



Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator: Liz Crossley
 CReSTeD, Helen Arkell Dyslexia Centre, Arkell Lane, Farnham, Surrey, GU10 3BL
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Re-registration Application Form Category TC – Teaching Centre

Date of visit: 2nd October 2017
 Name of Consultant(s): Helen Farley / Anita Laws

| School Contact Details | Location/ status | Student Details | Special Needs | Assoc'/ exams |
|---|------------------|-------------------------------|---|---------------|
| The McLeod Centre for Learning 74 Lupus Street, London, SW1V 3EL Tel: 020 7630 6970 Fax: Email: amanda@amandamcleod.org Web: www.amandamcleod.org | City | boys | Dysl, Dysc, Dysp, ADHD, Asperger's, APD | |
| | Teaching Centre | girls Ages: 4 -24 + | | n/a |
| Comments: At The McLeod Centre for Learning, we aim to meet the needs of children with specific learning difficulties in a secure, safe and nurturing environment. Lessons range from SEND support to handwriting, touch-typing or exam tutoring. | | | | |

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: | The McLeod Centre for Learning | | |
| Address of Centre: | 74 Lupus Street, London, SW1V 3EL | | |
| Telephone: | 020 7630 9746 | Fax: | |
| Email: | amanda@amandamcleod.org | | |
| Website: | www.amandamcleod.org | | |

Name and qualifications of Principal, with title used:

| | | | |
|---|---|--|--|
| Name: | Amanda McLeod | | |
| Title (e.g. Principal): | Head | | |
| Principal's telephone number if different from above: | | | |
| Qualifications: | BA (Hons), PGCE, Dip (SpLD), AMBDA | | |
| Awarding body: | BA: King's London, PGCE: Froebel, Dip (SpLD): Dyslexia Action with University of York | | |

Consultant's comments

The Head of Centre is highly experienced and is at the forefront of ensuring that the needs of the children who attend the centre are met since being founded 10 years ago.

1. Background and General Information

- b) Average number of students by age range:

| | | |
|----------------|---------|--------------------------|
| Over 18: | Male: | |
| | Female: | Afternoon 1 |
| Under 18: | Boys: | Morning 5 Afternoon 6 |
| | Girls: | Morning 1 Afternoon 2 |
| Overall total: | | 15 |

Consultant's comments

The McLeod Centre for Learning is a small and successful centre providing high quality provision for students with a range of needs, During the school day student numbers reflect the focus on specialist provision within the size of accommodation. The only lessons taught as a group is touch-typing sessions.

- d) Group sizes for under 18's
- 1:1 teaching
1:5 touch-typing (currently 16 pupils a week in afternoons)

Consultant's comments

1 to 1 teaching ensures that students requiring specific tuition have their individual needs met.

For students learning to touch-type, the layout of the computer room and the high adult to pupil ratio means that students are able to be closely monitored and receive the level of support relevant to their need.

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

Within the centre a professional and caring ethos exists.

The Head of Centre works effectively to ensure that channels of communication between the centre and parents remain open at all times. All staff ensure that parents feel supported that both the long term and incidental needs of each student are identified and understood.

Ample time is available both before and after lessons for parents to talk with staff; to discuss work covered, progress and performance within individual lessons as well as providing opportunities for parents to share relevant information and concerns about their child e.g. illnesses and events which may impact on events that day and ongoing progress.

On a day to day basis, staff show an interest in the lives of their students and take the time to get to know them as individuals. They are particularly sensitive to changes in the physical and emotional needs of their pupils within lessons and are able to adapt the format of lessons and the strategies that they use accordingly.

- g) Please supply the following documentation:
- i. Marketing material, including staff list, please tick to indicate copy enclosed

Information
Provided

| | |
|--|----------------------|
| or provide link to view reports via the internet | |
| ii. Quality Assurance documentation, please tick to indicate copy enclosed | Information Provided |
| or provide link to view reports via the internet | |
| iii. Details of Fees, please tick to indicate copy enclosed | Information Provided |
| 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

At The McLeod Centre for Learning we aim to meet the needs of children with specific learning difficulties in a secure, safe and nurturing environment. Each child follows a structured programme that has been created specifically for them, based on their learning and emotional needs. Children learn through self-discovery using multi-sensory methods. The pace of learning is set by each child with frequent consolidation opportunities.

