



Council for the Registration of Schools Teaching Dyslexic Pupils

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Re-registration Application Form Category DSP – Dyslexia Specialist Provision

Please refer to the guidelines when completing this form and, if possible, limit your application to a maximum of 11 pages (excluding Summary, which is for internal use).

Please note:

- Areas marked in blue are for completion by either the consultant or office staff
- Application forms have been prepared for each category from a master form; therefore your particular form may have numbers that appear to be missing. This is because that particular question is not relevant to your category, a complete list of the criteria, as it applies to your category, can be found at the end of this form.
- Supporting documentation required as part of the re-registration process are *indicated in red* within the form, please ensure you supply copies (either in digital or in paper format) with your application.
- Details of documentation to be available on the day of the visit are listed at the end of the form.

Current Category?	DSP	Change of Category?	NO	Category applied for	DSP
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Contact Details

Name of person completing form:

Andrew Day

Tel:

01235 530222

Email:

head@unicornoxford.co.uk

The consultant will need to contact the school prior to the visit. Please provide appropriate contact details if they are different from above.

Name of contact:

Andrew Day

Tel:

01235 530222

Email:

head@unicornoxford.co.uk

Date of visit:

12/10/2015

Name of Consultant(s):

Carol Hodgson

School Details

Name of school: The Unicorn School
Address of school: 20 Marcham Road, Abingdon. OX14 1AA
Telephone: 01235 530222 Fax:
Email: head@unicornoxford.co.uk
Website: www.unicornoxford.co.uk

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

Name: Andrew Day
Title (e.g. Principal): Head Teacher
Head/Principal's telephone number if different from above:
Qualifications: Bachelor of Education (Hons)
Awarding body: University of Wales

Consultant's comments

Mr Day joined The Unicorn School in April 2015 moving from a very successful Headship at Calder House which is also a DSP category school.

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

Name: Mrs Rachael McMullen
Title (e.g. SENCO): SENCO
Telephone number if different from above:
Qualifications: BA (Hons), PGCE, MA, MSc, AMBDA, MBPsS, NASENCO
Awarding body: Universities of York, Leeds, Reading, Oxford Brookes, Middlesex

Consultant's comments

Mrs McMullen is highly respected in her role and works closely with the 1:1 co-ordinator to ensure consistency of communication, approach and provision across the school.

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1. Background and General Information

1. a)	Dep't of Education Registration No.:			
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range
	Day:	Boys: 44	44	7-14
		Girls: 14	14	7-14
	Boarding:	Boys:		
		Girls:		
	Overall total:	58		

Consultant's comments

Although overall figures are lower than at the time of the previous visit, girl numbers have increased and it is foreseen that there will be an increase overall in the coming years with the introduction of provision for taking children up to the age of 16.

- c) Class sizes – mainstream: Maximum of 12 – Average of 8

Consultant's comments

The maximum number of pupils in classes observed was 6.

- d) Class sizes – learning support: All children receive daily 1:1 lessons

Consultant's comments

All pupils in the school see a 1:1 tutor in the morning, as a result of this arrangement some literacy and numeracy classes are also reduced in size at this time, enabling setting.

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

The most recent Ofsted report is dated 28-30th April 2015 and states 'Pupils...say that they appreciate the small classes and the one-to-one lessons. They enjoy the warm, but respectful, relationships they build with teachers and other staff members. This leads to a good atmosphere in the school that supports learning and personal development well.' Pupils are able to build strong pastoral as well as academic relationships with their 1:1 teachers, seeing them every day.

Independent Schools only

- f) Current membership (e.g. HMC, ISA etc.): Member of CRESTED, Good School Guide Organisational Member of the BDA Communication Enhanced Level School - ICAN

Consultant's comments

Suitable and appropriate memberships. ISA membership, although planned after the last visit, has not yet been gained.

- g) Please supply the following documentation:
- 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

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or provide link to view reports via the internet

ii. **Recent Inspection reports**, please indicate copy enclosed

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

or provide link to view information via the internet

Fees are £6150 per term based on a three term year. Children, who need it are charged £20 for a 30 minute SLT or OT session.

