



## Council for the Registration of Schools Teaching Dyslexic Pupils

CReSTeD, Helen Arkell Dyslexia Centre, Arkell Lane, Farnham, Surrey, GU10 3BL  
Email: [admin@crested.org.uk](mailto:admin@crested.org.uk)

### Registration Application Form Category WS – Withdrawal System

Date of visit:	31/1/2017
Name of Consultant(s):	Laraine Erhanderr-Lawrence

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
<b>Sackville School</b> , Tonbridge Road, Hildenborough, Kent TN11 9HN Tel: 01732 838888 Fax: 01732 836 404 Email: <a href="mailto:office@sackvilleschool.com">office@sackvilleschool.com</a> Web: <a href="http://www.sackvilleschool.co.uk/">http://www.sackvilleschool.co.uk/</a>	Rural / Kent	93 boys 36 girls	Dyslexia	ISA
	Ind Day	Ages: 11 - 18		GCSE / A Levels
Sackville is a small co-educational Independent School, from Year 7 through to Sixth Form with excellent results at GCSE and A Level. Set amidst spectacular Kent countryside in Hildenborough, we pride ourselves on our family atmosphere and small classes that enable us to provide individualised teaching where each and every child is taught in the most effective way for them.				

*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.*

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

## School Details

Name of school:	Sackville School		
Address of school:	Tonbridge Road, Hildenborough, Kent TN11 9HN		
Telephone:	01732 838888	Fax:	01732 836 404
Email:	office@sackvilleschool.com		
Website:	http://www.sackvilleschool.co.uk/		

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

Name:	Mr J Foster-Gandey		
Title (e.g. Principal):	Interim Headmaster		
Head/Principal's telephone number if different from above:			
Qualifications:	BSc (Hons)		
Awarding body:	Bristol University		

### Consultant's comments

The school is keen to meet the individual learning needs of the pupils and has supported the application to CReSTeD. The current change of ownership from Cognita to Alpha Group, operational as from 1/2/2017 with Mr Foster-Gandey as Interim Head. Mr Foster-Gandey has been at the school for 8 years and was previously Assistant Head and Pastoral Head. The application to, and interest in, CReSTeD remains unchanged and is well supported by the current management and staff.

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

Name:	Mrs R Racher		
Title (e.g. SENCO):	SENCo		
Telephone number if different from above:			
Qualifications:	National Award for Special Educational Needs Co-ordination		
Awarding body:	Middlesex University		

### Consultant's comments

Mrs Rosie Racher has completed the above qualification as part of her post-graduate training and this enables her to manage the SEN provision at Sackville. She plans to work on the Specialist Assessor Award next year.  
Mrs Jane Ryland is a specialist teacher and carries out the assessments in addition to 1:1 specialist teaching. She holds the Specialist Dyslexia and Literacy Teaching Diploma, Level 7, University of York.

# Report Summary

## 1. Background and General Information

1. a) Dep't of Education Registration No.: 886/6058 ISC 38322

Numbers, sex and age of pupils:		Total	SpLD	Accepted age range
Day:	Boys:	93		
	Girls:	36		
Boarding:	Boys:			
	Girls:			
Overall total:		129	51	11-18

### Consultant's comments

Sackville currently has about 72% boys and 40% of the pupils have been identified as having SEND profiles.

c) Class sizes – mainstream: 5-15

### Consultant's comments

The small class sizes reflect the philosophy of the school to provide personalised learning with appropriate challenge and support. 'With class sizes kept deliberately low, the focus is truly on the individual' (ISC).

d) Class sizes - special needs: 1:1 or 1:2

### Consultant's comments

Timetabling indicates that SEND pupils are supported in the classroom in addition to 1:1 or small group sessions. The support is provided by specialist staff and TAs with additional SEN awareness training.

e) For completion by consultants only: Pastoral care arrangements, as relevant to SpLD students, based on Ofsted/ISI report:

Sackville was inspected by ISI in March 2012. The report states that 'the care given to all pupils, including all those with SEND, is exemplary and greatly contributes to their personal development and happiness'. Pastoral systems ensure that issues arising are dealt with rapidly and effectively. Regular communication between staff and pupils is well established. Helpfully there is a suggestions box and a school parliament for pupils to give their views. The school was seen to have a suitable plan to improve educational access for pupils with SEND.

f) Current membership (e.g. HMC, ISA etc.): ISA

### Consultant's comments

Sackville School was a Cognita school with ISA membership until 31<sup>st</sup> January 2017 and is now an Alpha Group School, officially from 1<sup>st</sup> February 2017. Mr Hewitt, Headmaster, left Sackville on 27<sup>th</sup> January and Mr Foster-Gandy was asked to fulfil the role of Interim Headmaster. Mr Foster-Gandy was previously Assistant Head (Pastoral). Mr Ali Khan, Alpha Group, is working directly with the school. The ISA membership, previously joined, remains.