The McLeod Centre for Learning works closely with parents and teachers to foster an academic and emotionally happy child both during their time at the Centre and in the future. The atmosphere is relaxed yet highly imaginative. It is our duty to meet the educational and pastoral needs of the pupils, taking into account their varying difficulties. Within each child, we seek to discern ability and talent and provide opportunities for its unhindered development. Our aim is to achieve outstanding results whilst taking into account each child's disabilities whilst never letting the drive for success lead to over-intensity or a set of value judgements only based on a pupil's academic level. Pupils should learn to feel happy with themselves, happy with each other and happy with the staff and we are delighted that many feel a strong attachment to the Centre after they leave.

Consultant's comments

The McLeod Learning Centre provides high quality support for a range of learners. Staff are well qualified and highly experienced and develop positive and purposeful relationships with parents and students. Parents and pupils state that they enjoy coming to the centre and recognise the value that it is making a difference to their lives. Through the use of individualised learning programmes, pupils make sound progress against specific targets which are challenging yet realistic for the individuals concerned. Learning is carefully and precisely structured thereby enabling students to identify for themselves where they have made progress and feel good about their achievements.

Criteria
1 & 2

- | | |
|---|----------------------|
| b) Please tick to indicate copy of Staff Handbook (SH) enclosed | Information Provided |
| 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 Information Provided

Consultant's comments

Information provided is clear and easily understood.
The Head of Centre meets with all parents prior to admission and takes the time listen to their concerns, clearly identifying the focus of the support within the time frame of the weekly sessions. In such instances pre-admission discussions take place (sometimes including the school) to determine exactly what aspect of learning can best be supported by the centre and what will be done at school, and how the work can be reinforced at home.

g) Types of specific learning difficulties supported:

Dyslexia, dyscalculia, DCD/dyspraxia, ADHD, autism, APD, deafness

Consultant's comments

Staff working at the centre are well qualified and experienced in working with students with a range of needs.

3. Teaching and Learning

Criterion
3 & 4

3. a) How is the week organised?

Morning and Afternoon Schools, weekend and holiday lessons

Outsourcing of teachers to other schools. The McLeod Centre for Learning outsources teachers to Christchurch, St Cecilia's, Westminster Cathedral and St Joseph's schools. All of these are OFSTED inspected schools.

The McLeod Centre for Learning looks after the SEND and sources teachers for Sussex House and Parkgate Schools. Both are ISI inspected independent schools.

One teacher teaches pupils from her home. Parents remain on the premises, within sight.

Two teachers have taught pupils at their home during the last 3 years. Parents remain on the premises.

Consultant's comments

The centre is flexible in approach to each pupil and works collaboratively with external organisations to ensure that pupils receives a holistic learning experience.

b) Details of arrangements for pupils under 18, including homework:

See morning and afternoon/weekend/holiday timetables (TMCFL, outsourced teachers to pupils, outsourced pupils to teachers)

See outsourced schools' timetables

Criterion
3 & 4

Homework: see Google Drive for individual pupils' schedules

Consultant's comments

The centre is flexible in its approach and offers various opportunities to support learners. Staff work closely with parents and feeder schools to ensure continuity and exchange of important information. Timetables are carefully planned to support the work of the school and cause as little disruption as possible.

c) Lesson preparation and delivery to meet the needs of under 18's:

- Curriculum subjects
- Literacy support

Morning School –

Maths for dyscalculic learning profile – focus on number sense

Maths to support National Curriculum – volume, area, measurement, space etc.

Literacy for dyslexic learning profile – phonics, high frequency words, comprehension, creativity, grammar, reading, handwriting and typing

Afternoon School –

All subjects taught as required

Outsourced schools –

Maths for dyscalculic learning profile – focus on number sense

Literacy for dyslexic learning profile – phonics, high frequency words, comprehension, creativity, grammar, reading, handwriting and typing

Consultant's comments

By matching the qualification and experience of its staff to the specific needs of its pupils, the McLeod Learning Centre is able to deliver extensive targeted support in a range of curriculum areas. While SpLD specialists provide multi-sensory teaching of literacy and numeracy skills, additional staff with expertise in other areas are used where appropriate to support students working towards common entry examinations and cover other curriculum subjects for example science, higher level maths and creative writing.

