



Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator: Liz Crossley
CReSTeD, Helen Arkell Dyslexia Centre, Arkell Lane, Farnham, Surrey, GU10 3BL
Email: admin@crested.org.uk

Re-registration Application Form Master Copy

Please refer to the guidelines when completing this form and, if possible, limit your application to a maximum of 11 pages (excluding Summary, which is for internal use).

Please note:

- Areas marked in blue are for completion by either the consultant or office staff
- 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.
- Supporting documentation required as part of the (re-)registration process are **indicated in red** within the form, please ensure you supply copies (either in digital or in paper format) with your application.
- Details of documentation to be available on the day of the visit are listed at the end of the form.

Current Category?	DSP	Change of Category?	NO	Category applied for	
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Contact Details	
Name of person completing form:	Brenda Shaw
Tel:	01869 242 448
Email:	bshaw@bruernabbey.org

The consultant will need to contact the school prior to the visit. Please provide appropriate contact details if they are different from above.	
Name of contact:	Available at school Tues, Wed, Thurs
Tel:	Working from home at other times
Email:	01295 678749/ 07807505034

Date of visit:	October 5 th 2016
Name of Consultant(s):	Helen Farley

It is not always necessary for consultant's to enter comments, in which case the field will be left blank.

School Details

Name of school:	Bruern Abbey School		
Address of school:	Chesterton House, Chesterton, Bicester Oxon, OX171DH		
Telephone:	01869 242448	Fax:	
Email:	Headmaster: jfloyd@bruernabbey.org		
Website:	www.bruernabbey.org		

Name and qualifications of Head/Principal, with title used:

Name:	John Floyd		
Title (e.g. Principal):	Headmaster		
Head/Principal's telephone number if different from above:	07841841476		
Qualifications:	MA (Hons) PGCE SENCo		
Awarding body:	Edinburgh University		

Consultant's comments

Mr Floyd has a clear vision of the school and knows how the school can support boys to the development both academically and pastorally. He is involved and has a good understanding of the limits to which the school can support difficulties.

Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:

Name:	Brenda Shaw		
Title (e.g. SENCO):	Head of Special Needs		
Telephone number if different from above:	As Above		
Qualifications:	Cert Ed, Southampton, Dip RSA SLD, Oxford. AMBDA, Reading		
Awarding body:			

Consultant's comments

Brenda Shaw is well qualified and ensures that staff are both supported and developed to provide a quality first approach to inclusion of the boys; all of who have additional needs to access the curriculum.

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1. Background and General Information

1. a) Dep't of Education Registration No.:

b) Numbers, sex and age of pupils:		Total	SpLD	Accepted age range
Day:	Boys:	29	all	8-14yrs
	Girls:			
Boarding:	Boys:	108 inc flexi	all	8-14yrs
	Girls:			
Overall total:		137		

Consultant's comments

The school has increased from 100 to 137 pupils since its last CReSTeD visit and demand for places is high. There has been careful planning to accommodate the increased number of pupils.

c) Class sizes – mainstream: 9-12

Consultant's comments

During the visit 8 lessons were observed, the class numbers ranged from 8-10 pupils. The rooms were spacious and enabled there to be access by pupils to staff.

d) Class sizes – learning support: Flexible groups

Consultant's comments

Quality first teaching is emphasised and additional literacy and numeracy support is achieved by providing two teaching staff in these subjects within the curriculum rather than as additional lesson.

For a small number of pupils that do not access a foreign language additional literacy lessons are undertaken with an average size of 3 pupils.

e) For completion by consultants only: Pastoral care arrangements, as relevant to SpLD students, based on Ofsted/ISI report:

ISI undertook an interim inspection in December 2013 and evidenced that the school aims to restore self-assurance and belief in pupils when they may have lost confidence in themselves. There is an emphasis on living and working with a community.

f) Current membership (e.g. HMC, ISA etc.): ISC, ISI, IAPS,

Consultant's comments

g) Please supply the following documentation:

i. **Prospectus**, including staff list (if this does not clearly show which teachers teach English, then please supply this as a separate item). Please indicate copy enclosed

or provide link to view reports via the internet

ii. **Recent Inspection reports**, please indicate copy enclosed

or provide link to view reports via the internet www.bruernabbey.org

iii. **Details of Fees and compulsory extras for SpLD pupils** (if applicable), please indicate copy enclosed

or provide link to view information via the [Attached doc. School Fees](#)

