



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

Clifton College Prep Re-registration Category DU – Dyslexia Unit

Date of visit:	25 th January 2016
Name of Consultant(s):	Helen Farley

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Clifton College Preparatory School The Avenue Clifton Bristol Avon BS8 3HE Tel: 0117 315 7502 Fax: 0117 315 7504 Email: info@cliftoncollege.com Web: https://www.cliftoncollege.com/prep/	Edge of town	400 co-ed	Dysc Dysl Dysp ADD P&S	IAPS
	Ind Bdg Wk Bdg Day	Ages 8-13		
Comments: Most children go on to Clifton College				

Please note:

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



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

School Details

Name of school:	Clifton College Preparatory School		
Address of school:	12 The Avenue, Clifton, Bristol, BS8 3HE		
Telephone:	0117 3157502 (office)	Fax:	0117 3157504
Email:	adown@cliftoncollege.com (secretary)		
Website:	https://www.cliftoncollege.com/prep/		

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

Name:	Mr John Milne		
Title (e.g. Principal):	Head Master		
Head/Principal's telephone number if different from above:	0117 3157500		
Qualifications:	BA, PGCE, MBA		
Awarding body:	Dartmouth College USA, Bristol, Leicester		

Consultant's comments

Mr Milne has a clear vision for the school and is aspirational for children in his care to achieve at and above their potential in all aspects of their development.

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

Name:	Mrs Lisa Townsend		
Title (e.g. SENCO):	SENCo/Head of Learning Development		
Telephone number if different from above:	0117 3157536		
Qualifications:	BA (Hons), PGCE, MA (Education/SEN)		
Awarding body:	Warwick University, Bristol Polytechnic, The Open University		

Consultant's comments

The SENCo/HoD has a sound knowledge of the school which has enabled communication of needs of SpLD pupils through a quality first teaching approach.



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1. Background and General Information

1. a) Dep't of Education Registration No.: 8016000

Numbers, sex and age of pupils:		Total	SpLD	Accepted age range
Day:	Boys:	156	22	8-13
	Girls:	102	16	8-13
Boarding:	Boys:	34	3	8-13
	Girls:	14	1	8-13
Overall total:		306	42	8-13

Consultant's comments

The school has slightly reduced the intake, enabling them to meet the needs of the children in their care. The school is mindful of preparing children for the next stage of education and entry into the senior school.

c) Class sizes – mainstream: Average 1:16

Consultant's comments

Class sizes varied across the school, observations with the smallest being a maths class of 4 pupils and the largest being an English class with 14 pupils. At all times the size of class was accommodated and carefully arranged to enable learning for the group of pupils being taught.

d) Class sizes – learning support: 1:1

Consultant's comments

Two individual Lessons in learning support were observed, all lessons are delivered on a 1-1 basis, there is in class support put in place when identified as a need.

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

The school places emphasis on the individual, which is reflected in the findings of the ISI report 2011 "The pupils' excellent personal development is testimony to the school's emphasis on developing confidence in the individual, and its aims to nurture spiritual awareness, the appreciation of cultural, religious and social diversity and the development of responsible moral choices. All are met to an outstanding degree. " Page 3

Independent Schools only

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

Consultant's comments

g) Please supply the following documentation:

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

Information provided

or provide link to view reports via the internet <https://documents.cliftoncollege.com/web/prospectus/admissions/> and <https://documents.cliftoncollege.com/web/prospectus/prep/>

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

or provide link to view reports via the internet <https://www.cliftoncollege.com/>



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

[prep/upper-preparatory/ofsted-report/](#)

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

<https://www.cliftoncollege.com/prep/admissions/our-fees/>

Consultant's comments

All documents provide a clear understanding of what is available to parents and the charges connected with the support provided.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria 1 & 2

2. a) Aims and philosophy of the whole school

Information provided

Consultant's comments

The school provides clear aims for the school for all stakeholders and this provides a community experience in the school evidenced during lesson observation. Staff were tolerant, open-minded, intellectually ambitious, aspirational, considerate and good natured. Both staff and pupils were supportive and mindful of the needs of individuals in the class and were inclusive in their approach and understanding.

Criteria 1 & 2

b) Please indicate copy of the whole school **Staff Handbook** (SH) Information Provided

c) **If not within SH**, please enclose copies of whole school **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

The admissions policy reflects the vision of the school and clearly identifies what needs can be met within the school. There is a strong connection with the Senior School and the aspiration to enable pupils to transition to the next stage of education.

Criterion 4

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

SENCo/Learning Development staff discuss individuals' needs at weekly staff meetings, particularly needs of newly admitted pupils with SEND.

SENCo consulted prior to admission and meets parents of new pupils with SEND and/or who may need support, through close liaison with Admissions department.

The 'Coach House Link' on the Intranet, available to all staff, contains current and archived information on all pupils with SpLD, including 'Teacher Profiles', 'Pupil Profiles', all IEPs and reports, as well as the 'Learning Development list'.

'Pupil Profiles' displayed on Learning Development board in staffroom, distributed to all teachers and HoMs and stuck on pupils' books/on classroom



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walls (as appropriate to pupils' wishes).

'Teacher Profiles' and copies of agency reports available to all staff in the main school office, as well as on the Intranet.

Subject Schemes of Work/Handbooks across the curriculum include a section on differentiation and details of how each department addresses the needs of pupils with SpLD/SEND.

SENCo holds HoD status and meets with HoDs weekly, where SEND issues discussed regularly, as needed.

SENCo involved in writing the College Accessibility Plan, alongside Upper School SENCo.

Regular liaison with Upper School SENCo, including annual transition meeting to discuss Year 8 pupils with SEND transferring to the Upper School.

Consultant's comments

Teaching staff deliver a Quality First teaching approach and are well informed regarding individual needs. Pupil profiles are well used and provide invaluable information, which give pupils a voice in how their needs are met and are used by both staff and pupils.

There is excellent regular communication between the learning support and staff presenting an integrated whole school approach to SpLD.

- e) Number of statemented pupils: 0

Consultant's comments

- f) Types of statemented needs accepted:

Any needs considered, if the pupil meets the criteria set out in the admissions policy

Consultant's comments

The admissions policy outlines how pupils meet the criteria for entry and clarifies the process for parents.

Independent
Schools
only

3. Identification and Assessment

- Criterion 1 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:

All teachers are aware of the referral process if they have any concerns about a pupil's learning, beginning in the Nursery.

Referral forms are available on the Intranet and Google Drive and hard copies can be obtained from the SENCo or in the staffroom.

Referrals may be made by any member of staff or as a result of concerns raised by parents or pupils themselves.

Pupils' needs may have been identified prior to entry to the school and every effort is made to obtain information regarding a pupil's needs on entry, from parents or the feeder school. Pupils are assessed on entry, using INCAS.

All concerns are logged and strategies put in place to support the pupil in the classroom/at home. Further assessment of a pupil's needs is carried out as appropriate to the concern. This will generally be internal assessments initially but the pupil may be referred to external agencies at this stage depending on the nature of the concern.

The SENCo meets at least half-termly with the Assessment Team to look at assessment data and to track pupils' progress, in order to identify any pupil who has not made appropriate progress.

(See SEND policy Appendix 4, section 10, pp 8-13)

Consultant's comments



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

Pupils are assessed prior to entry by updated information being provided to the school. SpLD is not seen as a barrier to entry as part of the admissions process, however the school makes clear what areas of difficulty can be supported and advise parents if the school is not considered to be in the pupils best interests.

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

See above, also:

All concerns are discussed initially with parents and as much information as possible is gathered about the pupil e.g. teachers' comments, assessment information, work scrutiny.

In-class support strategies are discussed and put in place to support the pupil in the classroom at 'Class Support' level. Records are kept of these discussions/strategies, which are then monitored.

After a set period of time (usually half a term or a term), the concerns and in-class strategies put in place are reviewed and a decision is made as to whether a pupil requires additional support through an intervention/withdrawal for 1:1 support. At this stage, an IEP is drawn up, in liaison with teachers and parents and the pupil themselves.

(See SEND policy Appendix 4, section 10, pp 8-13)

Consultant's comments

Action is taken to put in place interventions that are relevant to individual pupils who are not making expected progress. Tracking and review of progress of all pupils ensures that those at risk, through liaison with all involved, monitors the success of interventions.

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

The SENCo/LD team are qualified to undertake a wide variety of internal assessments.

If further clarification of need or support is required, the SENCo may call on a range of private/public external agencies to assess/support the pupil – Educational Psychologists, OTs, physios, Speech Therapists, CAMHS, child psychologists, drama/music therapists, paediatricians, Early Years Inclusion and Portage Service, Parent Support Service.

The SENCo may access the LEA local offer to find appropriate agencies, but also has a list of known/recommended agencies to call upon.

Parents may access agencies themselves and, in this case, every effort is made by the school to liaise with the agency in order to assess and meet the needs of the pupil.

(See SEND policy Appendix 4, section 22, pp 16)

Consultant's comments

There is support given to parents' signposting them to the appropriate agencies for assessment and interventions.

4. Teaching and Learning

4. a) How is the week organised?

The school runs from Monday to Saturday, 8.30am-4.05pm.

Mainstream lessons start at 8.50am, following registration in houses at 8.30am.

Pupils are allowed to arrive in their houses from 8am and can stay until 7pm.

Non-boarders can have 'tea' at school if they wish.

There are 48 mainstream lessons in a week, including 2 afternoons of Games



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

(Wed and Fri).

Lessons are run on a one week timetable.

Lessons are 35-40 minutes long.

There are a huge range of extra-curricular clubs and activities after school and at lunchtimes, including activities specifically offered to pupils with SpLD/SEND e.g. Lego club, 'Move It' club, handwriting clubs, maths workshop, drama therapy, revision workshops.

Consultant's comments

The week is well organised and the house system enables pupils to have a pastoral start to their day. The school has excellent provision for pupils and provides a house for children to begin their day and stay on if needed.

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

The Learning Development department follows the same timings as the main school although some lessons happen before school and during lunchtimes, with the earliest starting at 7.50am.

Learning Development lessons are mainly 1:1 lessons.

There are 5 Learning Development teachers in the unit, each with their own room.

Pupils come out of a range of lessons – the department liaises with parents, staff and pupils to ensure that withdrawal is as least disruptive as possible to the pupils' learning.

Prep is generally set by the mainstream class teachers, with support provided by the LD department in terms of strategies for differentiation of Prep for individual pupils and support for Prep/tests and exams provided within 1:1 lessons, as appropriate.

Pupils with SpLD may have differentiated homework in terms of the task set or amount of time expected to work on Prep, or the level of support given.

Teachers support pupils in writing down their Prep, occasionally writing it for them, checking they have recorded it accurately or providing printed Prep sheets.

Consultant's comments

There is significant support available to pupils to develop independent learning. The aims of the school have encouraged staff behaviours that engender excellent practise, when asked pupils felt they could approach staff to ask for help.

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

- *Curriculum subjects*
- *Literacy support*

In the mainstream lessons, all staff are aware of pupils with SpLD and their needs through the Learning Support List, Teacher Profiles, Pupil Profiles and IEPs. Pupils with SpLD are identified in teachers' planning files and lesson plans. Subject schemes of Work/Handbooks include advice on differentiation for SpLDs. Resources are available for teachers to differentiate for SpLD pupils. LD teachers train and advise mainstream teachers on strategies to use with pupils. ICT support is available – pupils may bring their own devices into school.

All support lessons (literacy and maths) are taught in the Learning Development department (Coach House) on an individual basis and are multisensory, tailored to the needs of each individual child and based on their IEP targets.

The SENCo monitors lesson plans and staff observe each other's lessons on a regular basis.

The SENCo/HoD appraises all staff in the team in line with the appraisal policy.

Criterion
3 & 4



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

Consultant's comments

Ten lessons were observed both in Learning Support and mainstream. There was evidence that the needs of the individual being met through information available to staff via the intranet and importantly through the use of pupil profiling presented and informed by the pupils. Seating arrangements evidenced that careful arrangements are made to ensure that pupils needs are taken into account. The manner in which students were included and supported to learn through their preferred learning styles was also evident. Staff used methods such as 'Phone a Friend' to support peer mentoring and use of resources such as white board sheets to aid the use of multisensory techniques in teaching.

ICT was observed as supporting learning and enabling visual learners to have overlearning of the key elements of the lesson.

The lessons observed in the Learning Support department were of a high standard, tailored to the individual needs of the pupil using appropriate multisensory techniques. Pupils were engaged at all times and lesson objectives were evidenced and checked.

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

IEPs written/reviewed for each pupil with SpLD termly and shared with pupils, parents and teaching staff.

Parents have an opportunity to contribute to the IEP.

Pupils aware of their targets.

IEPs stored centrally on school Intranet for all staff to access.

Please indicate **two examples** enclosed

✓

Consultant's comments

Information regarding IEP's are available and targets are shared and checked, parents are given the opportunity to contribute and there is awareness by staff and pupils of targets.

e) Records and record keeping:

The department uses a range of tests: WRAT and NARA bi-annually to track SpLD pupils, and other tests specific to the assessment needs of the pupil e.g. WRIT, DASH, Woodcock, Lucid: EXACT, Ability, LASS.

INCAS and MidYiS are used for all SpLD and mainstream pupils annually to assess reading, spelling, maths and developed ability.

Consultant's comments

The records kept are used extensively to inform teaching and contribute to the data used to track progress of individual pupils.

Criterion 3

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

Pupils are monitored and reviewed regularly both within the department as well as part of the assessment and monitoring undertaken for the whole school.

There is rigorous tracking of data from assessments which inform the progress of all pupils; with regard to the success and relevance of interventions

Criterion 3

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



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

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	Percentage A* - C	Percentage 5+ A* - C	Percentage 5+ A* - G
Whole School				
SpLD Pupils				

Key Stage 2	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School	56	50/49*	1	49	1	-	-
SpLD Pupils	9	7	0	6	0	-	-

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

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

*English L4+ Reading/SPAG

[Consultant's comments](#)

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

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

The LD Department has a wide selection of varied teaching resources for use in the department and for loan to mainstream teachers.

Differentiated materials are available across the school e.g. differentiated Shakespeare texts.

Books – Dyslexia-Friendly books and Hi-Lo readers are available in the library and Coach House, which has a large stock of age-coded books for loan, including the 'Rapid reading' scheme.

ICT – we subscribe to the 'Lexia Core 5' literacy programme and 'Rapid Reading' online programme, which pupils can access from home and in lessons. We also have 'Reading Booster' on the school computers and 'Kidspiration' mapping software.

[Consultant's comments](#)

The department has relevant and well-used resources available both for use during sessions as well as for home access during the year. Individual lessons take place in accommodation that has appropriate resources for multisensory learning, the rooms are on the first floor of a building within the main grounds.



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

Criterion 5.2	<p>b) ICT:</p> <p>We have two Computing Suites, a 3D printer and two trolleys of iPads. We also have a Music Suite and Studio, and a DT suite. Science have a mini suite. The Library also have a mini Suite. The entire College is networked and WIFI throughout. PCs and projectors in each classroom and technology used where appropriate. Extensive software lists. All pupils learn touch typing.</p> <p>Consultant's comments</p> <p>The school is well resourced with ICT suites as well as the use of ICT in classrooms on relevant tasks. A balanced use of these resources was evident.</p>
Criterion 5.3	<p>c) Details of access (special examination) arrangements requested and made for SpLD pupils:</p> <p>Access arrangements are applied for in Year 6 for SATs tests and in Year 7 and 8 for internal examinations. See 'Learning Development List' (Appendix 7) for list of pupils with Exam Concessions. These are also detailed centrally on SIMS for all staff to access.</p> <p>Consultant's comments</p>
Criterion 5.4	<p>d) Library:</p> <p>Pupils with SpLD have a quick-read section, which includes books by publishers who specialise in dyslexia friendly titles (such as Barrington Stoke), as well as access to the main library stock which contains a range of books for all abilities and interests. Books with CDs are available. E-Books and audiobooks can now be downloaded onto devices using our extensive Overdrive library which is bring created with SEN students in mind. It has abridged and high grade reading materials, including graphic novel versions of works studied in English as well as other popular titles. Individualised approach to encouraging a love of reading – SEN staff bring pupils for one-to-one Library sessions.</p> <p>Consultant's comments</p> <p>The library is an outstanding resource and used widely by pupils. It fosters use of literacy through effectively targeting the pupils by multisensory methods to support their engagement with a wide variety of texts.</p>

6. Details of Learning Support Provision

DU 6.3	<p>6. a) Role of the Learning Support Department within the school:</p> <p>The Learning Development department plays a central role in the school, supporting pupils, parents and staff e.g. providing/recommending resources; providing training and information on SEND and a variety of SpLD. Information on individual pupils is disseminated to all mainstream teaching and support staff, as appropriate. LD staff meet regularly with mainstream teachers, HOMs and mentors to discuss individuals' needs, at least termly with the pupils' English/maths teachers to review IEP targets, as appropriate. All LD staff are mentors and have duties in the houses; some teach in the mainstream school and all undertake roles and responsibilities of a</p>
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mainstream teacher as required by their job descriptions.
The SENCo/HoD oversees provision of SEND throughout the whole Prep school, including in the Nursery/EYFS and Y1-3.

Consultant's comments

The Department has an integral role in the school, observations of dissemination of information to staff was evident. The SENCo/HoD has developed a seamless approach where it is clear that pupils with SpLD are understood and have a voice regarding their learning through the information provided.

Ongoing review of programmes for pupils and communication with teachers was observed, lessons showed a clear engagement of all pupils with learning needs.

DU 6.5 & 6.6

b) Organisation of the Learning Centre or equivalent:

The LD department is the whole top floor of a separate building which is part of and in close proximity to the main school campus. There is access to a computer suite (6 PCs) and teaching room with IWB, on the ground floor, in the EAL department. There is a department staff/resources room, with a photocopier and phone, and staff toilets.

The department runs on the same timetable as the main school, with lessons also running before school and occasionally in lunchtimes, where appropriate, to minimise disruption to the pupils' mainstream lessons where possible.

Head of Department/SENCo has allocated time in the week to coordinate SEND provision and to assess/observe pupils 1:1 or in class, across the Prep school. There is direct phone access to the SENCo's room.

Team of 5 specialist teachers working in the department, 3 of whom also have other teaching roles within the school part-time – English, music, maths, games and EAL. All teachers have their own room with PC/printer.

Consultant's comments

The department is well resourced, the rooms are on the first floor of the building via stairs. There is currently ongoing work regarding access to the building.

DU 6.6

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

Yes, the SENCo is Head of the Learning Development department across the Prep school Nursery-Y8, and has input into curriculum design and delivery through weekly HODs meetings and regular meetings with members of the SLT in both schools.

Consultant's comments

The HoD is clearly valued and has input through regular meetings with SLT in both schools; enabling a well prepared transition for the individual pupils.

d) Supporting documentation, please indicate enclosed:

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

7. Staffing and Staff Development

Criterion 7 7. a) Qualifications, date, awarding body and experience of all learning support staff:

Details of staff qualifications were provided at the time of application, names and specifics are not published to protect the identity of individuals.



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

DU 7.4	Consultant's comments Staff are all well qualified and experienced, delivering excellent multisensory lessons with appropriate use of ICT as an integrated part of their learning.
MS Only	c) Are the majority of lessons within the Unit taught by those having nationally recognised qualifications in the teaching of SpLD pupils? (Exceptionally, an experienced teacher undergoing training may be sufficient.) Yes, see above The SENCo also holds the DfES-recognised 'SENCo accreditation'
Criterion 4	f) Whole school staff development in relation to Dyslexia Awareness and Inclusion strategies e.g. IDP (Inclusion Development Programme): 2015-16: Dyslexia Awareness Weeks annually, including talks to pupils and information disseminated to staff/parents. Dyspraxia Awareness Week – information disseminated to staff. Planned ADHD Awareness training for the Lent term. Departmental CPD: 3 members of the team attended the TES SEN show in October The SENCo attended the ISC SEN conference in November Consultant's comments 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? The staff demonstrated through observation that they showed excellent ability to meet the needs of SpLD pupils within their departments.

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: Families confidently spoke about the excellent resources and activities within the school, especially those relating to sport. Staff were identified as being supportive, developing confidence through listening and responding to individual needs. The use of houses enables communication between the school and families creating a structure of the day to support their development.
	b) For completion by consultants only: SpLD pupils' responses regarding their experience of the school and teachers: The pupils are confident in their skills and mindful of how support helps them to develop independence in their learning. They also highlighted that staff respond to individual need, giving the pupils a sense of being valued and supported to develop within the school. They expressed that staff met their learning needs and commented on the commitment of individual teachers to developing their understanding and confidence in their learning. They expressed their enjoyment of school and the opportunities and facilities relating to sport.



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Report Summary

For completion by consultants only:

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

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

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

Criteria	DU
6. Specific to the Category of School or Centre: -	
6.3 A Unit or Centre providing specialist tuition on a small group or individual basis, within the school environment.	Yes
6.5 The Unit or Centre is adequately resourced, under the management of a senior specialist teacher, who co-ordinates the work of other specialist teachers.	Yes
6.6 The Head of Unit will have Head of Department status, and must have an input into curriculum design and delivery.	Yes
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.	Yes
7.4 The majority of lessons in the Unit or Centre to be taught by those having nationally recognised qualifications in the teaching of SpLD pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher undergoing training satisfies this criterion.	Yes

Summary of Report including whether acceptance is recommended:

The school both meets and exceeds the criteria for re-registration and provide an environment where pupils with SpLD are encouraged to build on their strengths whilst being supported to address their weaknesses. The school has a focus on engendering pupils who are confident learners.