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 separate item). Please indicate copy enclosed or provide link to view reports via the internet

Information received

Independent Schools only

# Report Summary

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

The ISI report dated March 2012 states that 'All pupils, including those with SEND and EAL, achieve very well in lessons in relation to their abilities, with many making excellent progress' and also that 'many pupils with SEND develop greater independence in learning as they move through the school, showing perseverance and a desire to succeed'.

Fees: In addition to termly school, fees along with ancillary costs such as examination charges, Learning Support fees are charged as an optional extra. Where a pupil has a Statement/EHCP fees are met by the LA. The SENCo liaises with a variety of LAs on behalf of incoming and current pupils over such matters.

With the change from Cognita to Alpha Group, it is not anticipated that there will be any changes in the current fee structure currently in place.

Parents are offered a flexible programme of support tailored to their child. The support offered is fully discussed with parents following an assessment of individual needs. It is regarded that as the level and manner of support is bespoke for each pupil, the costs will be variable. Entry level support with specialist staff equates to one period weekly of individual tuition. Two lessons weekly are offered for some pupils. The fees are payable in advance termly. Also the LSAs give in class and one to one support and this is charged annually by three equal instalments.

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

Criteria  
1 & 2

2. a) Aims and philosophy of the whole school  
<http://www.sackvilleschool.co.uk/headmaster-s-welcome.html>  
<http://www.sackvilleschool.co.uk/vision-values.html>

### Consultant's comments

The school's philosophy is one of individual learning opportunities based on 'Traditional Values in a Caring and Positive Atmosphere'. This is made possible in the small classes and high expectations. The pupils are encouraged to be well-mannered, respectful and considerate of others. Discipline is reportedly firm and fair. There is demonstrable emphasis on differentiation on visiting classes.

Criteria  
1 & 2

- b) Please indicate copy of the whole school **Staff Handbook** (SH) enclosed Information received
- 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

# Report Summary

- iii. **Support for policy from governors** Information received  
iv. **Admissions Policy/Selection Criteria** <http://www.sackvilleschool.co.uk/policies-1.html>

- v. **Identification and assessment** Information received  
<http://www.sackvilleschool.co.uk/policies-1.html>

## Consultant's comments

The SEND Policy, dated February 2016, states that the school seeks to ensure that each student's needs are known and met by every member of staff on site and for off-site opportunities. It shows compliance with recent legislation and recognises 4 main areas of SEN and emphasis is given to Assess – Plan – Do – Review. The policy also encompasses EHCP support. Each SEND pupil has a Personalised Learning Plan. The level of support is decided with parents and the child where seen as appropriate. The SEND Handbook clearly sets out roles and responsibilities for staff in relation to the SEND pupils.

The SEN SIP 2016/7 is detailed and comprehensive. Work includes the improvement of PLPs; further work with parents for smooth communication over pupils' needs and progress; improved liaison over SEND pupils from feeder schools on admission; an increase in the CPD for the whole staff on SEND issues; to look further into assessment timings across the year; continue the initiative with social communication support and continue to work on improving the special accommodation for the SEND pupils as a department. The Learning Support Centre is well established and would not appear to be in need of further improvement, although it is useful to keep this as a target. The SIP is in line with CReSTeD expectations.

The Admissions Policy sets out clearly Sackville's position in relation to SEND pupils: that they welcome those pupils whose additional needs they can reasonably meet. Potential SEND pupils will be given careful consideration on application for a place.

Criterion 4

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

The whole school understand the need for inclusion of all types of students and offers a very nurturing and caring environment. Each student is given the opportunity and platform to reach their potential because of the small classes offered, the flexibility of teaching to accommodate all learning styles and the liaison with the SEND department and TAs, SENCo etc. for advice and support is essential to this ethos. Teachers are therefore also very supportive with our intervention and programmes as they understand the need for these interventions.