Web site

Independent Schools only

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internet

Consultant's comments

The support is accounted for within the fees. Parents are informed of additional cost of other services that are brought in by external specialists such as Speech and Language Therapist. They are mindful of the cost for these and seek to enable this by providing access to these within the school day.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school
Bruern Abbey School is unique in the market place because it is the only school in the country that caters exclusively for children diagnosed with learning difficulties and prepares them for Common Entrance to mainstream public Schools; learning difficulties should not preclude academic success.

Consultant's comments

The school has a clear vision and the aims and philosophy are evidenced within the staff handbook and policies. The aims and philosophy were evidenced throughout the observed lessons.

Criteria
1 & 2

- b) Please indicate copy of the whole school **Staff Handbook** (SH) SH
- c) If not within SH, please enclose copies of whole school **policy statement(s) with regard to SpLD pupils** outlining:
- i. **Policy for SEND/SpLD** see SH
 - ii. **Support for policy from Senior Management Team** see SH
 - iii. **Support for policy from governors** see N/A
 - iv. **Admissions Policy/Selection Criteria** see SH
 - v. **Identification and assessment** see SH

Consultant's comments

Criterion 4

- d) Give specific examples of the whole school response to SpLD
Geography and History being taught through visual media.
Design Technology instruction being given in small steps allowing for kinaesthetic learning
Art lessons encouraging individual creativity, focus gross motors skills, teaching both indoors and out
Maths lessons promoting depth of understanding by use of practical materials offering real life experiences
Science teaching subject vocabulary before focusing on structured learning with scaffolding to support investigations.
English, using accessible books, carefully selected for dyslexic boys
Junior school operate daily literacy sessions based on ability to meet the needs of individual boys.

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Independent Schools only	<p>Clear communication about boys needs through daily, weekly and 'wrap' meetings to support individual boys as needs arise. Whole school use of provision mind maps to inform all teachers the diagnosis and needs of each boy. Whole school usage of laptops.</p> <p>Consultant's comments</p> <p>The school caters for pupils with SpLD and all lessons observed showed that adaptation to the curriculum to provide access was seen. In maths this was seen through the use of concrete tools to enable pupils to visualise and touch to aid understanding, along with use of verbal recall and checking of understanding. There was use of cross curricular development to aid learning, for example names of 3D shapes in maths was reinforced and developed through the making of a Wanted Poster in English where the shape could not be named, rather described so that it was evident what the shape was. The mind map provided to staff encompasses a holistic view clearly indicating the strengths and weaknesses of the pupil. All pupils have access to a laptop with software preloaded which enable there to be easy access to the use of IT, embedding it as a normal way of working as well as continuing to develop core writing skills.</p> <p>e) Number of statemented pupils: One</p> <p>Consultant's comments</p> <p>f) Types of statemented needs accepted: Each boy's needs would be considered on an individual basis</p> <p>Consultant's comments</p> <p>The school has a clear admissions policy which is sensitive to the needs of the individual. The policy enables each child to be assessed and offered a place if it is in the interest of the child.</p>
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3. Identification and Assessment

Criterion 1
DSP &
SPS 6.9

3. a) Give details of how you identify pupils in your school who have or are at risk of SpLD and when this takes place in the admissions process:
Parents submit an Education Psychologist Assessment for consideration at the start of the process followed by two day assessment process.
- Consultant's comments**
- The admissions process is robust. It enables there to be a clear understanding on the part of the school, as well as the prospective pupil undertaking assessment, of what the school is able to offer.
- b) Give details of what action you take when children are identified as at risk of SpLD
All boys coming to Bruern will have a range of specific needs. Our assessment procedure is based on them showing us what they can do.
- Consultant's comments**
- The focus of the assessment procedure is based on what a prospective pupil is able to do; rather than looking at what they cannot do. This process reflects the aims and philosophy of the school.
- c) Give details of how children in your school can access a full assessment for

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SpLD

We arrange for Educational Psychologists to visit the school so that EPs can be updated in preparation for transfer to senior school. We also have a specialist Speech and Language therapist, Occupational Therapist, CBT Psychologists, as part of our support team. The Head of Special Needs is also a qualified Specialist for children with learning difficulties and is able to administer appropriate assessments and advise parents about their children's needs.

