



## Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator:  
Email: [admin@crested.org.uk](mailto:admin@crested.org.uk)

### Re-registration Application Form Appleford School Category SPS – Specialist Provision

Date of visit:

Wednesday 13 October 2021

Name of Consultant(s):

Ros McCarthy

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
<b>Appleford School</b> Elston Lane, Shrewton, Salisbury, Wiltshire SP3 4HL Tel: 01980 621020 Fax: 01980 621366 Email: <a href="mailto:headspa@appleford.wilts.sch.uk">headspa@appleford.wilts.sch.uk</a> Web: <a href="http://www.appleford.wilts.sch.uk">www.appleford.wilts.sch.uk</a>	Rural		Dysc Dysl Dysp ADD P&S & assoc learning difficulties	ISA BSA CRESTeD ISC BDA
	Ind Bdg Wk Bdg Day	86 boys 60 girls Ages 7-19		GCSE BTEC
Comments: We offer a multi-sensory, holistic whole school approach with on site Occupational Therapist, Speech and Language Therapist and Child Psychotherapist. Rated "excellent" by Independent Schools Inspectorate 2012.				

Please note:

- Throughout this report details, which might be used to identify individuals, have been removed to protect their privacy.
- The reports have been prepared for each category from a master form; some reports may have numbers that appear to be missing. This is because that particular question is not relevant to the category of school, a complete list of the criteria as it applies to each category can be found on our website.

## School Details

Name of school:	Appleford School		
Address of school:	Elston Lane, Shrewton, Salisbury, Wiltshire SP3 4HL		
Telephone:	01980 621020	Fax:	01980 621366
Email:	headspa@appleford.wilts.sch.uk		
Website:	www.appleford.wilts.sch.uk		

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

Name:	David King
Title (e.g. Principal):	Headmaster
Head/Principal's telephone number if different from above:	
Qualifications:	B.Ed.Hons M.I.A.
Awarding body:	University of Liverpool

### Consultant's comments

Mr King is totally committed to Appleford's success in providing a happy, secure learning environment.

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

Name:	Shelagh King	Janice Mitchell
Title (e.g. SENCO):	SENCo	Head of Learning Support
Telephone number if different from above:		
Qualifications:	B.Ed. Hons, SENIOS, Level 7 ATS AMBDA, SpLD	BSc. Hons, PGCE, National Award in Special Education Needs Coordination NASENCO, Level 7 Postgraduate Award of Proficiency in Assessment for Access Arrangements
Awarding body:	Exeter University Chester University	Surrey University Southampton University Bath Spa University

### Consultant's comments

Mrs King, who has an overview of the support system, including Access Arrangements, is in the process of handing over the reins to Mrs Mitchell, who will take over the Department completely next year. Mrs Mitchell values the support and expertise from which she is benefiting.

## 1. Background and General Information

1. a)	Dep't of Education Registration No.:	8656008		
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range
	Day:	Boys: 57	57	7 – 19 years
		Girls: 34	34	7 – 19 years
	Boarding:	Boys: 29	29	7 – 19 years
		Girls: 26	26	7 – 19 years
	Overall total:	146	146	

### Consultant's comments

Numbers remain stable and there is a waiting list for entry.

c)	Class sizes – mainstream:	N/A
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### Consultant's comments

As stated, the maximum class size is 10, but the largest class visited had 9 students: the smallest had 6.

d)	Class sizes – learning support:	Class sizes are a maximum of ten pupils.
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### Consultant's comments

All lessons provide support for learning and are structured and multisensory. One-to-one lessons are available particularly for those pupils who have speech and language difficulties. The team of 4 Speech and Language Therapists also work with teachers to enable them to help the many dyslexic learners who have overlapping language difficulties.

e)	For completion by consultants only: Pastoral care arrangements, as relevant to SpLD students, based on Ofsted/ISI report:
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The last ISI report was a compliance inspection which noted that "Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant and law-abiding citizens." It is also noted that teachers know their pupils very well and all are aware of any issues that would impact on their learning or social needs. The pastoral team works with parents as well as pupils, which was much appreciated during lockdown which might otherwise have exacerbated any difficulties.

f)	Current membership (e.g. HMC, ISA etc.):	ISA BSA CReSTeD ISC BDA
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### Consultant's comments

Appropriate memberships.