## Consultant's comments

Staff awareness of SpLD is evident in lesson planning and the use and distribution of PLPs.

- e) Number of statemented pupils: 7

## Consultant's comments

Year 7 1. Severe dyslexia/1:1 & in-class support. Use of scribe and reader pen, learning touch-typing.

Year 7 2. Selective mutism/ ASD/ Teacher differentiation & pastoral support.

Year 7 3. Severe dyslexia & ADHD/ In-class support for Maths, English, Hums and Science / Speech therapy and no Efland 1:1/ social communication group.

Year 8 4. Moderate dyslexia, processing and poor working memory/ In

# Report Summary

classes support English and Maths, 1:1 support and no MFL/ social communication group.

Year 8 5. ASD and Dyslexia/ in-class and 1:1 support English and maths/ exam – reader and 25% extra time/ social communication group

Year 10 6. Anxiety and ASD/ pastoral support, social communication group/ high ability.

Year 10 7. Verbal dyspraxia/ teacher differentiation and speech and language therapy/ exam 25% extra time and scribe.

As can be seen from the pupils on EHCP/ Statements their needs have been assessed and addressed with relevant support. Tracking has been made available to indicate their levels of success. The school can cater for a wide range of SpLDs.

Sackville gives effective support to ASD pupils and there is a comprehensive programme for social skills development.

Independent  
Schools  
only

- f) Types of statemented needs accepted:  
All

#### Consultant's comments

The pupils currently on Statements/ EHCPs have aspects of communication and interaction needs; cognition and learning needs and ADHD challenges. There are no reported sensory and/ or physical needs – VI / HI / MSI / PDI, although they are recognised on the SEND Policy should such a need arise.

## 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:

Upon application, the SENCO liaises with the Admissions Officer and then contacts the student's current school for SEND information and current levels of support. The student sits the admissions assessment, is given access arrangements as appropriate (separate room, a reader and additional time). The assessment results are then collated, together with details from the student's previous school (SENCo), meetings with parents and EHCP and other paperwork outlining the needs of the child. A decision is then made as to whether Sackville is able to support the student and meet the needs outlined by parents, SENCo, Educational Psychologist Reports and EHCPs. The SENCo then meets with each child's parents and liaises with the Local Authority (in the case of EHCPs) to establish nature and level of support to be put in place for September. Further diagnostic testing is carried out during the first term upon entry to further assess and confirm the needs of the student alongside whole school testing for GCSE Predictions and the mainstream tracking of all students. They are added to the SEND Register and a PLP is created for each student who receives support including targets, strategies, provision and testing results. These then go out to parents and teachers. We hold a Welcome SEND Parents' Morning for all SEND students, but especially to meet our new SEND students' parents.

#### Consultant's comments

The identification and assessment process initiated during the admissions process is thorough and followed through to give a good outcome for each SEND pupil.

# Report Summary

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

Depending on whether this is upon entry to the school, then the above procedure is carried out. If a teacher or other member of staff identifies a student who is working below expectations, then the SENCo would gather evidence from all staff working with the student, contact parents to request permission for diagnostic testing and look back at the student's education history. Once testing has been carried out, we would then (depending on the year group) ascertain whether access arrangements are necessary for GCSEs and/or levels and nature of support as and where necessary will be put in place.

#### Consultant's comments

The SENCo keeps staff and parents informed at all times through the process. The actions outlined above are comprehensive and thorough.

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

Students with existing evidence of SpLD will be assessed by our Specialist Dyslexia Teacher during their first term in the school. This consists of the DASH test, WRAT Reading and Writing tests and the York Assessment test. This testing works alongside other whole school testing and teacher assessment which occurs at each half term. We then repeat these same tests for year 7, in the summer term. For year 9, in readiness for applications for JCQ access arrangements, we run the same tests at the end of their year 9 year. If a teacher or other member of staff or parent should raise a concern, then the student would be testing using the same tests as well as a Dyslexia Screening test (if there is no prior evidence).

#### Consultant's comments

Full assessment to identify SpLD is being undertaken within school with a wide range of testing. Staff are made aware of signs to look for when referring a pupil for assessment of possible SpLD. The SEN Policy outlines characteristics for possible SpLD. The SENCo recommends an EPR where necessary.

## 4. Teaching and Learning

4. a) How is the week organised?  
Monday to Friday (8.30am to 4pm)

#### Consultant's comments

There are 15 time slots daily for lessons and assemblies. 2 time slots are for lunchtimes and 1 for morning break/ tutor time. Lessons are 30 minutes long with doubles and triples where necessary.

