



## Council for the Registration of Schools Teaching Dyslexic Pupils

CRESTeD, Helen Arkell Dyslexia Centre, Arkell Lane, Farnham, Surrey, GU10 3BL

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

### Avon House School Registration Category WS – Withdrawal System

Date of visit:	5/5/16
Name of Consultant(s):	R A McCarthy

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
<b>Avon House School</b> , 490 High Road, Woodford Green, Essex, IG80PN Tel: 0208 504 1749 Fax: Email: <a href="mailto:office@ahsprep.co.uk">office@ahsprep.co.uk</a> Web: <a href="http://www.avonhouseschool.co.uk">www.avonhouseschool.co.uk</a>	Town	boys and girls	Dysl, Dycs, Dysp, ADD	ISA
	Ind Day	Ages 3-11		
<b>Inspection Reports</b>		CRESTeD, ISI 2014		
<b>Comments:</b> Avon House is a family, concerned for the happiness and general well-being of all. Celebrating and supporting every pupil begins with self-esteem, honesty, fairness, integrity, respect for oneself and respect for others. In our happy, secure environment the emphasis is placed on each child being recognised as a valued individual. We hope our pupils will develop their full potential in both academic and non-academic fields, with a strong moral understanding of truth, equality and humanity. We aim to give our pupils life-enhancing strategies to build on as they progress towards the adult world.				

*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.*

*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:	Avon House School		
Address of school:	490, High Road, Woodford Green, Essex IG80PN		
Telephone:	0208 504 1749	Fax:	
Email:	office@ahsprep.co.uk		
Website:	www.avonhouseschool.co.uk		

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

Name: Mrs Amanda Campbell

Title (e.g. Principal): Head Teacher

Head/Principal's telephone number if different from above:

Qualifications: Under 8s teaching diploma, CERT-ED

Awarding body: Montessori London

#### Consultant's comments

Mrs Campbell is extremely knowledgeable about her students and is proactive regarding the initiatives and resources in place to allow those with specific difficulties to make good progress. Her Montessori background, with its emphasis on multi-sensory learning, is an advantage.

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

Name: Emma Wratten

Title (e.g. SENCO): Extended Educational Provider (EEP)

Telephone number if different from above:

#### Consultant's comments

Mrs Wratten is well qualified and experienced. She is held in high regard by pupils, parents and colleagues.

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## 1. Background and General Information

1. a) Dep't of Education Registration No.: 317/6059

Numbers, sex and age of pupils:		Total	SpLD (Diagnosed)	Accepted age range
Day:	Boys:	106	10	3-11
	Girls:	93	9	3-11
Boarding:	Boys:			
	Girls:			
Overall total: 199				

### Consultant's comments

Numbers have risen since the ISI report of 2014 and some extensions to the school are planned.

c) Class sizes – mainstream: Pre Prep 30  
Prep 22

### Consultant's comments

Although the pre prep class numbers sound large, there are 2 classroom assistants in place as well as the teacher. The classrooms are large and divided into 'areas'; which worked extremely well. Future plans for reducing class size are in place, starting with two-form entry in key stage one.

d) Class sizes - special needs: Minimum 1-Maximum 6

### Consultant's comments

Support lessons observed ranged from 2 to 6 pupils and were very successful.

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

The last ISI report considered pastoral care to be 'excellent' and commented that, 'The school fulfils its aim of attributing the highest priority to pastoral care. The staff are courteous and polite in their dealings with pupils and the pupils reciprocate similarly. Relationships across the school between pupils and between pupils and adults are extremely strong, reflecting the caring nature of the school'.

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

### Consultant's comments

Appropriate.

g) Please supply the following documentation:

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

or provide link to view reports ie the internet *Copy enclosed*

ii. **Recent Inspection reports**, Please indicate **copy enclosed** Yes

or provide link to view reports via the internet

iii. **Details of Fees and compulsory extras for SpLD pupils** (if Yes

Independent  
Schools  
only

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applicable), Please indicate **copy enclosed** or provide link to view information via the internet

#### Consultant's comments

The prospectus is packed with useful information and the logo "Celebrating and supporting every child" is clarified and explained. Such support was evident on the day of the visit.

The Staff Handbook is straightforward and up to date. It gives a clear outline of Learning Support procedures and record keeping. It is readable and well organised; pages are numbered. It is a useful guide for teachers.

The ISI report reflects the reality of Avon House School and policies give useful practical guidance.

Fees are remarkably reasonable for the level of individual attention provided.

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

Criteria  
1 & 2

2. a) Aims and philosophy of the whole school

*Avon House is a family, concerned for the happiness and general well-being of all. Celebrating and supporting every pupil begins with self-esteem, honesty, fairness, integrity, respect for oneself and respect for others. In our happy, secure environment the emphasis is placed on each child being recognised as a valued individual. We hope our pupils will develop their full potential in both academic and non-academic fields, with a strong moral understanding of truth, equality and humanity. We aim to give our pupils life-enhancing strategies to build on as they progress towards the adult world.*

#### Consultant's comments

There is a palpable atmosphere of care and support. Pupils were seen to work with each other in all sorts of ways and were unfailingly helpful and polite to the CReSTeD visitor as well as to each other.

Pupils' varied range of backgrounds and nationalities is truly celebrated and is explored as a teaching resource. Pupils accept specific learning difficulties or giftedness as just another element in this interesting range of differences.

Criteria  
1 & 2

- b) Please indicate copy of the whole school **Staff Handbook** (SH) enclosed

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

- |   |   |
|---|---|
| i. <b>Policy for SEN/SpLD</b>                             | see SH/ <b>enclosed</b> /see below  |
| ii. <b>Support for policy from Senior Management Team</b> | see SH/enclosed/see below<br>The Senior Management Team support this application. |
| iii. <b>Support for policy from governors</b>             | see SH/enclosed/see below<br>The governors support this application.              |
| iv. <b>Admissions Policy/Selection Criteria</b>           | see SH/ <b>enclosed</b> /see below  |
| v. <b>Identification and assessment</b>                   | see SH/enclosed/see below<br>See SEND policy.                                     |

#### Consultant's comments

The SEND policy gives clear advice to teachers regarding what they should do if there are concerns about a pupil. It also explains processes such as

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<p>Criterion 4</p>	<p>accessing an EHCP and other legal/educational matters. It is a thorough and useful document. The admissions policy is similarly detailed; thorough and honest, pointing out that the layout of the school would make accessing some of the classrooms difficult for a pupil with impaired mobility. Support from governors is evident and the trustees have a clear and specific interest in children with SpLDs.</p> <p>d) Give specific examples of the whole school response to SpLD Every staff member has attended "The dyslexia friendly classroom" inset when they started Avon House. Differentiated lessons are delivered throughout the school. Progress of all pupils is regularly checked and monitored. Identified pupils are given extra intervention in small groups or in some cases individually. Cause for concern sheets are kept in the staff room so they are easily accessible for staff. Teachers often discuss individual pupils needs in the staff room and how best to respond to these needs. Teachers have a handover meeting before the class moves up to the next year group. Pupils are nurtured and seen as individuals; individual pupil news is shared at the weekly staff meeting. Parents are kept informed of concerns that a class teacher may have about a pupil. Avon House has an "Open Door" policy for parents.</p> <p><u>Consultant's comments</u> Emma Wratten, who has worked for the SFDC (Sheila Ferrari Dyslexia Centre) is an excellent resource for Avon House School. There are links and timetabled meetings between the SFDC and Mrs Campbell and Mrs Wratten. Differentiation was observed in all mainstream lessons as was group work, group discussion and peer support as well as support from teachers and teacher assistants. Teachers' knowledge and awareness regarding pupils' needs is clear and teaching is well paced and focused.</p>
<p>Independent Schools only</p>	<p>e) Number of statemented pupils: 0 <u>Consultant's comments</u> Avon House is prepared to support parents who seek an Education, Health and Care Plan (EHCP) but are aware that LAs are unlikely to fund a placement with them.</p> <p>f) Types of statemented needs accepted: None <u>Consultant's comments</u>  See above.</p>

### 3. Identification and Assessment

<p>Criterion 1</p>	<p>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: <u>Admissions Process</u> Prospective pupils visit the school for a day. Parents also complete a registration form asking for details of any other professional that have assessed or supported that child.</p>
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The Extended Educational Provider will assess the child during their visit using a single word reading/ spelling test. The child will also be tested on the last English and Maths paper that the class sat. A WRIT may also be carried out to ascertain their underlying ability. Avon House selects pupils that they feel they can support within the school environment. We do not have an entrance exam but would use the in house testing to assess if we feel that we would be able to adequately support a child.  
For identifying in house pupils at risk of SpLD see SEND policy.

#### Consultant's comments

The admissions process is careful. Avon House wishes to accept those pupils for whom it has appropriate expertise and resources and is successful in identifying them.

- b) Give details of what action you take when children are identified as at risk of SpLD

When staff members have children that they are concerned about or who are not making adequate progress they fill in a "Cause for concern sheet" this is then passed to the EEP. The EEP carries out a classroom observation on a child and then discusses with the class teacher ways of supporting the child within class. If it is decided that the child needs additional assessment or the problem is ongoing this will be discussed with both the class teacher and the child's parents. The EEP may carry out the Lucid Rapid Dyslexia Screener or the Ann Arbor by Hornsby, Phillips and Leonard if the child is very young. The results will be discussed with the parents and class teacher. At this point Avon House School may recommend The Sheila Ferrari Dyslexia Centre for a formal assessment into specific learning difficulties to be carried out.(See SEND Policy)

#### Consultant's comments

There are numerous choices available for different levels of assessment to be carried out: from classroom observation to screening, to an assessment by Mrs Wratten to a formal assessment by APC holder or Educational Psychologist at the SFDC. It appears that all are used effectively.

- c) Give details of how children in your school can access a full assessment for SpLD

Located on the same site is the Sheila Ferrari Dyslexia Centre. The EEP will make a referral to the Centre in consultation with the child's parents. Parents pay for an assessment to be carried out by the Centre. Feedback is given to parents after the assessment has been carried out and Avon House School will send the Class Teacher and the EEP to the feedback session, if the parents agree and the school can facilitate this.

#### Consultant's comments

Links between Avon House School and the Sheila Ferrari Dyslexia Centre provide an advantage that is enjoyed by few schools.

## 4. Teaching and Learning

4. a How is the week organised?

Children have 5 x 1 hour lessons within their day. Time is given at the beginning and end of each day for the children to organise themselves and

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their homework. The end of the day is also a time when the class teacher may share a story with the class. As our children enter the prep school more of their lessons are delivered by subject teachers.

The EEP takes children from across the prep and pre prep at agreed times to work with small group. (See timetable)

Class teachers and there LSAs identify children who would benefit from daily reading, handwriting and additional support. They work together to implement these interventions for the child within their school day. Children lower down the school may receive phonics in smaller groups delivered by the class teacher or an LSA.

There is a weekly assembly on a Friday for the whole school. This is a time when we gather together to reflect on events, celebrate achievements and give out weekly awards.

The children in the pre-prep also have an assembly on a Monday.

Children have a large number of clubs that they can attend these take place before and after school as well as at lunch time. Some of the clubs are specifically targeted at benefitting certain children and children are invited to attend these clubs ie touch typing, circle of friends, wordshark, handwriting recovery, quiz club and English speaking board.

#### Consultant's comments

Core subjects of English and Maths, as well as Science, are taught in the mornings when pupils are at their most receptive. A great deal of support of varying sorts is fitted into the day.

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

SpLD pupils have additional time in assessments if they are identified as having below average processing or memory skills. Children who find writing difficult are also provided with a scribe during the long writing task in assessment week.

All work within the class and homework is differentiated; children also have the option of attending homework club after school where addition support for homework tasks can be given. Children who find writing difficult can use a laptop for long writing tasks. This would be supplied from home.

Children are withdrawn in small groups or on an individual basis to work with the EEP. The EEP discusses with the class teacher work that is being covered in class that week and particular areas where over learning is required.

Lessons with the EEP involve multi-sensory learning.

Some children are withdrawn on an individual basis to attend the Sheila Ferrari Dyslexia Centre, parents pay an additional charge for these lessons, and the EEP and the Head of the Centre coordinate the timetable so that the children do not miss key lessons within school.

Mrs Campbell, Mrs Cookson & Mrs Wratten meet weekly to discuss children that attend the centre.

Avon House also has a visiting speech and language therapist who works with children individually. Parents pay for this service.

#### Consultant's comments

Pupils are very well supported both in school and outside school hours. There is excellent liaison between teachers and Mrs Wratten, just as there is between Avon House and the SFDC.

Any particular support or help requested by parents is most carefully considered and the Head and Mrs Wratten are open to suggestions or ideas for improvements to the learning or welfare needs of their pupils.

Lunch times are closely supervised: by teachers who eat lunch with their pupils

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Criterion  
3 & 4

and ensure that social behaviour is good as well as dietary choices. The school Welfare Advisor keeps a watch on how children are communicating as well as how they are eating. It should be noted that the lunches on offer are extremely good; they are healthy, sophisticated and offer a wide choice of seasonings to appeal to different palates. Themed lunches are organised with food from particular nations.

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

- *Curriculum subjects*
- *Literacy support*

Children read aloud daily; this continues as long as the children need it. Children read through a graduated reading scheme until they are fluent and become "Free Readers"

We use a phonic structured spelling scheme "Spelling Made Easy" Within a class children may be working on 3 different levels. There is a weekly Word Shark group using a computer programme to support phonic spelling patterns. Children are invited to attend this group.

Children who need it receive daily handwriting and can attend "Handwriting Recovery." These are additional handwriting classes that occur during lunchtime once a week.

Children work in differentiated groups for all subjects, these groups remain flexible dependent on the task (Often children with SpLD will excel in some areas but struggle in other areas) LSA/ teacher often support groups where more support is needed.

Each classroom has its own smartboard, the presentations are bright colourful and often interactive.

The EEP works with groups of children throughout the week where more individual learning is required

#### Consultant's comments

Some excellent lessons were observed, including a delight of a lesson with a class of 18 reception pupils where the 'tricky words' - Mr and Mrs were taught. The lesson was multi-sensory, lively but completely under the teacher's control. It reinforced phonic knowledge and engaged the children totally. Shy children were drawn in and others taught to wait their turn. All pupils enjoyed learning and liked working on the interactive whiteboard.

A year 6 Maths lesson with 21 pupils had pace and was well differentiated. Again, there was good use of ICT, which allowed visual representation of the topic, and the language used by the teacher e.g. 'How many 6's fit into 36', aided comprehension.

The topic studied (simplifying fractions) was then reinforced by a support lesson with Mrs Wratten, with a group of 5 of the pupils. This lesson went over what had been learned in class, but in a different and slower way. It finished with a game (3 separate games of differing levels). The pupils had grasped the concepts successfully; it was an exemplary maths support lesson.

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

Children who need a high amount of intervention are given an Individual Outcome Plan. The plan outlines individual targets for the child to enhance their learning. These targets are reviewed three times a year, the child,

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parents, teachers, learning supports and the EEP are all aware of the targets and have input into the new targets. The EEP meets with the child's parents and class teacher to discuss the outcome and new targets.  
 All children who receive any additional intervention at school are listed on our Provision Mapping this gives us an overview of the interventions that the children are receiving and their impact.  
 All Individual Outcome Plans are displayed on the noticeboard in the staff room. Each teacher also has an IOP folder in their class relating to the children in that year.

Please indicate **two examples** enclosed

**Consultant's comments**

The Provision Map gives a summary of pupils' difficulties and the intervention provided. Individual Outcome Plans give more detailed information regarding targets, strategies and outcomes and are clearly reviewed with care. Consideration is being given to including standard scores.

**e Records and record keeping:**

Children's have an INCAS assessment and a single word spelling and reading test every September. They also have formal assessments three times a year. The results of these are available on the schools T drive. Children's progress is also recorded using Classroom Monitor.

After lessons children self-assess their own understanding of the lesson using a traffic light system.

The EEP has individual folders kept in a locked cupboard in her room. External reports and additional confidential information are kept in these folders. The EEP's room is locked every night.

Individual Outcome Plans, SEN, ESL and Interim register and Provision Mapping are kept on the SEN noticeboard in the staffroom and are accessible to all staff.

**Consultant's comments**

Progress is well tracked and documented.

Criterion 3

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

Targets and their outcomes show where progress has been made and where further intervention is needed. Results of screening tests or assessments are also included. A wide range of information is available to teachers and is shared with parents. Provision appears to be appropriate and effective.

Criterion 3

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

*Avon House pupils do not take SATS. Below are the results of in house exams and teacher assessment from Avon House Levels 2014-15*

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					
SpLD Pupils					
GCSE	No. of pupils inc'd in the Year 11	Percentage A* - C	Percentage 5+ A* - C	Percentage 5+ A* - G	

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	timetable, regardless of age						
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	20	19		20			
SpLD Pupils	9	8		9			
Key Stage 1	No. of Year 2 pupils entered	English		Maths		Science	
		L2+	A/D	L2+	A/D	L2+	A/D
Whole School	33	33		33			
Dyslexic Pupils	1	1		1			
<p>h Any other relevant information, e.g. details of any other examinations taken, literacy/numeracy assessments: We do not sit SATS, a lot of our children take entrance exams at 7 and 11 to other private schools. Examples of in house assessments are included.</p> <p><a href="#">Consultant's comments</a> Preparation for 11+ examinations is given. Advice for parents regarding the school choice after year 6 is also available.</p>							

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

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

- Pencil grips
- Dyslexia paper
- Dyslexic friendly reading books
- Reluctant reader books
- Alphabet letters
- Peg boards
- Style
- Phonic spelling scheme
- Coloured overlays
- Interactive whiteboards
- LDA reading comprehension
- Lucid computer based comprehension
- Online typing programmes
- Critical thinking activities
- Jolly phonics in early years

[Consultant's comments](#)

There is a good range of resources, including an impressive computer monitor and software (AxisIR from Route 2 Education Technology) in Mrs Wratten's teaching room that has an exciting range of interactive programs.

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Criterion 5.2	<p>b) ICT: The EEP has an interactive iPad table in her room for use with the small groups. Individual ipads are available for use in class. The school uses the mathletics programme, The ICT room has the Word Shark programme set up for 10 users at a time. The school has the Lucid Rapid Screening Programme. All classrooms have interactive whiteboards. We have just purchased the Lucid comprehension programme.</p> <p><i>Consultant's comments</i> ICT was widely used throughout the school, with a range of interesting programs.</p>
Criterion 5.3	<p>c) Details of access (special examination) arrangements requested and made for SpLD pupils:</p> <p>The school has an assessment week three times a year, children with below average processing or memory skills are given 25% extra time in these assessments. Some children are also given a scribe for their long writing test and readers are provided for the maths papers. When these children sit entrance papers for other schools we inform the school that this is their usual way of working.</p> <p><i>Consultant's comments</i> Children are also taught how to use their extra time and careful thought is being given as to its organisation and possible reorganisation. Information about other EAAs are included on Individual Outcome Plans.</p>
Criterion 5.4	<p>d) Library:</p> <p>The library houses a wide range of books from fiction to non-fiction. Classes attend the library weekly. In the prep school children have a time each week when their class can attend the library during the lunch hour. Children are given the opportunity to choose a book they think they will enjoy.</p> <p><i>Consultant's comments</i> There is a good range of interesting and up-to-date books. Reading is encouraged and some previously reluctant readers have been 'hooked'.</p>

## 6. Details of Learning Support Provision

- WS 6.8
6. a) Role of the Learning Support or Department within the school:
- The EEP is on the Senior Management Team so has input on managerial issues that affect the SpLD children at the school. The EEP liaises with the class teachers, as well having an overview on children entering the school. The EEP supports the class teacher where there are concerns about a child. She attends meetings with parents and other professionals and refers a child to other professionals if necessary.  
The EEP takes small groups of children for additional intervention.
- Consultant's comments*  
Mrs Wratten is an influential and respected teacher at Avon House and is appreciated by colleagues, pupils and their parents. The work that she does herself, or oversees, is a vital component of the success that is achieved by pupils with specific needs.
- b) Organisation of the Learning Centre or equivalent:

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See EEP time table

Consultant's comments

Mrs Wratten is fully part of the school.. She provides a range of differing support, from maths to phonics to comprehension work. She also oversees teaching and learning for those pupils who need focused teaching and she provides INSET on their needs.

There are TAs who work within classes as well as LSAs who take small groups for targeted intervention, overseen by class teachers, so there is a wide range of levels of support available. Some pupils also have lessons with the SFDC and the timing of these lessons is carefully planned.

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

The EEP is on the Senior Management Team.

Consultant's comments

Mrs Wratten's input is clearly considerable.

- d) Supporting documentation, Please indicate enclosed:

vi. **SEN Development Plan (or equivalent) enclosed** To follow

vii. **Timetables of teachers or teaching assistants for SpLD, but not the whole school/all staff**

Information  
Provided

viii. **List of known SpLD pupils in school**

## 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

There is a wide range of experience, qualifications and courses followed. The 'pecks training' that Miss Weeks has done was to do with autistic spectrum difficulties.

Certificates were available.

- WS 7.5 d) 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.)

The EEP does but the majority of LSA and teaching staff are involved in teaching/supporting literacy throughout the curriculum. Children's needs are supported through differentiated groups in all subjects. Although staff do not hold a qualification a number have received additional CPD on special needs.(See above)

Consultant's comments

Mrs Wratten teaches the majority of lessons where pupils are withdrawn from mainstream lessons. Some lessons are taken by LSAs who are overseen by the class teacher, and an observed lesson was seen to work successfully. It was multi-sensory, well planned and enjoyable.

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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:

Seven parents were contacted. All were appreciative of the education and support their children had received and several commented on the 'relaxed' nature of Avon House. One parent, whose son is talented and gifted, noted that the school had, without intervention from her, included maths extension lessons that ensured that his enjoyment and progress escalated. She felt it was rare to find the level of understanding that gifted children also have specific needs.

Another parent said that his son now enjoys school, where he has made progress, particularly in reading, but does not feel pressurised. He praised the level of communication from school.

The parent of a year 6 girl said that Avon House had been 'absolutely wonderful' for her daughter, who had previously struggled at a very academic school, then been 'lost in the numbers' at a maintained sector school. She was aware of how her daughter's confidence had grown and that here 'she did not feel different'. She found staff approachable and ready to listen.

A couple of parents mentioned the parent meetings to help them to choose an appropriate secondary school. There is currently a great deal of competition to get into secondary schools, and some schools that welcomed dyslexic pupils have changed their selection criteria. Parents were then grateful for the help and support given by Mrs Campbell in this matter. Mrs Campbell visits the schools which Avon House might feed.

One or two small matters were raised where parents would appreciate more input (such as details of exam preparation). These were discussed with Mrs Campbell and Mrs Wratten who are happy to make small adjustments. Two parents felt concern about the lengthy homework set.

There was agreement from all parents that Avon House had enabled their children to make substantial progress and to enjoy learning. They felt that it is an outstanding school that they would most definitely recommend to other parents. Mrs Wratten's support and input was greatly appreciated.

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

A group of 6 (2 boys and 4 girls) pupils, from year 1 to year 6 met me to discuss their feelings about Avon House. They were confident in speaking out, and were impressively articulate and considered in their judgements. The aspect that they love especially are the visits they go on (Avon House is courageous in taking pupils on a wide range of visits and were organising a stay on the Isle of Wight for all year 2s at the time of the consultant's visit. Visits abroad are also taken as well as trips to West End theatres and other exciting places). They liked their teachers: 'really nice, really fun', 'all the teachers know you.'

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

All felt that they were making good progress and were well supported, 'My scores have gone up lots.'

Two pupils were involved in the Student Council, and felt that their ideas were valued. The Council meets fortnightly and each class elects a councillor.

All pupils, even the youngest, had a teacher they would talk to if they felt they needed to and they also said that they could talk to their House Captains.

They mentioned that if anyone was rough in the playground, there was always a teacher to go to. They enjoyed the food and they felt safe and cared for. They were genuinely interested in each other's backgrounds and languages.

Consensus was that they enjoyed being part of the Avon House 'family'; 'I wouldn't be anywhere else'.

# 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)	Yes
2. The Senior Management Team and, in the case of schools, Governors, fully support the provision for SpLD pupils.	Yes
3. The impact of the provision for SpLD pupils is measured (a system to regularly monitor provision for pupils and to assess their achievements).	Yes
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.	Yes
5. In Addition:	Yes
5.1 Resources for learning appropriate to the level of need.	Yes
5.2 IT provision relevant and of high quality, including up-to-date and regularly used programs for SpLD pupils.	Yes
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> .	Yes
5.4 Specific structured, cumulative and multi-sensory teaching materials to address literacy with SpLD pupils.	Yes
5.5 An annual report for parents on the progress of pupils, who exhibit SpLD.	Yes

Criteria	WS
6. Specific to the Category of School or Centre: -	
6.8 There is provision for individualised lessons on a withdrawal basis, support staff communicate with mainstream teachers regarding the SpLD pupils.	Yes
7. Qualifications of Teaching Staff: -	
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.	Yes

# Report Summary

Summary of Report including whether acceptance is recommended:

Acceptance is wholly recommended. Avon House provides an outstanding level of care in a way that is relaxed and enjoyable. Teachers' detailed knowledge of their pupils is excellent and pupils make good progress, both socially and academically.

The school site, although inevitably quite small in this busy part of the world, nevertheless provides ample opportunity for outside play and games. Pupils were proud to show me comfortable corners where they could sit or play chess and they also have a small garden.

Supervised 'drop offs' by parents (as parking is at a premium) are in place and points awarded for walking to school, even where pupils are dropped off to walk across the park to school.

Dyslexia 'Ambassadors' from the pupil body are very proud of their position and they ensure that dyslexia is considered as unremarkable as having an interesting ethnic background.

The consideration that pupils showed each other was remarkable, as was their relationship with their teachers.