



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

Re-registration Application Form Category SPS – Specialist Provision

Date of visit:	5 th October 2016
Name of Consultant(s):	Laraine Erhanderr-Lawrence

School Contact Details	Location/ status	Student Details	Special Needs	Assoc/ exams
Brown's School Cannock House, Hawstead Lane Chelsfield Orpington Kent BR6 7PH Tel: 01689 876816 Fax: 01689 827118 Email: info@brownsschool.co.uk Web: www.brownsschool.co.uk	Rural	44 boys 11 girls Ages 6-16	Dysc Dysl Dysp ADD P&S ASD	NASEN
	Ind Day			GCSE
Multi-sensory support. In-house OT and Speech and Language Therapists and a Clinical Psychologist. Emphasis on vocational learning as well as academic achievement.				

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:	Brown's School		
Address of school:	Hawstead Lane, Chelsfield, Kent BR6 7PH		
Telephone:	01689 876 816	Fax:	01689 827 118
Email:	info@brownsschool.co.uk		
Website:	www.brownsschool.co.uk		
Name and qualifications of Head/Principal, with title used:			
Name:	Elaine Lovett		
Title (e.g. Principal):	Head teacher & Proprietor		
Head/Principal's telephone number if different from above:			
Qualifications:	BAHons QTS		
Awarding body:	Middx		
Consultant's comments			
<p>Ms Lovett bought the school from Mr Brown, the former owner, in 2012. The school opened in September 1997 to provide for primary school age pupils with dyslexia. Under Mr Brown's leadership the Ofsted Report 2009 described it an Independent Special School catering for 27 boys and 5 girls aged between 6 and 12 years old with 8 on a statement of Special Educational Need. It was described as good and outstanding in some measures. At the time of the Ofsted Inspection in June 2012 it had grown to 37 pupils, 28 of whom were on statements and 27 were funded by their local authorities. It continued to be regarded as a provider of a good standard of education enabling pupils to make a good rate of progress from their individual starting points. Continuing under Mrs Lovett's leadership it was given permission to revise the maximum intake to 55 pupils and is currently running with this number. Mrs Lovett has added specialist SpLD staff to the school. She is primary trained and she brings a wealth of primary teaching experience to the school.</p>			

Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:			
Name:	Christopher Ponulak Kate Horsley		
Title (e.g. SENCO):	CP – Deputy Head teacher and SENCo KH – Specialist Literacy Coordinator		
Telephone number if different from above:			
Qualifications:	CP – BAHons PGCE Secondary NASENCo Certificate of Psychometric Testing, Assessment & Access Arrangements KH – BAHons OCR Level 7 Dip in Teaching & Assessing SpLD		
Awarding body:	CP – Lond KH – Lond See Staff List for full information		
Consultant's comments			
<p>The Deputy Head is qualified in the assessment of pupils requiring access arrangements in formal examinations such as GCSE. The Specialist Literacy Coordinator has a specialised qualification for understanding and implementing support for pupils with specific learning difficulties, dyslexia. This strong team supports the Head teacher in making relevant individual provision for individual pupil needs.</p>			

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1. Background and General Information

1. a) Dep't of Education Registration No.: 305/6078

b) Numbers, sex and age of pupils:		Total	SpLD & ASD	Accepted age range
Day:	Boys:	44	44	6-16
	Girls:	11	11	6-16
Boarding:	Boys:	N/A	N/A	N/A
	Girls:	N/A	N/A	N/A
Overall total:				

Consultant's comments

The school has grown since the 2012 Ofsted inspection from 37 to a current 55. The current pupil number reflects the DoE revised maximum permitted as can be seen in documentation received by the school in October 2013 to cater for pupils to 16. In June 2011 Ofsted granted permission to admit pupils in Stages 3 and 4. There were 35 boys and 5 girls attending at the last CReSTeD inspection. The largest year groups are at the transition points with Year 7 having 7 boys and 3 girls and Year 10 similarly 7 boys and 3 girls. Year 9 has 9 pupils and there is one boy in Year 3 and one boy in Year 13. The pupils are normally funded by Local Authorities and current placements are from Bromley, Kent, Lewisham, Bexley, West Sussex, Croydon, Surrey and Southwark. There is work mentioned in the current Development Plan to plan for an allocation for an increase in pupil numbers + Post 16.

The London Borough of Bromley's 'Final SEN and Disabilities Audit Report Spring Term 2016 and Addendum July 2016' records that a very few pupils were on reduced timetables due to individual specific needs e.g. they may be working towards full integration from a former situation of school refusal.

c) Class sizes – mainstream: All classes are learning support

Consultant's comments

The pupils are taught in small groups and all teaching is differentiated to the individual pupil level. Teachers are responsible and accountable for the progress and development of pupils in their class. Pupil information is shared across the staff and updated constantly. 1:1 interventions are also part of the provision in terms of individual teaching, speech, language and communication support and OT where necessary.

d) Class sizes – learning support: 6-11 pupils

Consultant's comments

All pupils work in small groups and have an equal access to the broad and balanced curriculum on offer and this is suitably differentiated to the individual level.

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

'The school encourages a broad and holistic concept of education provided in a small, supportive and nurturing environment' (CReSTeD 2013) and this has continued to gather strength. Contact with parents/carers is encouraged and

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Independent Schools only	<p>there are opportunities for feedback throughout the year. The pupils are encouraged to be part of the annual reviews and the school regards their role as highly important to help shape their own specific provision. Ofsted 2012 reported that behaviour is well managed by staff and that pupils made good progress in managing their own behaviour. Reportedly there is a lot of contact with the pupils' families and this helps resolve anxieties as they arise and promotes a joint approach to pupil support.</p> <p>f) Current membership (e.g. HMC, ISA etc.): British Dyslexia Association; NASEN; PATOSS; Dyspraxia Foundation; National Autistic Society Therapists have their own memberships to various professional bodies</p> <p>Consultant's comments The school maintains membership to a comprehensive range of organisations that support specialists in SEND.</p> <p>g) Please supply the following documentation:</p> <p>i. Prospectus, including staff list (if this does not clearly show which teachers teach English, then please supply this as a separate item). Please indicate copy enclosed or provide link to view reports via the internet Information received</p> <p>ii. Recent Inspection reports, please indicate copy enclosed or provide link to view reports via the internet Information received</p> <p>iii. Details of Fees and compulsory extras for SpLD pupils (if applicable), please indicate copy enclosed or provide link to view information via the internet Information received</p> <p>Consultant's comments The majority of pupils are funded by Local Authorities. Current placements are funded by Bromley, Kent, Lewisham, Bexley, West Sussex, Croydon, Surrey and Southwark. The pupils are costed individually, based on their individual needs e.g. therapy requirements or 1:1 support. Fees are inclusive and reviewed annually with any adjustment advised at the start of the Summer Term before being introduced in the Autumn Term.</p>
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2. Policy and Philosophy with Regard to SpLD Pupils

Criteria 1 & 2	<p>2. a) Aims and philosophy of the whole school</p> <p>Brown's encourages a broad and holistic concept of education in a small, supportive and nurturing environment. At Brown's the teaching informs the therapy and the therapy informs the teaching. The on-site Therapy Team deliver programmes of intervention to small groups, classes and on a 1:1 basis. Our aim is to provide a programme of lessons and activities that alleviate literacy and numeracy difficulties. Teaching methods are multi-sensory using visual, auditory, tactile and kinaesthetic techniques. Pupils are well supported by a designated Safeguarding and Pastoral Care Team that oversee their emotional and mental health well-being. Supporting pupils to acquire essential academic and life skills through flexible learning programmes is the aim of the committed staff group at Brown's School.</p>
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Criteria 1 & 2	<p>Consultant's comments</p> <p>It is clear that the school values each pupil and works towards the optimum Outcomes both academically and on a personal level. It is organised as a supportive environment with excellent team work throughout. Each pupil is encouraged to be part of their own annual review based on the school's acceptance that their views are valued. Every effort is made to liaise successfully with the families by sharing information readily. The school is quick to act and keeps informed of pupil achievement based on comprehensive assessment to avoid any additional difficulties for the pupils. The Safeguarding and Pastoral Care Team is qualified to work with pupils with specific learning needs. A member of staff is qualified in Therapeutic Play and another in Therapeutic Arts. To complement the staff, Martin Brown AMBDA, the original founder of the school, acts as consultant, thus maintaining continuity for the school, pupils and families.</p>
	<p>b) Please indicate copy of Staff Handbook (SH) enclosed</p> <p>c) If not within SH, please enclose copies of policy statement(s) with regard to SpLD pupils outlining:</p> <ol style="list-style-type: none"> i. Policy for SEN/SpLD ii. Support for policy from Senior Management Team iii. Support for policy from governors Information received iv. Admissions Policy/Selection Criteria v. Identification and assessment <p>The School's SEN Policy (enclosed) details the roles of key staff in the school, the Senior Leadership team responsibilities, and addresses 'Identification and Assessment.</p>
Criterion 4	<p>Consultant's comments</p> <p>The reports seen, as itemised above, are detailed and comprehensive. Identification and Assessment are set out in the SEN Policy document. Useful information is also set out clearly for parents/carers on the website. The wide range of learning difficulties are described as is 'the Local Offer' for example.</p> <p>d) Give specific examples of the whole school response to SpLD</p> <ul style="list-style-type: none"> • All lessons are multi-sensory. Pupils receive a daily literacy programme. Literacy lessons are cumulative, multi-sensory with opportunities for over learning. • All staff are experienced and/or qualified (or undertaking qualifications) in teaching SpLD. • The majority of pupils have significant literacy difficulties. Confidence is gained as they recognise their peers have similar needs and challenges. • There is a holistic approach to SpLD and the curriculum is planned to reflect this. • Lessons are highly structured and include daily routines aimed at increasing independence and self-esteem. • Visual timetables and personal visual prompts are used in classrooms to help pupils with their organisational skills. • There is a high staff:pupil ratio throughout the school day. • Input and support is giving when necessary to aid understanding, repeat instructions, model tasks. Or provide support for structuring

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Independent Schools only	<p>tasks.</p> <ul style="list-style-type: none"> Lessons are delivered at a slower pace with emphasis on repetition and over learning. Instructions are broken down and repeated in stages. Visual supports are used as a matter of course. <p>Consultant's comments</p> <p>The multi-sensory nature and pace of lesson delivery, holistic approach, planning and supportive materials prepared to aid pupil organisation was evident throughout the CReSTeD visit and confirmed during lesson observation.</p> <p>e) Number of statemented pupils: 55</p> <p>Consultant's comments</p> <p>The majority of pupils have either a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP) on entry, but any pupils who do not have these legal documents have other professional reports identifying their SEND needs (e.g. Educational Psychologist's Report, OT Report or S&L Report).</p> <p>f) Types of statemented needs accepted: Dyslexia, Dyspraxia (DCD), ADD/ADHD, Autistic Spectrum Disorder (Condition) mainly Asperger's, Speech and Language and Social Communication Needs.</p> <p>Consultant's comments</p> <p>The school provides specialist teaching, therapy and pastoral support for pupils with the wide range of complex learning difficulties set out above and identified prior to admission and during their stay.</p>
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3. Identification and Assessment

Criterion 1 DSP & SPS 6.9	<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:</p> <p>All pupils at Brown's have identified learning difficulties, mostly outlined in their Statements or EHCPs. Identifying pupils at risk of additional SpLD takes place through close observation, regular assessment, and consultation with internal (and sometimes external) professionals. Prospective pupils are screened during their assessment days to establish if an education at Brown's can meet their needs; this is considered in conjunction with a child's assessments and reports. If a possible undiagnosed need is observed, parents are advised on how to obtain an appropriate assessment.</p> <p>Consultant's comments</p> <p>On receiving an initial enquiry and when an assessment of needs has been fully discussed, the school will consider all existing professional reporting before the assessment visit is booked. Assessment can then help to establish whether a placement will be in a pupil's best interest. An assessment visit may take a day or two. The nature of difficulties arising can then be established along with any co-morbidity arising. Ongoing careful assessment takes place throughout the school year and any newly identified additional needs are then discussed with parents. Further assessment may be necessary and then provision can be planned and implemented.</p> <p>b) Give details of what action you take when children are identified as at risk of SpLD</p>
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Pupils at Brown's have a range of professional reports, however, the experienced staff team at Brown's constantly monitor pupils and have often observed a need that has been previously overlooked (visual stress, auditory processing disorder, phonological awareness deficits). Parents/Guardians are informed if such an observation is made and assessment can take place in-house or a referral made to outside professionals.

Consultant's comments

Great care is taken that every pupil's needs are identified through constant monitoring. Information is sought from teaching staff, specialist staff on site such as a S< or 1:1 teacher and past/current reports are considered in detail. All parties are informed and further assessment planned.

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

The Specialist Literacy Coordinator can assess and diagnose Dyslexia. The Clinical Psychologist, alongside outside professionals, has diagnosed ADD/ADHD. The Sp&L and Occupational Therapists also carry out assessments as and when required. The School has links with a number of outside professionals and would make recommendations to parents.

Consultant's comments

The Clinical Psychologist regularly visits the school and specialises in working with children and adolescents. He is specifically trained in assessing ASD and ADD/ADHD. The Specialist Literacy Co-ordinator assesses and diagnoses dyslexia. A good range of specialisms are available at the school and the resulting assessments give valuable insights into the nature of SpLD existing in the pupil put forward for assessment. Where necessary, the school can recommend a specialist assessment using their links with known professionals.

4. Teaching and Learning

4. a) How is the week organised?

There are timetables for classroom teaching, group and individual academic and therapeutic tuition, games and activity programmes which are planned and structured to meet the needs of children with SpLD. Lessons are forty minutes in duration to aid the focus and attention of pupils. Priority is given to differentiated literacy and numeracy teaching. Cognitive and Language Skills lessons are timetabled to teach pupils portable skills and strategies that underpin learning and can be used across the curriculum.

Every pupil accesses eighty minutes of occupational therapy every week (4x20 minute sessions), irrespective of whether or not it is in their EHCP/Statement. The OT domains covered in the morning sessions are fine motor skills, gross motor skills and core strengthening, sensory group, touch typing and activities of daily living.

Weekly Social Skills lessons are timetabled for all classes and are delivered by the Sp&L Therapist and her assistants.

Consultant's comments

Timetables are well planned to meet the needs of pupils with SpLD. There is an impressive mix of literacy and numeracy support along with invaluable inputs of OT and social skill development lessons. Cognitive skills and social communication lessons are also included as are curriculum based lessons in all NC stages.

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- b) Details of arrangements for SpLD pupils, including prep / homework:
- Daily routines are carefully structured to meet the needs of pupils with SpLD and associated needs.
 - All lessons are differentiated to meet the needs of pupils with SpLD.
 - Small classes enable close observation, direction and support.
 - Every timetabled lesson has an experienced/qualified Learning Support Assistant.
 - Close working relationship between teaching staff and Brown's Therapy Team ensures each child is given appropriate support and guidance in the classroom and throughout their timetable day.
 - Multi-sensory techniques and technology equipment are used as widely as possible.
 - Constant feedback/liaison between teaching staff, therapists, support assistants and pupils.
 - Keyworking sessions at the beginning and end of the day to monitor pupils progress and well-being.
 - Use of Daily Progress Sheet in the Senior School.
 - Weekly homework and home reading is set, appropriately differentiated according to a pupil's needs and learning profile.
 - Contact books and reading record logs enable parents and teaching staff to monitor homework tasks. Parents advised termly of the schemes of work that are being covered.
 - Support in lessons is provided on an individual basis according to a pupil's specific needs as detailed in their professional reports and assessments.
 - An overview of a pupil's needs and support requirements is detailed in their Student Information Sheet (available in every classroom).
 - Seating plans are used in every classroom.
 - Termly target setting also focuses the support required to meet a pupil's needs.
 - Every classroom has a resource station containing OT equipment and specialist literacy support items to aid a pupil's learning.
 - Homework Club takes place weekly.
 - Reading groups take place daily
 - Lunch time and after school clubs are available

Consultant's comments

Lessons are differentiated by staff according to well-informed individual pupil need. The pupils are fully supported throughout every aspect of the day. Very usefully there are Keyworker sessions twice daily to ensure that the pupils' progress and well-being can be carefully monitored. Seating plans are part of lessons and every room has individual Student Information Sheets available outlining needs and support requirements. Every room has specific specialist resources available to aid learning. Daily reading groups take place and clubs are available. Teaching staff ensure that weekly homework is set and a tracker system is in place. There is also a Homework Club which takes place at lunch-time. The opportunities for staff feedback and liaison about pupils are very comprehensive. Good use is made of technology equipment where appropriate. A peer mentoring system has been initiated to give pupils additional support in every aspect of their day. Parents are closely involved in the work of the school and are given regular feedback on their child to increase the support that can be given.

Criterion

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

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3 & 4

- *Curriculum subjects*
- *Literacy support*

Schemes of work are linked to curriculum guidelines and given to the Senior Management Team at the start of each half term.

Calendar overviews and long term plans are given to SMT at the start of the academic year.

Lesson plans are completed according to the School's guidelines. Lesson plans detail specific needs and multi-sensory resources to support the needs including differentiated materials for pupils in the class; classroom resource stations contain a range of support materials to address therapeutic and literacy needs.

Lessons are multi-sensory and are planned to engage pupils with a range of learning styles (visual, auditory, kinaesthetic).

Lesson observations are carried out regularly by the SENCo/Deputy Head teacher but colleague observation is also encouraged to promote good practice. The Specialist Literacy Coordinator and Therapists also observe lessons and advise on good practice.

All classes have daily timetabled literacy lessons that are differentiated to meet their needs. Specialist 1:1 support is delivered if a need has been identified. As previously mentioned, Cognitive and Language Skills lessons are timetabled to support pupils' literacy needs and underpin their learning throughout the curriculum.

Consultant's comments

The following lessons were observed: KS2 Maths taught in 4 groups - one being 1:1 session; a 1:1 OT session for fine motor skills for a Year 7 boy who had recently joined the school; a speech and language session for a Year 10 pupil with ASD; GCSE English; 1:1 lesson for a Year 10 dyslexic pupil; KS2 reading groups; Year 7 maths and Martial Arts with a mixed age group.

All lessons were well planned and attention in the planning and delivery was given to pupil profiles of need and abilities. There were impressive opportunities for overlearning and recall of previously learnt skills. At every stage the pupils were given feedback on why they were being presented with the tasks and what skills they were using. All files and books were checked and marking was up to date and comments were acknowledged by the pupils who responded with their own comments. Seating plans were used effectively as were movement breaks were well managed. Each lead member of staff had supporting staff in the room and in every observed lesson good use was made of the support role. The 11 OT session had an OTA. The S&L and the SpLD lessons were individualised with one member of staff. The energy and commitment of staff was evident and each child was engaged and on task. Reading groups were observed at the beginning of the afternoon. The children were divided into 3 groups and a 1:1 session. The children's enjoyment of the reading work was quite evident. The reading work covered shared reading, one to one reading, multi-sensory games plus literacy games on laptops to reinforce the weekly spelling focus.

The Year 7 maths lesson was lively and upbeat. The teacher and support were able to respond immediately to the pupils with humour, understanding and encouragement. The pupils knew where the equipment was kept and movement around the room in search of resources was kept to a minimum and a calm friendly atmosphere was maintained.

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An impressive feature of the school is the key worker meetings with tutor groups which take place at the end of every day. Any concerns raised during these daily sessions are then discussed at the following staff meetings and fed back into pupil management and records disseminated to all staff.

High expectations and an appropriate pace were features of all lessons.

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

Pupils are set targets by teaching staff and therapists at the start of every term (reviewed termly, new targets set).

Pupils with EHCP's have short and long term targets identified in their plans and these are reviewed annually; they form the basis of the shorter term targets that are set for pupils. Individual targets cover all aspects of a pupil's learning at Brown's both academic and therapeutic.

Assessments takes place twice a year and these inform provision; the following assessments are used:

HORT – Word Reading

HORT – Sentence Reading

HAST – Spelling

Malt – Maths assessment

WRIT and WRAML2 carried out on new pupils.

As and when necessary the following assessments are also carried out:

WRIT, WRAML2, Beery VMI, DRA, CTOPP.

The School's therapist also carry out assessments, for example CELF, BOT and COPM.

All assessments inform the provision delivered to Brown's pupils.

Please indicate two examples enclosed

Consultant's comments

Three 'Student Information Sheets' (IEPs) were examined. Along with information on current base line data for numeracy and literacy measures and the basic statemented areas of difficulty, the following information was set out: areas of concern; learning guidance (e.g. can be brought back to task with verbal reminders); strengths (e.g. supports Chelsea / likes cars); behaviour; what the student says helps them (e.g. speaking to me in a calm voice); and current interventions (e.g. 1:1 Literacy, Ed Psych, OT). Also status in terms of possible vulnerability or LAC.

The SISs are kept under constant update and staff can access them through their intranet.

e) Records and record keeping:

All pupils have files that contain their professional reports, Statements of Special Educational Need or EHCPs, yearly reports and annual review documentation.

The Specialist Literacy coordinator keeps an assessment file on every pupil. Pupils' academic and non-academic progress is tracked and reports generated as and when required.

The Safeguarding and Pastoral Care Manager keeps safeguarding reports and documentation; she also coordinates, reviews and monitors Student Support Plans.

The School's Intranet has assessment, target and appropriate pupil information that is available to staff when they are on site.

Every pupil has a Student Information Sheet that is available in every class for staff information; these are reviewed and updated regularly in staff meetings.

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	<p>Case studies are carried out by staff and these are also available for reference. Therapists keep their own professional reports and files.</p> <p>Consultant's comments</p> <p>Careful and detailed records are in evidence across the school and are appropriately used in lesson planning. 'Student Academic Review' sheets are also used and examples were provided. They effectively track targets in the main curriculum areas – English, maths, science, art, DT, humanities, PE and ICT.</p>
Criterion 3	<p>f) For comment by consultants only: Review history and provision made for two pupils.</p> <p>Detailed notes on 9 pupils were made available. Two current Year 10 pupils were selected as case studies because they have differing but complex needs and backgrounds. Their specialist reports compiled over time, along with test results in literacy and maths reported over the last three years, were examined to track progress. The documentation showed the progression of provision and changing targets.</p>
Criterion 3	<p>g) Impact of provision – assessment summary (only fill in the Key Stages relevant to your school):</p>

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 timetable, regardless of age 2015/2016	Percentage A* - C	Percentage 5+ A* - C	Percentage 5+ A* - G
Whole School	9	33%		
SpLD Pupils	9	33%		

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

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

	<p>h) Any other relevant information, e.g. details of any other examinations taken, literacy/numeracy assessments:</p> <p>The GCSEs available at Brown's are English, Maths, Science, ICT, PE, Art and Food Technology.</p>
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Functional Skills and Entry Level qualifications in English, Maths and ICT are also available.

Pupils are entered for a range of AQA awards.

A BTEC in Public Services and Communication is available through engagement with the Challenger Troop programme.

From 2016/2017 qualifications in Animal Care and Mechanics are being offered at Brown's.

Assessment takes place twice a year, the following assessments are used:

HORT – Word Reading

HORT – Sentence Reading

HAST – Spelling

Malt – Maths assessment

WRIT and WRAML2 carried out on new pupils.

As and when necessary the following assessments are also carried out:

WRIT, WRAML2, Beery VMI, DRA, CTOPP.

The School's therapist also carries out assessments, for example CELF and BOT.

Consultant's comments

New opportunities for qualifications for 2016/2017 have been added to the comprehensive range of subjects offered.

There is a streamlined highly appropriate range of assessment tests given biannually. These include standardised oral reading tests for single word, sentence level, handwriting, spelling and maths. The tests used can screen, monitor, track progress and are useful diagnostically. As every pupil is assessed on a regular basis, planning for individual learning needs can then follow. In addition, for new pupils and where necessary, more specialised testing is administered such as visual motor integration; the DRA for further reading skills and CTOPP which in itself can give valuable information for access arrangements where necessary. Specialist assessment is carried out where necessary in the fields of sensory and physical needs, cognition and learning, communication and language.

The Kent Challenger Troop programme is used by the school and a qualification can be gained by the pupils which helps them to develop the interpersonal skills that can be transferred into employment.

A comprehensive range of tailored assessments and examination opportunities is organised by the school.

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

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

The whole school is resourced to teach pupils with specific learning difficulties and associated needs. Every classroom contains a resource station equipped with literacy support materials and occupational therapy support equipment. Staff have been advised and trained to make resources to support their subjects; the use of differentiated materials is a key factor in our pupils learning. Cloze exercises and writing frames are used, where appropriate, to reduce the burden of writing.

Consultant's comments

A wealth of well-designed materials is in evidence throughout the school.

Criterion 5.2 b) ICT:

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- ICT Suite equipped with 13 workstations and laptops
- Laptops in the classrooms
- Kindles loaded with appropriate reading materials
- Alpha Smart with voice activated software
- Voice activated software and Dictaphones for recording pupils work
- Wordshark, Nessy and Numbershark software
- Touch typing software
- Specialist keyboards
- Reading pens
- Interactive white boards in classrooms
- Wireless internet access with monitored safety protocols in place

Consultant's comments

A highly comprehensive range of ICT equipment has been made available and is being fully used by pupils and staff.

Criterion 5.3

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

Pupils are assessed for access arrangements using the DASH, TOWRE and WRAT IV assessments. The Form 8 Application for Access Arrangements is completed where necessary. Extra time, rest breaks, scribes and readers are allocated once the appropriate assessments have been carried out. Internal documents detailing access arrangements are available.

Consultant's comments

Access arrangements are managed by the Deputy Head teacher. The appropriate arrangements are implemented where necessary.

Criterion 5.4

- d) Library:

- Library in the Baker Hall resourced with fiction and non-fiction books
- Reading books in classrooms
- Reading schemes for pupils with SpLD
- Regular trips to the local library

Consultant's comments

The Library is purpose built. The current Development Plan indicates that new reading material is being resourced. There is good access to reading books and materials for the pupils. There are daily reading sessions after lunch for all and a local library also caters for the pupils.

6. Details of Learning Support Provision

SPS 6.2

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

All pupils at Brown's have special educational needs and the school is organised to meet their needs. Therapy and specialist teaching is planned for each pupil to meet their specific needs and this involves all staff. Brown's adopts a holistic programme of teaching to support a pupil's academic and therapeutic needs. Emotional well-being is key in facilitating a pupil's education at Brown's and this is overseen by designated Pastoral Care Team.

Therapists and teaching staff work together to plan and deliver bespoke programmes of learning; lessons and timetables are structured to deliver an education that promotes pupil's strengths and addresses the weaknesses

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 consultants to enter comments, in which case the field will be left blank.

they have with literacy.

Consultant's comments

Learning Support is central to the operation of the SPS school.

- b) Organisation of the Learning Centre or equivalent:

Brown's is a school for pupils with specific learning difficulties and associated needs. Provision for SpLD is outlined in this document. The curriculum, therapy and special needs support has been developed and organised to meet all the pupils' needs.

Consultant's comments

The school is committed to meeting the needs of its pupils who all have SEN and the organisation of staff and resources is specific to the achievement of that goal.

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

The Specialist Literacy Coordinator, SENCo and Therapists advise staff on the curriculum. All staff have experience and/or qualifications in teaching pupils with SpLD and associated needs.

Consultant's comments

The Specialist Literacy Coordinator has an integral role in the school and successfully liaises with curriculum staff and therapists over all aspects of provision.

- 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

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

All staff in this SPS school work towards learning support.

SPS 7.3

- b) Do all English teachers and teachers of literacy skills have nationally recognised qualifications in the teaching of SpLD children (except A level English)?

All staff teaching English and Literacy have qualifications related to the teaching of pupils with SpLD and associated needs.

Consultant's comments

The English/Literacy members of staff hold nationally recognised qualifications to work with SpLD pupils.

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?

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All observed members of staff demonstrated the ability to meet the needs of the SpLD pupils within their lessons.

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 The majority of staff are Team Teach Trained. Many hold nationally recognised qualifications for working with SpLD pupils. Two of the five LSAs have qualifications to work with SpLD pupils. There is a specifically qualified Speech and Language Therapist and OT. They both have assistants. There is a wealth of staffing, some of whom are qualified in Therapeutic Play/Therapeutic Arts, a Mindfulness and Movement Instructor, MFL, Safeguarding Care, a range of technicians, a Student Management Coordinator and the services of a Clinical Psychologist.
DSP/SPS 7.3	b)	Do all English teachers and teachers of literacy skills have nationally recognised qualifications in the teaching of SpLD children (except A level English)? All staff teaching English and Literacy have qualifications related to the teaching of pupils with SpLD and associated needs. Consultant's comments See above. Staff certificates were checked.
MS Only	f)	Whole school staff development in relation to Dyslexia Awareness and Inclusion strategies e.g. IDP (Inclusion Development Programme): Regular in-house training is delivered by specialist staff and therapists. Individual staff training needs are identified through CPD and appropriate courses are found to further professional development (member of staff due to start the OCR Level 5 qualification). Recent staff INSET has included: Multi-Sensory Learning SpLD in the Classroom Vocabulary in the Classroom Working Memory
MS Only	f)	Whole school staff development in relation to Dyslexia Awareness and Inclusion strategies e.g. IDP (Inclusion Development Programme): Regular in-house training is delivered by therapists and other specialist staff. Individual staff training needs are identified through CPD and appropriate courses are found to further professional development. Recent staff INSET has included: Multi-Sensory Learning SpLD in the Classroom Vocabulary in the Classroom Working Memory A full list of training is available in school. Consultant's comments

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The Deputy Head teacher works to ensure that the Performance management structure is in place and that all staff receive required training and the work is ongoing as mentioned in the Development plan. CPD is valued by the school and the Head teacher works to ensure individual training requests are met. The staff are kept up to date with Safeguarding training e.g. E-Safety 4.2015, Level 2 Safeguarding 9.2015, Prevent Duty 7.2015.

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:

The parents contacted were unanimous in their support for the school. One parent summed up the expressed views by saying: 'The curriculum is suitably differentiated with the right quantity and quality of staff to meet the children's needs. Concerns are dealt with in a timely manner, but unlike our son's previous school, you do not feel harangued or weighed down with minor issues – the staff deal with behaviours in a very effective and timely manner and I feel that it is a real partnership; if there have been bigger issues over the years to deal with then we have been invited to come and sit around the table with all of the relevant staff to discuss a sensible plan of action'.

Parents also referred to the creation of interesting and meaningful curricula to meet their children's needs. Also there was praise for further interventions by specialised staff on the identification of specific difficulties e.g. ADHD and APD. The children of the parental sample included dyslexics, those with a range of learning difficulties and those with social difficulties in previous settings. The parents of a child who previously had refused school for a year before starting at Brown's said that their son had 'made such good progress socially and academically at Brown's that they are considering returning him to mainstream'.

All parents reported that they found their communication with the school very useful indeed and felt that they were kept fully informed of their child's progress and any issues arising at all times.

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

I met six pupils of all ages as a group at lunch-time. They were unanimous in their support for the school and the staff. They said that they feel that the school is a safe place for them and they reported that they are more settled than in their previous environments. They all feel that they can 'be themselves' and make friends with whoever they like. Each pupil felt that the support they receive in lessons is helpful and well directed towards their individual needs.

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They like sporting fixtures with other schools and thought they would like their own swimming pool. They came to a collective decision when discussing the swimming pool that as they go swimming at a local leisure centre during school time anyway they don't actually need one. It was impressive to witness the manner in which each pupil's viewpoint was listened to and valued. They also enjoy visiting the local library as there are books there that they like to read and they feel that the library staff take their time to help them. One girl mentioned that she would like to learn to play a musical instrument.

There was nothing anyone could think of that needed changing and the group all seemed content and very proud of their school.

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 (Y) 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"/>
2. The Senior Management Team and, in the case of schools, Governors, fully support the provision for SpLD pupils.	<input 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 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 type="checkbox"/>
5. In Addition:	
5.1 Resources for learning appropriate to the level of need.	<input type="checkbox"/>
5.2 IT provision relevant and of high quality, including up-to-date and regularly used programs for SpLD pupils.	<input type="checkbox"/>
5.3 Access arrangements for all examinations sought as needed. Assessments for access arrangements must comply with Joint Council for Qualifications guidelines .	<input type="checkbox"/>
5.4 Specific structured, cumulative and multi-sensory teaching materials to address literacy with SpLD pupils.	<input type="checkbox"/>
5.5 An annual report for parents on the progress of pupils, who exhibit SpLD.	<input 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 type="checkbox"/>
6.9 Assessment for admission to the school/centre should include a report from an Educational Psychologist or a Specialist Teacher who holds an Assessment Practising Certificate.	<input type="checkbox"/>
7. Qualifications of Teaching Staff: -	
7.1 The Head of Learning Support (or equivalent) should be a qualified teacher holding a nationally recognised qualification for the teaching of pupils with SpLD. Exceptions may only be allowed after special reference to the Council.	<input type="checkbox"/>
7.3 As a minimum, all English teachers and teachers of literacy skills will have nationally recognised qualifications in the teaching of SpLD pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion.	<input type="checkbox"/>

Report Summary

Summary of Report including whether acceptance is recommended:

The school is a caring community catering for pupils with SpLD and additional complex learning difficulties. There is a low turnover of staff. The pupils are fully assessed, observed and given additional specialist assessment as necessary. Information from assessment is fed into their targets and these are readily available to staff and kept under constant review. All staff are committed to the pupils; they are well qualified within their jobs requirements to give individualised support to an impressive level. The pupils and their families are well supported by staff. The school is thoughtfully resourced with specialist aids for the specialised needs of the intake. The school has excellent links to the community and is forward looking with new ideas and initiatives being put in place for the benefit of the pupils e.g. opportunities for further qualifications and areas for study. There is a thorough programme of staff performance review with generous funding for CPD.

An additional setting for older pupils is currently being examined with the aim of making provision for an additional 55 pupils in a secondary setting on a local site.

Brown's School satisfies the CReSTeD criteria for continuing inclusion under SPS and is warmly recommended.