



Council for the Registration of Schools Teaching Dyslexic Pupils

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Registration and Re-Registration Application Form

**Please refer to the guidelines when completing this form
 and please limit your application to a maximum of 10 pages**

Please note: application forms have been prepared for each category from a master form, therefore your particular form may have numbers that appear to be missing. This is because that particular question is not relevant to your category, a complete list of the criteria as it applies to your category can be found at the end of this form.

No	New Registration	Yes	Re-Registration
DSP	Category applied for	DSP	Current category

1. *Date of visit:* 27th May 2013
2. *Name of Consultant(s):* Jayne Evans
3. a) **Name and address of school:** Bruern Abbey School, Chesterton House, Chesterton, Oxfordshire OX26 1UY
 Tel: 01869 242448
 Fax: 01869 243949
 Email: www.bruernabbey.org
 Web: www.bruernabbey.org
- b) **Name and qualifications of Head/Principal, with title used:**
 Name: Mr John Floyd
 Title (eg Principal): Headmaster
 Qualifications: MA(Hons) PGCE, SENCo
 Awarding body: Edinburgh University
Consultant's comments: Mr Floyd has been Headmaster of Bruern Abbey for almost two years. He brings vision and enthusiasm to the post, evident in the changes that have already taken place since his appointment. He has improved the Senior Management structure, increased staffing levels and introduced Design Technology to the curriculum, with the addition of well-equipped Technology rooms.
- c) **Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:**
 Name: Mrs Brenda Shaw
 Title (eg SENCO): Head of Special Needs
 Qualifications: Cert. Ed. Dip RSA SpLD. AMBDA.
 Awarding body: Southampton University

Consultant's comments: It is Mrs Shaw's fourth term at the School, having worked previously in a range of settings. She is both experienced and suitably qualified. Mrs Shaw is involved with curriculum planning and carries out inset training with the teaching staff.

- d) **Head/Principal's telephone number if different from above:**
Tel: 07841 841476
- e) **Unit/Senior SpLD teacher's telephone number:**
Tel: 01869 242448

Background and General Information

- 4. a) **Recent inspections:**

Consultant's comments: The last Ofsted inspection was carried out in October 2009, with a more recent ISI standard inspection taking place in May/June 2011. The main findings highlight that: 'Pupils are successfully educated in a secure and nurturing environment where they are given every possible help and encouragement to overcome the challenges presented by their specific learning difficulties and/or disabilities.' The inspection found the quality of pupils' personal development to be excellent.

Independent Schools only

- b) **Current membership (eg HMC, ISA etc):** IAPs. ISC

Consultant's comments: Appropriate memberships.

- c) **Department of Education Registration Number:** 9316106

- d) **Numbers, sex and age of pupils:**

		Total	Dyslexic/ SpLD	Accepted age range
Day:	Boys:	25	all	8yrs-14yrs
	Girls:			
Boarding:	Boys:	75	all	8yrs-14yrs
	Girls:			
Overall total:		100		

Consultant's comments: There were 101 pupils on the roll on the day of the visit. Numbers have increased steadily since the last CReSTeD visit, when there were 80 pupils at the School. Demand for places is high, with 140 sets of parents registering interest for the 25 available places at Bruern.

- e) **Class sizes – mainstream:** 11 max.

Consultant's comments: There are 51 employees at the School, including 26 teaching staff, to cope with the increased number of pupils and ensure that the pupil to teacher ratio is kept low. There are frequently two members of staff in the Junior Department classes, which allows for careful differentiation.

- f) **Class sizes - special needs:** 11max (all boys have SEN)

Consultant's comments: As all lessons are taught with a focus on how pupils with Specific Learning Difficulties learn, it is not necessary for all pupils to be withdrawn for support lessons. Approximately a third of all pupils do receive additional support, working with one of the two

Specialist Teachers on a one-to-one basis or in small groups.

- h) **For completion by consultants only: Pastoral care arrangements, as relevant to SpLD (dyslexia) students, based on Ofsted/ISI report: The 2011 ISI Inspection Report states that:** Pastoral care of the pupils is excellent and, together with the effective arrangements for their welfare, health and safety, makes a significant contribution to their personal development.

