



**Council for the Registration of Schools Teaching Dyslexic Pupils**

## Mitchells Dyslexia Facility

### Registration – Category TC

|                            |               |
|----------------------------|---------------|
| <b>Date of Visit</b>       | 28 April 2014 |
| <b>Name of Consultants</b> | Mr Nick Rees  |

| School Contact Details   | Location/<br>status | Student<br>Details               | Special<br>Needs              | Assoc'/<br>exams                   |
|--|---------------------|----------------------------------|-------------------------------|------------------------------------|
| <b>Mitchells Dyslexia Facility</b><br>5 Cowdray Close, Rustington, West Sussex<br>BN16 3SU<br><b>Tel:</b> 01903 785951<br><b>Fax:</b><br><b>Email:</b> <a href="mailto:annatreby@aol.com">annatreby@aol.com</a><br><b>Website:</b><br><a href="http://www.mitchellsdyslexiafacility.co.uk">www.mitchellsdyslexiafacility.co.uk</a> | Town                | Under 18:<br>28 boys<br>13 girls | Dysc Dysl<br>Dysp ADD<br>ADHD | BDA<br>PATOSS                      |
|  | Day                 | Over 18:<br>4 Male<br>9 Female   |                               | Support to<br>school<br>curriculum |

**Comments:**

A dyslexia facility to offer the opportunity to individuals of all ages and abilities to release their academic potential through specialist intervention and incorporating a multi-sensory approach and the utilisation of weekly one-to-one sessions to aid effective lifelong learning skills.

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## Centre Details

Name of Centre: Mitchells Dyslexia Facility  
Address of Centre: 5 Cowdray Close, Rustington, West Sussex BN16 3SU  
Telephone: 01903 785951 Fax:  
Email: [annatreby@aol.com](mailto:annatreby@aol.com)  
Website: [www.mitchellsdyslexiafacility.co.uk](http://www.mitchellsdyslexiafacility.co.uk)

## Name and qualifications of Principal, with title used:

Name: Anna M K Treby  
Title (e.g. Principal): Specialist Support Tutor  
Principal's telephone number if different from above:  
Qualifications: M.Sc in Dyslexia  
Awarding body: University of Southampton

### Consultant's comments

Anna Treby is a very experienced and well-qualified practitioner. On-going professional development is seen as very important.

## 1. Background and General Information

b) Average number of students by age range:

|                |         |    |
|----------------|---------|----|
| Over 18:       | Male:   | 4  |
|                | Female: | 9  |
| Under 18:      | Boys:   | 28 |
|                | Girls:  | 13 |
| Overall total: |         | 54 |

Consultant's comments

The practitioner teaches a wide range of ages throughout the week, both school-aged pupils and adults.

e) Group sizes for under 18's

Consultant's comments

Primarily 1-1 although small groups are arranged if appropriate.

f) For completion by consultants only: Pastoral care arrangements

The majority of pupils attend willingly and pupils rarely if ever require any additional support in a pastoral sense. However, if any pupil became upset during a session the practitioner would try and distract them. If inconsolable the parents would be contacted. If any pupil exhibited challenging behaviour the practitioner would contact the parents. The practitioner is rarely alone in the facility as another adult (the practitioner's mother) is usually on site or the pupils' parent may wait in the car. A past pupil, William, aged 19, also assists on a Saturday. He has had a CRB check.

h) Please supply the following documentation:

- i. Marketing material, including staff list, please tick to indicate copy enclosed

Consultant's comments

The parent/pupil information pack is clearly laid out and concise. Mrs Treby is the only practitioner so a staff guide is not applicable. There is a folder with all relevant information inside. The facility is also recommended in KalliKids, a resource for parents by parents.

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

Consultant's comments

All qualifications and certificates have been seen and validated. Electrical appliances are checked on an annual basis.

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

Consultant's comments

These are comprehensive and affordable

## 2. Policy and Philosophy with Regard to SpLD Pupils

Criteria  
1 & 2

2. a) Aims and philosophy of the centre

See information pack

Consultant's comments

The pack sent out to parents and pupils contains the relevant information. Mitchells Dyslexia Facility provides a dyslexia facility to offer the opportunity to individuals of all ages and abilities to release their academic potential through specialist intervention and incorporating a multi-sensory approach and the utilisation of weekly one-to-one sessions to aid effective lifelong learning. The facility also provides specialism in dyslexia assessment as well as Colour Analysis and the effective use of Coloured Overlays. The facility works with Eye Expert Optometric Services Ltd.

