fluctuations in Attainment 8 outcomes for SEND pupils indicate an opportunity to evaluate and refine the impact of current interventions, ensuring they remain effective and responsive to emerging needs.
- There is scope to enhance precision teaching and targeted small-group approaches, supporting pupils to secure key skills with greater confidence.
- Interventions can be further strengthened by ensuring they are carefully structured, time-bound, and closely monitored to maximise impact.

**Next Steps:**

- Continued professional development in areas such as SpLD, SEMH, SLCN and autism friendly strategies to further equip staff with specialist skills needed to support a wide range of learners effectively.
- Further refining our literacy interventions to help ensure that reading, vocabulary and comprehension remain strong drivers of progress across the curriculum. This would involve looking at tailored phonics programmes.
- Strengthening the EBacc entries to ensure that these pathways remain ambitious and accessible for SEND learners.

- Consistent application of adaptive teaching strategies within all subject areas.

**National Attainment 8 Data**

Measure	Attainment 8 Score (2025)
Rooks Heath School	26.76
National Average	28.2

In 2025, Rooks Heath School’s Attainment 8 score was 26.76, compared with the national average of 28.2. While this places Rooks Heath slightly below the national figure, the difference reflects the complex needs within our cohort. The data highlights the importance of continuing to strengthen targeted interventions, adaptive teaching strategies, and high-quality classroom support to ensure that all students are able to make strong progress across a broad and balanced curriculum.

Ongoing professional development, continued use of evidence-based literacy and numeracy strategies, and close partnership with families will remain central to improving outcomes further.

**Considerations:**

Rooks Heath School is a mainstream secondary school, and we are committed to making all reasonable adjustments to meet the diverse needs of our learners. However, we recognise that for some students, particularly those with more complex or significant needs, a specialist setting may offer a more suitable level of support. As part of the Annual Review process, the SENCo works collaboratively with parents and carers, the student, and relevant external professionals to assess whether the current placement continues to meet the student’s needs effectively. Where a change of placement is considered, we ensure that discussions are transparent, evidence-based, and centred on the best interests of the student.

We acknowledge that families may not always agree with recommendations regarding placement. In such cases, we continue to provide the highest possible level of support within our mainstream environment while maintaining open communication and reviewing progress regularly. While academic progress may vary, many students demonstrate meaningful gains in other important areas such as increased time spent in class, improved engagement, attendance stability, and enhanced emotional or social development reflecting a holistic view of progress in line with statutory guidance.