Consultant's comments

The prospectus is an attractive, colourful and informative document, available to download from the website. It clearly outlines the specialist education provision at the school in a very child and parent friendly manner.

Ofsted visited the school in April 2015, only a very short time after Mr. Day took over the role of Head Teacher. The school was judged as requiring improvement across all areas. However, it was also clear from the report that the inspector found much to praise. The Chairman of Governors, in his letter to parents following the inspection, stated 'He (the Inspector) noted that pupils are very well behaved, "keen to learn, enjoy good relationships with teachers, and support one another well." He commented favourably on the broad and appropriate curriculum and noted that the daily one-to-one teaching for all pupils gives them valuable opportunities to overcome the specific difficulties they experience with learning.' All the Independent School Standards that relate to the quality of teaching were met.' The school was given a list of recommendations for improvement, the majority of which were already in place at the time of this Consultant's visit.

Termly fees include daily 1:1 teaching by Dyslexia qualified teachers.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school

The school provides a nurturing environment in which every child is helped to build self-confidence, appreciate their learning difficulties and develop their own personal learning style.

Our goal is for every child to flourish at the Unicorn, leaving with the confidence to learn, the appetite for study, and the desire to continue to succeed at secondary school and beyond.

Consultant's comments

After viewing the Website; talking to staff and pupils; from classroom observations and reading documentation; it is clear that the school is true to its aims and philosophy.

Criteria
1 & 2

b) Please indicate copy of the whole school **Staff Handbook** (SH)

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enclosed

- c) **If not within SH**, please enclose copies of whole school **policy statement(s) with regard to SpLD pupils** outlining:
- | | |
|---|---------------------------|
| i. Policy for SEN/SpLD | see SH/enclosed/see below |
| ii. Support for policy from Senior Management Team | see SH/enclosed/see below |
| iii. Support for policy from governors | see SH/enclosed/see below |
| iv. Admissions Policy/Selection Criteria | see SH/enclosed/see below |
| v. Identification and assessment | see SH/enclosed/see below |

Consultant's comments

There is a clear and comprehensive SEND Policy which outlines procedures and responsibilities for all staff and Governors and includes a section for pupils and parents. There is a regular review of the policy every two years. It is clear that the Governors support the policies and aims of the school.

Criterion 4

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

Many of our children with SpLD have also been identified with Speech, Language and Communication Needs (SLCN). Staff have been trained at Enhanced level by the communication charity ICAN to use techniques which support not only those children specifically identified with SLCN, but all children in the school. One specific intervention has been to introduce a *Shape and Colour coding* - this programme *explicitly* teaches grammatical rules to children with receptive and/or expressive language difficulties. The visual strengths of many children with SLCN are utilized by using a visual coding system to represent grammatical features of English. The system includes use of colours (parts of speech), arrows (tense) and shapes (syntactic and argument structure). Children with SLCN have had difficulty learning the language around them implicitly. This explicit structure, incorporating colour and shape, has allowed these groups of children to understand and use the grammatical rules taught to them. For example, a child who inaccurately used auxiliaries in the past tense – *'the children was', 'I were'* learnt the connection the auxiliaries had with the noun. This directly led to the correct use of the auxiliaries in his written and spoken language. Following a baseline measurement carried out before the commencement of this programme, and subsequent retesting, the children in these groups showed an increase in their flexibility to use a variety of vocabulary, adding interesting adjectives and specific verbs into their writing. The shapes have also been used to build written and spoken stories. Two children with SLCN who have difficulties with storytelling were given a 'narrative prompt sheet' incorporating the learnt colour and shape codes in order for them to give the 'when' 'where' and 'who' information before elaborating on 'what' happened. This gave their stories cohesiveness and the listener more understanding due to the increased ability to give a stories context before content.