Criteria  
1 & 2

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



- c) If not within SH, please enclose copies of policy statement(s) with regard to SpLD pupils outlining:

- |   |                           |
|---|---------------------------|
| i. Admissions Policy/Selection Criteria | see SH/enclosed/see below |
| ii. Identification and assessment       | see SH/enclosed/see below |

Consultant's comments

i. Although 'everybody who needs help is welcome' the facility primarily provides a service for pupils and adults with SpLD notably Dyslexia. Sessions can also be provided for those requiring revision for examinations or motivational support. If a pupil has been sick and has missed school, sessions can also be arranged to help the pupil catch up. On rare occasions pupils with MLD may also be taught as well as pupils with challenging behaviours. In these cases a trial period of a fortnight may be suggested.

ii. School reports or educational psychologist reports are usually provided to indicate the assessments that have taken place and any diagnosis or identification of need. In the rare cases where there is no report the facility will assess the pupil for bench marking using WRAT 3 for reading, spelling and maths. Dash may be used to assess speed of handwriting.

- f) Types of specific learning difficulties supported:

Dyslexia, dyscalculia, ADHD, ADD, Aspergers

Consultant's comments

The facility is primarily for the above but anyone who requires support may book sessions.

### 3. Teaching and Learning

Criterion  
3 & 4

3. a) How is the week organised?

13 hours per day – 7 days a week

Consultant's comments

The facility is very busy and operates during the weekends and for most of the school holidays. The practitioner also travels around the local area so these timings include travel time to and from schools and pupils houses.

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

After school sessions, + evenings and weekends

Consultant's comments

The practitioner tries to fit in school-aged pupils after school and visits schools and adult pupils during the school day.

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

- *Curriculum subjects*
- *Literacy support*

Compliments lessons at school. Often liaise with the school for specialist input.

Consultant's comments

Most pupils bring their schoolwork and often homework to the session. This sets the scene for the lesson content. A number of pupils are also studying for examinations and so often bring revision. The facility is proactive at researching additional work to compliment what has been brought to the session. Most sessions will include three 15 minutes chunks on reading, spelling, writing and sometimes maths. On occasion the practitioner will attend meetings at school and/or work with teachers via e-mail.

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

IEPs or ILPs provided by parents to reinforce initial learning. None enclosed confidentiality required and have not spoken to parents concerned about releasing information to a third party.

Consultant's comments

Examples of planning and pupil ILPs were read at the facility.

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

Each pupil has a large box file with all their previous written work, workbooks and textbooks used as well as reading material and any other reference material. The initial assessment information that includes pre-entry tests indicating reading errors and comprehension, WRIT and WRAT and DASH scores if appropriate and on-going assessments are also stored in these box files. The practitioner had assessed both these pupils during their earlier sessions. The books and documentation was extensive as these pupils had been visiting the facility for around two years.

- e) Records and record keeping:

Notes taken at each session and a six weekly review carried out with each student.

Consultant's comments

The six weekly reviews are contained within the box files as well as the weekly notes taken by the practitioner. They are concise and have a section for the pupils to include information on what progress they have made over the past 6 weeks and what do they still feel that they need support with over the forthcoming 6 weeks.

- e) Impact of provision – assessment summary

Annual progress checks undertaken for each student. Reading and spelling – maths if required.

Consultant's comments

Pupils sampled have made progress from one six-week review session to the next with reading and spelling scores reflecting these gains.

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

Access arrangements often suggested helping with examinations utilising Assessment Reports given or undertaken.

Consultant's comments

A number of reports written by the practitioner were read. They made reference to the ways that the pupil could be helped e.g. a reader, amanuensis, extra time, use of a word processor etc.

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

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

Books and revision guides appropriate for academic year as well as use of ICT to complement effective learning on a computer or iPad. Games also utilised for fun and education by stealth – edutainment.

**Consultant's comments**

There is a wealth of resources available at the facility. Books (fiction and non-fiction) and games are much in evidence.

Criterion 5.2 b) ICT:

Used for effective learning as well as specialist software – Dragon, Inspiration and ClaroRead.

**Consultant's comments**

These are provided for the pupils to use at home for their studies. An iPad is used imaginatively with many pupils e.g. a scientific calculator, mind mapping and using a variety of games e.g. Ninja Time and Squeables as well as Chess providing a fun aspect to the lessons.