**Current EHCP breakdown by Year Group**

Year 13	0
Year 12	0
Year 11	14

	<table border="1"> <tr> <td>Year 10</td> <td>6</td> </tr> <tr> <td>Year 9</td> <td>9</td> </tr> <tr> <td>Year 8</td> <td>3</td> </tr> <tr> <td>Year 7</td> <td>3</td> </tr> </table>	Year 10	6	Year 9	9	Year 8	3	Year 7	3
Year 10	6								
Year 9	9								
Year 8	3								
Year 7	3								
<p>Staff Personnel and Professional development</p>	<p><b>Key members of staff are as follows:-</b></p> <ul style="list-style-type: none"> <li>• Mrs E Wright - Assistant Headteacher and SENCo <a href="mailto:ewright@rooksheath.harrow.sch.uk">ewright@rooksheath.harrow.sch.uk</a></li> <li>• Ms S. Rockell – Assistant Headteacher in charge of Student Support <a href="mailto:srockell@rooksheath.harrow.sch.uk">srockell@rooksheath.harrow.sch.uk</a></li> <li>• Ms Y. Boakes SEND Manager and T&amp;L Team Leader <a href="mailto:yboakes@rooksheath.harrow.sch.uk">yboakes@rooksheath.harrow.sch.uk</a></li> <li>• Ms V Cobblah-West – Student Support Manager <a href="mailto:vcobblah-west@rooksheath.harrow.sch.uk">vcobblah-west@rooksheath.harrow.sch.uk</a></li> <li>• Ms L. Woutersz– Learning Support Assistant with Clerical Responsibilities <a href="mailto:lwoutersz@rooksheath.harrow.sch.uk">lwoutersz@rooksheath.harrow.sch.uk</a></li> <li>• Mrs J. Lamb – Community and Family Liaison Officer <a href="mailto:jlamb@rooksheath.harrow.sch.uk">jlamb@rooksheath.harrow.sch.uk</a></li> <li>• Mrs J. Logan – Deputy Headteacher <a href="mailto:jlogan@rooksheath.harrow.sch.uk">jlogan@rooksheath.harrow.sch.uk</a></li> </ul> <p><b>Linked Specialist Staff at London Borough of Harrow Local Authority, for 2023-24</b></p> <ul style="list-style-type: none"> <li>• Mrs P Fallon (Educational Psychologist, LB Harrow)</li> <li>• Ms. Lucy Stephens (Highly Specialist Speech and Language Therapist, Central and North West London NHS Foundation Trust (CNWL))</li> <li>• Ms Karen Dooner (Speech and Language Therapist, Central and North West London NHS Foundation Trust (CNWL))</li> <li>• Ms D. Esson (Advisory Teacher of Autistic Spectrum Disorder, LB Harrow)</li> <li>• Ms M. Devine (Advisory Teacher for the Hearing Impaired, LB Harrow)</li> <li>• Ms Naimh Shanahan (Advisory Teacher for Visually Impaired, LB Harrow)</li> <li>• Close links to CAMHS – liaison and advice, care plans, strategies.</li> <li>• Close links to Social Services and Safer Schools.</li> <li>• Physiotherapists linked to specific students.</li> <li>• Occupational therapists linked to specific students.</li> </ul> <p><b>Links with Specialist Departments at Ealing, Hillingdon, and Brent Local Authority for 2024-25</b></p> <ul style="list-style-type: none"> <li>• Brent SEN Assessment and Review Team</li> <li>• Ealing SEN Assessment and Review Team</li> <li>• SAFE team/EOTAS (Ealing other than at School)</li> <li>• Hillingdon SEN Assessment and Review Team</li> </ul> <p><b>Links with other schools in 2024-25</b></p> <ul style="list-style-type: none"> <li>• The Jubilee Academy, including outreach, mentoring and intensive work with students on site.</li> <li>• The Helix and Harrow Tuition Service.</li> <li>• New Level Academy Alternative Provision</li> <li>• Academy 21 Online Tuition Provider</li> <li>• Close links with Harrow feeder schools.</li> </ul>								

**Current work with registered charities in 2023-24**

- The Centre for ADHD and Autism Support
- Harrow Horizons
- Young Carers
- Compass
- Kulisa – trauma professional development
- Wish

**Whole Staff Professional development 2024-25:**

- All members of staff are encouraged to continue to develop their knowledge, skills and understanding in Special Education Needs and Disabilities (SEND) through a continuous process of professional development in key areas.
- Teacher talks – 10 minutes during the morning where a different SEND is identified and spoken about to staff. Practical strategies to support these needs are also given to staff.
- Teacher meets, where pupil passport details of students needs and their tailored strategies to help support those needs within the classroom are discussed.
- Resources to aid teachers with teaching and learning for students with SEND is readily available for teachers.
- We are committed to upskilling our Learning Support staff to ensure that each student receives bespoke intervention to help them thrive at Rooks. We have invested in ELSA professional development (emotional literacy). Catch-Up Numeracy professional development. Block based therapy. Mental Health First Aid, London Autism in School ASD modular professional development, PDA professional development, Zones of regulation and Drawing and Talking. LSA's have also received professional development on how best to support students to become independent learners.
- Learning walks and lesson observations have looked at the provision for students with SEND in classrooms.
- A SEND session is delivered during staff induction.
- We have ensured a dedicated space within the staff room as a 'one stop shop' for strategies to use with students with different specific needs.
- CST have delivered professional development to teachers and staff who work closely with students.
- Curriculum Adaptation Training led by the SENCo, focusing on practical strategies for scaffolding, differentiation, and removing barriers to learning.
- Literacy and Reading Support Training delivered by the Literacy Coordinator, strengthening staff confidence in supporting reading fluency, comprehension, vocabulary development, and disciplinary literacy across subjects.
- Accountable Framework Training delivered by the Literacy Coordinator, supporting staff to implement structured, evidence-based approaches within lessons to promote consistency, clarity, and high expectations for all learners.