Teachers modify their language and teaching strategies for increasing understanding in class, using a slowed pace, allowing more time for processing auditory information and for generating ideas, chunking of information, repetitions, linking new information to prior knowledge, recapping previous lesson, having the child repeat instruction or what they have understood about the task back to the teacher, activities where children explain activities to fellow peers. Pupil feedback has informed teachers that children feel that in this learning environment they are more able to follow and keep up with the pace of the class, feeling more confident that they understand what they have to do and what they are learning about. In general, children's self-image, as measured by the 'child self-esteem profile', increases as they stay at the school.

Consultant's comments

Daily 1:1 sessions as well as small class sizes enable the teachers to provide

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Independent Schools only		individualised teaching across the curriculum. Setting is also possible where appropriate to ensure that the strongest pupils are able to develop their talents and the weakest can be further supported. Where necessary there is also Speech and Language Therapy and Occupational Therapy provision.
	e)	Number of statemented pupils: 9 Consultant's comments The SENCo provides the appropriate structures required to fulfil the requirements of the Local Education Authorities.
	f)	Types of statemented needs accepted: Severe specific learning difficulties – dyslexia, dyscalculia; speech, language and communication needs; ADHD; dyspraxia; motor and sensory processing difficulties
		Consultant's comments All pupils with statements fulfil the admission criteria.

3. Identification and Assessment

Criterion 1 DSP 6.9	3. a)	Give details of how you identify pupils in your school who have or are at risk of SpLD and when this takes place in the admissions process: All children at the Unicorn School suffer from a specific learning difficulty. This is identified during the thorough 2-day assessment when the child first visits the school. One of our senior 1:1 teachers will do a full dyslexia assessment on visiting children. This is combined with the observations from the various teachers who will teach the child during their two days at the school. Consultant's comments In addition to the full assessment done by school, parents are also encouraged to have an assessment done by an Educational Psychologist.
	b)	Give details of what action you take when children are identified as at risk of SpLD As mentioned above all our children have SpLD. All children at the school have their own designated 1:1 teacher who sees them daily. During these daily 30 minute sessions the 1:1 teacher will be working on the specific areas that the child struggles with. Our 1:1 co-ordinator ensures that each child is given the 1:1 specialist who best supports their needs. Where possible we set for maths across year groups. For instance in Y6 there are three different ability sets. For the youngest two classes we again set for maths across Y4 and 5. In addition our Speech and Language therapist will fully assess all new children to ensure that we provide support for those who need it. She will use the results of the CELF assessment to identify who she needs to see. Similarly our Occupational Therapist will assess any children who are causing concern. She will identify what the needs are and what level of support is needed. Consultant's comments There are clear indications that once the SpLD strengths and weaknesses of a child have been identified, through testing, observation and previous documentation, information is shared with teaching staff. There is a consultation process which informs child centred Pupil Profiles, a Pupil Passport and IEPs which are then reviewed with parents. Pupils are also encouraged to set targets for themselves.

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

As mentioned above all new children will have a full dyslexia assessment undertaken on them during their two day assessment. When a child joins the school our SLT will assess them fully. Any child giving cause for concern will be assessed by our OT.

Consultant's comments

Parents are encouraged to have their child assessed by an EP, although the assessments done in school are thorough and comprehensive enough to inform teaching and IEPs.

Sometimes parents bring their children to The Unicorn school for the two day assessment, but do not take up a place. For these parents an assessment report is produced but they are required to pay for this - for parents who do take up a place the cost of the assessment is deducted from the first term's fees.

4. Teaching and Learning

4. a) How is the week organised?

From 0830 – 0850 children are allowed to arrive at school. Morning registration takes place from 0850 – 0900.

From 0900 – 1200 the children receive an hour of maths, an hour of literacy, a 30 minute daily 1:1 session, a 15 minute break, and a 15 minute snack time where teachers will read to their children.

Lunch time takes place from 1200 – 1300

From 1300 – 1545 children will cover the rest of the National Curriculum.

All games lessons take place at Tilsley Park (this is a designated sports ground which has a running track, 3G astro turf pitches and 5-a-side football pitches.

