



Council for the Registration of Schools Teaching Dyslexic Pupils

Danes Hill School

Registration – Category DU

1. *Date of visit:* 26th September 2013
 2. *Name of Consultant(s):* John Lewis

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Danes Hill School Leatherhead Road Oxshott Surrey KT22 0JG Tel: 01372 842509 Fax: 01372 844452 Email: lel@daneshill.surrey.sch.uk Web: www.daneshillschool.co.uk	Rural	488 boys 376 girls	Dysc Dysl Dysp ADD P&S	IAPS
	Ind Day	Ages 3-13		
Comments: Danes Hill School aims to encourage each child to develop their full potential and become articulate, confident individuals with a desire for learning ready to take on the challenges for the next stage of their education and life beyond, The additional specialist support given to those pupils with learning needs enables them to take full advantage of all that is on offer				

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.*

Old Post House,
 Castle St,
 Whittington,
 Shropshire,
 SY11 4DF
 Tel: (free phone) 0845 601 5013
 Or 01691 655783
 Website: www.credited.org.uk
 Email: admin@credited.org.uk



3. a) **Name and address of school:** Danes Hill School
Leatherhead Road
Oxshott
Surrey KT22 0JG
Tel: 01372 842509
Fax: 01372 844452
Email: lel@daneshill.surrey.sch.uk
Web: www.daneshillschool.co.uk
- b) **Name and qualifications of Head/Principal, with title used:**
Name: William Murdock
Title (e.g. Principal): Headmaster
Qualifications: B.A. Hons
Awarding body: Queen's University, Belfast
Consultant's comments: Mr. Murdock has been Headmaster at Danes Hill since January 2007. He is committed to the education of children of all abilities including those with special educational needs and provides strong support to the Learning Support provision.
- c) **Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:**
Name: Laraine Erhlanderr-Lawrence
Title (e.g. SENCO): Director of Learning Support
Consultant's comments: Mrs Erhlanderr-Lawrence is a member of the school's senior leadership team. She has vast knowledge and experience in the field of specific learning difficulties as well as other areas of special educational needs. She is an ISI Inspector, a member of the ISC SEN group and represents IAPS.
- d) **Head/Principal's telephone number if different from above:**
Tel: 01372 842346
- e) **Unit/Senior SpLD teacher's telephone number:**
Tel: 01372 842509 ext 241



Background and General Information

4. a) **Recent inspections:**

CReSTeD 27th May 2010, ISI
October 2009

Consultant's comments: he ISI inspection carried out in 2009 concluded that Danes Hill gave its pupils a rich educational experience enabling children of all abilities and interests to find success and achieve good levels of attainment. The report emphasised how their educational experience was greatly enhanced by the considerable benefit they received from the range and the quality of the extra-curricular activities on offer and to the high level of support and good teaching given to the pupils by staff.

The Inspectors found that the comprehensive information provided by the learning support specialists gives the teachers ample information to influence the way they teach pupils of all abilities. They found that many teachers use the information well so that the needs of all pupils are met. Children with learning difficulties reach good levels of attainment and make good progress in lessons.

An ISI inspection took place from 11th to 14th June 2013 and was published shortly before the CReSTeD visit. Again, it found that Danes Hill was extremely successful in meeting its aims, providing pupils with a wealth of opportunities to discover and develop their talents and become well founded and self assured individuals.

The inspectors judged the pupils' personal development, pastoral care, the quality of governance and leadership, the quality of pupils' achievement, the contribution of teaching and the contribution of the curriculum and extra curricular activities to be excellent. The report highlighted the relationships between pupils and staff and amongst the pupils as consistently outstanding.

The report also stated that pupils with special educational needs make rapid progress because of the excellent work of the SEND department. The inspectors also reported that all staff are aware of planning for children with special needs through regular monitoring of individual education plans. They found that Danes Hill has an excellent policy to improve the educational access of all ages with SEND and had seen this in practice throughout the school.

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b) **Current membership (e.g. HMC, ISA etc.):** IAPS

c) **Department of Education Registration Number:** 936/6272

d) **Numbers, sex and age of pupils:**

		Total	SpLD (Dyslexia)	Accepted age range
Day:	Boys:	488	56*	3-13
	Girls:	376	31*	3-13
Boarding:	Boys:	0	0	0
	Girls:	0	0	0
Overall total:		864	87* on current tuition register	

Consultant's comments: The number of children on the tuition register reflects the thorough assessment procedures carried out at the school. Pupil numbers are similar to those at the last CReSTeD visit three years ago.



e) **Class sizes – mainstream:**

Consultant's comments: The class sizes ran from approximately twenty to group sizes of less than 10. Teaching groups containing children with special needs are often supported by a second teacher or support assistant.

f) **Class sizes - special needs:** na

h) **For completion by consultants only: Pastoral care arrangements, as relevant to SpLD (dyslexia) students, based on Ofsted/ISI report:** *The ISI report, following the inspection in 2009, found the quality of pastoral care of pupils has clear strengths and the staff care effectively for the pupils' well being and development. It found that the ready availability of guidance and active support from the learning support staff provides a valuable resource on which staff can draw as required.*

The 2013 inspection judged the pastoral care to be excellent with the pupils appreciating the very high level of care they receive throughout their time at the school.



Staffing and Staff Development

DSP, SPS,
DU 7;
SC, WS 18;
MS 21

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

Details of all staff qualifications received at time of application, deleted to protect individual privacy.

Consultant's comments: The Learning Support staff are appropriately qualified with a range of teaching experiences at Danes Hill and in other settings.

DU 14

- e) **Are the majority of lessons within the Unit taught by those having nationally recognised qualifications in the teaching of Dyslexic (SpLD) pupils? (Exceptionally, an experienced teacher undergoing training may be sufficient.)** Yes

Consultant's comments: All teachers working in the unit have nationally recognised qualifications.



Policy and Philosophy with Regard to Dyslexic (SpLD) Pupils

Criteria 1
& 2

6. a) **Policy statement with regard to dyslexic (SpLD) pupils including:**
- **Identification and assessment**
 - **Support for policy from Senior Management Team**
 - **Support for policy from governors**

Copies of appropriate policies were supplied at time of application.

Consultant's comments: The staff and governors are committed to providing an appropriate education for children with dyslexia.

- b) **Admission policy / selection criteria:** See Admissions Policy.
The Director of LS liaises with the Registrar over prospective pupils with known SEND. The parents are then given an appointment to meet with the Director of LS to discuss the needs of their child, expectations and aspirations of provision. The children are then invited to spend a 'taster day' at Danes Hill or an observation morning at Bevendean. At Danes Hill all prospective pupils are given tests devised by the Head of English and the Head of Mathematics. The results of these are used to guide setting once the children enrol. For the SEND children their progress throughout the day is noted and the Director of LS looks at the evidence, which is gathered for guidance of provision. This is then discussed with the Headmaster. A form is sent to the current school asking for further information. The observation notes for the children at Bevendean are sent to the Registrar. When all the information has been compiled and discussions taken place a decision is then made on provision by the the Headmaster.

Consultant's comments: The school has a thorough admissions policy with careful consideration given to children with special needs. The aim of the policy is to ensure each child will cope and thrive at Danes Hill and, with reasonable adjustment, his or her needs can be met.

Criterion 3

- c) **Give specific examples of the whole school response to dyslexia (SpLD):** The Director of LSC organises an annual INSET for colleagues from surrounding schools and staff from the main site and Bevendean. Staff show good interest and ideas are followed through. The 2013 LSC INSET was given by Professor Rhona Stanthorpe, Oxford University, on writing skills. This was entitled 'Righting Writing' and covered 'getting ideas onto paper'. This was well supported. An immediate follow-up by the Director of LSC in liaison with staff was the distribution of electronic bookmarks for all pupils in Year 5 to help them develop their understanding of vocabulary when reading and for writing tasks. A recent LSC INSET has covered reading difficulties and the difference between language difficulties and those of pupils with specific learning difficulties. This was given by Professor Kate Nation, Oxford University. This was followed up by the introduction of YARC as a more comprehensive reading test for tracking reading skills in LSC and for assessing pupils of concern. This was welcomed by staff for giving more information to guide the formation of reading groups.

Staff are made aware of the dyslexic pupils they teach. They receive a list of the pupils they teach who attend LSC along with a note of the lessons they see them in. For all these pupils named there is an IEP on the LSC



Sharepoint. Staff print out their own copies and then work with the individual member of the LSC staff over the needs of their named pupils. There has always been good liaison between LSC staff and teaching staff.

Year group discussions take place following screening e.g. the LSC Skills Quiz Year 2 and 3 and INCAS in Year 3 and 4. The individual pupil profiles, learning needs and styles are discussed so that staff are able to meet needs through informed differentiation in lessons.

Consultant's comments: The success of the provision for pupils with dyslexia, along with other special needs, is due to high quality tuition from the Learning Support Staff, lesson planning and delivery incorporating the comprehensive information and advice from the Learning Support Department and a willingness from all staff to meet the needs of children of all abilities.



School Organisation

7. a) **How is the week organised?** See time allocated to subjects on the Academic documentation attached. The following times are set out for the range of age groups within the school:

Transition:

Reception: 8.35-3.25 with daily language and numeracy activities.

Year 1 8.25-3.25 with daily literacy and numeracy lessons.

Lower School (Y2 & 3) 8.15 - 3.20 with a non-compulsory activity programme after school. 11 lessons.

Middle School (Y4&5) 8.15-4.00 12 lessons.

Upper School (Y6-8) 8.15-4.35 13 lessons.

The Lower and Middle School children have English and maths in the mornings and these lessons may be later in the day for the older children. This enables specialist staff to work with the younger children - there are 7 sets across most year groups. Lunch times and breaktimes are at different times across the school and are organised according to the section of the school the children are in. The Upper School children have lunch after the younger ones. They often stay for after school activities and their day is longer.

Consultant's comments: The length of the school day and the timing of the lessons appears to match the ages and abilities of the pupils. The school's extensive grounds, including playing fields, outdoor play equipment and all weather areas enables the children to spend unstructured times engaged in a variety of activities. Many clubs take place at lunch times and after school.

- b) **Details of arrangements for dyslexic (SpLD) pupils, including prep / homework:** All SEND pupils are given prep differentiated for their needs. The LSC staff set prep assignments over holidays when agreed with parents. No prep is set on a daily basis for LSC pupils as this might overburden them.

Consultant's comments: The homework policy works well for dyslexic pupils. The holiday assignments help to ensure progress continues to be made when the children are not in school and is fully supported by the parents.

DU 13

- c) **Does the Head of Unit have Head of Department status and input into curriculum design and delivery?** The Director of LS liaises with the Head of English over the delivery of literacy skills, spelling in particular. The Director of LS is also a member of the Reading Committee along with the Head of English.

Consultant's comments: The Director of LS is a member of the Senior Management Team ensuring that pupils with learning difficulties have a high profile in the school..



Identification and Assessment

Criterion 1
DSP &
SPS 6

8. a) **Give details of how you identify pupils in your school who have or are at risk of dyslexia (SpLD), and when this takes place in the admissions process:** Children are referred to the Director of LS by staff and parents for assessment. Specific referral forms are used to help identify areas of need. Referrals can arise as a result of concern in the classroom or from screening assessments from whole year groups such as INCAS, variations in cognitive profiles, internal subject testing and reading and spelling scores. The Director of LS then carries out a full assessment following concerns expressed by staff and includes any known assessment results.

Consultant's comments: The school has thorough policies and procedures in place to ensure there is early identification of children with a special educational need.

- b) **Give details of what action you take when children are identified as at risk of dyslexia (SpLD) from screening:** Following further individual assessment the Director of LS writes a report and informs staff and parents. The Director of LS, relevant staff and parents can then meet and the necessary intervention can be planned. This might involve individual lessons and/or additional skills groups such as vocabulary, fine motor, gross motor, reading or visual skills.

Consultant's comments: The school has a wide range of teaching groups helping to ensure each child's needs are met.

- c) **Give details of how children in your school can access a full assessment for dyslexia (SpLD):** The children can be referred at any time by staff or their parents where concerns arise. If referral to an Educational Psychologist, OT or a SaLT is deemed necessary every effort is made to accommodate that specialist to see the child on the premises. Referral is made for sensory, emotional and behavioural difficulties to a range of specialists known to the school.

Consultant's comments: Danes Hill has good links with outside specialists. The school has the necessary expertise in school to carry out assessments for issues relating to specific learning difficulties.



Teaching and Learning

Criterion 3,
MS & DU
12; MS &
SC 17; MS
& WS 19

9. a) **Lesson preparation and delivery to meet the needs of dyslexic (SpLD) pupils for:**

- **Curriculum subjects**
- **Literacy support**

To support SEN children maths and English is set across the school. LSC staff teach the special sets in the Lower School (Years 2 and 3). The staff teaching these subjects in other years liaise with LSC staff over the pupils.

Consultant's comments: All lessons observed were well planned and differentiated. Staff showed excellent knowledge and understanding of the needs of pupils with special needs. Children were keen to ask and answer questions and demonstrate their knowledge and understanding in all classes. The excellent relationships between teachers and students was evident throughout the school.

- b) **Use of IEP's:** IEPs are produced every term for SEND pupils currently attending the LSC. They are stored on the LSC Sharepoint for staff information and a list of all pupils taught by individual members of staff are sent to them personally to enable them to know the difficulties arising in their pupils. All staff are informed regardless of subject.

Consultant's comments: The IEPs are used extensively to ensure the needs of pupils with specific learning difficulties are met. They contain all the necessary information needed when planning lessons and have clear, appropriate targets.

- c) **Records and record keeping:** The LSC Sharepoint includes information on all individual assessments; current IEPs,; access arrangements; the SEND register listing all provision. SIMS has ongoing information of all assessments taken across the school. The LSC testing of reading and spelling can also be found on SIMS for tracking purposes.

Consultant's comments: A wealth of information is available to staff on the LSC Sharepoint. This includes reports from outside agencies and professionals with permission being obtained from parents before it is made available on the Sharepoint. The high quality of the information provided to all members of staff is a major strength of the LSC department. .

- f) **Any other relevant information, e.g. details of any other examinations taken, Reading and Spelling age assessments:** Reading and spelling is tested throughout the school in the Autumn Term and the results are attached.

Consultant's comments: Pupils are regularly screened and the information obtained is used for future planning for individual children as well as to inform future whole school planning.



- g) **Details of access (special examination) arrangements requested and made for dyslexic (SpLD) pupils:** Access arrangements are organised by the Director of LS using the guidelines from QCA. A list of all eligible pupils in the school are listed on the LSC Sharepoint and updated for exams.

Consultant's comments: All appropriate access arrangements are made.

- h) *For completion by consultants only: **Dyslexic (SpLD) pupils' responses regarding their school and teachers:** A group of articulate and engaging pupils discussed life at Danes Hill for approximately twenty minutes during break. It was clear that they were all very happy at Danes Hill and one boy, who had only been at the school for three weeks, described how he had quickly settled in thanks to the care of the staff and pupils. They found the length of the school day and the amount of homework set manageable. They were very appreciative of the additional lessons they had with members of the Learning Support Staff and only wished they could be given more.*



Facilities and Equipment for Access to Teaching of Dyslexic (SpLD) Pupils

10. a) **General resources for teaching dyslexic (SpLD) pupils:**

Consultant's comments: A broad range of teaching resources was available in the departments visited.

- b) **Library:** The range of books available in the Library is wide ranging and selected to cover all pupil needs. Care is taken to include books chosen with relevant font size and coloured paper for ease of reading. Some pupils are involved in the ordering of books. There is a library lesson weekly during an English lesson for the majority of children and those with reading difficulties can be helped in their choices of books suitable for their level of interest and reading skills.

Consultant's comments: The vibrant and well used library is one of the key area of the school, managed enthusiastically and skillfully by the librarian. It is resourced for pupils with a wide range of interests and abilities. It was a hive of activity on the day of the visit.

- c) **ICT:** All LSC staff use ipads and interactive software for lessons.

Consultant's comments: The school has "state of the art" computer rooms along with ICT in many teaching areas.

DU 10 & 11

- d) **Learning Centre:** The Learning Centre is located in the main building next to the staffroom. This is useful for staff liaison and the children feel that it is prestigious. The Director of LS meets parents in a dedicated room. Staff also have meetings over children and the location helps them discuss the children in a relaxed atmosphere which aids support. There is an additional location for teaching EAL pupils and this is well resourced. The Learning Centre has a large room for the LSC staff to teach individual pupils. Groups are taught in the Director of LS's room. The resources are centralised for access to LSC staff and staff needing ideas for their lesson planning.

Consultant's comments: The Centre is well equipped with appropriate resources and teaching materials. The central location of the department reflects the high status of the work carried out by the LSC staff. The main teaching room can be busy when several staff and pupils are using it. However the mutual support and sharing of ideas in the teaching space can be of great value.



Statement of Special Educational Needs

11. a) **School policy:** To ensure that needs can be met before taking a child and that the child will be able to benefit from what is on offer. The school strives to accommodate all children and careful planning and discussion with parents are considered essential to ensure the well-being of the child.

Consultant's comments: The school has staff with experience of obtaining and managing statements of special educational needs.

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- b) **Types of stated needs accepted:** Physical needs can usually be catered for and consideration is given to the individual prior to starting. Currently there are three children with mobility difficulties. A statement has also been given to a child with significant visual difficulties and albinism.

Consultant's comments: The school can provide for stated pupils with a wide range of special educational needs.

- c) **Number of stated pupils:** 2 at present and 2 being sought.

Consultant's comments:



Parents' Feelings About the School, in Particular, its Response to Dyslexic (SpLD) Pupils

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12. Schools should provide, with the documentation, a list of the names of all known dyslexic (SpLD) pupils in the school. From this the consultant will select 12 names and schools will be asked to contact the parents (CReSTeD will provide an explanatory letter) for their permission to give their phone numbers to the consultant. The consultant will then contact 6 of these parents before the visit takes place to discuss their feelings about the school.

For completion by consultants only: **Parent Contacts:** The parents contacted reiterated the views expressed in the recent ISI pre-inspection report stating that they were very satisfied with the education provided and the quality of communications with the school.

All parents stated that their child was very happy at Danes Hill and thrived in the school environment. The excellent communication between school and home was also highlighted by the parents with one saying how she looked forward to reading the weekly news letter from the school giving a flavour of what was happening at that time. They all commented about the high level of organisation that resulted in the school being run very smoothly.

All parents were full of praise for the work carried out by the Learning Support Department. They highlighted the quality of teaching provided and the attention to detail when giving information, guidance and strategies to all members of staff through IEPs and by other means. One parent, whose child had only been at the school for 3 weeks, was impressed and grateful that all information about her son's special needs was already being acted upon by all his teachers.

All the parents spoken to praised all aspects of Danes Hill.



14. *For completion by consultants only: **Summary of Report including whether acceptance is recommended:** Danes Hill is an inclusive school providing for the full range of abilities including children with specific learning difficulties and other special educational needs. Dyslexic pupils thrive in the school with their needs being met by a talented team of Learning Support staff, well informed and committed subject teachers, excellent pastoral care and very good relationships between staff and pupils and amongst the children themselves. The school fulfills all the criteria to continue as a "DU" category school on the CReSTeD register.*

In October 2013 the CReSTeD Council agreed an update to the criteria, the application for re-registration was completed prior to the new criteria's publication. To help parents review the information contained in this report the criteria as it applied is shown below:-

Consultant to tick relevant boxes when criteria are observed to have been met:	
Criteria	DU
1. The school implements a thorough and rigorous process for identifying dyslexic (SpLD) children.	<input checked="" type="checkbox"/>
2. The Senior Management Team and Governors fully support the provision for dyslexic (SpLD) pupils.	<input checked="" type="checkbox"/>
3. The impact of the provision for dyslexic (SpLD) pupils is measurable.	<input checked="" type="checkbox"/>
7. The Head of Learning Support (or equivalent) should normally hold a nationally recognised qualification for the teaching of dyslexic (SpLD) pupils.	<input checked="" type="checkbox"/>
10. The school has a designated Unit or Centre that provides specialist tuition on a small group or individual basis.	<input checked="" type="checkbox"/>
11. The Unit or Centre is adequately resourced, under the management of a senior specialist teacher, who co-ordinates the work of other specialist teachers.	<input checked="" type="checkbox"/>
12. There is an awareness by all members of staff of the necessity to adjust their teaching to meet the needs of dyslexic (SpLD) pupils and this is evident across the curriculum.	<input checked="" type="checkbox"/>
13. The Head of Unit or Centre will have Head of Department status, and must have an input into curriculum design and delivery.	<input checked="" type="checkbox"/>
14. The majority of lessons in the Unit or Centre to be taught by those having nationally recognised qualifications in the teaching of dyslexic (SpLD) pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher undergoing training satisfies this criterion.	<input checked="" type="checkbox"/>

plied is shown below:-