<p>Assess, Plan, Do and Review cycle</p>	<p><b>Identification and Assessment</b></p> <p>At Rooks Heath School early and accurate identification of Special Educational Needs and Disabilities (SEND) is a priority. In line with the SEND Code of Practice, we take a graduated approach to identification and assessment, drawing on a wide range of information to build a clear and holistic understanding of each learner.</p> <p>Upon entry to Rooks Heath School the Learning Support Team gathers comprehensive information from a variety of sources, including:</p> <ul style="list-style-type: none"> <li>• Information from visits, transition meetings, and conversations with the child’s primary school.</li> <li>• Prior attainment data, such as KS2 SATs outcomes.</li> <li>• Primary school teacher assessments and reports.</li> <li>• Baseline assessments for each subject in Year 7.</li> <li>• Ongoing feedback from teaching staff regarding progress, engagement, and classroom presentation.</li> <li>• Cognitive Ability Test (CAT) results.</li> <li>• Lucid LASS literacy-based assessments.</li> <li>• Reading data to identify reading age and track reading development.</li> </ul> <p>For students with an already identified SEND, we hold meetings with parents and carers to plan appropriate provision and support. For newly emerging needs, initial discussions with parents/carers will be arranged to explore teacher observations, assessment information, and parental concerns. Where appropriate, further in-house assessments may be carried out for example, Lucid LASS for cognition and learning concerns. For needs relating to Speech, Language and Communication (SpLC) or Social, Emotional and Mental Health (SEMH), the school can assist in making referrals to external professionals.</p>
	<p><b>Subject Teacher Identification</b></p> <p>Class teachers play a crucial role in the early identification of SEND, as they are best placed to notice changes in progress, behaviour, or engagement. Teachers are encouraged to raise concerns if they observe:</p> <ul style="list-style-type: none"> <li>• A sudden or sustained decline in progress.</li> <li>• Marked changes in behaviour or emotional presentation.</li> <li>• A widening gap between the student and age-related expectations.</li> <li>• Persistent barriers to learning despite high-quality teaching and initial classroom-based interventions.</li> </ul>

	<p>Concerns can be submitted through an electronic referral form. Before escalation, departments are encouraged to implement subject-based interventions to support the learner. If difficulties persist, the Learning Support Department will review the evidence and determine whether additional, targeted intervention or further assessment is required.</p> <p><b>Review, Progress, and Attainment</b></p> <p>All students receiving additional interventions are monitored closely as part of the "Assess – Plan – Do – Review" cycle. Progress reviews take place regularly and include a formal meeting with each student once per term. During these reviews:</p> <ul style="list-style-type: none"> <li>• If the student is making strong progress, we will consider whether continued intervention is needed or whether support can be reduced.</li> <li>• If progress is limited, alternative or more targeted interventions will be explored.</li> <li>• Where concerns continue despite well-differentiated support, advice from external agencies may be sought. This may include educational psychologists, specialist teachers, health or therapeutic services, or other professionals who can provide further assessment, strategies, or diagnosis.</li> <li>• As part of this process students on the SEND register K and E will meet with a member of the Learning Support Department to review their progress, look at successes and areas of concerns.</li> </ul> <p>We remain committed to working in partnership with parents, carers, and students throughout this process. Their views form a central part of decision-making, ensuring that support remains appropriate, person-centred, and responsive to each learner’s needs.</p>
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<b>Section Three: Partnership with students and families</b>	
Partnership and Students and Student Voice	<p>‘Student Voice’ is a central aspect of the Learning Support Team’s approach at Rooks Heath School. In line with the SEND Code of Practice, we recognise that children and young people are experts in their own experiences and should be actively involved in shaping the support they receive. Students are encouraged to share their views on what helps them to learn, the strategies they find most effective, and how they would prefer support to be delivered.</p> <p>When additional or individualised support is considered, students are always consulted as part of a person-centred planning process. This typically takes place through one-to-one discussions with the student and a key member of staff. These conversations ensure that support plans reflect the student’s strengths, aspirations, and preferences, and that interventions are tailored to meet their needs.</p>

	<p>If a student is invited to take part in a targeted intervention, both the student and their parents/carers will receive an information letter outlining the purpose of the intervention, what it involves, and how it is intended to support the student's progress. We remain committed to ensuring that students understand the support available to them and feel empowered to contribute to decisions about their education.</p>
<p>Partnership with Parents/Carers and Parent/Carer Voice</p>	<p>'Parent/Carer Voice' is highly valued by the Learning Support Team at Rooks Heath School. In line with the SEND Code of Practice, we recognise that parents and carers know their children best, and their insights are essential in identifying needs and shaping effective support. Concerns raised by parents/carers about their child's progress are always taken seriously, and we maintain regular communication to ensure a collaborative and transparent approach to supporting each student.</p> <p>The Learning Support Team is readily accessible to families through telephone and email contact, and parents/carers are encouraged to reach out at any time. To further enhance communication and ensure we remain approachable and responsive, the department operates a dedicated mobile phone, enabling parents to communicate via text message where this is more convenient.</p> <p>Parents/carers are always consulted about the suitability of any individual or additional support, whether through telephone discussions, written communication, or face-to-face meetings. When students are invited to join an intervention group, parents/carers receive clear written information outlining the purpose of the intervention, what it involves, and how it is intended to support their child's progress.</p> <p>We are committed to ensuring that language is never a barrier to meaningful communication. Where needed, the Learning Support Department makes use of interpreters, translation services, and support from community groups to ensure that all parents, regardless of their first language, are able to understand information, express their views, and fully participate in decisions regarding their child's education.</p>
<p>Transition September 2024 (Year 6-7 and Year 11-12)</p>	<p>The Learning Support Department recognises that the transition from Year 6 to Year 7 can be a particularly anxious period for many students and their parents/carers. In line with the SEND Code of Practice, we are committed to ensuring that transitions are carefully planned, personalised, and supportive so that pupils feel confident, informed, and prepared for the move to secondary school. Our aim is to make this experience as positive as possible while minimising any potential dip in attainment during the early stages of Key Stage 3.</p>

To support a smooth transition, we implement a comprehensive programme of activities, which may include:

- Visits to primary schools to meet students in their familiar environment.
- Meetings with primary school SENCOs and class teachers to gather detailed information about individual needs.
- Breakfast and after-school clubs to support routine, confidence, and social development.
- Homework clubs providing guided support during the early stages of KS3.
- Meetings with families to discuss concerns, build relationships, and plan tailored support.
- Meetings with Form Tutors to ensure pastoral staff are fully aware of needs and recommended strategies.
- Social Skills and Friendship Groups to support students in developing confidence and positive peer relationships.
- Transition groups designed to build familiarity and reduce anxiety ahead of joining the school.
- Collaboration with the University of Connecticut on targeted transition projects supporting wellbeing and resilience.
- Transition-related trips designed to encourage team building, independence, and confidence.
- An additional transition day for students with SEND, enabling them to visit the school, meet key staff, and familiarise themselves with the environment ahead of the main start of term.

As part of our enhanced transition support package, we also offer 'Stay and Learn' sessions, where students attend school for one-hour sessions across the second half of the summer term. These sessions focus on helping students become familiar with the school environment, routines, expectations, and key staff, ensuring they feel confident and well-prepared before September. In addition, we offer an extra transition day at the start of the academic year, providing further opportunities for early orientation and settling-in before joining their full cohort.

#### **Transition to Post-16 Education**

We recognise that the move into Post-16 education is another significant transition point requiring careful planning. The Learning Support Team often accompanies students to college open days, interviews, and careers meetings to ensure they receive appropriate guidance and have the confidence to make informed choices. For students with higher levels of need, detailed one-to-one planning ensures they access advice that is tailored to their interests, aspirations, and support requirements.

	<p>Where appropriate, we also support students in applying for apprenticeships or work placements, ensuring they have access to a full range of suitable pathways.</p> <p><b>Transition for Options and Next Steps in KS4</b></p> <p>The Learning Support Department plays an active role in Options interviews, meeting with students and parents/carers to discuss appropriate subject choices and next steps in education. This process ensures that young people receive balanced, well-informed guidance and choose pathways that match both their strengths and long-term aspirations.</p>
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**Section Four: SEND Provision at Rooks Heath School during 2024-25**