Friday afternoons the children have an activity afternoon where activities range from Martial Arts, Sailing, Swimming, Cooking, Science, DT, Forest School, etc.

Consultant's comments: All children and staff have packed lunches as there is no school kitchen.

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

All KS2 children receive daily:

10 mins reading.

10 mins 1:1 homework.

10 mins maths + Friday longer literacy based h/w

All KS3 children receive 30 minutes reading on:

Every night – reading

Monday – Maths

Tuesday – 1:1 Homework

Wednesday – Science

Thursday – Literacy

Friday – Topic

In addition longer based homework will be set to help prepare for GCSEs.

Consultant's comments

The timetable is very well organised to enable all pupils to have 1:1 sessions

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Criterion
3 & 4

and for Maths in particular to be taught in sets where necessary. There is a good mix of academic subjects, varied activities and sports suitable for the needs of SpLD pupils. This year the school has incorporated a Year 9 class who will be taking GCSE subjects from September 2016 and there are preparations underway for the introduction of new exam subjects to meet the needs of this cohort.

Appropriate homework is set and this is monitored through the links with home provided by the homework diary.

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

All long and medium term plans are placed on the school intranet for all staff to access. Class teachers liaise very carefully with their 1:1 teachers in order to identify what targets are set for the children. Weekly meetings take place between 1:1 teachers and class teachers to ensure that the child's needs are continuing to be met.

Parents' evenings are held at the half term stage of each term. This allows staff to share the targets that have been set with the parents. At the end of each term full reports are written. This means that parents are kept informed every 6 weeks as to how their child is progressing.

Consultant's comments

A variety of 1:1 and whole class lessons were observed. In all lessons teachers recapped previous work with the children at the start of the session. It was evident though the use of careful questioning and other strategies used that teachers were aware of the need to take time to ensure pupils understood the requirements of the task and the need to repeat instructions in a variety of ways to ensure the whole class understood. The pace of the lessons was good and activities were multi-sensory and varied, with teachers observed using mnemonic and highlighting strategies. In the Maths session observed pupils were using their Chrome Books to log onto My Maths and very much enjoying using them. This programme can also be used to do homework online. Interactive whiteboards were used across all areas. In one to one sessions, the content of which was dependent upon the individual - some doing study skills, some working on writing or comprehension - teachers had clearly built up good working relationships with the children.

In all sessions the behaviour of the children was very good and it was evident that progress was being made and that the children were enjoying their learning.

Classrooms were bright and colourful with plenty of evidence of children's work on the walls, both handwritten and word processed. In the one to one areas displays and work were specific to the children working with that particular teacher.

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

An Individual Education Plan (IEP) is used to plan interventions for all children in the school. Pupils and teachers will discuss three key targets for each pupil in Literacy and Maths. If a child has direct therapy with the Speech and Language Therapist or Occupational Therapist, these targets will also be included on the IEP. Parents/carers will also be involved in discussion of these targets at termly parents' evenings.

The IEP will outline:

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- the targets for the pupil
- the teaching strategies to be used
- success criteria
- when the plan is to be reviewed

Targets must be precise and achievable within the relevant time-scale. Criteria on which to base targets can be found in Statements, Education, Health and Care Plans, assessments, advice received from an Educational Psychologist, or any other relevant specialist. In the absence of, or in addition to, any of the above, targets may also be based on criteria contained in the attached list, or on discussion with parents/carers, teachers and pupil.

Class teachers and One-to-one teachers work collaboratively to write IEPs for their pupils. All draft IEPs should be approved by the SENCo and Headteacher before they are sent to parents/carers. The IEP will be stored electronically in the pupil's individual folder. When the IEP is to be reviewed, the class teacher and one-to-one teacher will meet to review the pupil's progress over the term in relation to meeting the targets in the IEP, and to discuss suitable future targets. IEP Reviews are sent to parents/carers prior to the parents' evening. Parents/carers are invited to add their comments to the Reviews and be fully involved in the discussion of future targets at the parents' evening. Copies of parents' comments are stored by the SENCo in a central file.

