

Rooks Heath College SEND Report 2019/20

The following information is an overview for parents/carers of what is currently on offer (2018/19) at Rooks Heath College for students with Special Educational Needs and/or Disabilities.

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 College [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

Context	Rooks Heath College prides itself on being an inclusive school. The college 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 his 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 College 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 College

SEND Overview		English as Additional Language	
SEND	203	Free School Meals	91
SEND K	182	In Care	35
SEND E	21	Young Carer	2
Total students at RHC	1135	Pupil Premium Indicator	0
		Attendance	83
			94.33%

SEND Overview %			
SEND %	17.89%	National Average SEND %	14.90%
SEND K%	16.03%	National Average SEND K %	11.90%
SEND E%	1.85%	National Average SEND E%	3.10%
Total students at RHC	1135		

SEND and Ethnicity	
White - British	31
Black Caribbean	22
Pakistani	11
Any other Asian Background	33
Bangladeshi	3
Any other ethnic group	10
Any other mixed background	10
Black - African	21
White and Black Caribbean	12
Any other White background	22
White and Black African	1
White and Asian	9
Indian	8
Refused	5

		SEND by Type of Need			
	ADHD	12	Moderate Learning Difficulty	66	
	Anxiety	8	Mild Learning Difficulties	6	
	Attachment Difficulties	0	Multi-Sensory Impairment	0	
	Auditory processing difficulties	0	Other Difficulty/Disability	12	
	Autistic Spectrum Disorder	18	Physical Disability	6	
	Dyscalculia	0	Profound & Multiple Learning Difficulty	0	
	Dysgraphia	1	Severe Learning Difficulty	0	
	Dyslexic	12	Social Interaction difficulties	3	
	Dyspraxia	1	Social, Emotional and Mental Health	36	
	Fine Motor Difficulties	0	Specific Learning Difficulty	21	
	Gross Motor difficulties	0	Speech, Language or Communication Need	57	
	Hearing Impairment	9	Vision Impairment	1	
	Interrupted Learning	1	Working/short term	2	
Results 2018/19	<p>Areas of success:</p> <ul style="list-style-type: none"> • Progress 8 for students with Education, Health and Care Plans was significantly above National Average. • Overall Progress 8 for SEND was above the National Average. • Attainment 8 for students on the SEND register as both K and E was above the National Average. • More students on the SEND register were entered for the EBacc qualifications than National Average showing RHC's high expectations and commitment to Inclusion. • More students with SEND gained EBacc qualifications than the National Average. <p>Areas for development:</p> <ul style="list-style-type: none"> • 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. 				

	Progress 8	
	National Average (SEND)	Rooks Heath College (SEND)
No SEND Progress 8	0.08	-0.34
SEND Progress 8	-0.62	-0.59
SEND K Progress 8	-0.43	-0.64
SEND E Progress 8	-1.17	-0.27
	Attainment 8	
	National Average (SEND)	Rooks Heath College (SEND)
No SEND A8	49.90	43.97
SEND A8	27.60	33.82
SEND K A8	32.60	35.78
SEND E A8	13.70	20.54
	Ebacc Entries	
	National Average (SEND)	Rooks Heath College (SEND)
No SEND Ebacc Entr	44.50%	66.30%
SEND Ebacc Entry	13.50%	36.40%
SEND K Ebacc Entry	16.90%	39.30%
SEND E Ebacc Entry	4.00%	20%
	Ebacc Grades 4+	
	National Average (SEND)	Rooks Heath College (SEND)
No SEND Ebacc 4+	28.20%	33.80%
SEND Ebacc 4+	5.50%	23.20%
SEND K Ebacc 4+	6.80%	23.20%
SEND E Ebacc 4+	1.90%	0

Staff Personnel
and Training

Key members of staff are as follows:-

- 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/Specialist teacher (Dyslexia) jlogan@rooksheath.harrow.sch.uk

Specialist staff on site this academic year:

- Mrs J. Logan (MA: SEN, Speech, Language and Communication needs; PG Cert: SEN, Dyslexia)