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

Each SpLD student on the SEND register is supported according to the needs specified on their PLP and/or EHCP. They receive either in-class support from Teaching Assistants and/or 1:1 tuition (or on some occasions 1:2) from Teaching Assistants specialising in a particular area or a Specialist Teacher. Each TA or Specialist Teacher teaches the session according to the specifications of the child's needs. Some students do not do MFL and have some 'free' sessions when they attend SEN to catch up with homework or to work on projects. We also run early morning sessions for students on the SEND Register, which run during tutor time; Touch typing course, Lexia, PaLs (Social Skills) 2 x weekly for two different age groups. Selected year 7

# Report Summary

students are also on a mentoring programme with year 10, again during tutor time. Every class teacher is equipped with all the information available for their students and receive regularly updated Access Arrangements forms, PLPs and an updated Register every half term. They have also had whole school training on Dyslexia Awareness and how to plan for differentiation and inclusion.

## Consultant's comments

Timetabling is flexible and allows for the groups to take place for example in the early morning or during Tutor time. Homework can also be tackled with support for SEND pupils who do not take MFL. The arrangements made for SpLD pupils are inclusive of their needs in relation to the curriculum, examinations and for personal mentoring where beneficial.

Criterion  
3 & 4

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

Each teacher is aware and familiar with the needs of all their students from the beginning of their arrival at the school. They are given detailed information on each student and for quick reference, all details are laid out on one spreadsheet as attached. Each teacher has instructions on the student's PLP as to how to accommodate their needs in the classroom and each teacher has received Dyslexia Training. TAs liaise with teachers to ensure that students are accessing and engaging with lessons at the correct pace and learning style for their needs. Enlarged sheets for Dyslexic students are prepared and all power points printed out and alongside the student on the desk (as directed by the TA). For Maths, students are using differentiated books according to their ability and learning through concrete methods when beginning new concepts, moving onto the visual then abstract. In English, differentiated targets are made clear to the students and they are aware of their 'tracker' which clearly lays out their progress. Again, enlarged sheets and printed power points are given to the students with differentiated goals and expectations during the lesson clearly explained to them.

## Consultant's comments

Seven lessons were observed for 30 minutes each. The lessons are often doubles and take place over one hour. Of the observed, two were 1:1 withdrawal lessons.

Year 7 science, history and English were observed as were Year 9 maths and Year 10 English. Pupils were well supported by their LSAs and the needs of each pupil were documented in the small lessons. The science, history and English lessons were multi-sensory and the pupils actively involved. The science lesson involved the use of chocolate beans when studying atoms and elements. The English lesson for the younger pupils involved them making characters from 'The Jungle Book' from modelling dough to underpin work on vocabulary development.

Adequate time was allowed for verbal responses and feedback appropriate. The older pupils were helped individually by the maths and English teacher and given guidance. The seating plans were documented and the rooms clear and lessons were calm with pupils showing good attention on task. The individual LS lessons showed good pace and excellent knowledge of the needs and attainment of the pupils. Good working relationships were observed between staff and pupils in the observed lessons.

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

Information received

Please indicate **two examples** enclosed

Information received



# Report Summary

## Consultant's comments

4 PLPs were made available along with 'SEN Register and Tracking document'. The register outlines the provision made and needs of the pupils. The targets have been set with the pupil and strategies are provided for staff to use in their lessons. The tracking document showed current measured levels as Standardised Scores. Staff will find it useful to have current measures, for example one pupil's PLP showed that despite very weak single word reading, his sentence comprehension level was well established above the average expected for his age. Data from spelling and reading is recorded along with MidYis scores in the pupil files although access to historic measures in order that progress can be tracked is on a large database operated by the SENCo. DASH is reportedly used and a measure of writing speed could usefully be added to the PLP where relevant.

### e) Records and record keeping:

Each SEND student has a file and each EHCP student has a file marked separately to identify them. All documentation relating to the student is on file, for example: EHCP, PLP, medical documents, correspondence with parents and correspondence with the LA. For ease of reference however, an SEND Tracking Spreadsheet is kept on the Shared Drive for all staff to refer to regarding their students and their needs. This is also sent out to teachers each half term and updated regularly with any new information. Each student's PLP is also on the Shared drive and sent out in the same way. Access arrangements are constantly updated and again on the shared drive and sent out to teachers and parents.