Please indicate **two examples** enclosed

Consultant's comments

Ofsted highlighted the need for creating better communication links between the one to one teachers and class teachers, in particular with reference to their individual targets so that targets are connected to children's overall level of educational progress and to make children clear about what they need to do to improve. Since Ofsted's visit the school, in particular Mr Day, the SENCo and the 1:1 Co-ordinator have worked hard to ensure that this communication is effective, with good success. There was clear evidence that class teachers are ensuring that they meet with the 1:1 teachers of their children on a weekly basis. All staff are involved in target setting and the writing of Pupil Passports and IEPs. IEPs contain cross curricular as well as reading and spelling targets and also information about strengths of the child. Parents are involved in the content of the IEPs with opportunities to have input if they wish.

e) Records and record keeping:

For each child we have records kept in a secure filing cabinet; access is available to those who work with that child. These files include assessments from outside agencies, e.g. educational psychologist's report, specialist dyslexia assessment; information from the child's previous school; latest Statement of SEN or Education, Health and Care Plan if applicable and information from the visit days spent at the school prior to enrolment. In addition, we hold an electronic record for each child. This is kept on our password-protected system and includes the following for each child: school reports and reports from in-house OT and SLT; IEPs, Pupil Passport which is a summary of all the information we have on a child and teaching strategies we have put in place to support the child; a One-Page Profile where the child's views on their talents, aspirations and learning styles are recorded; National Curriculum levels and standardised test scores. In addition, the SENCo has folders of records concerning the children with a Statement of SEN or EHCP which record all documentation prepared for statutory assessment and Annual Reviews. The SENCo also keeps a record of all IEPs where parents have contributed their comments.

Consultant's comments

Record keeping is thorough and relevant and policies are in place to ensure

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that there is effective tracking of progress through regular testing which informs IEPs and report writing.
All records are kept securely, staff can access progress information files of individual pupils through the school intranet. Other confidential information is kept in a locked filing cabinet.

Criterion 3 f) For comment by consultants only: Review history and provision made for two pupils.

Children are initially assessed during their first two day visit to the school and after observation teachers all contribute to the IEP. IEPs are used to track progress and literacy testing is done six monthly, with new IEPs being produced also every six months.
Standardised tests are used for single word reading, non word reading spelling and comprehension.
The Pupil Passport created initially helps to inform the first IEP and remains as an overall picture of the child, but the child also has input into their own pupil profile which also informs the IEP.
IEPs are good working documents with targets designed to be achievable, how these are to be monitored, strengths and weaknesses.
Although children are not entered for SATS - there are teacher assessed levels which are also tracked.

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					
SpLD Pupils					

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				
SpLD Pupils				

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:

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Children are assessed in November and June every year.

They are assessed as follows:

York Assessment Of Reading Comprehension (YARC2) which gives Standard Scores and Reading Ages for Reading Accuracy, Rate & Comprehension

Helen Arkell Spelling Test (HAST2) which gives Standard Scores and Spelling Age

NFER Progress in Maths

NFER Progress in English

From the reading and spelling assessments a reading or spelling age is found. We track the progress the children make using this assessment.

From the NFER assessments a NC level and a standardised score is found. Again this data is used to assess progress.

Consultant's comments

An appropriate selection of tests are used to track literacy progress.

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

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

We use a wide range of materials to support our 1:1 teaching so that we can provide over-learning and reinforcement without using materials that the pupils may have met, and failed on, in their previous schools.

Phonic materials include reading schemes and worksheets designed for older catch-up readers from the various Phonic Books series including Magic Belt through to Talisman 2; Alba Series, Rescue Series etc, as well as phonic books for younger readers such as Jelly & Bean books, Phonic Farm etc. Our teachers use a range of multi-sensory resources including magnetic letters, whiteboards, sand trays, shaving foam etc in addition to having supporting worksheets from publishers such as EasyLearn, Kickstart, Robinswood Press etc. Dyspraxic pupils are supported using materials to develop fine motor skills, in consultation with our OT, as well as a handwriting programme based on the Sassoon handwriting style.