Linked Specialist Staff at London Borough of Harrow Local Authority, for 2018-19:

- 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

Links with Specialist Departments at Ealing, Hillingdon and Brent Local Authority for 2018-19

- Brent Outreach Autism Team
- 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

Links with other schools in 2019-20

- The Jubilee Academy, including outreach, mentoring and intensive work with students on site.
- The Helix and Harrow Tuition Service.
- Harrow, Ealing, Brent Virtual Schools.
- The Skills Centre

Current work with registered charities in 2019-20

- The Centre for ADHD and Autism Support
- WISH
- Bereavement Care
- Harrow Horizons
- Young Carers
- Compass
- Mozaic (LGBT)
- Hope
- Paiwand

Whole Staff Training:

- All member 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 RHC 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 College have signed up to be a part of the Whole School SEND Project which is led by NASEN and Liverpool University.

Training within the MAT and HCTSA

- Earlsmead have been invited to training sessions that take place at Rooks Heath College.
- Three LSAs from Earlsmead attended the training on ASD delivered by the Centre for ADHD and Autism.
- 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.
- Each of the 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 Masters in Educational Leadership through UCL and the Aspiring to Deputy Headship course through HCTSA
- 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.
- One member of staff has been to a training day about Mental Health.
- One member of staff has been trained in Exam 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’.
- Staff have ongoing training on how to use systems such as SIMS and Canvas.
- Staff have complete various training sessions during lockdown including safeguarding, GDPR and anti-bullying.

	<ul style="list-style-type: none"> All staff are building their knowledge on the latest guidance from the EEF on SEND in mainstream schools. This information can be found here.
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Section Two: Early Identification and Assessment, Progress and Attainment.

<p>Assess, Plan, Do and Review cycle</p>	<p>Identification and Assessment</p> <p>On entry to Rooks Heath College, 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 your 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 you to talk about ways in which we can support your child. Where there is a new need that has not yet been identified, we will put in place initial discussions, targets, a review of the targets and possible further assessments with outside agencies (if necessary). Our initial assessments will lead to a Learning Support Plan for your child and support will be put in place. This will then be reviewed.</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 lacking, they will approach the Learning Support Team for assistance and to consider whether further interventions should be put in place.</p> <p>Review, Progress and Attainment</p> <p>The progress of all students with additional interventions will be reviewed regularly. This includes a formal meeting held with each student once a term. If your child is making good progress following any interventions, we will discuss whether it is still required. Where progress is not being made, we will consider alternative interventions that may be more successful. If your child continues to struggle and is still not making progress, we will seek the advice of other outside agencies and professionals who may be able to provide further strategies and at times a diagnosis.</p> <p>We endeavour to seek your views and the views of your child to contribute to this ongoing cycle.</p>
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Section Three: Partnership with students and families

Partnership and Students and Student Voice	<p>'Student Voice' is very important to the Learning Support Team at Rooks Heath College. 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 discussions 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 College. 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>

Section Four: SEND Provision at Rooks Heath College during 2018-19

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
<p>Social, emotional and mental health difficulties</p>	<ul style="list-style-type: none"> • Consistent application of the school's Behaviour for Learning policy. • A positive, supportive and nurturing environment • Carefully planned PSHE curriculum, including issues such as bullying, mental health awareness, self-harm, internet safety, crime, tolerance, equal opps. • Swift and effective dealing with bullying incidents. 	<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. 	<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 eg time out • Monitoring and support in unstructured time eg lunchtime club. • Behaviour Management Plan/Pastoral Support Plan • Support through charity groups.

	<ul style="list-style-type: none"> • Supportive network of pastoral care – tutor, co-tutor, pastoral leaders and Directors of Learning. • Supportive network of peer support, with prefects working as Year 7 buddies. • School Council actively seeking student voice. 	<ul style="list-style-type: none"> • Scribing student voice, to gain student point of view, where incidents occur and the student is unable to write down his/her account. • Time2Talk – mentoring service. • One to one support through BF5 (our Inclusion Unit) • Boxall Profile assessment to establish if there are social, emotional or mental health difficulties that need to be addressed. • Mindfulness 	<ul style="list-style-type: none"> • Trainee Social Worker involvement if available.
Speech, language, communication and interaction	<ul style="list-style-type: none"> • Training, by SENCo, for staff to meet the needs of students with speech, language and communication difficulties • Clear information provided to teaching staff about student strengths and difficulties on entry. • Students as active learners. • Varied learning styles catered for in tasks set. 	<ul style="list-style-type: none"> • 1:1, paired and small group support by LSAs trained in ELKLAN • Personalised support within the class • Individual/small group work with LSAs led by SALT. • Individually Differentiated tasks • Friendship groups 	<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.
Autistic Spectrum	<ul style="list-style-type: none"> • Quality first teaching for all • 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. 	<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. 	<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.

	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
Cognitive and learning difficulties/ Moderate learning difficulties	<ul style="list-style-type: none"> • Differentiation of the 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 	<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 to enable alternative methods of recording • 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.
Sensory and physical needs (e.g. hearing impairment, visual impairment, multi-sensory, physical and medical needs)	<ul style="list-style-type: none"> • 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. 	<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.
Bullying	The Staff at Rooks Heath College are aware of national research which shows children with SEND are more susceptible to bullying.		

	<p>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> <p>Projects such as circle time, a circle of friends and peer mentoring take place where appropriate.</p> <p>Minority student groups are encouraged to feel valued and have a voice, for example through our LGBT group, recognition of Autism Awareness Day, Assemblies.</p> <p>Assemblies and tutor time activities support awareness of, and acceptance of, difference and individuality.</p> <p>The Learning Support Department have been involved with projects run by Kidscape on bullying, and have undertaken peer mentoring training within the last three years.</p>
Transition	<p>The Learning Support Team 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. We have developed the role of our Community and Family Liaison Officer (Mrs J. Lamb). She has built up very close links with our primary schools over the last few years and works closely with Year 5 and 6 students, to ensure that they have a key member of staff to whom they can go with any problems once they arrive at Rooks Heath. She communicates with parents/carers interested in Rooks Heath and arranges for several visits, booklets, staff meetings and pupil profile meetings before the students arrive. She and a senior member of staff visit most of our primary schools to discuss the prospective students with their teachers. We also have subject specific teachers who share good practice with upper phase primary school teachers.</p> <p>Year 7 students have access to lunchtime and breakfast clubs, with a view to supporting them through the beginning of the day and the unstructured parts of the day. These times can be daunting for some students. The Learning Support Team run these sessions and are available with experience and knowledge of the students, so that support can be given when needed.</p> <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>
Section Five: Other Information	
Partnership with stakeholders	<p>Rooks Heath College 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) • ADHD and Autism Support group, Harrow

	<ul style="list-style-type: none"> • PATOSS • The Wish Centre • Kids Can Achieve • Frustrated Communication • John Lyon Charitable Trust • Dyslexia Action • Mind in Harrow • HASVO • Young Carers <p>Rooks Heath College 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 – two 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 Services and useful charities in Harrow for parents:</p> <p>Mind in Harrow http://www.mindinharrow.org.uk/ The Wish Centre http://thewishcentre.org.uk/ Harrow Carers https://www.harrowcarers.org/ ADHD and Autism Support Harrow http://www.adhdandautismharrow.co.uk/ Frustrated Communication http://www.frustrated-communication.org.uk/ Harrow Horizons</p> <p>Other helpful websites nationwide:</p> <p>National Autistic Society www.autism.org.uk/</p>

	<p>Prof. Association of Teachers with Specific Learning Difficulties https://www.patoss-dyslexia.org/ Dyslexia Action www.dyslexiaaction.org.uk/ National Health Service Education and Advice www.nhs.uk/ Young Minds www.youngminds.org.uk/</p> <p>Please also see the Local Authority Offer from the London Borough of Harrow at the following web address: www.harrow.gov.uk/sendlocaloffer</p>
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