## Consultant's comments

It is a very useful practice to send out regular updates to staff over the needs of the identified pupils. Access is established for all staff and paper records are kept locked away when not in use for confidentiality.

Criterion 3

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

Two pupil files were chosen to study. These were of pupils observed in lessons and contained their histories of provision on EHCPs. Looking at tracking results and lesson planning, it was evident that the provision and management of the selected pupils was appropriate to their current needs and staff awareness was in place.

Criterion 3

### g) Impact of provision – assessment summary for all pupils (only fill in the Key Stages relevant to your school):

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
Whole School	14/yr 13 and 10/yr12	14	95	645	192.1
SpLD Pupils	4	4	100		

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	34	89	81	100
SpLD Pupils	11	70	64	100

# Report Summary

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

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

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

[Consultant's comments](#)

[When entered for exams, the SpLD pupils' achievements are quite acceptable.](#)

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

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

SENCo, Specialist Dyslexia Teacher, 4 Teaching Assistants: Software for Lexia and EnglishType sessions; Trugs and other reading games, PaLs Club for our social communication students and the introduction of technology such as Ipads, reader/exam pens and Voice recognition technology.

[Consultant's comments](#)

[The Learning Support Centre is well resourced with a wide range of current tools, software, photocopiable materials and games. The pupils who needed specialist provision were observed to be successfully using laptops where necessary in lessons. Reader pens were being trialled for some pupils. Touch typing classes were organised for pupils to help them with the laptop use. Coloured overlays were also being used for pupils who needed them.](#)

- Criterion 5.2 b) ICT:

We use Lexia and English Type, each student with a diagnosis of severe dyslexia has access to an iPad, a reader pen (or exam pen) and Voice Recognition technology. We also use the VLE (Firefly) for homework.

[Consultant's comments](#)

[The resources above were being used successfully.](#)

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

Information received

[Consultant's comments](#)

[Documents for Years 10-13 were provided. A large range of access arrangements were requested from JCQ including use of laptops; additional time allowances; scribes, prompters; readers; rest breaks; separate rooms; along with a colour prompter for a colour-blind pupil and modified papers for a pupil with visual difficulties. Requests were made for 15 pupils from Year 10, 9 from Year 11, 9 from Year 12 and 4 from Year 13.](#)

- Criterion 5.4 d) Library:

[Consultant's comments](#)

# Report Summary

The library is welcoming and centrally located. It is described as a hub for pupils of all ages and abilities during break and lunchtimes. There is a wide range of challenge and provision for very able and struggling readers alike. Good use is made of the library to promote literacy through visiting authors and annual Book Week events. There are opportunities for pupils to participate in national and regional events thus enabling the school to liaise with other West Kent schools.

## 6. Details of Learning Support Provision

WS 6.8

### 6. a) Role of the Learning Support or Department within the school:

The role of the Learning Support Department within Sackville is to support, liaise and embed the knowledge of how to plan and teach inclusively. It is to maintain the awareness that not all students learn in the same way and that teaching needs to be flexible, creative and engaging in order to maximise the potential of all students. It is to be supportive, but not accusatory – encouraging and helpful, but not as a separate unit – I believe in excellent communication and co-operation between departments, teachers and students enables a whole school approach to SEND to be successful. This needs to be endorsed by the Headmaster, SLT and all members of staff in order to establish an ethos of access for all.

#### Consultant's comments

Learning Support staff have good relationships with their colleagues. Staff are kept informed by PLPs which are stored on the central intranet. These are updated biannually. Lesson plans show good knowledge of individual pupil needs. The SENCo attends parent evenings and this gives an indication of the central value given to SEND provision.

The Learning Support Centre is purpose built. It has a range of laptops and a central room for lessons and groups. There are three individual rooms for 1:1 tuition and testing.

### b) Organisation of the Learning Centre or equivalent:

The SENCo co-ordinates new admissions of SEND students, liaises with parents, other schools, specialists and students as to the level and nature of support necessary. Once our cohort has been confirmed and each student's support established, Teaching Assistants are allocated (according to their speciality) their students for that academic year. We have four TAs specialising in different areas. One almost entirely working on Maths, one specialising in the area of Autistic/SEMH support, two working with Dyslexia support. We also have a Specialist Dyslexia Teacher who works with students on a 1:1 basis and carries out our Testing.