Staffing and Staff Development

- DSP, SPS, 5. a) **Qualifications, date, awarding body and experience of all learning support staff:**
DU 7; SC, WS 18; MS 21
Brenda Shaw, Head of Special Needs. Dip RSA SLD Oct 1991. AMBDA. May 1996, updated May 2011
Essex Close-Smith, nee Chatfield-Roberts. B Ed University of London August 1987, Post Grad. Dip Dyslexia (Special Education) Sept 1999.
Oriel Townsend. OCR Level 5 Cert.in teaching SpLD. Dyslexia.

Consultant's comments: The members of staff listed have suitable qualifications to enable them to cater for the needs of individuals with SpLD. There are plans to appoint an assistant SENCo for the beginning of Michaelmas Term 2013 and also to relocate the Learning Support room.

- SC, WS 18 f) **Do the majority of teachers providing literacy support hold a nationally recognised qualification in the teaching of Dyslexic (SpLD) pupils? (Exceptionally, an experienced teacher undergoing training may be sufficient.)**

Teachers- Yes, Classroom assistants trained 'In House' by experienced qualified staff.

Consultant's comments: The Headmaster is keen to increase the proportion of general teaching staff holding a qualification in SpLD. Members of staff are currently given in-house training, delivered by Mrs Shaw, on various aspects of teaching pupils with SpLD. Junior pupils are given literacy lessons by those who hold a specialist qualification.

Policy and Philosophy with Regard to Dyslexic (SpLD) Pupils

- Criteria 1 & 2 6. a) **Policy statement with regard to dyslexic (SpLD) pupils including:**
- **Identification and assessment**
We aim to provide support for staff so that the boys' needs can mostly be met in the classroom, thereby encouraging a sense of belonging, maintaining self-esteem and fostering a climate of peer acceptance and support for each others' differences.

Admission Arrangements

Boys are generally admitted in September, Michaelmas Term, though occasionally during the year in exceptional circumstances.

- **Support for policy from Senior Management Team**
SMT very supportive at all stages.

- **Support for policy from governors:** Bruern Abbey School does not have a board of governors.

Consultant's comments: A decision was made to restrict entry points, to the Junior School. It was felt that this would avoid disrupting the stability of existing classes and would ensure that pupils enter the last two years at Bruern having had the opportunity to boost their basic literacy and numeracy skills.

b) **Admission policy / selection criteria:**

When parents first express an interest in Bruern Abbey a copy of their son's Educational Psychologists Report, which should be less than two years old, will be requested. The EP report is then read by the Head of Special Needs; a brief précis will be created from the report in preparation for parent's visit with the Headmaster.

The first visit that parents make to see Bruern Abbey will usually be without their son. This will enable them to be shown around the school and to spend time talking with the Headmaster.

Boys applying to the School will initially spend a morning with two or three others for an assessment with the Head of Special Needs. During the morning each boy will have an opportunity to show **how well he can:**

- read a from a book of his choice
- use communication skills
- demonstrate social skills
- sequence and write a few sentences
- demonstrate his number skills
- take part in a game
- talk about his interests and hobbies
- spend the half an hour break with a boy of his own age outside
- demonstrate his organisational skills
- have an opportunity to see around the school and ask questions
- meet other members of staff

Following an assessment morning the Head of Special Needs and the Headmaster will consider each boy's needs, from the EP report, reports from any other agencies and, of course, the efforts made by the boy.

Any boy who, on the assessment day, appears to have further undiagnosed SEND may be referred for further assessments so that the School is able to judge its ability to meet the needs of the boy.

Using the cumulative knowledge from the assessment morning, boys who we consider may benefit from the educational opportunities at Bruern Abbey will be invited to spend a 'taster day' in class, working with boys at a level similar to theirs. This visit will also include an overnight stay for prospective boarders. Classes at Bruern Abbey are not organised by age although consideration is given to the structure of each group socially and academically. Feed-back from teaching and boarding staff will be sought by the Head of Special Needs and the Headmaster before a final offer of a place at Bruern Abbey is made to parents.