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	Information received
	or provide link to view reports via the internet	
	ii. Recent Inspection reports, please indicate copy enclosed	Information received
	or provide link to view reports via the internet	
	iii. Details of Fees and compulsory extras for SpLD pupils (if applicable), please indicate copy enclosed	Information received
	or provide link to view information via the	

Independent Schools only

internet

#### Consultant's comments

All documents are kept short, clear and dyslexia-friendly. The Prospectus gives a flavour of the individual attention from which all pupils benefit and the video of the school is a delight. The comment in the Prospectus that **'The overriding principle at Appleford is to instill children with the confidence to learn'** was evident during the visit.

A separate list of teachers' qualifications was provided.

## 2. Policy and Philosophy with Regard to SpLD Pupils

Criteria  
1 & 2

### 2. a) Aims and philosophy of the whole school

Appleford School was established in 1988 by two experts in the field: Dr Peter Gardner, a highly qualified and experienced psychologist and psychotherapist and Gerald Trump who founded the first school for dyslexic children in the UK

Appleford's aim from its inception has been, and still is, to provide high quality education for children aged 7 – 19 with dyslexia and associated learning difficulties to include dyscalculia, dyspraxia, ASD and ADHD.

To this end we only accept children with an appropriate assessment from an Educational Psychologist and/or an Education, Health and Care Plan.

The school also welcomes applications from children of families in The Services and placements by Local Authorities.

It is our commitment to prepare our pupils for successful adult lives and as such, Appleford encourages a broad and holistic concept of education and aims to provide small classes, individualised and differentiated teaching delivered by well-qualified and experienced teaching and learning support staff.

A broad and balanced curriculum is followed, allowing pupils to progress onto qualification in a range of subjects. The school's Learning Support department, including Speech and Language Therapists and Occupational Therapists, provide a high level of individual and group support to help all pupils access the curriculum.

We offer a high level of pastoral support, experienced and caring Houseparents in homely and structured boarding houses designed to develop personal organisation and life skills, an extensive sport and leisure activities programme and a strong professional support team.

We want our children to start to realise their full potential and to develop the self-respect, self-reliance and self-discipline which they are so desperately seeking and need. It is, therefore, important that Appleford is a safe and secure environment, which we ensure with a very proactive approach towards Safeguarding Children and Child Protection. Our Designated Safeguarding Lead is a member of the Senior Leadership Team.

At Appleford every child matters and our highly qualified and experienced teachers are committed to ensuring your child gains the confidence to learn and achieve success.

- A whole school approach to dyslexia using research-based multi-sensory programmes and resources.
- A full curriculum leading to GCSE in a range of subjects.

- Vocational qualifications, including BTEC
  - Small classes
  - High levels of LSA support
  - Individual Educational Programmes for all pupils
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- Onsite Speech and Language Therapists and Occupational Therapists.
  - Extensive co-curricular clubs and activities including Duke of Edinburgh's Award
  - A full range of Sporting and Outdoor Adventure opportunities
  - CReSTeD approved
  - Highest quality boarding facilities run by our professional, caring and experienced Boarding Team
  - Traditional values and an ethos based on developing confidence, celebrating success and continuous support
  - Consistently awarded the highest possible grades by the Independent Schools Inspectorate.

#### Consultant's comments

Appleford is an innovative school in a wide range of ways. The GCSE syllabus is begun in Year 9 so that pupils have a 3-year run up to examinations. Although the school does not enter students for A levels or equivalent, those who wish to remain at Appleford can do so while following appropriate courses at local colleges or institutions and continuing to receive help and support at Appleford. The Staff Handbook clarifies responsibilities and line management as well as useful information about the school.

Criteria  
1 & 2

b) Please indicate copy of Staff Handbook enclosed

Information  
received

c) If not within SH, please enclose copies of **policy statement(s) with regard to SpLD pupils** outlining:

**Policy for SEN/SpLD**

**Support for policy from Senior Management Team**

**Support for policy from governors**

**Admissions Policy/Selection Criteria**

**Identification and assessment**

Information received

A copy of a recent Educational Psychologist's report and a copy of the child's last full school report is requested and viewed by our Head of Learning Support and her team.

Prospective parents and their child are then invited to meet with the Headmaster and to view Appleford.

If, after a tour, parents wish to continue the admissions procedure, then arrangements are made for the child to come on a taster visit. Prospective day pupils come for three full days. Prospective boarder pupils come for three full days plus three nights to see if they are able to settle well and cope with a boarding house environment.

Teachers note the child's performance in the class and boarding staff note their comments. Therapists also give feedback on their observations. From the information gathered the Headmaster is able to make a decision as to whether Appleford School is the right provision for the child and if so, a place will be offered. Occasionally a child is asked to return for a five day visit.

The school also provides an induction day in the Summer Term for all new pupils starting in the following September.

Consultant's comments:

Care is taken to ensure that students will be able to benefit from the opportunities that are available to Appleford pupils and that Appleford will be able to provide the right support for all who are accepted.

Criterion 4

- d) Give specific examples of the whole school response to SpLD

Appleford School is a specialist School for pupils with dyslexia and associated learning difficulties and we have a whole school approach to teaching.

Every pupil has a Support Plan or a Review Plan.

Recent INSET covered co-occurring conditions often associated with dyslexia and the main dyslexia training is covered through on-going training. We have a high percentage of specialist teachers and have an on-going programme of staff development. All staff can access BDA training which is carried out on an annual basis. Opportunities are available for staff to also access level 7 SpLD training.

Pastoral notes are emailed to all staff on a regular basis. Heads of Years have morning de-briefings and information is shared from boarding. Tutors and relevant staff are kept updated regarding any matters concerning individual pupils.

All members of staff are sympathetic to the needs of the dyslexic pupil, not only teaching staff.

Consultant's comments

There is certainly a deep understanding of dyslexia and overlapping difficulties and pupils feel themselves fully supported, sometimes for the first time in their educational life.

- e) Number of statemented / EHCP pupils: 112

Consultant's comments

EHC plans are from a wide range of Local Authorities and not only do those with an EHCP have an Annual Review, but all pupils' progress is scrutinised by the same process.

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- f) Types of statemented / EHCP needs accepted:

Specific Learning Difficulties (dyslexia) and associated learning difficulties

Consultant's comments

These are mainly speech and language difficulties, dyspraxia, ADHD and ASD.

### 3. Identification and Assessment

- Criterion 1 SPS 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:

The primary reason for attending Appleford is because a child has dyslexia, therefore children come to Appleford where dyslexia has already been identified. Our in-house screening processes confirm this during the tester visit.

[Consultant's comments](#)

[Pupils are carefully tracked, not only in terms of literacy or numeracy but in social development and self-esteem.](#)

- b) Give details of what action you take when children are identified as at risk of SpLD  
All pupils are issued with a Support Plan or a Review Plan and there is a whole school approach in which lessons are designed to meet the needs of the pupils.

[Consultant's comments](#)

[Care is indeed individually tailored and carefully planned and provided.](#)

- c) Give details of how children in your school can access a full assessment for SpLD  
All pupils come with EP / Dyslexia report. Members of qualified staff can undertake assessments.

[Consultant's comments](#)

[There is not currently a member of staff who holds an Assessment Practising Certificate but there are three teachers who hold Level 7 qualifications and can assess for Examination Access Arrangements. There is also access to other professionals for 'top up' assessments, should they be needed.](#)

## 4. Teaching and Learning

4. a) How is the week organised?

The academic day is from 8.50am – 4.40pm Monday to Thursday and 8.50am – 3.05pm on Fridays.  
6 lessons per day.

Prep School and Senior School have two separate assembly times so topics can be covered at the appropriate age level.

There is a whole school Celebration Assembly every Friday, where pupils' successes are celebrated. During COVID this has been held via Teams, where parents are also invited to view the Assembly.

Interventions as required.

Co-curricular clubs on Wednesdays between 2.00pm and 4.30pm

Tutorials each day.

Boarders have Social Independence Plans.

[Consultant's comments](#)

[Pupils enjoy the activities on offer and boarders are fully engaged during weekends. Although Appleford is a relatively small school, it punches above its weight in terms of sporting activities and success.](#)



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

Holistic provision for all pupils. Prep sessions are minimised due to extended day. Pupils are set holiday work to make sure over-learning takes place during their long absences from school.

Consultant's comments

Parents were overwhelmingly appreciative of the work that teachers did during lockdowns. Many commented that the way remote lessons were taught during school closures helped them to understand how they could best help their children. One parent also commented that a sibling who was receiving no support from his own school was able to benefit from Appleford's teaching. Prep is minimised for good reasons.

Criterion  
3 & 4

c) Lesson preparation and delivery to meet the needs of SpLD pupils for:

- Curriculum subjects
- Literacy support

Appleford School is a specialist school for dyslexic pupils, and as such has in place all the necessary provision required to successfully teach and meet the social needs of our pupils.

All lessons are planned on long, medium and short term basis, with reference to established schemes of work and reference to learning support department.

Staff take account of different learning needs of the individual pupils with specialist trained staff (SpLD)

Consultant's comments

Supportive and multisensory lessons were observed throughout the school. It was clear that teachers' knowledge of children's difficulties enabled them to provide support and challenges on an individual basis.

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

All pupils have Support Plans or Review Plans which include:

- Information on the pupils' needs
- Information on whole school provision
- Information on individual provision

Please indicate two examples

Rec'd

Consultant's comments

Plans provide a great deal of useful information (including parental and pupil views), "What works" and "what does not work" for the pupil is helpful for teachers, as is the record of progress included.

e) Records and record keeping:

Standardised testing every six weeks for reading, maths spelling, typing (Prep). Senior School assessments termly based on GCSE modules.

3 x Parent meetings  
3 x Termly reports  
3 x Curriculum maps



Central IT based recording for all data.

Consultant's comments

The data held is detailed and useful to teachers, parents and pupils.

Criterion 3

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

The details regarding history and current provision provide a positive indication of academic and personal progress.

Criterion 3

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

A-Level (GCE) and VCE. BTEC	No. of pupils Years 12 & 13	Number entered	% grade A-E	BTEC % D*- D	Average point score per pupil	Average point score per exam entry
Whole School	n/a	n/a	n/a	n/a	n/a	n/a
SpLD Pupils	n/a	n/a	n/a	n/a	n/a	n/a

GCSE & BTEC	No. of pupils inc'd in the Year 11 timetable, regardless of age	GCSE % A* - C Grade 9-4	GCSE % 5+ A* - C Grade 9-4	GCSE % 5+ A* - G Grade 9-4	BTEC % D*- D	BTEC % M	BTEC % P
Whole School	Appendix F				50%	36%	14%
SpLD Pupils	Appendix F				50%	36%	14%

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

Key Stage 1 (if applicable)	No. of Year 2 pupils entered	English		Maths		Science	
		L2+	A/D	L2+	A/D	L2+	A/D
Whole School	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dyslexic Pupils	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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

Entry Level Year 9; ITQ level 2; AQA unit awards; BTEC Award, Certificate, Extended Certificate and Diploma at level 1 and 2; ASDAN COPE and short courses

Consultant's comments

Some excellent results have been achieved over the past 3 years, with English Language GCSE at 79%, 85% and 82% of the cohort achieving grades A-C and History grades moving from 60% to 90% then 100% of pupils achieving grades A-C. Maths results are a little lower but nevertheless 100% achieved grades A-E.

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

Criterion 5.1 5. a) General resources for teaching SpLD pupils:

Small class sizes, specialist teachers, access to reading and writing programmes on all PCs, key skills (accelerated reading and unit of sound), access to Word Q, Write-on-line, load-2-learn, Clicker 8, OT and SaLT strategies within the classroom, multisensory equipment, Creative Curriculum in Prep School.

Consultant's comments

Use of IT is a life-changing experience for many of the pupils at Appleford

Criterion 5.2 b) ICT:

200+ PCs and a range of iPads 60+ lap tops, plus specialist software (see above). Each class has a latest generation smart board.

Consultant's comments

IT provision is excellent.

Criterion 5.3 c) Details of access (special examination) arrangements requested and made for SpLD pupils:

All pupils in Year 9 are assessed for access arrangements using in house specialist staff

Consultant's comments

Appropriate Examination Access Arrangements (Reasonable Adjustments) are made, and records observed were perfectly kept.

Criterion 5.4 d) Library:

Consultant's comments

Rather than a central library, books (and audio books) are kept in smaller collections close to or in teaching rooms. There is a wide range of titles, and the Accelerated Reader program is used to advantage.

## 6. Details of Learning Support Provision

SPS 6.2 6. a) Role of the Learning Support Department within the school:

OT, SALT, THRIVE, Specialist Teaching, all within the remit of Learning Support Department and work with all staff (academic and boarding) to enhance learning.

Consultant's comments

The THRIVE program is used to enhance self-esteem and confidence. Updating it is being considered but it has been a valuable adjunct to the academic programs in place.

- b) Organisation of the Learning Centre or equivalent:

Throughout the school liaison and additional individual sessions for high need pupils and specialist social skills groups in tailored therapy rooms.

Consultant's comments

Pupils commented on how these sessions helped them.

- c) Does the Head of Unit have Head of Department status and input into curriculum design and delivery?

Yes, member of the Senior Leadership Team

Consultant's comments

Janice Mitchell is currently in this position. The School Development Plan concentrates on ensuring the best use of resources and staff training to ensure successful outcomes for pupils.