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

Assessments undertaken for Access Arrangements if none in place – am a qualified Assessor.

**Consultant's comments**

Reports written by the practitioner make reference to ways that the pupil could be helped e.g. a reader, amanuensis, extra time, use of a word processor etc.

Criterion 5.4 d) Library:

Extensive.

**Consultant's comments**

Although not a library there is access to a wide range of fiction and non-fiction reading material including (Kindle) books and audio books on the iPad.

## 5. Details of Learning Support Provision

TC 6.1  
/6.4

5. a) Role of the centre:

To offer one-to-one specialist intervention at a time and place conducive to study to aid effective learning for individuals of all ages and abilities.

Consultant's comments

This is set out in the aims and philosophy of the facility. It is clear and concise. In addition the facility aims to enable individuals to understand their difficulties and to work to their strengths, gain confidence in their abilities and to ultimately achieve.

TC  
6.5 & 6.7

b) Organisation of the Learning Centre:

Just me!!

Consultant's comments

The facility is in the home of the practitioner. A purpose built 1-1/small group teaching/learning room is in the garden to the rear of the property. The conservatory is used as an office space and for additional resources. Both rooms are immaculate, light and airy. The teaching desk/table is clear. The wealth of resources are neatly stacked around the walls of the purpose built teaching room.

## 6. Staffing and Staff Development

Criterion 7 6. a) Qualifications, date, awarding body and experience of all learning support staff:

MSc – University of Southampton – 2006 (additional qualifications attained – please see CV.)

Consultant's comments

The practitioner is very well qualified and takes professional development seriously.

DU/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 practitioner is qualified to teach SpLD pupils.

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

There is only one practitioner who does demonstrate the ability to meet the needs of pupils with SpLD.

## 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:

Four parents were contacted by phone prior to the visit. A further parent was spoken to at the facility during the visit. All spoke highly in praise of Mrs Anna Treby, the practitioner, one stating that she was brilliant, another fantastic. Most had pupils that had been going once a week for an hour session for at least one year, many close to two years. All pupils went willingly, one even loves going, even though they were teenagers and it was after school! All parents thought that their child had made progress and were more confident learners. One commented that their child was laughing again! One pupil who had been attending whilst at primary school had asked to go back years later once preparation for examinations had started!

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

Three pupils talked about their experience at Mitchells during their session on the day of the CReSTeD visit. All three pupils, two girls in Year 5 and Year 8 and one boy in Year 11 were appreciative of the additional support and felt that they benefited from their weekly session and had made progress largely with their reading accuracy, reading comprehension and spelling. They all said that aspects were fun and that the work is broken down into bits they can understand more than at school. One pupil also appreciated that from one week to the next research is done as to what is needed to support him further at the next session.

## 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)  | <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 and achievement of pupils).   | <input checked="" type="checkbox"/> |
| 4. There is awareness by all members of staff of the necessity to adjust their teaching to meet the needs of SpLD pupils and this is 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 <a href="#">Joint Council for Qualifications guidelines</a> . | <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 pupil progress for those with 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"/> |
| 6.9 Assessment for admission to the school/centre should include a report from an Educational Psychologist or a Specialist Teacher who holds an Assessment Practising Certificate. | <input checked="" type="checkbox"/> |

| Criteria   | TC                                  |
|--|-------------------------------------|
| 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 might 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 satisfy this criterion. | <input checked="" type="checkbox"/> |

## Summary of Report including whether acceptance is recommended:

Mitchells Dyslexia Facility, previously known as Phoenix is run from the sole practitioner's home in Rustington on the south coast. The teaching room is housed in purpose built accommodation in the rear garden with an office in the house itself. The accommodation is clean, tidy, light and airy and suitable for 1-to-1 or small group teaching. The facility is well resourced and fees modest. Documentation, Policies and Reports, which are satisfactory, could be developed further in the future and a discussion took place on how to develop teaching strategies. Pupils attend willingly and report that progress is being made which the pupils' parents who give the facility high praise for its work also support. I recommend that Mitchells Dyslexia Centre be awarded a CReSTeD TC (Teaching Centre) category.

**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.
- The background colour is for onscreen purposes only and should not print although a grid pattern will appear.
- 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 consultant's to enter comments, in which case the field will be left blank.