For older pupils we have a range of resources to support their reading and spelling, such as books for dyslexic readers at various levels of difficulty from Barrington Stoke, the Megawords programme for analysing the structure of multisyllable words and materials to develop inferential comprehension. Pupils of all ages enjoying reinforcing their learning through games.

Consultant's comments

Teachers have access to a central resource area which contains appropriate materials for multi sensory literacy teaching. 1:1 classrooms also contain this type of resource, and others tailored to the use of the current children being taught there.

Criterion 5.2 b) ICT:

We have a full ICT lab with 12 computers.

We also have 20 chromebooks which are used in the KS3 block.

The school has bought in to various maths schemes which offer a huge range of online resources which are used to support the children's learning. These include MyMaths, Abacus Maths and Kerboodle.

All staff received thorough training with the Clicker6 software. This is used to support the children's literacy lessons.

All our 1:1 teachers have computers which they use in many ways during 1:1 lessons

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including: reinforcing phonic work using Wordshark and Nesy; developing writing skills using Clicker6 and 2Simple; concept mapping with 2Connect; teaching touch typing using 2Type, Busy Fingers or TIP10; reinforcing maths work using MyMaths and accessing the internet to develop pupils' research skills.

Consultant's comments

The ICT suite is in almost continual use and this consultant observed computers being used in one to one sessions also. A Maths lesson made use of chromebooks. In an ICT session Year 4 pupils were being familiarised with word processing software. Interactive white boards were used in all curricular lessons observed. Problems with the internet seem to have been overcome since the last CReSTeD visit and there are plans to extend internet access to the new Senior School Study Area which has been newly added to the school's classroom provision.

Criterion 5.3

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

Children who need it have access to scribes and readers during their internal exams. For those who qualify extra time is also available.

Consultant's comments

Appropriate access arrangements are used. Teachers are aware that with the introduction of GCSE exams next school year, these will have to be made officially through JCQ.

Criterion 5.4

- d) Library:

We have a fiction library on the ground floor. Books are separated in to 5 main colour bands. These correlate to:
KS1 books, Lower KS2, Upper KS2, Y7 and 8, Y9 and above.

In addition in the new Y8/9 block we have a separate library for the older children.

All non-fiction books are kept in the Lime Lab. Children are able to do their research here.

Y6 volunteers act as librarians. They ensure that books are returned to the appropriate area of the library.

All children are encouraged to write book reviews.

There is a monthly book review competition where the headmaster chooses the book review of the month.

There is a lonely hearts reading club board where children can put up a note asking for advice on what books they should read. Children / staff can answer this anonymously. All staff are asked to place up on their class doors a short review on the book they are reading now. This is to encourage children to realise that everyone should read for pleasure.

There is a board in the hall entitled 'Get caught reading!' and includes pictures of teachers/children reading in strange places. This has again caught the imagination of the children.

The Unicorn School recognises the importance of reading to our children.

Consultant's comments

The development of reading is paramount in The Unicorn school and there is a wealth of evidence around the school of the incentives being put into place to encourage pupils to read. Teachers post book reviews, pupils are encouraged to share information about books they have enjoyed, pictures of

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teachers and pupils reading are displayed and the library environment is welcoming, with pupils acting as librarians. Each day teachers read to their pupils during snack time.
The Library has a good selection of colour coded books so that teachers can direct the children to the right reading age books for them.

6. Details of Learning Support Provision

DSP 6.1 6. a) Role of the Learning Support Department within the school:

Our 1:1 teaching staff are an integral part of the school rather than a separate Learning Support Department. All pupils receive daily half hour 1:1 lessons and the timetable is organised so that the whole class, or sometimes half the class, attend 1:1 lessons at the same time, so they do not miss any class activities. There is close liaison between 1:1 teachers and class teachers to ensure that each pupil's individual needs are met.

