



Administrator: Liz Crossley
 CReSTeD, Helen Arkell Dyslexia Centre, Arkell Lane, Farnham, Surrey, GU10 3BL
 Email: admin@crested.org.uk

Re-registration Application Form Category DU – Dyslexia Unit

Date of visit:

Monday 8th May 2017

Name of Consultant(s):

Laraine Erhanderr-Lawrence

School Contact Details	Location/ status	Student Details	Special Needs	Assoc/ exams
Kingswood House School 56 West Hill Epsom Surrey KT19 8LG Tel: 01372 723590 Fax: 01372 749081 Email: office@kingswoodhouse.org Web: www.kingswoodhouse.org	Urban Rural	201 boys Ages 3–16	Dysc Dysl Dysp ADD P&S	IAPS ISC
	Ind Day	4 girls Ages 3-7		Common Entrance GCSE and Entry Level Certificates
Comments: Boys prep school, with a specialist dyslexia unit, feeding major public schools in the area.				

Please note:

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

School Details

Name of school: Kingswood House School
Address of school: 56 West Hill, Epsom, Surrey, KT19 8LG
Telephone: 01372 746594 Fax:
Email: office@kingswoodhouse.org
Website: www.kingswoodhouse.org

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

Name: Peter Brooks
Title (e.g. Principal): Headmaster
Head/Principal's telephone number if different from above:
Qualifications: Cert. Ed, 1975, Surrey
B. Ed Hons, 1989, Surrey
M.A, London 1992
Awarding body: Surrey, Surrey, London

Consultant's comments

Mr Peter Brooks has been in his current role since 1994, originally joining the school in 1975. He will be retiring at the end of the academic year 2016-7. He has successfully pioneered the vision that the school 'believes that every pupil is entitled to a rigorous and inspiring learning environment, with teaching tailored to how they learn best'.

The new Headmaster elect, Mr Duncan Murphy BA Hons(Sheffield), MEd(Buckingham), FRSA, FCMI, FColIT, is currently Head of Preparatory, Claremont Fan Court School and will be joining the staff in September 2017 and is working in tandem with Peter to ensure the smooth transition of the school in the next academic year.

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

Name: Janet Edmondson (Pre-Prep & Prep) / Christina O'Regan (Senior School)
Title (e.g. SENCO): Both are SENCOs. Janet is trained as a Speech and Language Therapist with Christina trained as a specialist teacher and assessor.
Telephone number if different from above: 01372 746594
Qualifications: Janet: BSc Speech Therapy, RCSLT, HCPC, Advanced Diploma in Managing the Role of the SENCO.
Christina: B.A. (Hons) Modern Arts, QTLS, RSA Dip SpLD, APC, Member of Dyslexia Guild and Patoss, QTLS, studying for NaSENCO.
Awarding body: Janet; Ulster Polytechnic, University of Worcester.
Christina: Kingston Polytechnic, Middlesex University.

Consultant's comments

The SENCOs hold a comprehensive range of specialist qualifications which ensure that they are able to provide an excellent insight into the individual needs and management of the pupils in the context of the school.

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1. Background and General Information

1. a)	Dep't of Education Registration No.:	9366026			
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range	
	Day:	Boys:	201	89	3-14 years.
		Girls:	4		3-7 years
	Boarding:	Boys:	N/A		
		Girls:	N/A		
	Overall total:		205	89	

Consultant's comments

The school has predominantly boys on role, although girls are on role until 7 years old. There has been a small increase in pupil numbers from the 182 recorded at the time of the last CReSTeD visit on 30th April 2014. The number pupils receiving support for specific learning difficulties has almost trebled during that time. The 2014 reporting gave numbers specifically on pupils diagnosed as dyslexic.

c)	Class sizes – mainstream:	3-17
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Consultant's comments

Class sizes confirmed during visit.

d)	Class sizes – learning support:	1-4
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Consultant's comments

Group size confirmed during visit. Arrangements for class and group sizes help to individualise teaching.

e)	For completion by consultants only: Pastoral care arrangements, as relevant to SpLD students, based on Ofsted/ISI report:
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The last ISI Report, 2014, stated that 'the school listens to and responds extremely well to the pupils' views. It refers to the school council as providing an opportunity for pupils to have a voice in influencing provision in the school. It concludes that 'the school successfully meets the aim to help children develop self-worth and maturity so that they are well equipped to deal with their next stage of education'. The systems in place to encourage good behaviour and recognition of personal effort comprehensively 'take into account pupils' specific difficulties and disabilities'. Pastoral care arrangements are promoted through excellent communication systems and thorough record keeping thus ensuring a high level of support for individual needs.

Independent Schools only

f)	Current membership (e.g. HMC, ISA etc.):	IAPS, ISC, CReSTeD
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Consultant's comments

Kingswood House School is a mainstream independent school for pupils aged from 2 to 16. The memberships are very useful and appropriate. The school is regularly inspected by ISI (Independent Schools Inspectorate).

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	Information received

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- separate item). Please indicate copy enclosed
or provide link to view reports via the internet
- ii. **Recent Inspection reports**, please indicate copy enclosed Information received
- or provide link to view reports via the internet
- iii. **Details of Fees and compulsory extras for SpLD pupils** (if applicable), please indicate copy enclosed Information received
- or provide link to view information via the internet

Consultant's comments

Fees for individual tuition in the Study Centre 2016-2017 are set for support with dyslexia and maths. Fees are charged for Occupational Therapy and Speech and Language Therapy which are provided on an individual or group basis. A scale of fees is charged for Learning Support Assistants related to the frequency of support provided. Additionally, charges are rendered on Termly Review Meetings, Annual Review Meetings and termly administration. Assessments and re-assessments with reports are charged as are the individually devised Home Programme/Sensory Diets devised by the Occupational Therapists. The fees structure is set out clearly and any fees levied are agreed with parents/ carers in advance.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria 1 & 2

2. a) Aims and philosophy of the whole school

It is the aim of Kingswood House to provide a positive learning environment and appropriate and continuous support for boys (and girls from 3 – 7 years of age), with Specific Learning Difficulties.

It is the aim of the whole school to provide appropriate and continuous support for boys with Specific Learning Difficulties. The school has regard to the Code of Practice in the Identification and assessment of Special Educational Needs and Disabilities.

The governor with responsibility for SEN is familiar with the school having worked in the Study Centre as a tutor. She is currently a specialist tutor of one of the local independent secondary schools to which some of our boys move onto. There is close collaboration between the Head teacher, senior management team, SENCo and parents in the early identification and subsequent provision of pupils with additional educational needs.

Consultant's comments

The school has a well-organised and established approach to the identification and provision for SpLD pupils.

Criteria 1 & 2

- b) Please indicate copy of the whole school **Staff Handbook (SH)** Information received enclosed
- 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** Information received
- ii. **Support for policy from Senior Management Team** Information received
- iii. **Support for policy from governors** Information received
- iv. **Admissions Policy/Selection Criteria** Information received

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v. **Identification and assessment**

Information received

Consultant's comments

Kingswood House School policy for SEND (includes EYFS) is comprehensive and sets out: the aims within the context of the school; identification, assessment and provision for SEND pupils; roles and responsibilities; curriculum entitlement; financial entitlement; complaints procedure and links to services and schools. It is regularly updated. Support is based in their large Learning Support Unit named 'The Study Centre', and is led by the two SENCOs: one leading provision for the Prep School and one for the Senior School. Staffing levels are generous within The Study Centre and staff hold a wide range of relevant qualifications. The staffing levels enable approximately half of all pupils on role access to specialist support either within the classroom and/or The Study Centre.

The aims of the Admissions Policy are embedded within the SEND Policy and state that 'pupils with SEND are welcomed to the school as the school values each child and endeavours to meet the needs of all its pupils through inclusive practice'. There may be some circumstances in which the school feels that it lacks the specialist facilities to meet the needs of the proposed incoming pupil and a discussion would then take place to that effect with parents.

The school has a comprehensive structure of support to ensure whole school inclusion of SpLD learners. The Link Governor with responsibility for SEND has a long association with the school and with one of the Independent Secondary Schools in the area. She is experienced in working with SEND pupils in schools in the area.

Criterion 4

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

Every child with a SpLD has an individual Profile which gives clear, detailed information. This together with the information on the SpLD list help to inform teaching. Every child in the school has termly targets. Each child receiving support in the Study Centre has a termly Programme of Study which details the additional specialist support plan. These programmes of study are shared with teaching staff and parents.

There is continuous liaison between staff, the SENCO, Speech and Language Therapists, Occupational Therapist and specialist literacy and maths tutors seeking to identify as early as possible any difficulties and in providing appropriate provision to meet the child's needs.

The Speech and Language and Occupational Therapist work on site and along with the specialist tutors involve the Learning Support Assistants in their sessions so that strategies can be transferred to the school environment.

School classes are less than 18 pupils and teachers take into account the specific needs of each pupil and adapt lessons to meet the range of needs. Learning Support Assistants work in class and in the playground to support and implement strategies.

The whole school have termly INSET, workshops and training. Recent topics have included: mindfulness, 'Nessy' training, Sensory Processing (for staff and parents)

The SENCO and Senior school SENCO oversee access arrangements for exams, including arrangements for boys who require extra time, readers and/or scribes. Laptop concession is also applied.

Children giving cause for concern are discussed at regular staff meetings. The SENCO meets with the teaching staff for a weekly staff meeting and meets with the Senior Leadership team at least once a term to discuss

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provision and future development plans for meeting the needs of children with SpLD.

Consultant's comments

The procedures in place and organised liaison amongst staff, external agencies enable an effective whole school approach to working with SpLD pupils. The ongoing CPD is geared to increasing SEN awareness and skills of staff. The response to SpLD learners is in place from identification on admission through to exams with well-thought out access arrangements where necessary.

- e) Number of statemented pupils: 17 with Education, Health and Care Plan and one pupil with a Statement of Special Educational Needs.

Consultant's comments

The pupils with either an EHCP or a Statement range from Year 4-8. The SEND Register has very useful notes on their identified clusters of difficulties and their provision, plus notes on their Access Arrangements for exams. The register runs from Year 1-9. Currently Year 7 has a larger number of pupils with EHCPs than other year groups. There are currently 120 pupils described on the SpLD Register.

Independent Schools only

- f) Types of statemented needs accepted: Dyslexia, Language disorder, Developmental co-ordination disorders, Autistic Spectrum disorders.

Consultant's comments

The above needs are well catered for. Some pupils have additional complex medical needs.

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 children are screened prior to school entry by the SENCo when they attend for a ‘taster day.’

This involves screening of literacy, maths, visual and memory skills including standardised and informal testing.

All children visiting and prior to entry are requested to share existing professional reports.

Consultant's comments

Prospective pupils meet the SENCo for an informal chat and 1:1 assessment on their ‘taster day’. Using this approach, the school seeks to ensure a comprehensive knowledge of the nature of the learning needs of their new pupils.

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

Assessment results on entry along with existing reports are discussed with parents. Recommendations for additional provision or further assessment are agreed with parents and support is time tabled.

If a teacher raises a concern about a child, he/she will discuss this with the SENCO and then fill out a formal ‘Cause for Concern’ form which is discussed with parents. This then is forwarded to the SENCo. Once permission has been granted by parents an appropriate referral will be made

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to the relevant professional e.g. Educational Psychologist, Speech and Language Therapist, Occupational Therapist etc.
Parents are also able to refer their concerns regarding their child's learning with the class teacher and SENCO.
Details from every professional assessment are added to the pupil profile and a programme of intervention will be put in place.
Profiles are updated termly.

Consultant's comments

Procedures are in place within the school to ensure that all the learning needs of the pupils are continuously examined and revised. Also, parents' concerns are welcomed and discussed to ensure that every pupil is given access to consideration of any difficulties they may be encountering.

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

A referral is made to professionals working within the school i.e. Speech and Language Therapists, Occupational Therapist.
Advice is provided by the SENCOs regarding assessment by external specialists e.g. Educational Psychologists, specialist teachers and Behavioural Optometrists.

Consultant's comments

Both a comprehensive range of external agencies and internal specialists are contacted when a full assessment is deemed necessary and useful.

4. Teaching and Learning

4. a) How is the week organised?

The school works a five day week. Every day starts with registration at 8.30am.
Lessons start at 8.45am. However, on Wednesday, Assembly is from 8.45-9.15am and lessons start at 9.15am.
Each day consists of six 50 minutes periods with one 30 minute lesson/activity at 10.25 on Monday, Tuesday, Thursday and Friday.
On Monday, Tuesday and Thursday, there are also 15 minute Reading periods for Years 5 – 9.
On Friday, House / Divisional Assemblies take place from 2.50 - 3.25pm and this is followed by a 30 minute form period (15 minutes for year 3 and 4).
For Pre-prep, each day there are 3 'blocks' of lesson-time; 9-10am, 11-12am, 1.30-3.30am when school finishes.
Years 5 to 8 finish at 4pm
Years 3 and 4 finish at 3.45pm.

Study Centre lessons are for 35 minutes and timetabled throughout the week.

Consultant's comments

The Study Centre lessons are 35 minutes long and staff liaise over release from lessons. Pupils arrived for lessons in the Study Centre on schedule and the system works well.

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

From Year 3 there are two classes in each year group.
One class in each year group provides a slower pace with opportunities for

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over learning and differentiation. There is movement between classes to accommodate for boys' needs and progress. Homework is set each evening and across the weekend and holidays, increasing in set time spans as the boys progress through the school. Boys can stay at school to undertake their homework in 'Prep' 16.00-17.00, supervised by a member of staff. Homework assignments can be produced in a variety of media according to content. Boys with specific learning difficulties (including dyslexia) can produce word processed written assignments. Younger boys are encouraged to work with an adult at home to produce 'shared writing'. Teachers give details of the homework on 'One Note' and parents can access this. Parents sign the Prep Diary daily. Tutors in the Study centre may give reinforcement and additional tasks for home.

Consultant's comments

The level of differentiation built into year group organisation and prep assignments indicates excellent awareness of individual needs for SpLD pupils.

Criterion
3 & 4

- c) Lesson preparation and delivery to meet the needs of SpLD pupils for:
- *Curriculum subjects*
 - *Literacy support*

Main School: Lessons are planned and delivered within the confines of the schemes of work produced each term incorporating elements of the National Curriculum and the Common Entrance syllabus. At the end of each week a 'retrospective' is completed and submitted to the Headmaster. Lessons are delivered using the Interactive whiteboard where appropriate and are tailored according to need.

Teachers have access to Tutor's and Therapists Programmes of Study on 'Shared Teachers' and the SpLD register which highlights needs, strategies and accommodations. Teachers and pupils set targets in class which are additionally supported in the Study Centre.

Study Centre: Lessons are planned in accordance with the boy's needs and take account of recommendations from assessments, curriculum and day-to-day requirements. Tutors and Therapists have access to the class schemes of work and have opportunities to liaise with the teaching and support staff. Learning Support Assistants attend specialist additional sessions to implement strategies, feedback progress from class along with needs which have been highlighted in class.

Study centre Lessons are delivered in the Study Centre on a withdrawal basis of 1:1 or a small group using multi-sensory approaches.

Consultant's comments

During the visit nine part lessons were observed, seven individual Study Centre lessons and one group Speech and Language session in the Study Centre.

The lessons observed were, without exception, well planned and differentiated to meet individual needs. LSAs were in place supporting individual need where recommended. Subject areas included EYFS literacy for phonics; Year 2 History topic work on castles; Year 3 Mathematics in two groups – one using decimal points in pounds and understanding place value and one for doubling the ingredients to make cakes for a party - the concept of scaling up numbers; Year 4 English based on the 'Kung Fu Panda' interactive punctuation exercises; one Year 5 Science lessons on food chains

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which had links to work in Geography on the concept of cycles (e.g. hydrological) and a Year 7 Science lesson which also had links to Geography and ecosystems. Pupils in the Year 8 History lesson were taking a written test of knowledge on the Spanish Armada in preparation for taking a formal test in the forthcoming CE exam. The class was organized into three sets with LSA access for one group and papers differentiated at two levels of challenge within the class. The instructions to the pupils were clear and a useful vocabulary list provided.

The lessons observed had clear planning with notes on previous learning and cross-curricula links. Each pupil with SEN /EAL was named in the planning and resources for them seen in use during the lesson e.g. wobble cushions, coloured reading line guides, pencil grips, seating position for visually impaired pupils, individualized vocabulary resources.

Pupils were calm, listened well and the attention to individual needs and the humour used by staff were in evidence.

Parts of seven 1:1 lessons were observed in the Study Centre. They included work on literacy, numeracy and speech and language. The teaching spaces were well organized and quiet. Resources were being well used and enjoyed by the pupils. Each pupil was productive and involved in their sessions.

Some practice work was put in a booklet for home use during the speech and language lesson to enable parents to know how to support their child's development in this area. One group lesson was observed for three pupils with language needs. Each had an LSA and the session was led by a SaLT. Each child had language modelled where necessary, they were asked to recall information and offer responses.

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

Individual Programmes of Study are written and delivered by therapists and specialist tutors. These are shared with the teaching staff and parents. These are reviewed termly and outcomes and recommendations discussed at Study Centre parents' evenings.

Pupils with an Education, Health and Care Plan have termly reviews and an Annual review as a multi-disciplinary team meeting including parents.

Please indicate **two examples** enclosed

Information received

Consultant's comments

The examples of Individual Programmes of Study provided were both detailed in terms of areas of concern; formal internal and external assessments to date; current literacy and numeracy levels and entry screening scores. The aims, strategies, resources and outcomes were set out under relevant headings e.g. Reading and Comprehension and Writing. All staff have access to the provision maps for their planning for everyday practice. 1:1 lesson observation showed that the plans were being used with the pupils where relevant in the sessions.

e) Records and record keeping:

Records are kept on the intranet and on file in the Study Centre.

The Head of Studies keeps senior files together with records for all school administered tests, which can also be accessed by staff on the school's network.

A spreadsheet has been developed to monitor the progress of all SpLD pupils.

Tracking takes place throughout the school through on-going formal and

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	<p>informal teacher assessment. Feedback from invigilating staff during internal exams is recorded and kept in the each pupil's file to inform and build a history of need.</p> <p>Consultant's comments</p> <p>The documentation is up to date and stored in the Study Centre. Tracking sheets for pupil progress were made available. The system enables scrutiny by staff of detailed and comprehensive data. Records are kept securely for past pupils.</p>
<p>Criterion 3</p>	<p>f) For comment by consultants only: Review history and provision made for two pupils.</p> <p>Pupil A is 7years 9 months old and in Year 2. His Individual Support Plan shows that he needs an adapted curriculum with a high level of visual support. His support includes Speech and Language therapy and OT support. His plan shows that he is being taught some self-help strategies to problem solve by himself without reliance on adults. His targets from his lessons in The Study Centre are itemised with names of support staff to be made available. His progress is monitored and successes are documented e.g. 'going on trips with the class is not an issue any more'. Progress in literacy is recorded as SSs / name of test and date. Comments from his support staff are very useful guides to staff teaching him e.g. 'he is learning the connections between words' and 'social skills and tone of voice remain an issue'.</p> <p>Pupil B is 13ys old and in Year 8. His transfer in Year 8 is documented with reasons given for the move. An EPR had identified additional areas of difficulty to those known from his early years. The pupil has a range of difficulties and S&L delay. His access arrangements are included on his personal document and appear to be entirely appropriate for his needs. His entry screening results are attached to his document and his behaviour is outlined. Current screening results are also made available. The aims of his intervention are clearly set out along with strategies and resources to be used. Outcomes are comprehensive and show work to address recommendations from the EPR dated to entry at Year 8. The report details interventions for use in the CE exams such as using a scribe successfully. – the pupil has word finding difficulties and finds writing by hand challenging. The recommendations for the term are clearly recorded and show that his Study Centre Programme of Study is regularly reviewed. The pupil has a special arrangement made instead of a modern language and staff are made aware of his programme of work during this time.</p> <p>The older pupil was observed in a 1:1 lesson and the younger pupil in class. Both pupils were being ably supported according to their specific and complex needs, indicating that attention to detail and understanding of their individual profiles was in place.</p> <p>The history and current provision for both pupils given as examples are sufficiently detailed that staff can use the reporting to good effect.</p>
<p>Criterion 3</p>	<p>g) Impact of provision – assessment summary all pupils (only fill in the Key Stages relevant to your school):</p>

A-Level (GCE) and VCE	No. of pupils Years 12 & 13	Number entered	Percentage grade A-E	Average point score per pupil	Average point score per exam entry

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Whole School	N/A				
SpLD Pupils	N/A				

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	N/A			
SpLD Pupils	N/A			

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

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

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

The school follows a series of internal assessment and examination cycles throughout the year. Year 8 pupils sit Common Entrance Examinations in June.

For key stage 4 a range of examinations are offered including GCSE and Entry Level Certificates.

To monitor accuracy, understanding of reading and progress, comprehensive reading tests are administered from Years 2-6; INCAS is used for years 1, 2, 3, 4, 5 and 6 and Accelerated Reader for years 3, 4 and 5. Year 4 also use The Salford Reading scheme. A diagnostic spelling test is administered from Years 2-8 to clarify areas for additional classroom focus or individual needs. MidYIS is used in Years 7 and 9.

The Study Centre assess literacy skills twice yearly to review progress.

Consultant's comments

Assessment is used to inform planning and each pupil has age related assessments set. Results are used for Summer Term handover meetings and to inform staff of progress for examinations. The system is clear and inclusive.

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

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

Main School: Pupils are taught using a variety of methods including Interactive Whiteboards, iPads, text books and specifically created worksheets/books.

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Criterion 5.2	b)	<p>ICT:</p> <p>From early years pupils are able to access iPads and learn skills. All year 9 pupils have individual ipads with one dyslexic student using voice to text. A number of pupils use a laptop as their normal way of working. The study centre use iPads and computer based programmes including 'Nessy' and Dynamo maths. There is an ICT suite on the first floor of the main house. Each class has a timetabled IT period, with some subjects using the suite for research and word processing assignments. Each classroom has an Interactive White board and computer with internet access. A bank of iPads with wireless internet connection is located in 5H for Junior IT lessons/use and in the maths department for Senior school.</p>
		<p>Consultant's comments</p> <p>A wealth of resources is put to good use, both in the classrooms and The Study Centre.</p>
Criterion 5.3	c)	<p>Details of access (special examination) arrangements requested and made for SpLD pupils:</p> <p>There are access arrangements in place from year 3 these include provisions such as prompter, use of scribe, reader, laptop use and extra time. JCQ guidance is used for Common Entrance access arrangements. The Senior school SENCO is qualified as an access arrangements assessor.</p>
		<p>Consultant's comments</p> <p>The school is very well resourced.</p>
Criterion 5.4	d)	<p>Library:</p> <p>The school library is located in the main house adjacent to the English room. The library offers a wide range of fiction and non-fiction books, audio books, DVDs and magazines. Each class has a library period and the library is open for use during lunch breaks.</p>
		<p>Consultant's comments</p> <p>The access arrangements are appropriate to the needs of the pupils described in the SEND Register. The system is well-established and works according to the JCQ guidelines.</p>
		<p>Consultant's comments</p> <p>The Library provides an excellent focus for encouraging reading. Each classroom also has a well-stocked mini library. The library is accessible at lunch-times and this enables full usage across the school.</p>

6. Details of Learning Support Provision

DU 6.3	6. a)	<p>Role of the Learning Support Department within the school:</p> <p>The Learning Support Department (Study Centre) is an integral part of the school. The Study centre assess, advise, plan support and appropriate provision to meet the needs of a range of pupil needs.</p>
		<p>Consultant's comments</p> <p>The Staff Handbook states that, 'the school is small enough to appreciate and consider the needs of the individual, to recognise and challenge their strengths and support their weaknesses'. There is an Able Pupil Co-ordinator and two SENCOs to assist in this aim. As a result, the Learning Support Department is an integral part of the school at all levels. The specialist tutors</p>

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DU 6.5 & 6.6	b) Organisation of the Learning Centre or equivalent:	<p>and therapists liaise closely with classroom staff.</p> <p>The Study Centre is on the top floor of the main school building. The Study Centre is led by 2 SENCO's supported by an office manager. There are dedicated working spaces for the 5 dyslexia tutors, 3 maths tutors, 3 Speech and Language Therapists and an Occupational Therapist. There are also 18 Learning Support Assistants. Each tutor and therapist has a caseload with timetabled lessons.</p>	Information received
		<p>Consultant's comments</p> <p>There is a wealth of collective experience within The Study Centre. The staffing is generous and resources wide ranging from photocopiable exercises through specialist games to individualised ICT equipment.</p>	
DU 6.6	c) Does the Head of Unit have Head of Department status and input into curriculum design and delivery?	<p>The SENCOs are Head of the Study Centre and meet with the Headmaster on a weekly basis. The SENCOs also attend a termly meeting with Senior Leadership team to provide input on curriculum design and future development.</p>	
		<p>Consultant's comments</p> <p>The SENCOs input into curriculum design and delivery is sought on a regular basis through meetings in which they can represent the needs of the pupils on the SEND Register. The Policy for SEND states that responsibilities for SEND pupils are met within the close collaboration of the Head teacher, senior management team and the SENCOs to identify and provide for pupils with significant educational need. The SENCOs collaborate with the Link Governor for SEND and the curriculum co-ordinators so that learning for all pupils is given equal priority and available resources can be used to maximum effect. The SENCO is also responsible for identifying and contributing to the in-service training of staff.</p>	
	d) Supporting documentation, please indicate enclosed:		
	i. SEN Development Plan (or equivalent) enclosed		
	ii. Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff		
	iii. List of known SpLD pupils in school		

7. Staffing and Staff Development

Criterion 7	7. a) Qualifications, date, awarding body and experience of all learning support staff:	<p>Details of staff qualifications were provided at the time of application; names and specifics are not published to protect the identity of individuals.</p>
		<p>Consultant's comments</p> <p>Staff working within The Study Centre are very well and appropriately qualified. The team has considerable expertise in the SEND field.</p>
DU 7.4	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.)	<p>Yes</p>

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

MS Only	f)	Whole school staff development in relation to Dyslexia Awareness and Inclusion strategies e.g. IDP (Inclusion Development Programme): Regular INSET and staff meetings. Introduction of The Dyslexia SpLD Trust as a CPD tool for staff. Consultant's comments The CPD programme showed both incoming speakers and input to all staff from LS staff. A recent presentation by the Study Centre, to which parents were also invited, was on the subject of 'Sensory Integration'. Study Centre staff hold termly meetings reflecting on their own practice and the training and development needs of staff.
Criterion 4	g)	For completion by consultants only: Do all observed members of staff demonstrate the ability to meet the needs of SpLD pupils within their departments? All observed staff catered for the needs of the SpLD pupils in lessons.

8. The experience of parents & pupils regarding the school, in particular, its response to SpLD pupils

Independent Schools only	8. a)	Schools should provide, with the supporting documentation, a list of the names of all known SpLD pupils in the school. CReSTeD will provide an explanatory letter to be sent to parents of all those named informing them of the visit and seeking their permission to give their contact details to the consultant. The consultant will randomly select names from the list to discuss their experiences as parents in relation to the school. For completion by consultants only: Parent Contacts: The parents were unanimous in their support for KHS. They each gave detailed histories of provision, reporting that they had been kept very well informed over every aspect of their child's SEN identification, assessment, review procedure and on-going progress. One parent reported that she is a Primary school teacher and 'really appreciates the high level of expertise that is apparent in the Study Centre'. The parents were well informed over the system in place for SEN children and there were no concerns expressed over fees. One parent described moving her son to KHS as a result of his low self-esteem at school and was very happy to see the 'amazing facilities' on her initial visit and meeting the Headmaster who she thought was 'incredibly caring and interested in her child and his welfare'. In summary, one parent said that they were delighted to 'have found this school which can address our son's specific needs in a positive and highly professional way'. b) For completion by consultants only: SpLD pupils' responses regarding their experience of the school and teachers: Six pupils from Year 2 to Year 9 attended a group meeting to express their views on the school. They were polite and listened to each other. They each felt well supported in lessons and found their Study Centre lessons very helpful. They all felt that they were listened to by staff if they had any anxieties. They were keen to talk about the site and the equipment in their play areas. The eldest pupil had transferred from a larger school and he said that he is more comfortable in his current environment as he has made good friends and that staff give him an appropriate level of help where necessary.
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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)	✓
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	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.	✓
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.	✓
6.6 The Head of Unit will have Head of Department status, and must have an input into curriculum design and delivery.	✓
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.	✓
7.4 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:

Kingswood House School provides in-class support and individual tuition within the centrally located Study Centre. The staff hold a wealth of specialist, nationally recognised, qualifications. The ethos of the school is one in which specific and sometimes complex learning needs are addressed and each pupil is valued for what they can contribute and achieve.

The site is well organised with exceptionally well-designed buildings and play areas. It is a forward-looking establishment and is currently carefully considering the expansion of provision for the older pupils.

The continuation of the applied for category DU is entirely appropriate.