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
<b>Social, emotional, and mental health difficulties</b>	<ul style="list-style-type: none"> <li>• Consistent application of the school’s Behaviour for Learning policy.</li> <li>• A positive, supportive, and nurturing environment</li> <li>• Carefully planned RSE/PSE curriculum, including issues such as bullying, mental health awareness, self-harm, internet safety, crime, tolerance, equal ops.</li> <li>• Bullying incidents dealt with swiftly and effectively.</li> <li>• Supportive network of pastoral care – tutor, co-tutor, pastoral leaders, and Directors of Learning.</li> <li>• Supportive network of peer</li> </ul>	<ul style="list-style-type: none"> <li>• Identification and assessment in school</li> <li>• Additional advice and support from external agencies</li> <li>• Adaptations to the curriculum to secure engagement</li> <li>• Programmes of support to reduce anxieties and build self-esteem.</li> <li>• Targeted support from LSAs if necessary.</li> <li>• Exam support, such as small, quiet room, rest breaks, mentoring in the lead up to exams.</li> <li>• Scribing student voice, to gain student point of view, where incidents occur, and the student is unable to write down his/her account.</li> <li>• Mentoring.</li> </ul>	<ul style="list-style-type: none"> <li>• Interventions are implemented, reviewed, and revised.</li> <li>• Liaise closely with parents/carers.</li> <li>• Work with parents to refer to CAMHS and other external agencies.</li> <li>• Targeted intervention to promote social skills.</li> <li>• Adaptations to physical environment e.g. time out</li> <li>• Monitoring and support in unstructured time e.g. lunchtime club.</li> <li>• Behaviour Management Plan/Pastoral Support Plan</li> <li>• Support through charity groups.</li> <li>• Trainee Social Worker involvement if available.</li> <li>• Assess, Plan, Do, Review (APDR) meetings.</li> </ul>

	<p>support, with Year 12/13s mentoring</p> <ul style="list-style-type: none"> <li>• School Council actively seeking student voice.</li> <li>• Professional development for staff to meet the needs of all students through High Quality Teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• One to one support through BF5 and the Student Support Hub.</li> <li>• Assess, Plan, Do, Review (APDR) meetings.</li> <li>• Time-Out Cards to reduce conflict.</li> </ul>	
<b>Speech, language, communication, and interaction</b>	<ul style="list-style-type: none"> <li>• Professional development for staff to meet the needs of all students through High Quality Teaching.</li> <li>• Clear information provided to teaching staff about student strengths and difficulties on entry.</li> <li>• Students as active learners.</li> <li>• Personal development on SLCN strategies which can be used in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual/small group work with LSAs led by SALT.</li> <li>• Individually adapted tasks.</li> <li>• Friendship groups</li> <li>• Assess, Plan, Do, Review (APDR) meetings.</li> <li>• Safe space provided for unstructured time.</li> <li>• Task planners which LSA's use in lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Access to paired or 1:1 language development programme, if necessary.</li> <li>• Reduced curriculum, if necessary. Students may be entered onto Personal Development or Functional skill programmes.</li> <li>• Additional in class LSA support.</li> <li>• Access to personal laptop</li> <li>• Speech &amp; Language Therapy planned and delivered by a qualified therapist.</li> <li>• Visual supports such as visual/simplified timetables.</li> <li>• Alternative communication systems, such traffic light cards.</li> <li>• Assess, Plan, Do, Review (APDR) meetings.</li> </ul>
<b>Autistic Spectrum</b>	<ul style="list-style-type: none"> <li>• Professional development for staff to meet the needs of all students through High Quality Teaching.</li> <li>• Positive behaviour management</li> <li>• Understanding of different learning</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum adapted/ modified to take account of individual learning needs.</li> <li>• Advice and support from the Advisory Teacher for children with autism.</li> </ul>	<ul style="list-style-type: none"> <li>• Advice and support from the Advisory Teacher for children with autism and SALT</li> <li>• Small group targeted intervention.</li> <li>• ICT used to reduce barriers to learning.</li> <li>• Alternative communication systems e.g. traffic light cards</li> </ul>