Consultant's comments

It was clear that communication between 1:1 staff and teaching staff has improved since the comments made by Ofsted, with class and 1:1 teachers actively ensuring that they meet up at least once a week to discuss each of their pupils.

The Department is also developing an outreach programme for local schools in which they provide support through a six week programme of school visits where they may provide 1:1 staff support and staff training sessions. In addition the schools will also be offered parent's sessions for parents of children with literacy difficulties showing how they can help them at home. It is hoped that this programme will grow and increase the profile of the school as a centre for Dyslexia in the local area. In addition the school is also providing general INSET and parent's sessions on their premises during the coming Autumn term.

b) Organisation of the Learning Centre or equivalent:

There are 13 1:1 teachers (plus 1 job sharer) working mornings only (although two of our 1:1 teachers also provide class based subject teaching in the afternoons). Each teacher works with the same pupils every day. Their work is organised and supported by the 1:1 Coordinator, who also teaches four pupils per morning. 1:1 teaching rooms are mainly shared by 2 (sometimes 3) teachers.

Consultant's comments

There are several 1:1 rooms which are used during the morning sessions where all 13 teachers are teaching most of the time. The rooms are large enough to accommodate two teachers and two pupils, with larger ones having enough room for three teachers and three pupils. During the lessons observed the pupils were focussed on their own work and teacher throughout the session despite close proximity to another pupil. Working together also gives flexibility to the approach used and occasionally pupils will pair up for learning games or joint activities. All 1:1 teachers have access to computers for use with their children.

1:1 teachers also have a strong pastoral role with their children.

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

Yes. SENCO and 1:1 Coordinator are on the whole school Senior Management Team.

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.

Consultant's comments

Mr Day is aware that the SENCo and 1:1 Coordinator's work is central to the work and ethos of the school.

- d) Supporting documentation, please indicate enclosed:
- vi. SEN Development Plan (or equivalent) enclosed
 - vii. Timetables of teachers or teaching assistants for SpLD, but not the whole school/all staff
 - 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:

See attached sheet

Consultant's comments

All learning support staff are literacy teachers and are suitably qualified.

- DSP 7.3 b) Do all English teachers and teachers of literacy skills have nationally recognised qualifications in the teaching of SpLD children (except A level English)?

Yes – or for new members of staff they are undertaking training in order to achieve this

Consultant's comments

Consultant's comments

Only one member of staff is new and is currently undergoing training - all others have nationally recognised qualifications - OCR Level 5 or above.

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:

All parents contacted were extremely positive about the school, in particular the literacy support and the progress their children made in self confidence and esteem in comparison to other schools their children had attended. One child's mother had taken a flat in Abingdon and the parents were selling their house to move to the area so that their child could attend the school. All parents thought that the move to extend the provision to include the GCSE curriculum was beneficial, although not all were planning to take advantage of this - one parent wanting a larger school for social reasons and for a wider range of sporting activities.

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.

Advantages of the school mentioned were the provision of a bus service solely for the use of Unicorn pupils, the emphasis on reading, monthly parents meetings and the commitment and understanding of the teachers. Parents talked positively about the way in which pupils supported each other, how learning needs were met, progress, individualised IT provision and the happiness of their children. One parent said that they 'couldn't fault the school', another that they were 'thrilled their child was there' and another said that 'the transition from his last school was fantastic'.

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

This consultant met with the school council comprising eight pupils from Year 3 up to Year 9. The children were very happy to discuss their school. For the majority they were much happier at The Unicorn School than at their previous schools, where several had been bullied. They stated that there was no concern about bullying, any minor incidents had been dealt with immediately - they were able to discuss this openly and the older pupils gave advice to younger ones.

Some of the other reasons for being happier at their school were that they were 'all in the same boat.', that they 'feel more comfortable.' And that The Unicorn is a 'happy school.'