Consultant's comments: One of the aims of the Admission Policy is to: 'identify and admit children who will benefit from an academic education and who will contribute to and benefit from the ethos and activities of our school community'. The School accepts pupils who demonstrate that they are capable of taking Common Entrance Examinations given appropriate support. Those deemed to require one-to-one support on a daily basis are not admitted to the School, as it is felt that their needs are too great to be accommodated.

Criterion 3

- c) **Give specific examples of the whole school response to dyslexia (SpLD):** All children at Bruern Abbey bring their own laptop computer to school and have access to work on the Bruern server and through the internet. We aim to teach each boy to touch-type through one or two lessons each week. Boys have the option of typing rather than writing in a wide range of subjects and are therefore able to reorganise their notes and spell-check their work. They may use 'Word Art' and 'Publisher' to improve presentation. Boys use Power Point presentations to support learning in subject areas and the mind mapping software, 'Inspiration' for some planning.

Consultant's comments: A strength of the School is that members of staff have high expectations of all pupils, regardless of their learning differences. Pupils are treated as individuals, with their talents acknowledged; a Gifted and Talented register highlights such talents. Lesson observation illustrated how pupils are taught according to their intellect, maintaining the interest of the more able. Strategies are put in place to allow pupils to retain and record lesson content regardless of their difficulties.

School Organisation

7. a) **How is the week organised?**

Boys return to school on Monday morning. The week begins with an assembly of welcome and celebration followed by clearly outlined reminders and instructions for the coming week.

Daily registration is taken in tutor groups allowing time for pastoral care, discussions and guidance. Each day is divided into nine lessons beginning at 8:30 and ending at 6:05pm with three breaks of at least 30 minutes to allow for extensive outdoor play on bikes and in the woods. In addition to this there is a minimum of one hour of sport daily. Visual timetables are available for lessons during the day and during evening

activities.

What's similar...Bruern places great emphasis on experiencing all that prep school life has to offer; specialist teaching should not mean missing out on all the fun. At Bruern we make every effort, despite our somewhat diminutive size, to give the boys an action-packed time – be it musical, theatrical, cultural or sporting.

And what's different...Bruern has a few fundamental differences, which allow our boys to succeed at Common Entrance and be ready for life beyond.

- We have twice as many English and Maths lessons (8 each week) as a standard prep school would for all our Junior School boys, and there are two teachers in each class for these key subjects.
- Reading is taught as a distinct curriculum subject.
- Lap-tops are used in most lessons.
- All classes have eleven pupils or fewer – allowing boys more individual attention in class.

Consultant's comments: The majority of pupils (just over 70%) are weekly boarders, with boys coming from as far as Europe and the East coast of America.

The length of the School day allows time for 42 lessons a week, to include extra timetabled slots for English and Maths in the Junior Department.

b) **Details of arrangements for dyslexic (SpLD) pupils, including prep / homework: Timetabling**

Intervention

Most boys have support for their dyslexia and other learning differences in class. When boys are withdrawn from class for support, the first priority is to ensure that all have access to a broadly based curriculum. As each boy has eight lessons of English and Maths each week, withdrawal from one lesson of these subjects may be considered valuable and appropriate by the subject teacher. Boys' individual preferences and strengths are taken into account, as well as the advice of members of staff and parental requests, where possible. Boys may be withdrawn from French if their profile suggests that they will need extensive support throughout their time at Bruern Abbey. If shorter intensive support is needed, boys may be taken out of other subjects on a rotation basis, or from Library or Prep sessions.

Prep/ Homework is kept to a minimum as boys at Bruern have a long working day, allowing for independent study and supervised tasks within lessons. Junior classes have a dedicated 'Intervention' lesson each week in which study skills are taught. Senior boys have support using subject revision guides in lessons and prep sessions. Weekend

homework for juniors usually involves reading and revision of spelling. For seniors there is a rotation of set work in English and Maths.