[Consultant's comments](#)

4. Teaching and Learning

4. a) How is the week organised?

Bruern is a weekly boarding school in rural Oxfordshire easily accessed by boys living in London as we provide a coach service on Mondays and Fridays. 27% of boys come daily from the local area. The school day starts slightly later at 9:00am on a Monday. Lessons of 40 mins. duration operate from 8:30-6:00 Tuesday to Thursday and 8:30-3.40 on Fridays.

Juniors, school years 4-6 – highly skills based learning

There are three classes of boys under ten years of age named after birds: **Falcons, Eagles** and **Owls**. (Falcons are generally youngest, Eagles are a step up, whereas Owls are academically strong)

The three classes of boys over ten years old, transition are: **Merlins, Peregrines** and **Kestrels**. (Kestrels are stronger in English whereas Peregrines are those who are stronger in Maths) **Merlins'** boys generally need most support.

Seniors, school years 7 & 8 Curriculum leading towards Common Entrance

Year seven is known as lower sixth (**LV1**) There are four classes at this stage. **LV1 M1** (Stronger at maths) followed by **LV1M2**

LV1 E1 (Stronger at English) followed by **LV1E2**

Year eight is known as Upper sixth (**UV1**) There are three classes, **UV1A** strong at English, **UV1B** and **UV1C** the group needing most support.

[Consultant's comments](#)

The school has diligently organised the week to capitalise on learning opportunities when pupils are more likely to learn. The provision of outdoor space provides positive opportunities for pupils to prepare themselves between lessons.

b) Details of arrangements for SpLD pupils, including prep / homework:

The majority of boys at Bruern have support within their class. In the junior school there are two teachers in English and Maths lessons to allow for high levels of support. Teachers support in other classes in the senior school on the basis of need. Additional needs are met by some boys having learning support with literacy and/or numeracy in a small group or pairs. Boys needing long term provision may be withdrawn from French (7%)

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We can offer specialist provision for boys needing: Speech and Language, Occupational Therapy or Cognitive Behaviour Therapy.

Prep is kept to a minimum as the working day is long we feel that in class work supported by teachers is of greater value than independent work. The day generally ends at 6:00pm so the boys get very tired.

Juniors are given some reading and spelling whilst seniors alternate between English and Maths prep at the weekends. There is a session for upper sixth for independent study once a week.

Consultant's comments

The school has carefully considered the learning needs of pupils and made provision to enable them to develop a work and leisure balance. There is a diary system for parents to continue to support this when pupils go home and was evidenced as being a proactive way to communicate information to support ongoing learning.

Criterion
3 & 4

- c) Lesson preparation and delivery to meet the needs of SpLD pupils for:
- *Curriculum subjects*
 - *Literacy support*

All staff are aware of the needs of each boy that they teach. Majority of the boys in the school are dyslexic therefore the methodology used is dyslexia friendly through out. Curriculum subjects are taught with strong visual input and awareness of boys with weak working memories and slow processing speeds. Boys at Bruern all have laptops and these are well used.

All junior boys have Literacy sessions every day from 10:00 – 10:40 this enables the boys to participate in building skills needed for effective reading and being heard to read on a regular basis.

All juniors, and seniors identified with needing support with literacy use 'Lexia'. This is an online interactive, structured cumulative literacy programme that can also be accessed from anywhere in the world to allow for continuity during the longer school holidays.

Consultant's comments

Observation of lessons evidenced that staff were aware and sensitively taught to needs of the pupils within their class. There was effective use of multisensory methods throughout the classes. The development of literacy was done using a variety of methods including software, one to one reading and group development of strategies for the development of both reading and comprehension. In one literacy class the comprehension was checked and applied to concrete examples such as the description of a space in the novel alongside the ways to describe the room the lesson was in. This approach was able to engage all pupils and maintain interest in developing the use of expressive language both verbal and written.