They were all unanimous (even the ones who had only been there for a few weeks) that they felt that they had made progress and that they had teachers to whom they could turn if they felt they had a problem. They felt their teachers were 'kind and understanding'. They liked the fact that there was a lot of PE. Overall they were polite, well behaved and listened to each other - giving each other time to think about what they were going to say. They appeared very supportive of each other. They clearly enjoyed coming to The Unicorn school.

Head's / Principal's signature confirming accuracy of school's information (pre-visit):		Head's / Principal's signature confirming agreement to consultant's comments (post-visit):	
Date:	21/09/2015	Date:	2/11/2015

Please ensure:

- Copies of all the supporting documentation referred to within the application form are supplied either in hard copy or in a digital format, along with the form itself.
- We require a copy of the application form to be signed by the Head/Principal, should the digital version be signed there is no need to send a further copy by post.

Documents To Be Available On The Day Of The Consultant's Visit

- 1) Results of tests and assessments of pupils with SpLD after admission for last 3 years, including Reading Ages, Spelling Scores, etc.

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.

- 2) Certificates of specialist qualifications for all teachers listed within section 7. Alternatively a document signed by the Principal certifying that the documents have been seen.
- 3) Department policy documents for Mathematics and English.
- 4) Consultants may ask for other documents to be available on the day of the visit, this will be communicated to the school in advance, for example, lessons plans.
- 5) Most schools very kindly make a room available for the consultant(s), where this is not possible suitable arrangements need to be made.

Report Summary

For completion by consultants only:

Please remember: this is an extract of the overall criteria listing, only those relevant to the category are listed below. Consultants should be able to mark all criteria as observed before making their final recommendation.

Consultant to tick relevant boxes when criteria are observed to have been met:

Criteria	ALL
1. The school or centre implements a thorough and rigorous process for identifying children with Specific Learning Difficulties (SpLD)	✓
2. The Senior Management Team and, in the case of schools, Governors, fully support the provision for SpLD pupils.	✓
3. The impact of the provision for SpLD pupils is measured (a system to regularly monitor provision for pupils and to assess their achievements).	✓
4. There is an awareness by all members of staff of the necessity to adjust their teaching to meet the needs of SpLD pupils and this will be evident across the curriculum.	✓
5. In Addition:	
5.1 Resources for learning appropriate to the level of need.	✓
5.2 IT provision relevant and of high quality, including up-to-date and regularly used programs for SpLD pupils.	✓
5.3 Access arrangements for all examinations sought as needed. Assessments for access arrangements must comply with Joint Council for Qualifications guidelines .	✓
5.4 Specific structured, cumulative and multi-sensory teaching materials to address literacy with SpLD pupils.	✓
5.5 An annual report for parents on the progress of pupils, who exhibit SpLD.	✓

Criteria	DSP
6. Specific to the Category of School or Centre: -	
6.2 The school is established primarily to teach pupils with SpLD.	✓
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.	✓
7. Qualifications of Teaching Staff: -	
7.1 The Head of Learning Support (or equivalent) should be a qualified teacher holding a nationally recognised qualification for the teaching of pupils with SpLD. Exceptions may only be allowed after special reference to the Council.	✓
7.3 As a minimum, all English teachers and teachers of literacy skills will have nationally recognised qualifications in the teaching of SpLD pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion.	✓

Report Summary

Summary of Report including whether acceptance is recommended:

The Unicorn School is a school with a strong ethos based on providing the best possible support, both educationally and pastorally, for pupils with SpLD/Dyslexia. The pupils and parents believe it is a safe, happy school where pupils are making progress both personally and academically and this is evident in the atmosphere a visitor experiences. Mr Day is a highly experienced Head who will continue to develop the provision of the school with the support of his very well qualified and dedicated teachers.
I have no hesitation in recommending that The Unicorn School is re-registered as a DSP CReSTeD school.

For Office Use Only

Category proposed:

DSP

Consultant's name(s):

Carol Hodgson

Consultant's signature:		Chairman's signature:	
Date:	30.10.15	Date:	