



Council for the Registration of Schools Teaching Dyslexic Pupils

CReSTeD, Helen Arkell Dyslexia Centre, 24 West Street, Farnham, Surrey, GU9 7DR
Email: admin@crested.org.uk

Blossom House School Re-registration Category SPS – Specialist Provision

School Contact Details	Location/ status	Student Details	Special Needs	Assoc/ exams
Blossom House School Station Road, Motspur Park, New Malden, KT3 6JJ Tel: 0208 946 7348 Email: mpdmin@blossomhouseschool.co.uk Web: www.blossomhouseschool.co.uk	Village	320 co-ed Ages 3-19	Dysc Dysl Dysp ADD ASD P&S	NASEN NAS
	Ind, Day			GCSE BTEC
Comments: "Outstanding" Ofsted 2019. A specialist school for children with speech, language and communication difficulties.				

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.*

Date of visit:

23.05.23

Name of Consultant(s):

Carol Hodgson

School Details

Name of school:	Blossom House School		
Address of school:	Station Road, New Malden KT3 6JJ		
Telephone:	0208 9467348	Fax:	
Email:	mpdmin@blossomhouseschool.co.uk		
Website:	www.blossomhouseschool.co.uk		

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

Name:	Joanna Burgess, OBE		
Title (e.g. Principal):	Principal/Proprietor		
Head/Principal's telephone number if different from above:			
Qualifications:	Dip.C.S.T, MPCSLT, Dip.R.S.A SpLD. PGCE		
Awarding body:			

Consultant's comments

Highly qualified and experienced, Joey Burgess is a dynamic Principal leading a carefully selected team of specialist teachers, therapists, Learning Support Assistants and other support staff who share her vision to enable all pupils to achieve their full potential. Ofsted states 'The headteacher, who is also the proprietor, has developed and led the school successfully from the beginning. She has appointed staff who share her ambition and determination to do their best for pupils. They work together to ensure that pupils succeed academically, socially and are well prepared for life as independent adults.'

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

Name:	Mikaela Bikhazi		
Title (e.g. SENCO):	SpLD Lead, Specialist teacher		
Telephone number if different from above:		0208 9467348	
Qualifications:	PGDip Specific Learning Difficulties (Dyslexia)		
Awarding body:	Institute of Education/UCL		

Consultant's comments

Mikaela took over as SpLD lead alongside her co-lead Steph (currently on maternity leave) two years ago and continues to work as a Specialist Teacher, supporting teachers in the classroom and providing INSET in addition to her work with the SMT. Her knowledge and understanding of the complexities of this role is impressive and she is passionate about her work.

1. Background and General Information

1. a)	Dep't of Education Registration No.:	DfE: 315/6076		
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range
	Day:	320	35	3-19
				3-19
	Boarding: Boys:	n/a	n/a	n/a
	Girls:	n/a	n/a	n/a
	Overall total:			

Consultant's comments

Numbers have grown since the last CreSTeD visit, there are more pupils with SpLD as part of their learning profile and the increased numbers are accommodated across the two sites at Motspur Park and Euston.

- c) Class sizes – mainstream: Class sizes are small, most numbering between five and eight pupils. In Primary, pupils are streamed for English and Maths in line with their ability

Consultant's comments

- d) Class sizes – learning support: Most classes have at least one attached Learning Support Assistant present. Some classes are led by an Occupational or Speech therapist

Consultant's comments

Classes are generally supported by the most appropriate teachers/therapists and Learning Support Assistants for the pupils in the groups. 1-1 sessions also take place for those pupils requiring therapies or intervention work.

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

Pupils spend 45 minutes at the start of each day with their Group Leader Ofsted state 'The school's work to promote pupils' personal development and welfare is outstanding.' And 'Leaders have developed a strong culture of safeguarding.... The school has developed its own early-help model at the school to ensure that no vulnerable pupils fall through the net.' Also 'Leaders engage parents effectively. Parents have opportunities to visit the provision every day. Leaders develop strong links and consistent approaches to learning between home and school.'

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

Consultant's comments

The school has developed a wide range of useful associations e.g. PATOSS, BDA and SW London Dyslexia Association.

Independent Schools only

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

Info.
Rec'd

below

or provide link to view reports via the internet

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

Info.
Rec'd

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

Info.
Rec'd

or provide link to view information via the internet

Staff list here:
<https://www.blossomhouseschool.co.uk/staff>

Consultant's comments

The prospectus is informative and clear for parents, giving information on the ethos and organisation of the school curriculum and support available. The school has been inspected by Ofsted since the last CReSTeD visit and again received 'outstanding' across all areas. Fees are dependent upon age and there is an extra cost for full time 1-1 LSA in-class support. Individual therapies and/or lessons are included.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school

We are a specialist independent day school in Motspur Park with additional premises at Euston and Wimbledon for pupils aged 3 - 19 with speech, language and communication difficulties. Our school has a unique atmosphere created by its totally dedicated, highly professional and caring staff. We acknowledge specific strengths and support individual weaknesses, so that each pupil "blossoms" and has the opportunity to fulfil his or her potential. Provision for all pupils includes therapies, whether through integrated teaching, one-to-one sessions or group sessions. This includes input from the Arts Therapies team.

Opening in 1989, the school is run on the philosophy that children need both 'language to learn' and 'to learn language' through exposure to a range of experiences that enable them to master other skills

Although many of our pupils have some associated difficulties such as fine motor problems or poor organisation skills, they are all within the broadly average range of cognitive ability. Most pupils follow a modified National Curriculum timetable although the school has developed an Alternative Curriculum programme for pupils at both Primary and Secondary levels.

We aim to provide an integrated programme of learning in a caring and highly supportive environment. Instilling and maintaining self-esteem and confidence are crucial to success, and many of our pupils arrive here with a very poor self-image and little belief in any ability they do have. A positive behavioural approach encompasses every part of school life. We strive to help our pupils to work towards becoming active and functioning members of society, to the best of their individual abilities.

To promote dyslexia awareness and a dyslexia friendly school environment, we deliver dyslexia friendly classroom strategies training to all new staff and ongoing training on teaching spelling, comprehension and reading skills. We aim to equip all staff with the knowledge, skills and confidence to support pupils at Blossom House School with SpLD. This is to ensure that pupils with SpLD are receiving the best possible support in order for them to thrive and flourish; in both addressing their learning styles and helping them recognise their individual strengths as we teach them, empower them and ultimately raise confidence and self-esteem.

The needs of the pupils with SpLD within the school are carefully monitored and assessed regularly, to ensure that appropriate provision is in place for them, to be able to access the curriculum, make good progress and reach their full potential. Their progress is also carefully tracked and this information is used to inform future planning and action.

The SpLD team deliver high quality interventions which can take many forms, for example; precision teaching, personalised 1:1 Literacy and/or Maths interventions programs, study skills support, as well weekly as collaboratively taught group phonics and reading skills lessons.

The school also has a highly holistic, multidisciplinary approach whereby subject teachers, SpLD teachers and therapists all collaborate to ensure that skills from each discipline are fully integrated into the curriculum. The SpLD team meet with the Heads of all Curriculum and Therapy weekly to ensure that information is shared, and progress reported.

At Blossom House School, the core of our ethos is to provide equal opportunities to all pupils regardless of race, religion, ethnic background or gender, and to ensure that all pupils are kept safe from all types of harm.

Consultant's comments

Blossom House understands the complex needs of its pupils as individuals. Through the friendly, calm environment curriculum and bespoke specialist support available to all, the school strives to enable its pupils to succeed. Although the accommodation is different on the two sites the provision is identical. Motspur Park is a very well-designed conversion of a large warehouse, it has well designed and equipped classrooms, therapy rooms, play and sports areas and 'quiet' rooms where children can have 'time out' sessions. Euston was a Victorian School and as such retains many of the original features and as such has a different, more relaxed atmosphere. Both sites are more than fit for purpose.

Criteria
1 & 2

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

Information provided

Consultant's comments

Policies reflect the ethos of the school throughout. They are clearly expressed and useful working documents.

The SMT is made up of staff who all play key roles in the school and work with other teams as part of an effective network of collaboration. Mikaela as SpLD lead attends meetings with SMT and other heads of curriculum and therapies.

Although Blossom House does not have a Board of Governors, Joey Burgess has an Advisory Body which can support decision making processes.

The admissions policy is comprehensive; the school will admit pupils it feels would benefit from the support provided. 'At Blossom House, we conduct a comprehensive and thorough assessment process in order to establish if the school is an appropriate educational placement to meet needs of the individual child or young person being assessed. This includes meeting both educational, therapeutic, and social needs to ensure the placement is appropriate for achieving best outcomes for the child/young person ' Prospective pupils attend for 3 days, during which time they spend time in class and taking further assessments if necessary. Every effort is made to ensure Blossom House is the right choice for the child.

Most children come to Blossom House with an EHCP and/or well documented and assessed needs. The school has a policy to identify and assess and further educational issues which may arise.

Criterion 4

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

- The school ensures that all staff are aware of which pupils are dyslexic.
- All staff new to the school are given induction training run by the SpLD team.
- SPLD staff are attached to a middle phase and primary English group to ensure multidisciplinary working.
- The SPLD Lead and SPLD LATTs member collaborate with the Senior Leadership Team to conduct learning walks and observe lessons and provide feedback to ensure best practice and develop SEN teaching strategies.
- The SpLD team provide training to staff – and pupils – in understanding and using Access Arrangements to support their exams.
- The SpLD team support Primary pupils in the delivery of a phonics programme
- The SPLD team run morning and afternoon sessions using a computer-based literacy program (Lexia) across Primary and Year 7 to support pupils identified as delayed in the development of their literacy skills.
- Across the school, Assistive Technology use and training is overseen by a member of the SpLD team, and regular training is offered to staff.
- The team provide training in literacy report writing and assessment for annual assessments which contribute to Annual Reviews

- The team support specific pupils through one-to-one specialist teaching, by designing and implementing individualised literacy, numeracy and study skills programs to meet bespoke needs.
- The SPLD team track and monitor pupil progress in 1:1 sessions to assess areas for development and inform individualised intervention programs.
- The team tracks and monitors the phonics data (across the primary school) to identifying struggling pupils and makes referrals for 1:1 SPLD support.
- The school promotes neurodiversity through activities such as No Pen Day, World Book day and celebrates National Dyslexia Week annually; this year, the SPLD team invited three authors and cartoonists to run a variety of workshops and also held a postcard design competition.
- The SPLD team and OT team collaborate to provide 6 weeks of touch-typing input for Year 5 and Year 6 in the summer term.

Consultant's comments

Staff training ensures staff awareness and the use of a wide variety of Dyslexia friendly strategies and techniques across the curriculum which benefit not only the pupils with SpLD. Specialist teachers provide support, advice, and work in classrooms where identified pupils are taught. Communication between staff is very good and ensures targeted support where it is needed.

- | | | |
|----|--------------------------------------|---------------------------------|
| e) | Number of statemented / EHCP pupils: | 299
4 pupils are part-funded |
|----|--------------------------------------|---------------------------------|

Consultant's comments

Almost 94% of pupils have an EHCP from a variety of Local Education authorities.

Independent Schools only

- | | |
|----|---|
| f) | Types of statemented / EHCP needs accepted:
The Primary need is speech and communication difficulties; this may/not include an Autism diagnosis. Other diagnoses present can include dyslexia, ADHD and associated SEMH challenges |
|----|---|

Consultant's comments

The school has a large staff covering a wide range of specialisms to meet the complex needs of their pupils.

3. Identification and Assessment

Criterion 1
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:

Most pupils arrive at the school with an EHCP which clearly identifies diagnoses and needs already. Occasionally, staff might identify a pupil with characteristics of specific learning difficulties and a referral is made to the SpLD team.

Pupils at Blossom House School do not need a diagnosis to access SPLD input. All teachers receive the SPLD induction and use a dyslexia friendly approach that includes highly scaffolded tasks and multisensory learning.

Consultant's comments

Again, communication is key to the effective monitoring and identification of these pupils. Teachers can email the SpLD support department with any concerns and additionally there are regular interdepartmental and cross curricular meetings where concerns can be raised.

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

Pupils who are identified as struggling to make progress are referred by teachers to the SPLD team, where they will be put on the referrals list and picked up for a minimum of a term's individualised intervention.

Additionally, SPLD teachers collaborate with teaching staff to deliver phonics (across primary) or reading skills lesson (across Middle phase) once a week. This provides SPLD staff with an opportunity to quickly identify pupils who require further specialised support.

[Consultant's comments](#)

The pupils at Blossom House receive a highly individualised education with targeted interventions for a wide variety of difficulties, children with SpLD receive support for this as part of a holistic package.

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

A referral would need to be made by a staff member or Local Authority. The team has a range of specialists, all of them attached to distinct phases throughout the school. A full range of assessment materials would be adapted for suitable use according to age and area of difficulty

[Consultant's comments](#)

4. Teaching and Learning

4. a) How is the week organised?

All pupils have Maths and English lessons daily (with the exception of P16 if they are functioning at Level 2 or above). Lessons are of 45 minutes duration, and all include a lesson break as advised by the Occupational Therapy team. GCSE subjects are sometimes timetabled as double sessions. Therapy is an integral part of the learning experience for all pupils and takes many forms. For example, Communication Skills in Primary, Life Skills and Preparation for Life in Secondary. Some pupils are withdrawn from lessons for one to one provision of therapy; this includes Occupational, Speech and Language,

The school day for all pupils begins with a 45-minute session with their Group Leader/s (form tutors). This is to ensure that pupils receive pastoral support and that they are completely set up ready to start their day, including being notified of and prepared for any changes to routine/lessons

[Consultant's comments](#)

A huge amount of planning and organisation has been put in to ensure that the timetable and curriculum are relevant and suitable for the needs of their pupils. There are 'learning breaks' in all lessons where pupils do physical movements and less mentally demanding lessons are often found in the afternoons when pupils will be more tired. There are rooms where pupils can go if they become overwhelmed or need a break and end of lessons are signalled with a 5-minute warning which gives teachers the opportunity to bring the lesson to a close in a calm timely fashion. The atmosphere at change of lesson is calm and pupils move sensibly and with purpose which was noted by Ofsted.

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

SpLD teachers ensure that 1:1 lessons take place at a time agreed with the pupil's group leader, and that core subjects are not missed wherever possible. These lessons are usually arranged in 12 week 'blocks' and are reviewed regularly. The outcomes of each lesson determine the following lesson and outcomes/progress are closely monitored. This ensures that individual needs are met specifically. Pupils are occasionally given work to take home from their 1:1 lessons if appropriate. Pupils enrolled in the Lexia programme will have access to Lexia through the holidays. Additionally, all Primary pupils have access to our home-reading programme Bug Club which the Parents and pupils are given login details for. Every pupil has an online account for touch-typing which they can use at home if desired; Primary is *English Type Junior* and Secondary is *Typing Club*

Consultant's comments

Several parents praised the liaison between school and home with relation to homework, commenting that it was a very bespoke arrangement, with staff willing to give help and support.

Criterion
3 & 4

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

- Curriculum subjects
- Literacy support

All lessons at Blossom House School are modified from the National or Equals Curriculum (Adapted Curriculum pupils). All teachers are highly experienced in teaching pupils with SEN. All lessons are expected to be multisensory and incorporate a Learning Break. The school is exceptionally well-resourced. The Quality of Teaching and Learning is constantly monitored by the LATTS Team (Learning and Teaching/Therapies) to ensure the highest standards are maintained, and Senior Management Team maintain oversight of feedback from Lesson Observations

The SpLD team are able to advise on use of strategies and resources for use across the school, and have a range of resources which can be used for lessons including:

- A range of multisensory teaching resources: such as foam letters, syllable and rhyming games, upper and lower letter matching games, sight word games, counting and number resources, sensory and tactile resources
- High interest reading books and series (such as: Moon Dog, Magic belt, Totem, Talisman, Titan's Gauntlets, Amber Guardians series)
- Attention autism resources.
- Diagnostic Assessments
- Assistive technology; such as iPads with touch typing, clicker, snap touch-type programs.

Please see Holistic Curriculum attached

Consultant's comments

All lessons observed were dyslexia friendly with the teachers showing very good knowledge and understanding of the use of multi-sensory teaching methods. Lessons moved at a good pace working through a list of aims displayed on whiteboards. Each activity was crossed off this list as it was completed, giving pupils a sense of how the lesson was progressing and

how much they had achieved. Pupils were allowed to make their own choices in the lesson in relation to when they would have their learning break and saw this as something they enjoyed and were keen to participate in. Resources and worksheets were tailor made by teachers often relating directly to individuals. Behaviour was very well managed, and the relationship was excellent between staff and pupils with respect shown on both sides. 1-1 lessons used structured phonics using multi-sensory techniques and were well planned, again it was clear how well teachers know their pupils. Throughout it was evident pupils enjoyed their lessons, participating well, and responding to the upbeat delivery by their teachers.

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

All pupils in school have an IEP, or Termly Targets as they are called at Blossom House. Target are linked to longer-term EHCP objectives and are set for all pupils in: Literacy, Numeracy, Speech/communication, social/behaviour, and movement/OT. Yr 10/11 pupils are set targets relating to reparation for Adulthood. IEPs for P16 pupils are referred to as Transition plans and sometimes link in with targets based on their part-time college attendance.

One Primary and one Secondary attached

Please indicate **two examples** enclosed

Yes

Consultant's comments

Termly Targets are useful working documents with clear targets linked to EHCP outcomes and a valuable overview for use in Reviews. Pupils who participate in the 12-week extension work have their progress monitored through the staff shared drive making work done and progress made available to all their teachers.

e) Records and record keeping:

Copies of pupil details, Annual Reviews, EHCPs, IEPs, current provision and held on a Shared Drive for all pupils.

The school uses Bromcom to record all pupil and contact details, current medical information, Access Arrangements and register attendance for all pupils.

The school use Earwig to assess and record individual academic levels and progress for all pupils. This is a bespoke record in which levels are referred to as Steps, initially adapted from the previous National Curriculum levels. The school has a reporting and recording policy.

Consultant's comments

Record keeping is thorough and useful. Mikaela also keeps literacy progress records of her own devising. Progress towards targets is regularly reviewed using this data.

Criterion 3

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

History and provision, from data held and results of intervention, provides a detailed and comprehensive picture of pupil 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 Results Summer 2022	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	19						
SpLD Pupils	2						

B

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:

English and numeracy assessments inform Annual Review reports for all pupils as follows:

Primary;

For English we use the HAST (Helen Arkell Spelling Test) and the YARC (Primary) or YARC (Early Reading) for Annual Reviews.

For Maths we use STAR maths. Star Maths provides an accurate National Curriculum Mathematics level using the following:

- Raw or Scaled Score (SS):
- Norm Referenced Standardised Score (NRSS)
- Percentile Rank (PR):

Secondary assessments:

English - English teachers use LUCID, YARC, HAST, DRA, Salford Reading Test dependent on level of pupil.
STAR READING is used to ascertain a reading level to support reading for pleasure.

Maths - for years 7, 8 and 9 we use the STAR MATHS assessment:
Renaissance Star Maths is a computer-adaptive assessment, using sophisticated item calibration and psychometrics. Star Maths incorporates core progress learning progressions, an empirically validated description of how learning typically advances in Mathematics. The learning progressions have been built for the new national curriculum in collaboration with the National Foundation for Educational Research (NFER). In Yr 10/11 we do the testing as a reference for exam entries and qualifications, but the results are not included in their Annual Review.

Consultant's comments

In the Upper House a range of examination and qualification options are provided. GCSEs, Entry Level Qualifications and BTECs cater for the range of abilities in KS4. P16 pupils study courses leading to Functional Skills qualifications alongside their college qualifications. Alongside this, the Duke of Edinburgh programme provides the opportunity for pupils to develop their life skills through the Bronze, Silver and Gold Awards. Vocational qualifications and practical courses are on offer in a range of subjects including Home Cooking skills, ICT, D&T and the Arts. ICT and/or touch-typing lessons take place throughout the school and computer skills are encouraged as an integral part of the curriculum.
As with all things at Blossom House, highly individualised.

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

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

- Multisensory resources: such as foam letters, syllable and rhyming games, upper and lower letter matching games, counting and number resources.
- Attention autism resources.
- Diagnostic Assessments and technology, such as iPads with touch typing, clicker, snap type programs

Consultant's comments

The school is very well resourced with annual departmental funding for resources, including an annual individual stipend for staff CPD.
A very valuable resource for the school is their local Café which provides work experience opportunities for their pupils as well as opportunities for the younger pupils to practice using money and develop social skills.

Criterion 5.2 b) ICT:

In Primary pupils get one Computing lesson a week. A member of the SpLD team helps to put different apps on the iPads when needed. In terms of programmes, we have used Scratch Jnr., Animate It, Clicker 8, Typing Club.

In Secondary, pupils Y7-9 have one lesson a week and in Yr10/11 they have two. All pupils have access to laptops for their in-class learning.

For ICT lessons, the following resources are used in order to support pupils with SpLD:

- Cream/pastel coloured worksheets
- C-PEN readers
- Read/write software
- Google voice
- Using IN-PRINT
- Displays of key words with accompanying images
- Use of appropriate fonts
- Use of appropriate visuals and task demonstrations
- Use of bullet points
- Pupils are asked to verbally summarize information they have learnt to check their understanding of content
- Year 7 pupils are taught touch-typing using overlay sheets.

Consultant's comments

Pupils have the opportunity to develop ICT skills early, so that, should they need to use them, they are proficient in their use by the time they take their exams. They have access to a useful selection of assistive software and are well schooled in its use by their teachers. Teachers also have easy access to computers for planning and recording in an extremely well-resourced staff room.

Criterion 5.3

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

All pupils undergo Access Arrangement Assessment in Year 10. The SpLD team ensure that staff are fully aware of Access Arrangements available and that they understand their use and application.

During examinations, the SpLD work with the Exams Officer to deliver reader, scribe and invigilator training and ensure that suitable rooms/offices are planned and resourced for pupils with Access Arrangements

Consultant's comments

Access arrangements are appropriate and applied for in the required way.

Criterion 5.4

- d) Library:

The school has library and reading areas in various places throughout the school.

In the Primary School we have a library within one of the Primary rooms on the ground floor (Elm). It is kept tidy by LSAs and kept stocked by Phase Leads. Most Primary classrooms also have additional book corners with a selection of books suitable to their age and interests.

Within the Secondary School the books are colour-coded to match the Accelerated Reader scheme. The secondary library is in the attic corridor by the drama space. The departmental English assistant oversees them.

P16 has a store of books in Room 3 curated by the SLT department for use in their Reading Groups

At our Euston site the SpLD Lead has designed a space in the corridor next to the staff room to act as an inviting and functional secondary library space. The books are colour-coded to match the Accelerated Reader scheme. The primary library is on the first floor near the playground but primary classrooms have additional book corners with a range of engaging multicultural books that reflect the ethnic, religious and cultural diversity of both the pupils and staff.

Consultant's comments

The library areas contain lots of colourful, attractive books designed to draw in readers. A variety of initiatives are used to encourage pupils to read and make use of the libraries.

6. Details of Learning Support Provision

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

The SpLD team consists of 8 members and plays a significant role in all aspects of school life, supporting pupils and staff and attending departmental meetings. The SpLD lead attends weekly meetings with the Heads of Curriculum and Therapies across school and is also based at our Euston site three days per week to ensure the quality of provision is consistent. The team has input into the school evaluation document and development plan each year.

All members of the SpLD team have specific roles within school. These include:

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- Providing one to one specialised teaching and individualised literacy, numeracy and study skills programs to meet bespoke needs.
- Providing collaborative classroom teaching (study skills x 6 weeks, touch typing x6 weeks, phonics teacher in primary x1 week for academic year, and reading skills teacher in middle phase x1 week for academic year)
- Facilitating the professional development of newly qualified teaching staff by team teaching.
- Advising on library and class books to support developing readers.
- Advising on assessment materials used for annual reviews.
- Establishing and embedding the setup of whole-school and small intervention programs and reviewing the success of these programs (such as, Bug Club, Rapid Reader, Lexia, Little Wandle)
- Access arrangements accessor
- Language modifier (exams)
- Reader, scribes, invigilators (exams)
- Assistive Tech teacher/advisor

Consultant's comments

It is clear from talking to Mikaela and other members of staff that the SpLD team and their work is valued within a school where there is a very large staff comprising teachers and therapists with a wide variety of specialities. Pupils with SpLD have other co-occurring difficulties and Mikaela and her team work in close liaison with these specialists to ensure a holistic approach is taken when planning support for their pupils. In addition, they support staff to develop their own skills through observing teaching,

supporting in the classroom, and providing INSET. Their work is thoroughly integrated within the overall provision the school makes.

b) Organisation of the Learning Centre or equivalent:

The SpLD department has two well-resourced offices which can also be used for one-to-one provision. The team also have their own desks and computers in the main staff office.

Consultant's comments

There is an advantage to this in that they work within the staff which reflects the integration of their department in the work of the school.

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

Yes – Mikaela attends weekly meetings with the Heads of Curriculum across the phases and sites, to discuss and review any curricular adaptations or needs.

Consultant's comments

Mikaela's role is valued within the school.

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
- iii. List of known SpLD pupils in school

Info.
Rec'd

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 re-registration, names and specifics are not published to protect the identity of individuals.

Consultant's comments

The range of staff qualifications is huge, Blossom House has a very well qualified and experience staff. CPD is encouraged and funded and in house training is valuable and regular.

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.)

All English teachers attend induction training given by the SpLD team and the SPLD team also run regular whole-school training to share good practice, enhance the understanding of dyslexia friendly teaching strategies and meet the evolving needs of our pupils.

The school supports and encourages teachers to work towards and attain the Level 5 certificate. This includes a financial contribution from the school. For example, one P16 teacher attained Level 5 in 2021-22 and is currently studying towards Level 7

Consultant's comments

20 members of staff have SPLD qualifications of Level 5 or higher.

- 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?

Absolutely.

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:

Most parents spoken to felt that the school provision was exceptional. They commented on the highly individualised curriculum enabling their children to make significant progress. The overall picture they portrayed was of a school which goes above and beyond to support their children and their families. They felt that staff were easily accessible through email, contact at the school gates and through weekly newsletters. Termly meetings to discuss targets were valued and parents felt that they were directly involved in their child's education. The flexibility of the teachers in developing learning programmes was commented on, 'they think outside the box'. Parents also commented on the honesty and clarity of the staff when discussing expectations for their children. One parent felt that the academic opportunities at GCSE were limited and consequently was looking for another provision and this was echoed by another when talking about her child's future at the school. Others felt that the curriculum was appropriate to the needs of their children. Importantly most parents felt their children were very happy at the school, they had close, supportive relationships with their teachers, were making friends (often for the first time) and making progress.

Comments from parents included: 'It's changed all our lives.', and 'I've never known anything like the support they give to parents, it feels personal.', 'We feel so lucky to have obtained a place for her at the school, and we are completely confident that our little girl will flourish in a school that has such an amazing team embedded into the classroom.'

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

In discussion with pupils this consultant found them to be open, friendly, and engaging. They like their school and the opportunities it affords them both academic and socially. They feel that the staff are approachable, when asked if they could think of a member of staff they could go to if they had a problem, they were a bit stuck because they said they could go to anyone! One boy liked that there were more adults in his lessons so that he didn't have to queue for help, the support was 'more individual'. He liked that there was 'always something to do' and that the lessons were fun with lots of activities. He also liked the learning breaks. They believed they were making progress and that their parents could see this. One boy I spoke to in the Café liked working there and gaining experience he could use when he left school – he wanted to work in catering. Both in conversation and in observation around the school the pupils appear happy and confident.

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)	✓
2. The Senior Management Team and, in the case of schools, Governors, fully support the provision for SpLD pupils.	✓
3. The impact of the provision for SpLD pupils is measured (a system to regularly monitor provision for pupils and to assess their achievements).	✓
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.	✓
5. In Addition:	
5.1 Resources for learning appropriate to the level of need.	✓
5.2 IT provision relevant and of high quality, including up-to-date and regularly used programs for SpLD pupils.	✓
5.3 Access arrangements for all examinations sought as needed. Assessments for access arrangements must comply with Joint Council for Qualifications guidelines .	✓
5.4 Specific structured, cumulative and multi-sensory teaching materials to address literacy with SpLD pupils.	✓
5.5 An annual report for parents on the progress of pupils, who exhibit SpLD.	✓

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.	✓
6.9 Assessment for admission to the school should include a report from an Educational Psychologist or a fully qualified specialist teacher assessor.	✓
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.	✓
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	✓

Report Summary

Summary of Report including whether acceptance is recommended:

Joey Burgess is an 'amazing' leader; responsible for developing the school from four initial pupils into the flourishing school of 320 pupils it is today. Housed over three sites, Joey Burgess has ensured a consistency of approach and ethos, where children and their families are valued and treated as individuals. Pupils receive highly individualised support from the very large team of specialist teachers, therapists, and support workers. Their flexibility of approach and excellent relationships with their pupils means that pupils make progress both academically and socially and are very happy at school. Staff are enthusiastic about what they do, teaching is multi-sensory, and programmes are well developed with effective support in the classroom. Staff knowledge and understanding of SpLD, Social and Communication Difficulties and a wealth of other co-occurring difficulties is immense, and they show a willingness to develop their own skills through a wide range of CPD training. As one parent said 'It is a very special place'.

Recommended for either Registration / Re registration:

Consultant to tick relevant box

YES	NO
✓	