	<p>styles for individual/ groups of children</p> <ul style="list-style-type: none"> <li>• Close monitoring of attendance in liaison with our attendance officer.</li> <li>• High level of experience amongst Learning Support Staff.</li> <li>• Staff professional development, to raise awareness about issues such as sensory overload, change and flexibility and social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>• Advice and support on strategies from SALT.</li> <li>• Use of appropriate resources e.g. visual timetables, social stories.</li> <li>• Interventions to support attendance, where school and lesson refusal become problematic.</li> <li>• Support with transition, such as Year 6-7, between classes, from one year to the next, to post 16.</li> <li>• Signposting support for parents and carers through the Centre for ADHD and Autism.</li> <li>• Assess, Plan, Do, Review (APDR) meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring and peer support to help with self-reflection and moderation of behaviour responses.</li> <li>• Access arrangements for Exams where appropriate.</li> <li>• Preparation for unusual events where possible, and other aspects of change.</li> <li>• SpLT supports a small number of students to prepare for Post 16 with student passports.</li> <li>• 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).</li> <li>• Assess, Plan, Do, Review (APDR) meetings.</li> </ul>
<p><b>Cognitive and learning difficulties/ Moderate learning difficulties</b></p>	<ul style="list-style-type: none"> <li>• Professional development for staff to meet the needs of all students through High Quality Teaching.</li> <li>• Accessible curriculum and teaching</li> <li>• Teaching resources are accessible and appropriate multi-sensory approach to learning.</li> <li>• Active learning strategies and varied learning styles.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum is adapted to meet the needs of individual/groups of children, including reduced curriculum where appropriate and booster classes.</li> <li>• Targeted intervention programmes, including Units of Sound, Foundation Learning, Functional Maths and English.</li> <li>• Differentiated resources are provided as appropriate.</li> <li>• Small maths groups in Year 7</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 and/or paired reading, writing, maths, and coursework lessons.</li> <li>• Use of schemes such as Alpha to Omega for individual spelling support.</li> <li>• Power of 2 Maths for 1:1 small scale intervention for those on a reduced timetable.</li> <li>• Access to personal ICT through local authority.</li> <li>• Additional in class LSA support</li> <li>• Additional small group support</li> <li>• Educational Psychology assessment / support</li> <li>• Exam arrangements and access arrangements for exams, such as reader and scribe.</li> </ul>

		<ul style="list-style-type: none"> <li>• Small groups for lower sets in Year 8-11</li> <li>• Assess, Plan, Do, Review (APDR) meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess, Plan, Do, Review (APDR) meetings.</li> </ul>
<b>Sensory and physical needs (e.g. hearing impairment, visual impairment, multi-sensory, physical and medical needs)</b>	<ul style="list-style-type: none"> <li>• Professional development for staff to meet the needs of all students through High Quality Teaching.</li> <li>• Curriculum is adapted to enhance strengths and provide opportunities for reducing curriculum requirements.</li> <li>• Referrals to Harrow Hearing Impaired Service or Visual Impaired Service</li> <li>• Provision of specialised equipment</li> <li>• Seating position within class prioritised.</li> </ul>	<ul style="list-style-type: none"> <li>• Modified learning environment.</li> <li>• Care plans for individual children</li> <li>• Close liaison with external agencies e.g. OT, Hearing Impaired Teacher, school nurse.</li> <li>• Close liaison with the Welfare Team in school.</li> <li>• Assess, Plan, Do, Review (APDR) meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual protocols and plans for children with significant physical and/or medical needs.</li> <li>• Additional resources to reduce individual barriers to learning.</li> <li>• Access to external advice and assessment.</li> <li>• Modified exam papers and access arrangements for Exams.</li> <li>• FM System professional development for all appropriate staff has taken place this year.</li> <li>• Assess, Plan, Do, Review (APDR) meetings.</li> </ul>
<b>Transition</b>	<ul style="list-style-type: none"> <li>• All students provided the opportunity to visit the school for Transition Day.</li> <li>• Year 7 Settling-In Evening and Parent Evenings.</li> <li>• Visits are made to primary schools to meet with classroom teachers and key staff.</li> <li>• Regular visits to primary schools</li> </ul>	<ul style="list-style-type: none"> <li>• Additional visits for some students to settle in.</li> <li>• Continuing liaison with primary school through first term.</li> <li>• Meeting with SENCo at Year 7 Settling-In Evening.</li> <li>• School tour for some individuals with their families and Learning Support Assistants from primary schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Student context meeting held with parents and/or primary school SENCo.</li> <li>• Referrals made to specific services to continue support from primary schools.</li> <li>• Liaison with external services if already working with the student.</li> <li>• Plan first visits from key services in first term.</li> <li>• LSA support in the first few weeks of term and ongoing if required through an EHCP.</li> </ul>

