



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

The Dyslexia Teaching Centre Registration Category TC – Teaching Centre

Date of visit:	9 th May 2016
Name of Consultant(s):	Fay D Cookson

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
The Dyslexia Teaching Centre , 23 Kensington Square London W8 5HN Tel: 020 7361 4790 Fax: Email: info@dyslexiateachingcentre.co.uk Web: www.dyslexiateachingcentre.co.uk	Central London	boys and girls	Dysl, Dysc, Dysp, ADD, ADHD, P&S	BDA PATOSS
	Ind Day	Ages 4 -18+		Support to school curriculum
Inspection Reports	CRESTeD			
Comments: A busy teaching and assessment centre in the heart of London, the Dyslexia Teaching Centre provides highly qualified, specialist support for children and adults of all ages, enabling individuals to acquire the skills needed for success in education, the workplace and everyday life				

Please note:

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

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

Centre Details			
Name of Centre:	The Dyslexia Teaching Centre		
Address of Centre:	23 Kensington Square London W8 5HN		
Telephone:	020 7361 4790	Fax:	
Email:	info@dyslexiateachingcentre.co.uk		
Website:	www.dyslexiatechingcentre.co.uk		

Name and qualifications of Principal, with title used:	
Name:	Mrs Joanna Petty
Title (e.g. Principal):	Director
Principal's telephone number if different from above:	
Qualifications:	DI Dip SPLD
Awarding body:	Dyslexia Institute
Consultant's comments	
Joanna Petty is a charismatic leader, with extensive knowledge and experience. Her drive, energy and understanding of learning differences combine to create an excellent environment, where teaching and learning take place effectively.	

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.

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1. Background and General Information

- b) Average number of students by age range:

Over 18:	Male:	13
	Female:	22
Under 18:	Boys:	36
	Girls:	37
Overall total:		110

Consultant's comments

The Teaching Centre has the expertise and resources to cater for a wide range of ages and needs.

- e) Group sizes for under 18's One to one lessons

Consultant's comments

1:1 sessions are the norm at the Teaching Centre and are an ideal way to address individual learning styles and abilities. Small group sessions for Touch-typing and Handwriting are provided and there is a Saturday morning Reading Club.

- f) For completion by consultants only: Pastoral care arrangements

The utmost care and attention is given to the holistic needs of the students, whose individual profiles and background are well known to the teaching staff. A careful, sympathetic approach to each one is evident. Referral for counselling is available should it be necessary.

- h) Please supply the following documentation:

- i. **Marketing material**, including staff list, please tick to indicate copy enclosed ✓
or provide link to view reports via the internet
- ii. **Quality Assurance documentation**, please tick to indicate copy enclosed ✓
or provide link to view reports via the internet
- iii. **Details of Fees**, please tick to indicate copy enclosed ✓
or provide link to view information via the internet

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the centre

Since its foundation in 1978, the Dyslexia Teaching Centre has provided specialised teaching for dyslexic children and adults. Without any government funding the centre operates a bursary scheme, The London Dyslexia Initiative, offering dyslexic pupils in five state primary schools lessons in Literacy.

Consultant's comments

The Dyslexia Teaching Centre has provided specialist help for students with learning differences for more than thirty eight years. It is a respected Centre

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Criteria
1 & 2

- of excellence giving help not just to those who are financially able to access its services but also providing bursaries for those who would otherwise be unable to take advantage of the specialist tuition.
- b) Please tick to indicate copy of **Staff Handbook (SH)** enclosed ✓
- c) **If not within SH**, please enclose copies of **policy statement(s) with regard to SpLD pupils** outlining:
- i. **Admissions Policy/Selection Criteria** see SH/enclosed/see below
 - ii. **Identification and assessment** see SH/enclosed/see below

Consultant's comments

The Handbook is thorough and policies provided are clearly set out, useful documents. The admissions procedure is available on the Centre's informative website. Parents of prospective students are invited to visit, followed by a visit from the student. Assessments in English and Maths will take place and reports are requested from schools. Some pupils will have been assessed previously by an Educational Psychologist and some will either be referred for assessment or assessed at the Centre.