All lessons observed were carefully planned with multi-sensory work at the core. Staff demonstrated good knowledge of the subject being taught and the individual needs of the pupils with whom they were working. Instruction was clear and followed up with relevant and purposeful activities. Ideas were developed effectively through further practice using additional resources and contexts. Teachers used a range of strategies to encourage students to remain focused including positive reinforcement of expectations, humour, movement breaks and opportunities to fiddle as a reward for completed tasks.

Feedback to students was immediate and encouraging. Students worked hard in the lessons and enjoyed their interactions with their teachers.

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

Yes

Please tick to indicate two examples enclosed

Information
Provided

Consultant's comments

Detailed records of assessments, targets and progress towards these are maintained and shared with parents.

e) Records and record keeping:

Since our last inspection, The McLeod Centre for Learning has moved to electronic record keeping using Google Drive so that all teachers can see, instantly, what has occurred in each lesson. Paper copies of the following have been printed for you to see on your visit

Morning School - A lesson write up, Group teacher email (logistics and curriculum), Email to another school with report on child (JMW to P)

Afternoon School – Emails to a parent (logistics NC and report AV)

Outsourced Schools SENDCO (Sussex House and Parkgate)

Emails to schools with report on pupils (to JC and MM)

Outsourced Teachers to schools (Christchurch, St Cecilia's, St Joseph's)

Email St Joseph's on pupil's progress (CF) and to Christchurch mother (HRH)

Outsourced Teachers to pupils' home

Email to pupil's school with report (GG)

Outsourced Teachers teaching in their home

Email to parent with report of weekly lesson (GL)

Consultant's comments

All documentation provided was detailed, informative and relevant to the audience and purpose for which it was produced.

Criterion 3

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

Criterion 3

g) Impact of provision – assessment summary

Information Provided

Consultant's comments

Pupils make good progress against individual targets set. Standardised assessments are used to provide further evidence and results are communicated to parents.

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

See attached literacy and numeracy end of Term assessment on JMW using Maths –

Diagnostic based on Emerson, J and Babbie, P *The Dyscalculia Toolkit*

English –

Letters and Sounds 100/200 Common Words

WIAT

Alpha to Omega (diagnostic)

McLeod nonsense word assessment based on Alpha to Omega assessment

DASH

SWST

See attached literacy and numeracy reports for SEND child to take Eton Common Entrance

Consultant's comments

End of term reports provide parents with information regarding the focus of teaching carried out, how students have worked and provide evidence of progress through observed behaviours and performance in a range of standardised assessments.

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

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

Wide ranging multi-sensory resources including:

Maths –

Unicorn Maths, Dynamo Maths, Dyscalculia (Butterworth, Emerson, Babbie), Number Shark, Dienes, Cuisinere, Numicon, Abacus (both Slavonic and ordinary), Shut the Box, counting resources, die (spots and numerals up to 20), games, measuring, shapes, counting carpet (to 100), number lines/squares, numeral fans, Smartkids maths games, money, fraction/percentage/decimal multi-sensory resources, Power of 2, Diagnostic Interviews (BEAM) and S Chinn dyscalculia assessments

Literacy –

Ace Dictionary, SWAP, Stile, Jolly Phonics, Access to Literacy, DILP, Toe by Toe/Word Wasp, Alpha to Omega, Lifeboat, Galore Park, Additional Literacy Kit, Units of Sound, Smart Phonics, Trugs, Brainbox, Smart Kids games, Spotlight, Startrack, Partners in Education syllabification resources, SRA comprehensions, Fuzzbuz, Collins general literacy, Ruth Miskins, multi-sensory phonic resources, Billy Bowler sequencing cards

Consultant's comments

The centre has a wide range of resources which are well managed and carefully stored for ease of access.

Criterion 5.2 b) ICT:

TTRS, Typing Instructor, Junior/Senior Type, Maths and Word Shark, Dynamo Maths, Lexia

Consultant's comments

A large room within the centre is equipped with desktop computers which are allocated for touch typing instruction.

The layout of the room enables larger numbers of students (up to 10) to work at any one time while overseen by staff.

Students are provided with opportunities to use additional programmes on this equipment to practice specific literacy /numeracy skills.