	<p>to build positive relationships.</p> <ul style="list-style-type: none"> <li>• Year 7 Settling-In Evening.</li> <li>• Options meetings to discuss curriculum options for following years.</li> </ul>	<ul style="list-style-type: none"> <li>• LSA support in the first few weeks of term.</li> <li>• Transition groups to help settle students in and follow up on learners that have struggled with transition. Identified by Form Tutors, HOY, SEND Department.</li> <li>• UCONN student support through transition.</li> </ul>	<ul style="list-style-type: none"> <li>• Students invited for a transition day prior to the first day of Autumn term. This is where students are invited for a tour of the school and a circle time to address anxiety and concerns about starting Secondary School with a skilled member of staff.</li> </ul>
<b>Bullying</b>	<p>Staff at Rooks Heath School are aware of national evidence indicating that children and young people with SEND may be more vulnerable to bullying. In line with the SEND Code of Practice and our safeguarding responsibilities, we take a proactive and robust approach to preventing and addressing bullying, ensuring that all students feel safe, included, and supported.</p> <p>When a student with SEND has experienced bullying, or is identified as being at increased risk, the Learning Support Team works closely with pastoral staff to implement appropriate, personalised interventions. These may include both preventative and responsive strategies such as:</p> <ul style="list-style-type: none"> <li>• Social skills development</li> <li>• Training in assertiveness and self-advocacy</li> <li>• Support in building and maintaining friendships</li> <li>• Activities strengthening emotional literacy and empathy</li> <li>• Confidence-building and self-esteem work</li> <li>• Targeted support to develop positive peer relationships</li> </ul> <p>These interventions are designed to help students understand social dynamics, feel more confident in managing challenging situations, and build resilience. We also work closely with parents/carers and external agencies where appropriate to ensure that support is holistic and effective.</p> <p>Our commitment is to ensure that every student—particularly those with SEND—feels safe, valued, and able to participate fully in school life.</p>		
<b>Section Five: Other Information</b>			
Partnership with stakeholders	Rooks Heath School liaises on behalf of students and families with the following support services and charities:		

	<ul style="list-style-type: none"> <li>• Special Education Assessment and Review Service – London Borough of Harrow.</li> <li>• London Borough of Harrow Educational Psychology Service.</li> <li>• Speech and Language Therapy Service – NPH, Northwest London Health NHS Trust.</li> <li>• Child and Adolescent Mental Health Service (CAMHS)</li> <li>• Early Intervention Service (Harrow Social Services)</li> <li>• Sensory and Communication Team (SACT, including Visual and Hearing Impairment teams)</li> <li>• The Centre for ADHD and Autism</li> <li>• The Wish Centre</li> <li>• Mind in Harrow</li> <li>• HASVO</li> <li>• Young Carers</li> </ul> <p>We also have the following teaching/research projects going on:</p> <ul style="list-style-type: none"> <li>• Students from the University of Connecticut carrying out research projects for their Master’s Degrees (Autumn Term).</li> <li>• Students from Middlesex University are working at RHC as trainee Social Workers.</li> </ul>
Complaints	<p>At Rooks Heath School we are committed to working in partnership with parents and carers, and we aim to resolve any concerns as early and effectively as possible. In line with the SEND Code of Practice, all complaints relating to SEND are handled in accordance with the school’s Complaints Policy.</p> <p>Concerns are initially treated as informal issues, and we encourage parents/carers to contact the Learning Support Team promptly so that matters can be discussed and resolved at an early stage. For concerns requiring further exploration, parents/carers are welcome to arrange an appointment so that adequate time can be dedicated to understanding and addressing the issue.</p> <p>If a parent/carer wishes to make a formal complaint, they should contact the Headteacher in the first instance. Should they remain dissatisfied following the Headteacher’s response, the matter can be referred to the Governing Body, who will review the complaint in line with statutory procedures.</p> <p>Parents/carers can also seek independent advice from the Local Authority SEND Information, Advice and Support Service (SENDIASS), which offers impartial guidance and support throughout the complaints process.</p> <p>A link to the school’s full Complaints Policy can be found <a href="#">here</a>.</p>
Link to Local Offer	<p>Harrow: Please also see the Local Authority Offer from the London Borough of Harrow at the following web address: <a href="#">SEND Local Offer – London Borough of Harrow</a></p> <p>Ealing: <a href="#">Ealing Families Directory   Ealing Local Offer</a></p>

	<p>Brent: <a href="#">SEND Local Offer   Brent Council</a></p>
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	<p>Hillingdon: <a href="#">HELLO - SEND Local Offer – Hillingdon Council</a></p>
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