- f) Types of specific learning difficulties supported:
Dyslexia, dyspraxia, dyscalculia and ADD/ADHD.

Consultant's comments

The wide range of experience and expertise available at the Centre ensures that students with the above mentioned range of learning needs and differences are well supported.

3. Teaching and Learning

Criterion
3 & 4

3. a) How is the week organised?

Pupils have individual lessons throughout the day either at the centre or, for the majority of the pupils on bursaries, at their school.

Consultant's comments

The arrangements for students allow for sessions to take place within the Centre or school, during the school day, after school hours or on a Saturday morning. This flexibility is suitable for all age ranges.

- b) Details of arrangements for pupils under 18, including homework:
Homework is set when appropriate

Consultant's comments

The 1:1 lessons are carefully arranged to fit in with school timetables. Home tasks may be given at the discretion of the tutors, to reinforce skills being taught and to consolidate learning.

- c) Lesson preparation and delivery to meet the needs of under 18's:
- *Curriculum subjects*
 - *Literacy support*

Individual lessons are offered in Literacy and Numeracy.
In addition group sessions are offered teaching Handwriting and Touch Typing.

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Consultant's comments

The Centre works closely with parents, schools and colleges to ensure that relevant curriculum support is given. Teachers are able to support Literacy and Numeracy and subject support is given where necessary.

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

We do not do IEPs. Please see pupil notes enclosed.

Please tick to indicate **two examples** enclosed

Yes

Consultant's comments

Individual planning is carried out within the Centre, taking school generated targets into consideration.

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

The history of provision for all pupils is thorough and chronicles the tailor-made programmes of learning and the positive impact these have on the pupils. Progression is shown by improved levels of literacy and numeracy.

- e) Records and record keeping:

Lesson plans and records are kept. Written reports are done termly.

Consultant's comments

Record keeping is excellent.

- e) Impact of provision – assessment summary

Consultant's comments

The information provided to parents and schools is invaluable. Parents are welcome in the Centre and can discuss strategies and progress. Regular progress checks are carried out and the results are made available in written form. A quote from one local school where Centre Specialists carry out 1:1 tuition states *'It's not just about The Dyslexia Teaching Centre undertaking specialist tuition with our children. It's about building relationships and communication with parents, staff and pupils so that everyone knows what is expected to enable children to make accelerated progress.'*

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

Consultant's comments

Records of standardised tests show that pupils make excellent and, in some cases, exceptional progress.

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

- Criterion 5.1 4. a) General resources for teaching SpLD pupils:

We have a wide selection of resources

Consultant's comments

Resources in the Centre are very good.

Criterion 5.2

- b) ICT:

We have a computer in each teaching room and a dedicated computer room.

Consultant's comments

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Criterion 5.3	c)	<p>Good use is made of IT during lessons where necessary. The computer room is a valuable resource and used for regular Touch-Typing classes.</p> <p>Details of access (special examination) arrangements requested and made for SpLD pupils: Not applicable Consultant's comments N/A</p>
Criterion 5.4	d)	<p>Library: Not applicable Consultant's comments Reading material, suited to all reading ages and interest levels, is available in the Centre.</p>

5. Details of Learning Support Provision

TC 6.1 /6.4	5. a)	<p>Role of the centre: To assess and teach people with specific learning difficulties. Consultant's comments The Centre is a well-established and respected resource in the local community and beyond. It is outstanding in the way it meets the needs of individuals with learning differences and works with a number of schools and colleges to enhance SEND provision.</p>									
TC 6.5 & 6.7	b)	<p>Organisation of the Learning Centre: Qualified tutors with experience of special needs provide individual lessons. Consultant's comments Individual lessons are delivered by a multi-disciplinary team of highly qualified specialists. Under Joanna Petty's excellent leadership the team provides a comfortable, welcoming learning environment.</p>									
	d)	<p>Supporting documentation, please tick to indicate enclosed:</p> <table border="0"> <tr> <td>iii.</td> <td>Safeguarding policy (or equivalent) enclosed</td> <td>✓</td> </tr> <tr> <td>iv.</td> <td>Daily Timetable</td> <td>✓</td> </tr> <tr> <td>v.</td> <td>List of SpLD pupils in centre</td> <td>✓</td> </tr> </table>	iii.	Safeguarding policy (or equivalent) enclosed	✓	iv.	Daily Timetable	✓	v.	List of SpLD pupils in centre	✓
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v.	List of SpLD pupils in centre	✓									

6. Staffing and Staff Development

Criterion 7	6. a)	<p>Qualifications, date, awarding body and experience of all learning support staff: Please see staff list. Consultant's comments The range of suitable, specialist qualifications held by the multi-disciplinary team is impressive.</p>
DU/TC 7.4	c)	<p>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.</p>

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Criterion 4	<p>Consultant's comments</p> <p>The Team holds a range of excellent, specialist qualifications.</p> <p>g) For completion by consultants only: Do all observed members of staff demonstrate the ability to meet the needs of SpLD pupils?</p> <p>A number of 1:1 lessons were observed, including one physiotherapy session. The good rapport between teachers and pupils was evident. The lessons were well prepared, relevant to age and need and teaching and learning was seen to be taking place throughout. The pupils were fully engaged with the activities presented and given opportunities to make choices and to record their work in a variety of ways. Most importantly, the lessons were fun and full of good humour. This was multi-sensory teaching at its best.</p>
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7. The experience of parents & pupils regarding the centre, in particular, its response to SpLD pupils

7. a) Centres should provide, with the supporting documentation, a list of the names of all known SpLD pupils (under 18). 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 centre.

For completion by consultants only: Parent Contacts:

Parents spoken to were full of praise for the Dyslexia Teaching Centre. One, who has had three children taught at The Centre, felt 'incredibly lucky' as this had made 'a real difference'. Teachers were described as 'kind and fun'. Children were 'never labelled' but equipped with skills needed to enhance their learning. The Saturday Reading Club, Touch Typing Classes and Handwriting classes were much appreciated. Communication with teachers was described as 'easy' and parents felt well supported. They and the schools attended by their children are kept fully informed by The Centre and good advice is always given. Parents reported that lessons are well paced, with good content and that pupils are 'never bored.' One mother described The Centre as 'excellent' and that 'it has changed her daughter, so that she now enjoys learning.' Parents felt that lessons are 'good value for money'. In summing up the Centre, one parent simply added 'I love it!'

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

A number of pupils spoken to, including one adult student, were unanimous in describing the Teaching Centre as a comfortable place, where they enjoy learning. They were able to explain what strategies they were being taught and reported that they can take these back to school to help them in lessons. All the pupils spoken to love coming to The Centre, like their teachers and described lessons as fun. An adult MA student felt that she would not have finished her degree without the input and support of her tutor.

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.

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

Criteria	TC
6. Specific to the Category of School or Centre: -	
6.1 The school/centre is established primarily to teach pupils with SpLD which may include other difficulties.	√
6.4 A Unit or Centre providing specialist tuition on a small group or individual basis, independent of the school environment.	√
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.	√
6.7 The Centre is organised by a qualified teacher who designs both content and delivery of teaching materials and lessons.	√
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.	√
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.	√
7.2 The teacher in charge should hold a nationally recognised qualification for the teaching of SpLD pupils. Exceptions may only be allowed after special reference to the Council.	√
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.	√

Report Summary

Summary of Report including whether acceptance is recommended:

The Dyslexia Teaching Centre, established in 1978, is held in high regard for the specialist input it has long provided for pupils with learning differences. The welcoming environment of The Teaching Centre, situated in an oasis in Kensington Square, with its friendly reception desk, bright, well-equipped teaching areas, computer suite, physiotherapy studio and office facilities, offers an ideal situation for 1:1 and small group sessions. The Centre is well known and respected for the work it carries out in local schools and it is hoped this may be expanded in the future. These lessons are mainly funded by The Centre through a bursary scheme, The London Dyslexia Initiative. All comments received about the Centre from parents, pupils and schools were positive. Joanne Petty and her team of experts are an inspiration and are to be congratulated on providing effective, specialist help for those who may otherwise be unable to reach their full potential. Acceptance of this facility, in the CReSTeD Teaching Centre (TC) category, is fully recommended.