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

DASH, WIAT, assessments for SEND pupils to sit Eton Common Entrance (TOWRE 2, CTOPP, TOMAL 2, Working Memory Test,

Consultant's comments

Criterion 5.4 d) Library:

Schemes: Rigby Star, Barrington Stoke, Oxford Reading Tree, New Way, Lighthouse schemes
Factual, Science, Dictionaries and Encyclopaedias
Many other general books for young and old, boys and girls

Consultant's comments

A small library is available for students. The centre acknowledges a shared responsibility for literacy and that the provision is within a larger holistic approach, of schools and other tuition.

5. Details of Learning Support Provision

TC 6.1
/6.4

5. a) Role of the centre:

To meet the needs of children with specific learning difficulties in a secure, safe and nurturing environment.

Consultant's comments

Teachers use a variety of assessments, observations and reports by other professionals to ensure that the needs of individual students are clearly identified. Lessons are tailored to individual needs and take place in a caring and supportive environment.

TC
6.5 & 6.7

b) Organisation of the Learning Centre:

Head – Amanda McLeod
Administration – Jonathan Berry
Specialist SpLD Teachers– Vivienne Fitzwilliam, Louise Ward, Gill Salamons, Christine Kelly, Mellissa Tsiligkeridis
Executive Function Consultant and Science/Maths Tutor – Dr Simon Horbury
MBPsS
Exam Assessment - Alastair Coomes

Consultant's comments

The centre is well managed and all staff deliver a high quality service. Staff work collaboratively with students being taught by a number of teachers on different days. Communication is effective and allows lessons to be planned and developed over a period of time with input from all stakeholders. Planning time scheduled at the end of each day provides opportunities for discussion between staff, ensuring that lessons are written and available on the google drive. This approach allows for another teacher in the event of staff absence to teach effectively, ensuring continuity of content between lessons.

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 staff are well qualified and highly experienced in the specific field in which they teach.

- 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.)

All, unless for general tutoring/exam preparation when Penny Le Roux (published author on creative writing) is used; as well as specific subject tutors from a tutoring agency who train their tutors to work with SpLD (for instance, Dr Horbury gave dyscalculia training September 2017)

Consultant's comments

All staff teaching literacy and numeracy skills to students with SpLD hold nationally recognised SpLD qualifications.

- Criterion 4 g) For completion by consultants only: Do all observed members of staff demonstrate the ability to meet the needs of SpLD pupils?

In all lessons observed, teachers demonstrated a thorough knowledge and understanding of the specific needs of students with SpLD and were able to employ effective strategies and activities to extend the learning of these pupils. Lessons were interesting and built on the successes of previous lessons ensuring opportunities for over learning.

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:

Without exception, all parents praised the staff, and in particular the Head of Centre for their professional attitude and the care, understanding and dedication that they give to both adults and children.

One parent was keen to point out how "Admission was super easy. I explained my need and they were able to accommodate it. They were flexible with days to fit around his school."

All parents commented on the warm welcome that they receive and the personal attention that they are given.
“The fact that it’s small is great. It’s very friendly. Everyone is so thoughtful and caring. It’s so clear that they want to do their very best for the children.”
Another mentioned the high calibre of staff. “I don’t know how they found their teachers but they are chirpy and friendly. They are amazing.”
All commented on the time that staff give outside of the lesson on each visit and the quality of the feedback that they receive about the lesson and their child’s achievements. In all cases this is greatly appreciated and regarded as key to establishing a strong and trusting relationship between them and the centre.
Parents unanimously felt that that their children enjoy attending the centre and are making good progress.
One parent said “My son loves going there. The 1 to 1 support is amazing. It is really building his confidence.”
Another said, “He is really happy at the centre. The teachers really care about helping him to reach his potential”
The consensus of opinion was overwhelmingly positive about all aspects of the centre.

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

Three students were spoken to individually during the visit. Each was positive about their experience and said that they enjoyed coming to the centre.
One explained that “The teachers are kind and know how to help me. My work is getting better which makes me happy.”
Another said that “The teachers don’t get cross if I get it wrong. We just do it again until I get it right. I don’t feel stupid anymore.”

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. | √ |
| 7. Qualifications of Teaching Staff: - | |

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

| | |
|--|---|
| 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. | √ |

Summary of Report including whether acceptance is recommended:

The centre both meets and exceeds the criteria for re registration.

The pastoral care and support of both the pupils and parents is a strength; highly experienced staff share their knowledge and skill daily to aid progress of the pupils.

The centre provides a tailored service to meet the significant needs of pupils, enabling them to progress and move forward to appropriate provision.