



Council for the Registration of Schools Teaching Dyslexic Pupils

Laidlaw Hall Re-registration Category TC – Teaching Centre

Date of visit:

8/02/18

Name of Consultant(s):

R A McCarthy

School Contact Details	Location/ status	Student Details	Special Needs	Assoc/ exams
Laidlaw Hall Dukes Meadows, Dan Mason Drive, Chiswick, W4 2SH Tel: 020 8487 9517 Fax: Email: support@laidlawhall.co.uk Web: www.laidlawhall.co.uk	Urban in rural location	Boys: 23 day 37 after school	Dysc Dysl Dysp ADD ADHD ASD SALT	
	Ind Day	Girls: 26 day 31 after school		Support to school curriculum

Comments:

Laidlaw Hall is a warm and welcoming place where your child will be supported and nurtured. Children may attend for as little as one hour or as much as full-time and anything in between depending on need and requirement. Our motto is "Caring, Learning, Growing" and this summarises our ethos.

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.*

Centre Details

Name of Centre:	Laidlaw Hall		
Address of Centre:	Dukes Meadows, Dan Mason Drive, Chiswick, W4 2SH		
Telephone:	07919 665415	Fax:	
Email:	support@laidlawhall.co.uk		
Website:	www.laidlawhall.co.uk		

Name and qualifications of Principal, with title used:

Name:	Jane Lort		
Title (e.g. Principal):	Head of Team		
Principal's telephone number if different from above:		As above	
Qualifications:	BA (Hons), PGCE, SpLD Hornsby Certificate, also Professional Development courses: OT, SLT, Dyscalculia (Unicorn)		
Awarding body:	Leeds University, Roehampton University, Hornsby Centre		

Consultant's comments

Mrs Lort is well qualified and experienced. She also has energy and enthusiasm, which is echoed by her team, who work from a basis of knowledge, care and genuine interest in each child's progress.

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1. Background and General Information

- b) Average number of students by age range:

Over 18:	Male:	
	Female:	
Under 18:	Boys:	14 (daytime) 15 (after school)
	Girls:	11 (daytime) 9 (after school)
Overall total:		25 (daytime) 24 (after school)

Consultant's comments

Careful thought and planning ensures that the timetable works well.

- d) Group sizes for under 18's
- Mostly 1:1, occasionally 1:2 or 1:3 where educationally desirable.

Consultant's comments

Mostly one to one lessons were observed, along with a small-group PSHE session.

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

Pastoral care, in its true meaning of providing emotional and spiritual support, is part and parcel of the individual and supportive education that is provided at Laidlaw. The liaison with parents and pupils' schools can also be considered as pastoral care and is detailed and regular. The level of communication between Laidlaw and those who need to be involved is exemplary.

- g) 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

Information Provided

- ii. **Quality Assurance documentation**, please tick to indicate copy enclosed

or provide link to view reports via the internet

Information Provided

- iii. **Details of Fees**, please tick to indicate copy enclosed

or provide link to view information via the internet

Information Provided

Consultant's comments

All the above documentation was observed. Policies are written in a way that is clear, simple and straightforward

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the centre

Our aim is to increase confidence and self-belief by working with our pupils to analyse, explain and demystify real and perceived barriers to learning. We encourage this process of self-discovery to help our students take

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Criteria 1 & 2		responsibility for their learning and fulfil their potential. All of our pupils have individually tailored programmes devised by specialist teachers, drawing upon a range of digital, published and in-house resources. We liaise weekly with parents, primary carers and schools to co-ordinate support and maximise its effectiveness. We encourage and enjoy visits from Teaching Assistants, Class Teachers and SENCOs to share our understanding of a child's needs and offer training and support where required.	
		Consultant's comments	
		There is an awareness of pupils' self-esteem and underlying fear of failure that is considered to be the first barrier to be overcome, before educational support can be effective. Pupils enjoy their lessons and the relationships they develop with their tutors. The time that tutors spend in liaison is a huge part of their commitment to pupils' progress and must be appreciated by the schools they attend as well as by parents and carers.	
	b)	Please tick to indicate copy of Staff Handbook (SH) enclosed	None
	c)	<u>If not within SH</u> , please enclose copies of policy statement(s) with regard to SpLD pupils outlining:	
	i.	Admissions Policy/Selection Criteria	Information provided
	ii.	Identification and assessment	
		Consultant's comments	
		The admissions policy is simple; Laidlaw welcomes any child whose needs can be met. The majority come with difficulties already identified, although the Centre has personnel who are able to assess a range of specific learning needs. (Occupational Therapist, Speech Therapist, Educational Psychologist)	
	g)	Types of specific learning difficulties supported: Dyslexia, Dyscalculia and Dyspraxia (and ADD, ADHD, ASD, SLT and OT difficulties as associated conditions).	
		Consultant's comments	
		Pupils with the range of specific needs given above were observed at Laidlaw, as was support and teaching that was appropriate.	

3. Teaching and Learning

Criterion 3 & 4	3. a)	How is the week organised?	
		Mornings are divided into 3 sessions with an outdoor break. Afternoons are 2 hours long also with a break. Each child has a unique timetable tailored to their needs which can include literacy, numeracy, handwriting and touch-typing as required. See timetable	
		Consultant's comments	
		Putting together such a detailed programme of support and teaching requires an understanding of choreography. It works well, with pupils fully aware of where they should be at any particular time.	
	b)	Details of arrangements for pupils under 18, including homework:	

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	<p>Please see timetable – children attend on a part time basis. We are also legally able to provide four full-time places. Homework is given as a general rule, appropriate to age and needs.</p>
	<p>Consultant's comments</p>
	<p>Children come from a range of backgrounds: some from home-schooling, some for specialist support not available at their mainstream school, some for more general subject teaching as they are involved in the sports programmes at Dukes Meadow Tennis Academy and lessons are scheduled around their tennis commitments. The homework set appears to have been carefully considered for each child in order to foster independence.</p>
<p>Criterion 3 & 4</p>	<p>c) Lesson preparation and delivery to meet the needs of under 18's:</p> <ul style="list-style-type: none"> • Curriculum subjects • Literacy support
	<p>Please see timetable for details. There is a flexible termly plan, and weekly staff meeting to discuss pupils' needs.</p>
	<p>Consultant's comments</p>
	<p>There is no doubt that pupils are considered as individuals with individual needs. This is what drives the timetable.</p>
	<p>d) Use of provision maps/IEP's (or equivalent):</p>
	<p>Two examples attached from our files.</p>
	<p>Please tick to indicate two examples enclosed</p>
	<p style="text-align: right;">Information provided</p>
	<p>Consultant's comments</p>
	<p>Given the range of pupil needs and backgrounds, IEPs are in a format that differ from the 'norm' and are of greater value than a generalised set of targets would be. Instead, a weekly summary of what has been learned or revised (with explanations why) is sent to those who need or want the information (from grandparents to school SENCOs). It includes teaching planned for the following week and provides detailed information.</p>
	<p>e) Records and record keeping:</p>
	<p>Daily progress reports, weekly progress emails to all involved including school and parents – examples from files attached.</p>
	<p>Consultant's comments</p>
	<p>Record keeping is very detailed and informative.</p>
<p>Criterion 3</p>	<p>f) For comment by consultants only: Review history of provision made for two pupils.</p>
	<p>I was lucky enough to meet one of the pupils whose history of provision I received. She clearly enjoyed her lessons and the provision outlined was totally appropriate as well as successful. The other detailed history of provision provided similarly detailed information of teaching provided and progress made.</p>
<p>Criterion 3</p>	<p>g) Impact of provision – assessment summary</p>
	<p>Ongoing assessment and dialogue with parents and school, if applicable.</p>
	<p>Consultant's comments</p>
	<p>The impact of provision is measured in terms of literacy and numeracy development, but is also considered qualitatively in terms of increasing confidence, self-esteem and social skills.</p>
	<p>h) Any other relevant information, e.g. details of any other examinations taken,</p>

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literacy/numeracy assessments:

See attached list of assessment tools.

Consultant's comments

Assessment tools for literacy, numeracy and underlying difficulties are available to tutors. There is currently no demand for evidence for examination access arrangements to be provided, but such a service could be of value to pupils in the future.

One of the tutors is about to take a course for EAAs, and appropriate tests for them will be advised. If such a service were to be offered, further assessment materials would be needed.

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

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

Standard and diagnostic assessments in SLT, literacy and numeracy. OT, SLT, EP provide assessments and ongoing advice. Variety of literacy and numeracy programmes – see attached list of assessment tools.

Consultant's comments

A wide range of teaching programmes, games and materials is available and used.

Criterion 5.2 b) ICT:

Use of laptops by pupils, use of programs including Word Shark and Number Shark, IXL. Touch typing – use of EnglishType.

Consultant's comments

Clicker 6 was also observed in use and was an excellent resource that scaffolded and organised the pupil's work (with the help of the tutor).

Criterion 5.3 c) Details of access (special examination) arrangements requested and made for SpLD pupils:

n/a

Consultant's comments

Criterion 5.4 d) Library:

A continually growing library of books for relevant ages and levels.

Consultant's comments

A good selection of age and interest appropriate books was seen in use.

5. Details of Learning Support Provision

TC 6.1 /6.4 5. a) Role of the centre:

Laidlaw Hall provides part time support embracing specific and intensive literacy and numeracy support, and the wider curriculum where appropriate.

Consultant's comments

Lessons for both were observed: inspirational teaching for GCSE English was observed (and very much enjoyed) by the consultant, as well as a delight of a PSHE session and support lessons for literacy and numeracy that were fun, useful and relevant to future as well as current learning.

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TC
6.5 & 6.7

b) Organisation of the Learning Centre:

Laidlaw Hall is the specialist department of Laidlaw Education, a long established educational consultancy. Laidlaw Hall is a department of our daytime education facility at Dukes Meadows. Within this, we are able to offer subject specific teaching to older dyslexic children up to GCSE and A level if required.

Consultant's comments

It is a unique facility. Initially the centre was set up to provide general education for tennis players who were missing school. The specialist department was begun in reaction to a need for such support and welcomes pupils from a relatively wide area.

d) Supporting documentation, please tick to indicate enclosed:

iii. Safeguarding policy (or equivalent) enclosed

iv. Daily Timetable

v. List of SpLD pupils in centre

Information
provided

6. Staffing and Staff Development

Criterion 7 6. 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

All teachers hold teaching qualifications and the majority also have a SpLD qualification.

TC 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.)

Yes

Consultant's comments

The centre runs effective in-house training and tutors have completed courses that give Laidlaw Hall a range of differing experience and qualifications.

Laidlaw is a member of Richmond Dyslexia Association, where useful meetings and talks are available. Jane Lort is a Reading Consultant who trains TAs for Hounslow LA.

Tutors also have degrees in a variety of subjects and this all adds richness to teaching.

Criterion 4

g) For completion by consultants only: Do all observed members of staff demonstrate the ability to meet the needs of SpLD pupils?

The lessons observed were useful, innovative and above all fun. The relationship between pupils and tutors is a pleasure to see; tutors are called by their first names so there is an ease between pupil and tutor but there is also a respect and appreciation that works both ways. Tutors know their subjects and their pupils very well and humour allows both to relax and to enjoy learning.

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

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:

Six parents were contacted and all were delighted to talk about their children's experiences at Laidlaw Hall. All commented on the weekly email they received detailing what had been covered in lessons and how they could reinforce this.

Typical of the comments made were, "At first he said 'why are you paying to have me tortured?'" but now he says, 'I don't know how I could learn without Laidlaw". The 'huge strides' he has made were mentioned, as was the CReSTeD website that enabled her to find Laidlaw. One parent wished that they had more space available but this was an 'ideal' rather than a criticism. Other comments:

"The staff are fantastic...a positive experience", "They teach me, too! They guide you how to get help. Teachers are amazing- professional"

"Couldn't fault it at all. School SENCo came and sat in- spellings are transferred to school"

"I love Laidlaw! When he first started, he was a broken boy. Now he's got a sparkle in his eye. Even before I went there, Sue Laidlaw took the time to talk to me and help me."

Maths teaching was singled out for particular praise, as was Jane Lort's professionalism, but it should be noted that all tutors were praised and appreciated equally.

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

A group of 8 young pupils talked to me during their outside break (some giving up their football to do so). They were just as appreciative as their parents.

"I like coming here because of the peace and quiet. I can ask any questions that I want to and you can pay attention because there's no noise."

"It's more fun than class at school and I learn more."

"I've made friends."

"I'm learning here- lots of new things."

"I like it because the teachers are really nice- always nice."

"It's useful, it really helps me to keep up with my class."

"My spelling's improved and my times tables."

And last but not least, "It's fun!"

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)	<input checked="" type="checkbox"/>
2. The Senior Management Team and, in the case of schools, Governors, fully support the provision for SpLD pupils.	<input checked="" type="checkbox"/>
3. The impact of the provision for SpLD pupils is measured (a system to regularly monitor provision for pupils and to assess their achievements).	<input checked="" type="checkbox"/>
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.	<input checked="" type="checkbox"/>
5. In Addition:	
5.1 Resources for learning appropriate to the level of need.	<input checked="" type="checkbox"/>
5.2 IT provision relevant and of high quality, including up-to-date and regularly used programs for SpLD pupils.	<input checked="" type="checkbox"/>
5.3 Access arrangements for all examinations sought as needed. Assessments for access arrangements must comply with Joint Council for Qualifications guidelines .	<input checked="" type="checkbox"/>
5.4 Specific structured, cumulative and multi-sensory teaching materials to address literacy with SpLD pupils.	<input checked="" type="checkbox"/>
5.5 An annual report for parents on the progress of pupils, who exhibit SpLD.	<input checked="" type="checkbox"/>

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.	<input checked="" type="checkbox"/>
6.4 A Unit or Centre providing specialist tuition on a small group or individual basis, independent of the school environment.	<input checked="" type="checkbox"/>
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.	<input checked="" type="checkbox"/>
6.7 The Centre is organised by a qualified teacher who designs both content and delivery of teaching materials and lessons.	<input checked="" type="checkbox"/>
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.	<input checked="" type="checkbox"/>
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.	<input checked="" type="checkbox"/>
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.	<input checked="" type="checkbox"/>

Report Summary

Summary of Report including whether acceptance is recommended:

Acceptance is fully and wholeheartedly recommended.

Laidlaw is a bright and comfortable space set in a park that feels a world away from London but is in fact only a short train journey away. Pupils are polite and happy and are encouraged to be so. They are challenged in lessons but supported to achieve. Their social skills are developed, as are their literacy, language use and mathematical knowledge.

Sue Laidlaw's kind and fair management was also commented on, as was the way that the tutor team was able to work together to the benefit of all concerned.

It is the amount of feedback and information that Laidlaw provides to schools as well as parents and carers that is one of the factors that makes it outstanding.