- d) Supporting documentation, please indicate enclosed:

- i. SEN Development Plan (or equivalent) enclosed
- ii. Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff N/A
- iii. List of known SpLD pupils in school N/A

Information received

## 7. Staffing and Staff Development

Criterion 7

7. a) Qualifications, date, awarding body and experience of all learning support staff:  
**Details of staff qualifications were provided at the time of application; names and specifics are not published to protect the identity of individuals.**

Consultant's comments

Shelagh King, who has oversight of learning support staff holds current AMBDA status. Janice Mitchell holds a level 7 qualification in Assessment for Access Arrangements and the National Senco Award. She is currently undertaking a level 5 BDA qualification.

SPS 7.3

- b) Have all English teachers and teachers of literacy skills undertaken training and participated in development activities to enhance their understanding of SpLD? The school's CPD programme should promote and support staff to achieve SpLD accreditation. (In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion.)

Consultant's comments

All teachers of literacy or English have done training to develop their understanding of dyslexia and overlapping conditions. Regular CPD is provided.

Criterion 4

- g) For completion by consultants only: Do all observed members of staff demonstrate the ability to meet the needs of SpLD pupils within their departments?

Most certainly.

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

Independent  
Schools only

8. a) 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 their experiences as parents in relation to the school.

For completion by consultants only: Parent Contacts:

Six parents were contacted. All were completely positive in their praise of the work being done by Appleford. Most had moved their children to Appleford because they were unhappy or not making progress elsewhere. Three parents felt that they had benefited from “seeing how lessons were taught” during remote lockdown lessons. All commented that communication with the school and teachers was immediate and they felt that they were being fully “kept in the loop.” with all staff, including boarding staff, who create what is very much a ‘family’ environment.

All commented that Appleford is “a very happy school- teachers are there for the children- they care for them.” One parent told me that her child was in a very dark place before Appleford: felt ‘irrelevant’ and a ‘waste of space,” was mute in previous school. Now comments “Aren’t I lucky to be dyslexic- to have these abilities. The parent commented “I have my child back.”

Another made the comment that, “You have to fight very hard to get an Appleford” for your child.

Parents made the comment that their children are now prepared to say “I don’t get it” and own up to mistakes- to be confident enough to do this.

“It provides wonderful support- for the whole family- they are incredible” Not only the teachers, boarding staff and assistants but secretarial staff were praised for their support and understanding.

“I am the luckiest parent in the world- and I know it.”

What higher praise could any parent give?

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

Five pupils came to talk about their school. They were a mix of ages, gender and day/boarding pupils. All agreed that Appleford was much better than the schools they had come from, where teachers would say such things as “Why don’t you get it?”

They were prepared to talk about their specific difficulties without feeling that they were ‘problems’. A boarder commented that “Boarding parents are lovely” and that she was initially “homesick, but I got rid of it quickly.”

We talked about what they would do if they felt upset, and they all had someone they would go to talk things over and one said “I never really go home feeling upset.”

They agreed that “the best thing is that I’m happy here” and that they felt supported in lessons and in “all sorts of ways.”

## 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 type="checkbox"/> N/A
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:	
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 <a href="#">Joint Council for Qualifications guidelines</a> .	<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
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"/>
6.9 Assessment for admission to the school should include a report from an Educational Psychologist or a fully qualified specialist teacher assessor.	<input checked="" type="checkbox"/>
7. Qualifications of Teaching Staff: -	
7.1.i. The teacher with oversight for the teaching and learning of pupils with SpLD should hold an appropriate qualification and is a senior member of staff who has a post of responsibility. Exceptions may only be allowed after special reference to the Council.	<input checked="" type="checkbox"/>
7.3 All English teachers and teachers of literacy skills will have undertaken training and participated in development activities to enhance their understanding of SpLD. The school's CPD programme should promote and support staff to achieve SpLD accreditation. In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion	<input checked="" type="checkbox"/>

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## Report Summary

Summary of Report including whether acceptance is recommended:

Acceptance is fully recommended. This is a school where pupils know themselves to be valued. They also know that they can and do make excellent progress. The pupils I saw were happy and fulfilled in their social lives, their sporting and artistic or musical achievements as well as their academic progress.

The school itself is well cared for and is a calm and comfortable place. Some teachers bring their dogs in to school, which delights the students (as well as the dogs it seems).

I can quite understand why a parent would wish that every child could have an Appleford in his or her life.