Support Programmes

Learning Support Teachers have post-graduate level qualifications in the teaching of children with learning difficulties. They are trained to devise programmes of learning that are individually tuned to each boy's specific needs. To do this, they may draw upon a wide range of commercially available and custom-made resources and programmes.

Those boys with difficulties in Maths are taught with a greater emphasis on conceptual understanding, basic skills and use of concrete materials.

Consultant's comments: The timetabled sessions and withdrawal lessons have been given careful consideration, to accommodate the specific needs of the pupils at Bruern Abbey. The Sixth Form pupils have access to a range of curriculum subjects to prepare them for their transition to Senior Schools; PHSE is embedded in the curriculum, rather than taught as a discrete subject. There is also a good range of extra-curricular activities on offer.

In addition Occupational Therapy, Speech and Language Therapy and Counselling services are available to those who require them, These are charged as extra to the School fees.

SC 15

- d) **Are pupils taught in separate classes within the school for English and/or Maths?** Juniors are taught in class groups for both English and Maths, allowing more able children to work in slightly larger groups. Seniors are 'set' for English and Maths, allowing those needing the most support to be in groups of 4-6 boys.

Consultant's comments: Teachers differentiate for their classes, even when teaching to an ability set. The favourable teacher-to-pupil ratio allows for individual learning needs to be met.

The School is fortunate to have members of staff with both an interest in Specific Learning Difficulties and a secure knowledge of the learning needs of the pupils. It was felt that maths planning, in particular, demonstrated a thorough understanding of how to address the difficulties that pupils with SpLD experience in this subject area. Admirable.

SC 16

- e) **Are teachers of separate classes responsible for communicating with other subject teachers regarding the dyslexic (SpLD) pupils?** Every day starts at 8:00am with a staff briefing and communication time. There is ample opportunity to communicate with staff regarding learning differences. The Head of Special Needs updates the whole teaching staff regularly regarding best practice and innovative methodology.

Consultant's comments: Communication is good both within the School and between School and parents. The size of Bruern Abbey, and the family atmosphere that permeates the School, ensure that all children and their educational differences are known to every member of staff.

Identification and Assessment

- Criterion 1; DSP & SPS 6
8. a) **Give details of how you identify pupils in your school who have or are at risk of dyslexia (SpLD), and when this takes place in the admissions process:** Each boy has an Educational Psychologist's assessment report available before entry, which allows us to plan carefully. Standardised testing takes place twice each year in Reading Spelling and Maths, allowing us to monitor progress in detail.
Consultant's comments: It is a requirement that each child has an Educational Psychologist's assessment, carried out within the two years prior to admission to the School; therefore, there is no need for formal assessments to be carried out once the pupils join the School.
- b) **Give details of what action you take when children are identified as at risk of dyslexia (SpLD) from screening:** All boys come to us with an EP report. The LASS screening tool is used for more detail when necessary.
Consultant's comments: All pupils enter the School with Formal Assessment Reports identifying specific needs.
- c) **Give details of how children in your school can access a full assessment for dyslexia (SpLD):** A list of Educational Psychologists is made available to parents, and we have an Educational Psychologist who comes to Bruern six times a term to assess boys and advise staff.
Consultant's comments: Educational Psychologists are used in the place of Specialist Teachers for assessment purposes.

Teaching and Learning

- Criterion 3, MS & DU 12; MS & SC 17; MS & WS 19
9. a) **Lesson preparation and delivery to meet the needs of dyslexics for:**
- **Curriculum subjects**
 - **Literacy support:** All members of staff are trained be able to plan and deliver their subjects to meet the needs of dyslexics and those with other learning differences. This involves the minimum of board work! The emphasis is on strong visual and auditory presentation, accompanied by clear instructions and plenty of fun.
Consultant's comments: All lessons observed had been thoroughly planned and showed awareness of the particular needs of individuals in the classes. A variety of teaching strategies was adopted to cater for varying learning preferences. The class teachers were patient, with many incorporating humour in their lessons! The overall aim of the School is to prepare the pupils for Common Entrance examinations, but in the process the pupils appear to grow in confidence and realise that their difficulties need not prevent them from achieving.
- b) **Use of IEP's:** Minimal use is made of IEPs. Boys having extra support are encouraged to challenge themselves with appropriate targets and reviews each term. IEPs are reconsidered on an annual basis. Speech and Language therapists and Occupational therapists prepare IEPs each term with the boys with whom they work.
Consultant's comments: Individual pupils are thoroughly catered for within whole class lessons. It is felt that reviewing IEPs on a termly basis would further improve the Learning Support provision.
- c) **Records and record keeping:** Long term individual portfolios are maintained, with samples of work added regularly. Records of end of term tests and standardised tests are kept on the server available to all staff. All teachers keep records of progress within their subjects. Children having additional support keep their work in 'slip in' folders available for revision. Detailed running records are kept for planning and preparing individual lessons.

Consultant's comments: Individual pupil files are well organised and kept up-to-date. In addition to information available on the server, the SENCo keeps a large comprehensive grid detailing results of attainment tests, preferred learning styles, dates of Educational Psychologist Assessments along with further relevant information. Pupil progress can be seen at a glance and in this way can be used to track performance. Great improvements have been made in relation to on-going assessment and the tracking of progress, which has obviously had an impact on the quality of provision overall.

Criterion 3

- d) **For comment by consultants only: Two case studies of dyslexic pupils (pro-forma provided to Heads for use if required)**
IEPs detail pupil strengths in addition to areas of weakness, providing measurable achievement criteria. The addition of a section for pupil and parental targets may prove useful.

Criterion 3

- e) **Impact of provision – assessment summary (only fill in the Key Stages relevant to your school):**

A-Level (GCE) and VCE	No. of pupils Years 12 & 13	Number entered	Percentage grade A-E	Average point score per pupil	Average point score per exam entry
Whole School					
Dyslexic (SpLD) Pupils					

GCSE	No. of pupils inc'd in the Year 11 timetable, regardless of age	Percentage A* - C	Percentage 5+ A* - C	Percentage 5+ A* - G
Whole School				
Dyslexic (SpLD) Pupils				

Key Stage 2	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School							
Dyslexic (SpLD) Pupils							

Key Stage 1	No. of Year 2 pupils entered	English		Maths		Science	
		L2+	A/D	L2+	A/D	L2+	A/D
Whole School							
Dyslexic Pupils							

- f) **Any other relevant information, e.g. details of any other examinations taken, Reading and Spelling age assessments:** New Group Reading Test, British Standard Spelling Test, NFER Maths have been introduced across the school in November and June.

Consultant's comments: Regular attainment tests allow tracking of pupil

progress.

- g) **Details of access (special examination) arrangements requested and made for dyslexic (SpLD) pupils:** All pupils can use laptop computers where appropriate, as it is their normal way of working. Most boys at Bruern have been awarded extra time. Some boys have been awarded scribes. One boy benefits from working in a separate room which is quiet and allows him to take rest breaks.
Consultant's comments: Appropriate access arrangements are put in place for examinations.
- h) *For completion by consultants only: **Dyslexic (SpLD) pupils' responses regarding their school and teachers:***
Ten boys were interviewed; they all were all extremely positive about the School and agreed that the support they received for their learning differences was far better than at their previous schools. They valued the patience and understanding shown by teachers; two pupils also commented on how they appreciated the help they received from the Occupational Therapist.
They acknowledged the contribution Mr Floyd had made to the School since his arrival, including: having the tennis courts cleaned, improving the shower facilities in the boarding house and increasing the number of televisions for boarders. They felt that the boarding facilities would benefit from further improvement.
The only real criticism they made, was that in their opinion the School Council does not meet regularly enough for their suggestions to be put forward and reviewed.
They all said that they would recommend the School to others.