#### Consultant's comments

Good use is made by the SENCo to allocate individual provision to the SEND staff most skilled in supporting the individual, often complex needs of the pupils.

### c) Does the Head of Unit have Head of Department status and input into curriculum design and delivery?

The SENCo is Head of Department and also Head of Unit and is involved in collaborating with teachers to ensure the delivery of inclusive and accessible lessons to all students in the school.

#### Consultant's comments

This was evident in the planning within the observed lessons.

### d) Supporting documentation, Please indicate enclosed:

# Report Summary

vi.	SEN Development Plan (or equivalent) enclosed	
vii.	Timetables of teachers or teaching assistants for SpLD, but not the whole school/all staff	Information received
viii.	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:

**Details of staff qualifications were provided at the time of application, names and specifics are not published to protect the identity of individuals.**

Consultant's comments

The SENCo holds the National Award for SEN Co-ordination at Level 7 and is an experienced teacher and conducts assessments for year 7 during their first term at Sackville.

There is one specialist teacher who takes the majority of 1:1 sessions over 2 ½ days a week. She conducts the assessments for access arrangements.

The LSAs support individual pupils in lessons and provide some 1:1 sessions.

WS 7.5 d) Do the majority of teachers providing literacy support hold a nationally recognised qualification in the teaching of SpLD pupils? (Exceptionally, an experienced teacher undergoing training may be sufficient.)

Yes

Consultant's comments

The range of specialisms within the department are shown above and cover the wide range of learning needs experienced by the pupils in their care.

## 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:

Eight parents were contacted and they were unanimous in their support for the school. They were pleased to report that Sackville is a mainstream school; it has a nurturing environment; small classes and well-organised SEND provision that has been applied to the wide range of additional needs and dyslexia in particular, as experienced by their children. They liked the in-class support and those expressing an opinion on fees felt that they were in line with other private schools. One parent commented that his son is 'known to all members of staff' and has extensive in-class support which he finds useful. They all felt that their concerns were dealt with quickly and that the

## Report Summary

advice given on their child's learning needs and progress is useful. They felt that the provision made by the SENCo was appropriate to their child's needs, they understood the provision and there had been good liaison with previous schools.

One parent commented that she felt that 'Sackville is a wonderful school with such a caring and involved staff – I could not recommend it more highly'.

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

A group of six pupils with a range of needs came to the Learning Support Centre at lunch-time. One pupil who has an EHCP for selective mutism, ASD and anxiety issues was already in the room as she likes to eat her lunch there. A friend came to meet up with her and the friend then joined the discussion group whilst the girl remained to listen. The LS premises give a safe haven at breaktimes and a good place for those with organisational issues, for example, to leave their bags!

The pupils all reported that they felt the teachers were helpful, understood their needs and that they had gained confidence and were 'doing better' than they had done before transferring to Sackville. They liked the small classes and didn't want anything to change. The most important issue mentioned by the majority of the group was that of making friends and each felt this was going well for them. Several mentioned how much they enjoyed music and drama in particular. Those with 1:1 support and in-class support said they found it very helpful.

# 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: X

Criteria	ALL
1. The school or centre implements a thorough and rigorous process for identifying children with Specific Learning Difficulties (SpLD)	X
2. The Senior Management Team and, in the case of schools, Governors, fully support the provision for SpLD pupils.	X
3. The impact of the provision for SpLD pupils is measured (a system to regularly monitor provision for pupils and to assess their achievements).	X
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.	X
5. In Addition:	
5.1 Resources for learning appropriate to the level of need.	X
5.2 IT provision relevant and of high quality, including up-to-date and regularly used programs for SpLD pupils.	X
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> .	X
5.4 Specific structured, cumulative and multi-sensory teaching materials to address literacy with SpLD pupils.	X
5.5 An annual report for parents on the progress of pupils, who exhibit SpLD.	X

Criteria	WS
6. Specific to the Category of School or Centre: -	
6.8 There is provision for individualised lessons on a withdrawal basis, support staff communicate with mainstream teachers regarding the SpLD pupils.	X
7. Qualifications of Teaching Staff: -	
7.5 The majority of teachers providing literacy support hold a nationally recognised qualification in the teaching of SpLD pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher undergoing training satisfies this criterion.	X

**Summary of Report including whether acceptance is recommended:**

Sackville currently fulfil the category of provision applied for.