- d) Use of provision maps/IEP's (or equivalent):

Mind maps are prepared using information from the EP report, assessment morning, taster day and parents input. The mind map is very much seen as a way of introducing the boy to staff before the start of term. Every member of staff has copies of every new boy's map. These are used as provision maps called **P**ersonal **E**ducation **P**lans and they are a starting point for each boy detailing their diagnosis, support needs and much more. These are followed

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by a pupil tracking file which enable us to monitor progress.

Please indicate **two examples** enclosed

Consultant's comments

e) Records and record keeping:

Personal student files including EPs are kept in a cabinet in the main office, to be referred to when needed, but not removed. Junior boys sit standardised tests in Reading (NGRT), Spelling (HAST) and Maths (PUMA) in September and June. All boys sit exams in Nov and June. Seniors also sit an additional set of exams in March. Personal profiles of results are kept to enable progress to be tracked.

Consultant's comments

The profile of results tracks the progress of pupils, and informs the teaching programmes. Further detailed analysis of the data would provide improved knowledge of progress.

Criterion 3 f) For comment by consultants only: Review history and provision made for two pupils.

Pupils are assessed appropriately, provision to improve both literacy and pastoral is targeted and progress is evidenced in an individual profile.

Criterion 3 g) Impact of provision – assessment summary for all pupils (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	N/A				
SpLD Pupils	N/A				

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				
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							
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							

h) Any other relevant information, e.g. details of any other examinations taken, literacy/numeracy assessments:

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National Curriculum levels not used

[Consultant's comments](#)

5. Facilities and Equipment for Access to Teaching of SpLD Pupils

- Criterion 5.1 5. a) General resources for teaching SpLD pupils:
Each boy has a laptop, most classes have interactive whiteboards, appropriate didactic materials are available.
[Consultant's comments](#)
There is a wide range of resources and in all lessons observed they were appropriately used to enhance learning.
- Criterion 5.2 b) ICT:
Boys are taught touch typing in ICT classes using TTRS. Through the school server boys can use programmes to enable them to access the curriculum. These include Claro Read, My Maths, Clicker 6/7, dictionaries, thesaurus, spell checkers etc.
Dragon dictate is being experimented with by a few boys, as are reading pens.
[Consultant's comments](#)
ICT is integrated within the curriculum and is used to support learning whilst maintaining the development of writing skills. There is a focus of development toward independence in learning for the next phase of education.
- Criterion 5.3 c) Details of access (special examination) arrangements requested and made for SpLD pupils:
Most boys qualify for extra time and use of laptops in exams. We discourage the use of readers and scribes as we aim for independence, using electronic readers and reading pens rarely.
[Consultant's comments](#)
The focus of the curriculum is to build literacy skill to allow pupils to access the curriculum independently at the next stage of education.
- Criterion 5.4 d) Library:
We have a well organised library which is a comfortable place to read. A librarian or a gap student is available when needed to support boys with their choice of reading materials.
[Consultant's comments](#)
The library is a comfortable space which invites pupils in to engage with the books, it links to the rooms that provide individual support lessons to provide access and provides a quiet space.

6. Details of Learning Support Provision

- DSP/TC 6.1 6. a) Role of the Learning Support Department within the school:
SPS 6.2
DU 6.3
TC 6.4
The support department is central to the school it's aim is to ensure that every boys learning differences can be accommodated throughout the school. With a positive attitude we can drawer on boys strengths and raise their self image.
The Head of Learning Support is a member of the SMT as **all** boys in Bruern

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DU/TC 6.5 & 6.7 WS/MS 6.8	<p>have specific learning differences. We assess prospective boys in groups on Wednesdays mornings throughout the year in the department, aiming to put them at ease and show them that other boys have similar difficulties to them and that there are other ways of learning.</p> <p>Consultant's comments The room is well organised and provides a space which is well resourced and is central within the school building to allow easy access.</p> <p>b) Organisation of the Learning Centre or equivalent: Three members of staff operate from Room 13, we are creative and flexible and often spill over into the library and work through out the school. We teach class lessons, offer group, paired support and help individuals with eye and co-ordination exercises. As we are a school for boys with learning differences there is close co-operation between the Learning Support Dept. and all teachers. Indeed, the majority of pedagogical advice within the school is proved by the support dept. as they lead the school in deciding the the most appropriate teaching strategies for specific boys.</p> <p>Consultant's comments The learning centre has a central role in the school, providing advice and guidance to enable quality first teaching within the school.</p>									
DU 6.6	<p>c) Does the Head of Unit have Head of Department status and input into curriculum design and delivery? Yes, I work along with the Director of Studies and other heads of departments.</p> <p>Consultant's comments The Head of the Unit has input into the curriculum design and delivery.</p> <p>d) Supporting documentation, please indicate enclosed:</p> <table border="0"> <tr> <td data-bbox="421 1263 443 1292">i.</td> <td data-bbox="517 1263 1050 1292">SEND Development Plan (or equivalent)</td> <td data-bbox="1362 1263 1417 1292">Yes</td> </tr> <tr> <td data-bbox="421 1308 443 1337">ii.</td> <td data-bbox="517 1308 1299 1368">Timetables of teachers or teaching assistants for SpLD, but not the whole school/all staff</td> <td data-bbox="1362 1308 1417 1337">Yes</td> </tr> <tr> <td data-bbox="421 1384 443 1413">iii.</td> <td data-bbox="517 1384 986 1413">List of known SpLD pupils in school</td> <td data-bbox="1362 1384 1417 1413">All</td> </tr> </table>	i.	SEND Development Plan (or equivalent)	Yes	ii.	Timetables of teachers or teaching assistants for SpLD, but not the whole school/all staff	Yes	iii.	List of known SpLD pupils in school	All
i.	SEND Development Plan (or equivalent)	Yes								
ii.	Timetables of teachers or teaching assistants for SpLD, but not the whole school/all staff	Yes								
iii.	List of known SpLD pupils in school	All								

7. Staffing and Staff Development

Criterion 7 DSP/SPS 7.3	<p>7. a) Qualifications, date, awarding body and experience of all learning support staff: Sara Skey, - Oxford Brooks SpLD level 7 , AMBDA (completed) Christine Lane Fox – PGCE Dyscalculia Training level 3</p> <p>Consultant's comments The learning support staff are well qualified to teach and support pupils.</p> <p>b) Do all English teachers and teachers of literacy skills have nationally recognised qualifications in the teaching of SpLD children (except A level English)? No, key staff do have Nationally recognised qualifications Head of English: Ina Mayow has SpLD training to Level 4 DA. 2015 Director of Studies: Debbie Swift Brooks SpLD level 7 2015 Head of Junior School: Val Flanagan Oxford NASENCO Teacher of LV1 English Kirsten Berry – BDA level 3, 2016 In house training given to all staff by Head of Learning Support</p>
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		<p>Consultant's comments</p> <p>The school is committed to ensuring that staff develop their knowledge and skills by providing access to professional qualifications as well as ongoing CPD provided by the Head of the Unit.</p>
DU/TC 7.4	c)	<p>Are the majority of lessons within the Unit taught by those having nationally recognised qualifications in the teaching of SpLD pupils? (Exceptionally, an experienced teacher undergoing training may be sufficient.)</p> <p>Yes</p> <p>Consultant's comments</p>
WS 7.5	d)	<p>Do the majority of teachers providing literacy support hold a nationally recognised qualification in the teaching of SpLD pupils? (Exceptionally, an experienced teacher undergoing training may be sufficient.)</p> <p>No, but in house training has been extensive</p> <p>Consultant's comments</p> <p>Staff were knowledgeable and the school are committed to ensuring that they receive the training and support required to deliver the curriculum to meet the needs of the pupils.</p>
MS 7.7	e)	<p>Staff development and in-service training of learning support staff within last 18 months:</p> <p>Please see separate document.</p> <p>Consultant's comments</p> <p>Training is relevant and provides staff with an understanding of teaching pupils with SpLD.</p>
MS Only	f)	<p>Whole school staff development in relation to Dyslexia Awareness and Inclusion strategies e.g. IDP (Inclusion Development Programme):</p> <p>Daily and weekly staff meeting include updates and training often delivered in ten minute</p> <p>Consultant's comments</p>
Criterion 4	g)	<p>For completion by consultants only: Do all observed members of staff demonstrate the ability to meet the needs of SpLD pupils within their departments?</p> <p>Observed lessons across the curriculum evidenced that members of staff deliver the curriculum through multisensory teaching methods. In addition the appropriate use of ICT promotes learning and all pupils were seen engaged with their learning, accessing the curriculum within the sessions.</p>

8. The experience of parents & pupils regarding the school, in particular, its response to SpLD pupils

Independent Schools only	8. a)	<p>Schools should provide, with the supporting documentation, a list of the names of all known SpLD pupils in the school. CReSTeD will provide an explanatory letter to be sent to parents of all those named informing them of the visit and seeking their permission to give their contact details to the consultant. The consultant will randomly select names from the list to discuss</p>
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their experiences as parents in relation to the school.

For completion by consultants only: Parent Contacts:

Parents praised the aims and philosophy of the school and confirmed that their children benefited from the building of their confidence. This was evidence both from pupils who had recently joined to those who had spent more time.

Parents wholeheartedly acknowledged the commitment of the Head and staff to include their child in the community and develop their role within in it. The attendance at the formal candlelight dinners each term was a way to enhance communication and relationships with the staff.

The parents valued the environment and use of the outdoors to develop their children pastorally.

Parents further commented on the realistic approach to homework and the development of work and leisure balance the school promote.

Parents of pupils who had been there for several years confirmed the development of literacy and numeracy and the patience and tolerance of staff in this process.

Maintained
Schools
only

8. a) Schools should provide, with the supporting documentation, a list of the names of SpLD pupils in the school: 3 from each year group. CReSTeD will provide an explanatory letter to be sent to parents of all those named informing them of the visit and seeking their permission to give their contact details to the consultant. The consultant will randomly select names from the list to discuss their experiences as parents in relation to the school.

For completion by consultants only: Parent Contacts:

The school provided a full list of pupils and their contacts, in addition provided the opportunity during the day to speak with parents who were there for match teas.

- b) For completion by consultants only: SpLD pupils' responses regarding their experience of the school and teachers:

Pupils expressed that their teachers were kind, helpful and friendly. They confirmed that staff teach differently; taking the time to get them learning and understand what they need. They appreciate that they are not asked to rush their work and if they did not understand that it was done in a different way. Pupils emphasised that community is important and that they have a wide group of friends which they value.

They further explained that the diary is a useful way for communication between the school and their parents, with the purpose being the transference of information to support their learning.

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):	
John Floyd		John Floyd	
Date:	29/09/2016	Date:	04/11/2016

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Please ensure:

- *Copies of all the supporting documentation referred to within the application form are supplied either in hard copy or in a digital format, along with the form itself.*
- *We require a copy of the application form to be signed by the Head/Principal, should the digital version be signed there is no need to send a further copy by post.*

Documents To Be Available On The Day Of The Consultant's Visit

- 1) Results of tests and assessments of pupils with SpLD after admission for last 3 years, including Reading Ages, Spelling Scores, etc.
- 2) Certificates of specialist qualifications for all teachers listed within section 7. Alternatively a document signed by the Principal certifying that the documents have been seen.
- 3) Department policy documents for Mathematics and English.
- 4) Consultants may ask for other documents to be available on the day of the visit, this will be communicated to the school in advance, for example, lessons plans.
- 5) Most schools very kindly make a room available for the consultant(s), where this is not possible suitable arrangements need to be made.

Report Summary

For completion by consultants only:

Please remember: this is an extract of the overall criteria listing, only those relevant to the category are listed below. Consultants should be able to mark all criteria as observed before making their final recommendation.