Facilities and Equipment for Access to Teaching of Dyslexic (SpLD) Pupils

10. a) **General resources for teaching dyslexic (SpLD) pupils:** We now have class sets of magnetic letters for alphabet and spelling work, class sets of stile trays for independent study, class set of 5 & 10 minute thrillers and sets 1-3 of 'Learning Resources' comprehension card boxes.
Consultant's comments: Classrooms are well-equipped with suitable concrete materials to assist in developing understanding. There appears to be an empathetic approach to how pupils at Bruern Abbey learn and their need for multisensory lessons.
- b) **Library:** We have a well stocked library available for boys to use throughout the day.
Consultant's comments: The library is a pleasant room, with graded reading books and a selection of high interest low reading age books. Listening books are stored in the Learning Support room. There is also a range of reference books for the pupils to access.
- c) **ICT:** All boys have their own laptops with access to touch-typing programmes, word processing and power-point and 'Inspiration' mind-mapping software. Each boy has two ICT lessons a week to learn touch-typing.

Consultant's comments: The boys interviewed said that they would like to try a new touch-typing programme that may be more effective in capturing their interest. They also said that they would value more direct teaching on various aspects of ICT rather than just touch-typing skills. There are six functioning interactive whiteboards through the School.

Statement of Special Educational Needs

11. a) **School policy:** We accept boys with statements of educational need if we feel that they would benefit from being at Bruern.
Consultant's comments: There are currently no funded places at Bruern Abbey.

Independent Schools only

- b) **Types of statemented needs accepted:** SpLD,
Consultant's comments: The School is happy to accept pupils with a range of learning differences, providing they are of average or above average underlying ability.
- c) **Number of statemented pupils:** 2

Parents' Feelings About the School, in Particular, its Response to Dyslexic (SpLD) Pupils

12. Schools should provide, with the documentation, a list of the names of all known dyslexic (SpLD) pupils in the school. From this the consultant will select 12 names and schools will be asked to contact the parents (CReSTeD will provide an explanatory letter) for their permission to give their phone numbers to the consultant. The consultant will then contact 6 of these parents before the visit takes place to discuss their feelings about the school.

For completion by consultants only: **Parent Contacts:**

All parents contacted were extremely happy with the progress their children had made since beginning at the School. There were numerous positive comments regarding the academic support the children received and the commitment shown by the teaching staff. The general feeling was that the School had not only improved the children's academic skills, but had helped considerably in developing confidence and self-esteem. One parent said that since her son had attended Bruern Abbey he was 'a different boy', another that the experience was 'life changing'. All parents said how much their children enjoyed being at the School and that they would wholeheartedly recommend Bruern Abbey to others.

13.	Head's / Principal's signature confirming accuracy of school's information (pre-visit): 	Head's / Principal's signature confirming agreement to consultant's comments (post-visit):
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	Date: 04/03/13	Date:
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14. *For completion by consultants only: **Summary of Report including whether acceptance is recommended:**
Mr Floyd provides the School with strong leadership. The size of the School ensures that there is a family atmosphere and children are nurtured both academically and in terms of their personal and social development. A true understanding of Specific Learning Difficulties permeates Bruern Abbey and allows boys to raise their academic attainment and move on to Senior Schools which they would otherwise have not been able to entertain. Parents and pupils are more than happy with the School. It is recommended that the re-registration is approved.*

Consultant to tick relevant boxes when criteria are observed to have been met:

Criteria	SC
1. The school implements a thorough and rigorous process for identifying dyslexic (SpLD) children.	✓
2. The Senior Management Team and Governors fully support the provision for dyslexic (SpLD) pupils.	✓
3. The impact of the provision for dyslexic (SpLD) pupils is measurable.	✓
15. Dyslexic (SpLD) pupils are taught in separate classes within the school for some lessons, most probably English and mathematics.	✓
16. Teachers of these separate classes are responsible for communicating with other subject teachers regarding the dyslexic (SpLD) pupils.	✓
17. There is awareness and support by other members of staff of the needs of dyslexic (SpLD) pupils.	✓
18. The majority of teachers providing literacy support hold a nationally recognised qualification in the teaching of dyslexic (SpLD) pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher undergoing training satisfies this criterion.	✓

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15.	Category proposed: DSP
	Consultant's name(s): Jayne Evans
	Consultant's signature(s):
	Date:
16.	Approval registration number:
17.	Chairman's name:
	Chairman's signature:
	Date:

