



Council for the Registration of Schools Teaching Dyslexic Pupils

Ercall Wood Technology College

Registration – Category DU

1. *Date of visit:* 21st May 2014
 2. *Name of Consultant(s):* Helen Farley

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Ercall Wood Technology College Golf Links Lane Wellington Telford Shropshire TF1 2DT Tel: 01952 387300 Fax: 01952 387301 Email: admin@admin.ercall-online.co.uk Website: www.ercall-online.co.uk	Town	319 boys 257 girls	Dysc Dysl Dysp ADD P&S	
	LA	Ages: 11- 16		GCSE BTEC
Comments: Ercall Wood has a well established provision for meeting needs of students with dyslexia and associated learning difficulties. The school has a strong commitment to meeting the needs of students with a full range of special needs in a mainstream setting				

Please note:

- *Throughout this report details that 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.*

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3. a) **Name and address of school:** Ercall Wood hadewqErcall Wood Technology College
Golf Links Lane
Wellington
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TF1 2DT
- Tel: 01952 387300
Fax: 01952 387301
Email: admin@admin.ercall-online.co.uk
Web: www.ercall-online.co.uk
- b) **Name and qualifications of Head/Principal, with title used:**
- Name: Chay Davis
Title (e.g. Principal): Head Teacher
Qualifications: BSC (Hons) PGCE, NPHQ
Awarding body: Southampton University
- Consultant's comments: Chay Davis has a holistic approach to education and is committed to the success of all pupils in the school; celebrating their individual strengths whilst developing areas of weakness in learning.*
- c) **Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:**
- Name: Amanda Simmons
Title (e.g. SENCO): SENCO
Qualifications: SENCO Award
Awarding body: Worcester University
- Consultant's comments: Amanda Simmons is well qualified and has wide experience in the role. All support is well targeted and interventions are well planned and monitored under her guidance.*



Background and General Information

4. a) **Recent inspections:** [Ofsted Reports](#)

Consultant's comments: The majority of disabled students and those who have special educational needs are making good progress in all years, given their starting points. This is because their education and welfare at the school is delivered by a well-qualified and well-led team who identify needs early and offer the right kind of support.' (Ofsted Report, 24-25th October 2013)

c) **Department of Education Registration Number:** 123595

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

		Total	SpLD (Dyslexia)	Accepted age range
Day:	Boys:	319	24	11-16
	Girls:	257	10	11-16
Boarding:	Boys:			
	Girls:			
Overall total:		576	34	

Consultant's comments:

e) **Class sizes – mainstream:** 12-28

Consultant's comments: All classes are set by ability. The deployment of TA support is well targeted and reviewed by the management team.

f) **Class sizes - special needs:** 3-11

Consultant's comments: The special educational needs groups follow set intervention programmes that are organised, targeted and delivered by well trained HLTAs.

h) **For completion by consultants only: Pastoral care arrangements, as relevant to SpLD (dyslexia) students, based on Ofsted/ISI report:** *The school received 'Good' in relation to the behaviours and safety of students. Ofsted identified that students say'....they feel safe and that they get on very well together.'*



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 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 staff receive ongoing training in all aspects of special educational needs, their knowledge is up-to-date and relevant.

MS 20

b) **Staff development and in-service training of learning support staff within last 18 months:**

All Staff:

Understanding EAL

ASD

Hydrocephalus

Phonics – Cracking the Code

Child Protection

Teaching Staff

Kagan x 3 sessions

SISRA & Data Tracking

Target Setting

Feed Forward – positive feedback to students

Tracking and Progress

Middle Leaders Development

100 minute lesson planning

Raise Online

Consultant's comments: The programme of CPD shows an ongoing commitment to the development of staff to ensure students needs are known and supported

MS Only

g) **Whole school staff development in relation to Dyslexia Awareness and Inclusion strategies e.g. IDP (Inclusion Development Programme):**

The whole staff attended a 2 hour INSET specifically relating to dyslexia in 2010. Since then all staff new to the school receive similar training as part of their induction to Ercall Wood.

Consultant's comments: The school is committed to ensuring that the staff know their students and are able to work within the QTS standards, therefore aiming to meet the needs of all students within the classroom.



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**
1. *Regular meetings with Line Manager, Deputy Head – discuss at visit*
 2. *In line with Telford and Wrekin Local Authority policy*
<http://www.telford.gov.uk/admissions>

Consultant's comments: There is a commitment from the Senior Leadership and governing body to ensure that all pupils needs are supported. It has been recognised by Ofsted that under Chay Davis' leadership there is a trend of improving standards.

- b) **Admission policy / selection criteria: [Telford and Wrekin Council admission policies](#)**

Consultant's comments: Ercall Wood is smaller than an average sized secondary school. The proportion of students who have special educational needs is average, those with statements of special education needs is above average.

Criterion 3

- c) **Give specific examples of the whole school response to dyslexia (SpLD):**

Intervention programmes, designed to develop pupils' literacy skills, are delivered to targeted groups. This includes:

- "Dockside", designed for pupils working below level 4
- Miskin, a fresh start in Literacy and language skills.
- In addition pupils in lower ability groups take additional literacy and numeracy lessons instead of studying a modern foreign language.
- Lexia – online reading programme to develop reading.
- Some children with SpLD and other literacy and numeracy difficulties are withdrawn from mainstream classes and taught English and Maths in small groups in the Learning Support Department.
- Pupils with dyslexia can be extracted from agreed subjects (e.g German, Music) to be given additional support.
- A homework club takes place after school in the LS department to give individual help to children with SpLD.
- Students being tested by subject teachers can be withdrawn by a teaching assistant to have questions read to them and have other appropriate help.
- Some dyslexic students take one fewer option in KS4 in order to receive extra support in LS department.
- A range of college courses are available to KS4 students
- External examinations other than GCSEs are offered to students with SEN.
- Voice recognition programmes are taught to dyslexic students.
- Use of techniques such as mind mapping and alternative ways of recording information is common across the curriculum.
- On- line teaching programmes are widely used to supplement teaching.



Consultant's comments: A progress and monitoring system is in place which each subject teacher completes following grade assessment for all students. This provides clear guidance and support to improve progress. The system enables those with special educational needs to be monitored for academic progress, the document highlights those who are operating above average, on track, or below expected levels. If they are identified as below an action/intervention sheet is completed for the individual which identifies a specific intervention strategies to try with a pupil for example: Check resources are fit for purpose - do they enhance learning. At the next assessment either the pupil is moved into the 'on track' column or HoD support will provide the next level of intervention which would be to review student work books - to be done as part of - SL core duties. In addition the deployment of LSAs is reviewed at each assessment point to provide targeted support to aid progress.



School Organisation

7. a) How is the week organised?

Each day consists of 3 one hundred minute lessons operated over a 2 week timetable. In addition, on several occasions each year, the timetable is collapsed to allow PSHE and STEM (Science, Technology, Engineering and Mathematics) days to take place.

Consultant's comments: Lessons are taught in 100 minute blocks and organised over a two week period.

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

All homework is suitably differentiated and appropriate to the teaching set the student is in. The school offers a supervised homework club held each weekday. Children with special educational needs, in needs of a close level of support, can attend the Learning Support Department on 2 evenings a week. Children with statements of special educational needs and some pupils at school action plus have a "Key Worker" who will monitor and support homework along with helping the student with other issues.

Consultant's comments: Work is regularly set, if there is any difficulty the support department is able to give advice and guidance to aid completion.



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 with severe specific difficulties are taught by staff in the LS department instead of being in mainstream classes

- Students can be withdrawn to follow individual programmes to address specific problems from a variety of subjects
- Children with milder problems have individual arrangements made for them e.g to follow touch typing program

Consultant's comments: Screening is undertaken routinely and pupils identified may be seen by a specialist Teacher assessor to provide more detailed information of any special educational need.

- b) **Give details of what action you take when children are identified as at risk of dyslexia (SpLD) from screening:**

A more detailed assessment may take place followed by a provision map being written and distributed to all members of staff.

One or more of the following interventions are available and may be implemented:-

Individual or small group tuition from one of the teaching HLTAs in the Learning Support Department

Extraction from a MFL to follow a literacy programme

Individual tuition during tutor time

Individual tuition immediately after school

Dockside (Reading intervention programme)

Lexia – reading intervention - online

Consultant's comments: Referral to specialist teacher and full involvement of parents/caregivers, and all those involved with the student within the school setting.

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

Most students with moderate to severe dyslexia will usually have been thoroughly assessed by one of the Local Authority LSATs (Learning Support Advisory Teachers) during Key Stage 1 or 2. The school's specialist teacher will carry out thorough assessments when appropriate. As part of the statutory assessment process an LSAT will also carry out an assessment. Should a parent wish for a private assessment the school will arrange this using outside expertise, for example Bangor University.

Consultant's comments: The school employs a specialist teacher assessor to give detailed assessment and reporting to ensure that any difficulties can be addressed.



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**

All lessons, both mainstream and in the Learning Support department, are planned in line with the Ofsted framework. Lesson planning includes sections on differentiation, use of teaching assistant and provision for pupils with SEN. It is the school policy that all lessons begin with a starter (introductory or warm up activity) and end with a plenary. Staff are encouraged to use Kagan cooperative learning activities to support students with working with peers.

Consultant's comments: The school is implementing 'Visible Learning' as a way of structuring learning to enable students to clearly know what steps are required in any lesson to make sound progress.

b) **Use of IEP's:** These are now known as Provision Maps and are written for all pupils on the special needs register.

An initial Provision Map will be written for pupils transferring from KS2. This is available at the start of the Autumn term.

All provision maps and other information is available to staff on the intranet along with guidelines for meeting the needs of students with a range of difficulties in the mainstream classroom. When a new or amended Provision Map is written it is also e-mailed to all staff.

Consultant's comments: IEPs are incorporated into provision mapping to ensure that the information about students are easily accessible for all staff. Clear targets are recorded which are then monitored by both the support department and subject teachers.

c) **Records and record keeping:** All records relating to a child's special needs are maintained in the Learning Support Department. More general records are kept in the pastoral offices. Test results, relating to literacy and numeracy are recorded on the school's intranet as well as in the individual pupil files in the Learning Support area.

Consultant's comments: There is detailed, clear records available for all staff to ensure that progress is monitored over time.

Criterion 3

d) **For comment by consultants only: Two case studies of dyslexic pupils (proforma provided to Heads for use if required)** It is clear that each student is appropriately assessed, information for staff is helpful and gives strategies to support individuals effectively. Interventions to improve literacy and numeracy show use of relevant resources including software solutions. Monitoring of progress is evident through re assessment and resetting of targets to maintain progression.



Criterion 3

e) **Impact of provision – assessment summary** (only fill in the Key Stages relevant to your school):

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	151	92.1	78	98.7
Dyslexic (SpLD) Pupils	9	100	77.7	100

f) **Any other relevant information, e.g. details of any other examinations taken, Reading and Spelling age assessments:**

All students study and take BTEC Science, OCR ICT or BCS DigitalCre8or. (The above GCSE figures include the equivalent GCSE passes for these subjects).

Entry level qualifications are studied for by pupils not able to cope access GCSE levels. The SENCo, in line with whole school policies tracks the progress of all SEN pupils and informs colleagues about students who may need additional intervention.

53.6% of this cohort achieved 5 or more GCSEs including English and Maths.

Consultant's comments: Individual provision maps clearly identify all tests administered in a grid format which records data throughout the key stages. The tests used are current and relevant to the needs of the students.

g) **Details of access (special examination) arrangements requested and made for dyslexic (SpLD) pupils:** All candidates requiring access arrangements are assessed during year 9 or at the beginning of year 10. The school obtains approval for a reader, additional time and a scribe each year. In addition word-processors, prompts and supervised rest-breaks are regularly used.

Consultant's comments: The school employ a specialist teacher assessor who makes all the necessary recommendations with regard to the JCQ regulations for students within the school.

h) **For completion by consultants only: Dyslexic (SpLD) pupils' responses regarding their school and teachers:**

The students enjoy attending their school and feel safe and supported.

Teachers were singled out as giving support and help beyond what students expected.

They praised the teaching and help they received in the support department and enjoyed the 'open door' approach to help them with their school life.

They commented that the 90 minute lessons worked well with practical subjects but less well in lessons such as maths, english and history.

All were looking forward to the facilities in the new school building, which will be in September 2014. When asked what might improve their experience in school the only request was for a swimming pool.



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

10. a) **General resources for teaching dyslexic (SpLD) pupils:** The department consists of 6 teaching room of various sizes along with 2 administration offices. The new school, to be opened in September 2014, will have a similar sized accomodation
The Learning Support Department uses a number of programmes specifically designed for dyslexic pupils including Alpha to Omega, Units of Sound, Lifeboats, Toe by Toe, Lexia and the department's own highly structured programme.
Consultant's comments: The resources used are varied, appropriate and up to date. The school is moving into a new purpose-built site in September. There is wide use of software solutions to improve reading, spelling and mathematics.
- b) **Library:** The library contains resources suitable for a wide range of ages and abilities. The Learning Support Department is well resourced with reading and reference books suitable for children with literacy difficulties.
Consultant's comments: The school is moving to a new purpose-built site with excellent space and resources for learning.
- c) **ICT:** Ercall Wood is a specialist technology college meaning a great emphasis is placed on the use of technology across the curriculum. The Learning Support Department uses a wide range of programmes to assist in developing literacy, numeracy and other skills for children with special needs.
Consultant's comments: The school is moving to a new purpose-built site with excellent ICT solutions.



Statement of Special Educational Needs

11. a) **School policy:**

Our overall objectives for SEN students is the same as for all Ercall Wood students: that they should achieve their maximum potential by taking full advantage of all the appropriate learning experiences available to them.

In order for this to happen the college believes that confidence and self-esteem are fundamental requirements in SEN students and that the ethos of the college should be geared to achieve this.

The college also gives a high priority to students needing the necessary specialist tuition for them to reach a level of competency in literacy and numeracy to help them gain access to educational opportunities and a range of employment throughout their lives.

We aim to make our SEN students' education at Ercall Wood to be a happy and rewarding time. Personal qualities such as a good work ethic, the ability to work in a team, and respect for others are as important for them as for the rest of our students. The college expects high standards from all its students and aims to value their work and achievements at every level. The staff will endeavour to ensure that work is at the appropriate level and challenging for each individual student.

Consultant's comments: The school meets the requirements of the Equalities Act 2010 and The SEN Code of Practice.

c) **Number of statemented pupils: 39**

Consultant's comments:



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

Maintained
Schools only

12. Schools should provide, with the documentation, a list of the names dyslexic (SpLD) pupils in the school: 3 from each year group. 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:** Parents where, without question, in support of the school and feel that the interventions put in place for their children are successful. The focus of the school on the holistic nature of learning and the need to be 'happy' are in tune with what they wish for their children, there was much praise for the headteacher and the ethos of the school. Communication and access to information were identified by all as strength of the school.



14. *For completion by consultants only: **Summary of Report including whether acceptance is recommended:** All categories for re-registration are met with the school providing well for pupils with special educational needs; as identified in the Ofsted report October 2013. It is further acknowledged by the report of October 2013 that the school has a trend of improving standards. There is a new school building for September 2014 and this will provide excellent facilities in a purpose built facility. The measurement of progress is rigorous for pupils with special educational needs and interventions are targeted with regular monitoring.*

The school meets the criteria to be re registered as MS.

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		MS
1	The school implements a thorough and rigorous process for identifying dyslexic (SpLD) children.	Y
2	The Senior Management Team and Governors fully support the provision for dyslexic (SpLD) pupils.	Y
3	The impact of the provision for dyslexic (SpLD) pupils is measurable.	Y
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.	Y
17	There is awareness and support by other members of staff of the needs of dyslexic (SpLD) pupils.	Y
19	There is provision for individualised lessons on a withdrawal basis, and these staff communicate with mainstream teachers regarding the dyslexic (SpLD) pupils.	Y
20	The teaching assistants responsible for in-class support have received specific training in dyslexia (SpLD) and will continue to receive regular Continuous Professional Development in supporting dyslexic pupils.	Y
21	There is either a Dyslexia (SpLD) <u>specialist</u> teacher in the school or the school uses specialist support and advice as needed.	Y