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

Criteria	ALL
1. The school or centre implements a thorough and rigorous process for identifying children with Specific Learning Difficulties (SpLD)	<input checked="" type="checkbox"/>
2. The Senior Management Team and, in the case of schools, Governors, fully support the provision for SpLD pupils.	<input checked="" type="checkbox"/>
3. The impact of the provision for SpLD pupils is measured (a system to regularly monitor provision for pupils and to assess their achievements).	<input checked="" type="checkbox"/>
4. There is an awareness by all members of staff of the necessity to adjust their teaching to meet the needs of SpLD pupils and this will be evident across the curriculum.	<input checked="" type="checkbox"/>
5. In Addition:	<input checked="" type="checkbox"/>
5.1 Resources for learning appropriate to the level of need.	<input checked="" type="checkbox"/>
5.2 IT provision relevant and of high quality, including up-to-date and regularly used programs for SpLD pupils.	<input checked="" type="checkbox"/>
5.3 Access arrangements for all examinations sought as needed. Assessments for access arrangements must comply with Joint Council for Qualifications guidelines .	<input checked="" type="checkbox"/>
5.4 Specific structured, cumulative and multi-sensory teaching materials to address literacy with SpLD pupils.	<input checked="" type="checkbox"/>
5.5 An annual report for parents on the progress of pupils, who exhibit SpLD.	<input checked="" type="checkbox"/>

Criteria	SPS	DSP	DU	WS	MS	TC
6. Specific to the Category of School or Centre: -						
6.1 The school/centre is established primarily to teach pupils with SpLD which may include other difficulties.	<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>
6.2 The school is established primarily to teach pupils with SpLD.		<input checked="" type="checkbox"/>				
6.3 A Unit or Centre providing specialist tuition on a small group or individual basis, within the school environment.			<input checked="" type="checkbox"/>			
6.4 A Unit or Centre providing specialist tuition on a small group or individual basis, independent of the school environment.						<input checked="" type="checkbox"/>
6.5 The Unit or Centre is adequately resourced, under the management of a senior specialist teacher, who co-ordinates the work of other specialist teachers.			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
6.6 The Head of Unit will have Head of Department status, and must have an input into curriculum design and delivery.			<input checked="" type="checkbox"/>			

Report Summary

Criteria	SPS	DSP	DU	WS	MS	TC
6. Specific to the Category of School or Centre: -						
6.7 The Centre is organised by a qualified teacher who designs both content and delivery of teaching materials and lessons.						✓
6.8 There is provision for individualised lessons on a withdrawal basis, support staff communicate with mainstream teachers regarding the SpLD pupils.				✓	✓	
6.9 Assessment for admission to the school/centre should include a report from an Educational Psychologist or a Specialist Teacher who holds an Assessment Practising Certificate.	✓	✓				✓
7. Qualifications of Teaching Staff: -						
7.1 The Head of Learning Support (or equivalent) should be a qualified teacher holding a nationally recognised qualification for the teaching of pupils with SpLD. Exceptions may only be allowed after special reference to the Council.	✓	✓	✓			✓
7.2 The teacher in charge should hold a nationally recognised qualification for the teaching of SpLD pupils. Exceptions may only be allowed after special reference to the Council.						✓
7.3 As a minimum, all English teachers and teachers of literacy skills will have nationally recognised qualifications in the teaching of SpLD pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion.	✓	✓				
7.4 The majority of lessons in the Unit or Centre to be taught by those having nationally recognised qualifications in the teaching of SpLD pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher undergoing training satisfies this criterion.				✓		✓
7.5 The majority of teachers providing literacy support hold a nationally recognised qualification in the teaching of SpLD pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher undergoing training satisfies this criterion.				✓		
7.6 There is either an SpLD specialist teacher in the school or the school uses specialist support and advice as needed.					✓	
7.7 The teaching assistants responsible for in-class support have received specific training in SpLD and will continue to receive regular Continuous Professional Development in supporting SpLD pupils.					✓	

Report Summary

Summary of Report including whether acceptance is recommended:

The school meets and exceeds the criteria for re registration
The aims and philosophy of the school was evidenced by lesson observations, policies, parents and pupil feedback.
Observation of lessons was of good and excellent, all pupils were engaged in their learning. Learning was accessible and high expectations were observed with an emphasis on key vocabulary development and peer learning developing a sense of community. Mistakes were observed during the visit as being used positively both academically and pastorally. The cross curricular links aided pupils in understanding the transference of skills.

For Office Use Only

Category proposed:

Consultant's name(s):

Consultant's signature:

Chairman's signature:

Date:

Date: