



Council for the Registration of Schools Teaching Dyslexic Pupils

**Wycliffe College
Re-registration Application Form
Category DU – Dyslexia Unit**

Date of visit:

Tuesday 16th May 2017

Name of Consultant(s):

Laraine Erhlanderr-Lawrence

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Wycliffe College Bath Road Stonehouse Gloucestershire GL10 2JQ Tel: 01453 822432 Fax: 01453 827634 Email: senior@wycliffe.co.uk Web: www.wycliffe.co.uk	Rural	221 boys 163 girls Ages 13-18	Dysc Dysl Dysp P&S	HMC ISC BSA IAPS
	Ind Bdg Day			GCSE GCE: AS/A2
Comments:				

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.

School Details

Name of school:	Wycliffe College		
Address of school:	Bath Road, Stonehouse, Gloucestershire, GL10 2JQ		
Telephone:	01453 822432	Fax:	01453 827634
Email:	senior@wycliffe.co.uk		
Website:	www.wycliffe.co.uk		

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

Name:	Nick Gregory
Title (e.g. Principal):	Head
Head/Principal's telephone number if different from above:	
Qualifications:	BA, MEd
Awarding body:	BA University of Nottingham / MEd – University of Buckingham

Consultant's comments

Mr Gregory became the Head at Wycliffe College in September 2015. He made a career change in 2000 and moved into teaching. His background in finance equips him well with the qualities needed for leadership and teamwork. He is also a keen sportsman and lives on site with his family.

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

Name:	Julie White
Title (e.g. SENCO):	Head of Learning Support/SENCo
Telephone number if different from above:	01453 820416
Qualifications:	BSC Hons; MEd SEND; QTS; Post Grad Diploma in Dyslexia and Literacy (Specialist teacher/AMBDA); Assessment Practising Certificate (current); Post Grad Diploma in English Language Teaching (DELTA); Post Grad Certificate in Boarding Management; CCET Level A, CPT3A
Awarding body:	University of Surrey; University of Middlesex; University of Gloucestershire; Dyslexia Action (formerly Dyslexia Institute); RSA; Boarding Schools Association/Roehampton University; British Psychological Society

Consultant's comments

Julie White brings a high level of professional specialist qualifications to the role.

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1. Background and General Information

1. a)	Dep't of Education Registration No.:	916/6018			
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range	
	Day:	Boys:	95	65	13-18
		Girls:	84	46	13-18
	Boarding:	Boys:	126	34	13-18
		Girls:	79	12	13-18
	Overall total:		384	157	13-18

Consultant's comments

The numbers of pupils with identified SEND have grown since the previous CReSTeD Report in March 2014. There are currently around 45% boys and 36% girls with SpLD.

c) Class sizes – mainstream: 4-19

Consultant's comments

The class sizes are flexible and support can be targeted where it is needed.

d) Class sizes – learning support: Individual 1-1; small groups (literacy support); academic support sessions offered on a drop-in basis

Consultant's comments

The support given is flexible and useful at this stage of educational provision.

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

The ISI Report for 2016 states that 'pupils with SEND are particularly well supported and helped to achieve results commensurate with their peers'. The small classes were seen to enable effective individual attention to be given to support pupils with SEND. The report also recognised that teachers are made aware of their students learning needs and the LS department advises on how best to support them.

f) Current membership (e.g. HMC, ISA etc.): HMC / ISC / BSA / IAPS

Consultant's comments

The memberships are appropriate for the College.

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
- ii. **Recent Inspection reports**, please indicate copy enclosed or provide link to view reports via the internet Information received
- 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 Information received

Independent Schools only

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Consultant's comments

Wycliffe College's current Prospectus outlines the ethos and aims of the school. It describes the House system and facilities. The principles of 'inspiring initiatives, creating community and stimulating success' underlie the aim to 'help every pupil be the best that they individually can be'. The 6th Form and preparation for further education are also included. It is a day, boarding and flexi-boarding school with a focus on 'individual learning as the route to success'. A detailed fee list is also included in the Prospectus as is a list of the Destination of Leavers 2016.

Fees are charged for 1:1 LS lessons at the end of each term. Parental agreement is sought before lessons commence.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school

CORE PURPOSES

- **Nurturing potential.**
- Inspiring **initiative**, stimulating **success**, creating **community**.

MISSION FOR THE COLLEGE

To be an excellent school in which education is central to every decision taken and where pupils achieve success through:

- A commitment by all to identify and nurture individual potential across the widest possible range of areas
- An inclusive, safe and stimulating environment which is conducive to learning
- Guidance from committed, caring and highly competent staff
- An ethos of support, challenge and encouragement
- Effective and stimulating teaching
- An enhanced curriculum supported by an extensive extra-curricular programme that enriches the whole person and prepares them effectively for life after school
- Active and supportive relationships with local and global communities
- Effective governance and leadership.

AIMS FOR PUPILS

- Achieve their full academic, spiritual, physical and creative potential
- Feel happy and secure
- Communicate effectively in all situations
- Be creative, innovative and independent in their thinking and

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approach to learning

- Develop a social and environmental conscience
- Exhibit self-belief, willingly take responsibility and develop an 'unassuming confidence'
- Be generous of spirit and respectful of others
- Develop resilience to meet the challenges of life ahead.

Consultant's comments

Wycliffe College aims to educate their SpLD pupils to achieve to their full potential alongside their peers.

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**
- ii. **Support for policy from Senior Management Team**
- iii. **Support for policy from governors**
- iv. **Admissions Policy/Selection Criteria**
- v. **Identification and assessment**

Information received

Consultant's comments

The policies in place aim to identify, assess, monitor and make provision for pupils in accordance with the SEND Code of Practice 2015 and the Equality Act 2010 as they affirm that their SEND pupils have access to the same opportunities as their peers within their setting. Roles and responsibilities are comprehensively set out and involve the Council of Trustees, the SENCos and Senior Managers. The Admissions policy is fair and states that it caters for a broad ability range and welcomes applicants irrespective of any learning difficulties and/or disabilities.

Criterion 4

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

Wycliffe aims to provide a continuum of provision for SEND in the mainstream of education for all children, within a broad, balanced and relevant curriculum. It aims to maintain close consultation and partnership with parents and pupils, evaluating and taking into account a pupil's learning profile as a whole, including learning strengths, as well as learning difficulties and/or any disabilities a pupil may have.

To this end Wycliffe takes all reasonable steps to ensure that the necessary provision is made for any pupil with SEND. This includes robust systems for assessment and identification of pupils with SEND, ensuring that the needs of pupils with SEND are made known to all who are likely to teach him or her and that teachers in the school are aware of the importance of identifying and providing for those pupils who have SEND. The expectation is that staff will do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the school can adequately cater. Wycliffe also ensures that pupils with SEND join in the activities of the school

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together with pupils who do not have difficulties or disabilities.

If a pupil is identified as having SEND, Wycliffe adopts a staged approach to intervention, depending on the level of need and the stage of education, as well as on parental wishes (see SEND policy for more details of intervention and assessment in KS3, KS4 and sixth form). Progress is closely monitored and reviewed. Teachers follow the advice on differentiation for the pupil and work closely with the child in the normal classroom context, monitoring and reviewing the child's progress, using specialist staff to give advice and support where necessary.

Wycliffe's SEND Policy covers the whole school, including the Preparatory School and the Lower Preparatory department, although the Prep and Lower Prep also have their own individual policies in terms of day-to-day identification and provision for SEND pupils. The College's whole school SENCo – Julie White – is responsible for the management and application of the SEND policy across the whole school, whilst the Prep and Lower Prep SENCos implement this policy on a day to day basis in their respective sectors of the College. Regular meetings are held between the relative SENCos in the Senior School and Prep/Lower Prep to ensure effective communication, consistency and ease of transition for pupils moving onto the next stage in their Wycliffe career.

The whole school database contains extensive and detailed information about every child on the SEND list. All staff have access to this and are instructed to refer to it on a regular basis. Regular SEND INSET is also conducted to inform staff of SEND pupil needs and how to support the learning of SEND pupils. Teachers consult and liaise with the Learning Support department to ensure their teaching is appropriate and meets the child's needs.

Each department has a differentiation policy, incorporated into the teaching plan and lessons are differentiated following SEND advice. The Learning Support Department offers INSET to departments and subject teachers on request, and delivers whole school INSET at the beginning of each academic year, as mentioned, and whenever relevant throughout the year, on how to support learners with different SEND profiles.

Small teaching sets enable students to be taught at an appropriate level to ensure confidence and achievement. In the senior school of 384 pupils, with a varied year group population, there are 5-6 sets in Maths and English in Years 9 to 11 (this number is flexible in order to accommodate differing year group sizes). In GCSE science, pupils are given the choice of following the Single or Trilogy Science routes, or separate sciences. Lower sets are kept very small to allow a high level of individual attention to pupils with difficulties in those subjects.

The curriculum is very adaptable and can be tailored to pupil's needs – in Year 9 pupils with dyslexia are offered the option of studying only 1 of the 4 modern languages, to allow time for learning support. In some cases pupils do not follow a modern language if this is deemed inappropriate to their profile and wishes. In Years 10 and 11, pupils can opt to follow a slightly reduced curriculum, to allow time for learning support. In years 12 and 13, pupils can choose to study from a wide range of A level subjects and two

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Independent Schools only		BTEC programmes.
		The Learning Support Department at Wycliffe offers specialist learning support for children with specific learning difficulties such as dyslexia and dyspraxia, provided that they can cope with the mainstream curriculum. Pupils with other SEND may be supported within the department, subject to evaluation by the school SENCo.
		Consultant's comments
		The approach to SEND is flexible, inclusive and appropriate for the setting.
	e)	Number of statemented / EHCP pupils: 0
		Consultant's comments
		There are currently no statemented pupils.
	f)	Types of statemented needs accepted: Dyslexia, Dyspraxia, Asperger/ASD, ADHD
		Consultant's comments
		The college considers applications for pupils with needs outlined above.

3. Identification and Assessment

Criterion 1	3.	a)	<p>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:</p> <p>Parents of external pupils and pupils transferring from Wycliffe Preparatory school are encouraged to discuss with the Admissions Manager and the SENCo any SEND issues regarding the prospective applicant and/or reasonable adjustments they consider would assist their child during the application process, in advance of application for a place at Wycliffe College. The Admissions Officer will forward any relevant documentation to the SENCo prior to the visit of a prospective pupil if possible, so that due consideration can be given to the child's needs, to allow the gathering of further information if necessary and to inform conversation with parents.</p> <p>With regards to pupils with a recognised or suspected SEND, the SENCo will normally meet parents of prospective entrants to the school. The level of the child's difficulties will be discussed at this meeting. The SENCo may also need to assess the child or request an assessemnt for the child, to determine whether the applicant can be adequately catered for should an offer of a place be made and to ensure they are able to fully participate in the education provided at Wycliffe. The SENCo liaises with feeder schools, arranging to observe the pupil in their current school if appropriate – this is normally only required if it is uncertain whether Wycliffe would be able to balance the needs of the child against the needs of others at Wycliffe. Previous school records as well as Individual Education Plans from previous schools – where these are available - will also form part of the pre-entry assessment process. In some cases, the school may request further information, such as a medical certificate or educational psychologist's report that the school considers necessary to make a fair assessment.</p> <p>Specifically regarding pupils transferring from the Preparatory school in Year 8, the whole school SENCO Julie White meets with the Prep School SENCo</p>
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at the Preparatory School during the summer term to discuss the learning profiles and needs of pupils in Year 8 at the Preparatory School This exchange of information ensures a smooth transition for the pupils when they join Year 9. Records are transferred to the Senior School and the SENCo organises meetings with the parents of Year 8 pupils to take place at the Senior School to discuss the transition to Year 9, possible learning needs and support and any reasonable adjustments/individual timetabling needs in the Senior School. Parents of external applicants joining Year 9 are also invited to meet with the SENCo at this stage.

Pupils with identified SEND are placed on the school SEND list. During the autumn term of Year 9 and year 10, the Learning Support Department undertakes a whole year group literacy assessment to identify any possible weaknesses in reading and spelling. Pupils within the school showing signs of particular difficulty and pupils joining the school are also assessed on an individual basis. If difficulties are identified, including low scores in the literacy year group assessment, then pupils and parents are contacted and support offered. This usually includes placing these pupils on the SEND list. The school then adopts a staged approach to intervention, as outlined in the SEND policy. Intervention is offered in small literacy support groups and one-to-one support if deemed necessary. Pupil progress is closely monitored and reviewed. Teachers frequently also raise concerns about individual pupils, where there is a cause for concern.

The SENCos (at Senior School, Prep and Lower prep schools) are responsible for the formal identification of pupils to be placed on the SEND list, through assessment by qualified assessors within the school or by an Educational Psychologist/other relevant professional body, and for the dissemination of relevant information via the school database to support the learning of the dyslexic pupil. However, teachers and tutors are also responsible for assisting with the initial identification of children with SEND/dyslexia by referring pupils who cause concern and for tracking the academic progress of pupils and/or tutees. The teacher will identify possible areas of need/weakness, gather information and evidence and refer to the SENCo. The SENCo will then contact parents to discuss possible assessment options and proceed with the process of assessment and identification. Subject teachers play a crucial role in communicating with the SENCo.

Consultant's comments

The detailed and comprehensive approach is supported across the school. It is well set out in detail to inform parents of the process involved.

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

In all sections of the school there is a recognised procedure for the identification and assessment of dyslexia or other special needs. Members of staff complete a 'Cause for Concern' form, which is forwarded to the SENCo who then observes and assesses the child, with parental consent. Following identification, the child's needs are discussed with the child's parents and teacher/tutor. If the child is at an appropriate age, a formal assessment by an Educational Psychologist (EP) may be recommended. Learning support may also be recommended, and does not necessarily depend on EP assessment. Following assessment, either by the SENCo or by an EP, an Individual Pupil Profile (IPP), which informs staff of the child's strengths, weaknesses and

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specific needs, as well as strategies to support the pupil, is added to the SEND database and teachers are made aware of how to access this information in order to inform their teaching and to support the learning of the pupil more appropriately. Teachers can also access these profiles aligned with their teaching set lists (called SEND Report), which contains the same information but in a more accessible format for multiple pupils. If the child attends Learning Support then a set of Learning Support targets are devised and reviewed on a regular basis for each pupil. Targets are also included in the reports by subject teachers and reviewed by them and their academic tutors. Teachers are instructed on the need to ensure targets are supportive of the child's learning needs and progress. These targets may be delivered via individual learning support, support in small literacy intervention groups, in class, or by differentiation.

Consultant's comments

The procedure set out is well structured and communicated thus ensuring full access to the consideration of pupils' specific needs and support.

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

The SENCO can arrange for a formal assessment with an Educational Psychologist (on a private basis) should the parents desire this and should it be deemed necessary. It is not essential to obtain a formal EP assessment for exam arrangements or to support learning as this can be carried out 'in house', but it is sometimes helpful to have an in depth assessment of the child's needs. The SENCO will usually advise parents if this is felt to be of benefit. Likewise, if parents require a full written report, then an EP assessment is advised as the SENCO does not ordinarily produce full diagnostic reports following assessment (due to time constraints). An educational psychologist (EP) might assess children with SEND at different stages during their career at Wycliffe. An EP assessment might take place as early as possible after the child's needs have been identified. The child may be assessed prior to GCSEs. There is also an option for further assessment for access arrangements post-16, or for students applying for the Disabled Student's Allowance (DSA) on progressing to Higher Education. For the latter, an Educational Psychologist assessment is advised as universities and the DSA require a full diagnostic report. These assessments can be arranged privately by parents or the SENCO can arrange for the assessment to take place at Wycliffe College. Pupils from military families whose learning support is funded through the Continuing Education Allowance (CEAS) SENA award are required to have any EP assessment carried out by Dyslexia Action if this is to be funded through CEAS. The SENCO will arrange for this to take place for parents and can sometimes assist by attending assessment with the pupil if parents are posted overseas/at a distance. Whichever option is selected, all financial matters will usually be dealt with directly between parents / guardians and the Educational Psychologist. The school is not obliged to accept privately commissioned assessments as evidence for reasonable adjustments for SEND such as access arrangements in exams. Therefore, parents are urged to discuss such assessments in advance with the SENCO. Once the report is received, the SENCO can discuss the findings with the pupil and parents to agree subsequent action.

Consultant's comments

The procedure for accessing assessments is clearly set out along with responsibilities within the Learning Support Department and the role of

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external specialists.

4. Teaching and Learning

4. a) How is the week organised?

The school operates a fortnightly timetable, with 7 x 50 minute teaching periods in a day, and three teaching periods on Saturday mornings (sixth formers have Saturday mornings free for private study). Games are held on Thursday and Saturday afternoons, with an additional games session on either Mondays for Junior or Tuesdays for Senior pupils. The day begins with assembly at 0830 and lessons end at 16.35. Activities begin at 16.55 with prep being held from 18.00 to 18.45 and from 19.30 to 20.30.

Consultant's comments

The College is able to offer a comprehensive range of subject teaching, sport and activities throughout the week and Saturday mornings.

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

Individual Pupil Profiles are used by subject teachers to inform setting and teaching. The staff consult the SENCo and Learning Support Department regarding the best approach to the teaching and learning of pupils with SEND, both as groups and as individual learners. Careful and flexible setting – with several small sets – allows work to be set and marked at an appropriate level and enables students to achieve.

There is a strong emphasis on the use of ICT to support learning – both inside the classroom and for work/prep. An increasingly large number of pupils - not only dyslexic pupils – have laptop computers/tablets which they may use in class. These are wireless-linked to the school network, enabling students to access staff for advice and support outside the classroom. Work is also posted on the online school VLE (Firefly) for pupils to access.

Prep is supervised by staff and is set and marked in line with marking policy and with regard to SEND advice. Whilst recognizing that some dyslexic and dyspraxic pupils experience organizational difficulties, meeting deadlines is a requirement at GCSE, AS and A level and is a vital life skill.

Consultant's comments

The well-planned arrangements for SpLD pupils was observed to be most effective in practice.

Criterion
3 & 4

c) Lesson preparation and delivery to meet the needs of SpLD pupils for:

- *Curriculum subjects*
- *Literacy support*

- Curriculum Support: the Deputy Head (Academic) and Head of Lower School / Head of Sixth Form regularly monitor pupils' work, viewing students' files on a termly basis. The Deputy Head (Academic) is responsible for supervising the implementation of the school's policies on teaching and learning, assessment and marking, as well as differentiation for pupils with SEND, EAL and on the G&T register. These are contained in the School Handbook and are reviewed regularly. INSET on teaching pupils with SEND is also undertaken at least once a year by the SENCo and a comprehensive Learning Support Handbook is available for all staff which offers support and information for teachers.
- Literacy Support:

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During the autumn term of Year 9 and year 10, the Learning Support Department undertakes a whole year group literacy assessment to identify any possible weaknesses in reading and spelling in KS3 and KS4. If difficulties are identified then pupils and parents are contacted and support offered. Intervention is offered in small literacy support groups for reading and/or spelling, taken by a member of the Learning Support Department. One-to-one support may also be recommended.

For pupils who attend Learning Support, literacy levels are assessed following the departmental Assessment Policy in order to ascertain levels in reading, writing and spelling, to set initial targets for literacy if appropriate and to track progress. These are reviewed regularly. These pupils also have Learning Support Targets which are set and reviewed according to an agreed cycle (dependent on year group and need, as per departmental policy), and these are agreed with the pupil following consultation with a pupil's teachers, a review of academic reports and in relation specific SEND issues. These targets are kept in the class file for each pupil and form the scheme of work for that individual pupil for Learning Support.

For pupils who do not attend Learning Support but are on the SEND list, and for pupils who cause concern, literacy levels are assessed by the SENCo/Head of Learning Support in the department and support put in place as necessary.

Consultant's comments

To evaluate how lesson preparation and delivery met the needs of the SpLD pupils in the classroom the following eight lessons were observed. Year 9 Spanish, French, Biology, Chemistry, Physics; Year 10 English, History and Year 11 Mathematics.

The lesson planning was set out in detail on the school's Lesson Planning Form giving information of the pupils' prior knowledge, the lesson objectives, key vocabulary and differentiation to be used. Post lesson reflection was also on the sheets. SEND profiles were included and contained student photographs for easy identification. The profiles gave full details of access arrangements, star rating of support offered and strategies to use. The pupils were made aware of the Learning Objectives during the lessons and planning detailed targeted learning habits e.g. evaluation, analysis, making links, collaborative learning and perseverance.

The resources being used were plentiful, accessible and tailored to need. There was a good balance of discussion in pairs, class discussion and individual tasks. The pupils worked purposefully and were given individual attention and support when the need arose. The pupils worked with an impressive level of co-operation in the practical science subjects. The Year 11 Maths lesson was particularly well resourced as it sought to cater for revision of topics at an individual level of need, therefore a range of tailored resources was made available.

The students remained calm and respectful towards the staff who spontaneously reacted and anticipated their needs during the lessons.

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I observed 2 LS 1:1 lessons. The pupils worked hard in the lessons and the content was appropriate to their current needs. Good rapport with the LS staff was maintained throughout. Gentle encouragement and appropriate praise were evident, motivational and helpful.

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

The whole school data base (iSAMS) contains a large SEND field. This contains the SEND list and SEND information regarding each pupil. Pupil information is presented on an Individual Pupil Profile (IPP) for each child on the list which outlines needs, strengths and weaknesses, suggested strategies and exam arrangements. Teachers can also access these profiles aligned with their teaching set lists (called SEND Report), which contains the same information but in a more accessible format for multiple pupils. This information is updated on a regular basis. Those pupils who attend Learning Support also have Learning Support Targets which are set according to an agreed cycle (dependent on year group and need), and these are agreed in consultation with a pupil and his teachers, as well as related to their specific SEND issues. These targets are kept in the class file for each pupil and form the scheme of work for that individual pupil. Targets for pupils on the SEND list but not attending learning support are set in accordance with the Assessment Policy, as for all pupils, and these are reviewed on a termly basis by academic tutors. Teachers are instructed to ensure academic targets give formative advice for future learning and improvement and therefore, for SEND students, one of these targets should be SEND-related and mindful of a pupil's individual profile. Tutors are instructed to liaise with the SENCo regarding pupils who do not make expected progress. Subject teachers and tutors also have a system of Individual Plans (IDIP) to support a pupil in a particular subject / with their learning.

All staff are obliged to read and follow the SEND information for those on the list whom they teach and they are alerted to the IPPs at the beginning of the academic year and whenever the information is updated or a new pupil added to the list. Staff are invited to consult the Learning Support department regarding their pupils at any time.

Please indicate **two examples** enclosed

Information received

Consultant's comments

The Individual Pupil Profiles seen were detailed and include useful, specific classroom strategies. The pupils are involved with the review and setting of new targets. The IPPs also document strengths, weaknesses and exam access arrangements.

e) Records and record keeping:

In addition to records kept on the whole school data base, each SEND pupil has 2 files. One is for on-going teaching purposes (the class file) and the other is for the storage of all relevant and confidential documents, such as assessments by the SENCO or by Educational Psychologists, updated IPPs, funding applications, as well as details and documents confirming access arrangements and evidence (the student file). These are kept securely in locked filing cabinets in the Learning Support Department.

Consultant's comments

The records and methods of record keeping were examined during the visit. Pupil SEND files are kept securely on the premises for students who have left in accordance with regulations. The filing system is thorough.

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Criterion 3 f) Documentation for access arrangements is also kept securely and examined on demand by outside bodies.
For comment by consultants only: Review history and provision made for two pupils.

Two case studies were made available. All pupil records are accessible to staff on their iSAMS system. The case studies showed how the complex, but differing levels of need, are being addressed. The IPPs are detailed and show how the school has reacted to the professional assessment reports which have been carried out over time. Pupil files have IPPs dating from the start of SpLD identification and LS input. The access arrangements in place are quite detailed and the notes to staff encompass many useful ways to deal with the differing profiles. A history of screening results and progress tracking for these students also proved useful when looking at LS intervention. Notes of meetings and reporting back to parents complete the picture of the measures taken to address the needs of the individual pupil.

Criterion 3 g) Impact of provision – assessment summary 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	148	59	95.4%	125.4	33.8
SpLD Pupils	52	23	96%	120	34

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	73	85%	90.1%	100%
SpLD Pupils	26	73%	94.6%	100%

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:

Y9 & Y10 Literacy screening
IELTS for EAL pupils at 6th Form level.

Consultant's comments

The results are most comprehensive for the SpLD students.

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Some EAL SpLD pupils receive English Language Support and assessment of their attainment levels of English is undertaken.

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

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

The Learning Support Department is located in School House, the main School building. It is on the third floor and occupies four rooms. The LSD has a wide range of resources with appropriate teaching materials and textbooks. Each room has a computer with specialist software and the use of interactive whiteboards in three rooms. The LSD is well established and is popular with pupils and teachers. It is centrally but discretely located in the school, with close proximity to the library. The school also has a purpose-designed exams building which offers suitable accommodation for a range of exam arrangements, such as rooms for pupils with readers and/or scribes, computer access and separate booths for those who require separate invigilation.

Consultant's comments

The Learning Support Department and 'Cornerways' - the purpose-built exam access arrangement centre, were both visited and found to be well designed for the purposes set out above.

Criterion 5.2 b) ICT:

The School is committed to using high quality assistive technology where appropriate. There is a college wide secure wireless network that pupils can connect to. A range of hardware from PC's to Macs are available for pupils to use across the campus including specific hardware like keyboards where necessary. iPADS are available for use to enhance teaching and learning and there are a range of apps in use to support pupils with dyslexia, such as Dragon Dictation, Explain Everything, Show Me etc. Our academic portal VLE 'Firefly' can be used to add resources, including audio and video files easily, so that staff can upload these for pupils to access from anywhere and prep is recorded on Firefly so pupils can access via the academic web portal or the 'Firefly for Students' app. Interactive whiteboards and computers are located in all teaching areas and there is a whole school license for Read and Write Gold (texthelp) which has been used also in some exams. In addition, for the LSD, there is a good range of software including Units of Sound v5, WordShark 4 and Inspiration / mind mapping software. The college has an annual subscription to Spellzone, to assist spelling intervention work, and Quizlet teacher accounts, to assist with interactive learning. Pupils are able to try out some of these resources and decide if they wish to purchase their own software for their laptops/apps for iPADS. The iSAMS database is used to store and disseminate information to support dyslexic pupils and SISRA is used to track progress of individual pupils with SpLD and across subject areas. Pupils are encouraged to use ICT in class and for private study. ICT is a major feature at Wycliffe and is incorporated into the teaching plans of each subject.

Consultant's comments

The ICT resources are excellent and made available across the College.

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

The SENCO regularly attends INSET to ensure that she complies with the

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Joint Council for Qualifications (JCQ) Regulations regarding Access Arrangements for Public Examinations. She holds a post-graduate diploma (Level 7) in dyslexia and literacy, has completed the CCET and CPT3A qualifications to update her assessment skills in 2013 and is a specialist teacher (AMBDA). She also holds an Assessment Practising Certificate (due for update 2017).

All pupils on the SEND list are assessed, initially by SENCO or a qualified member of her team, and/or, if necessary, by the EP, or further assessment by the SENCo. Following assessment, the pupil's IPP is updated and a report is written (Form 8), if applicable, and applications to the JCQ are made online for the following special arrangements:

Extra time
Readers
Scribes
Modified Papers

Other exam arrangements which do not require application to the JCQ are also put into place for candidates as appropriate and in accordance with regulations, such as:

Separate invigilation/read aloud
Rest breaks
Prompts
Use of a word processor (in accordance with the school policy on the use of word processors for exams).

Applications for all of the above have been successful and as a result Wycliffe offers a very high level of differentiation to pupils needing access arrangements.

For pupils sitting internal (school) examinations in and beyond Year 9, special arrangements are made following assessment by SENCO. The SENCO will not normally recommend access arrangements in Year 9 which are unlikely to be granted at GCSE but appropriate arrangements are trialled and through Year 9 and Year 10 to be sure there is sufficient history and evidence for GCSE. Pupils in Year 12 are either re-assessed or their exam arrangements are continued, providing that they meet the JCQ 'Five Conditions'.

Consultant's comments

The system in place complies with the JCQ rules and is very thorough. Appropriate arrangements are put in place where the pupils have demonstrated a need and are familiar with the processes they have been assigned to use.

Criterion 5.4

d) Library:

This is housed in School House, at the centre of the teaching block. It contains a wide range of resources, most noticeably a state of the art computer suite. The Library uses Planet eStream software to provide access to eAudiobooks, TV programmes recorded by the Library Team, Feature Films and Podcasts. Graded readers for EAL pupils which are available are also appropriate for dyslexic pupils. Other Easy Reads and Quick Flicks are included in the collection, and so encourage reluctant readers. A good selection of journals and newspapers are catalogued and key worded, to help students access the information within them. Some resources, including the Encyclopaedia Britannica are made available online via the Library Portal

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page.

The Head Librarian consults the Learning Support department regarding book purchases for dyslexic readers. Borrowers have the opportunity to use eBooks via the VLeBooks platform. Borrowers download the VLeBook app onto their mobile device, and can then borrow them as they would any other book from the Library. Students do not need to be in the Library to access the Library catalogue – this is made available through the Web OPAC via the Library Portal page. This is very user friendly, making searching, creating lists/citations very intuitive.

The Librarian recommends students join the local Gloucestershire Public Library service, to make full use of all the free resources available online, including eBooks and eAudiobooks.

Consultant's comments

The Library is appropriately regarded as a haven for independent learning. It provides a welcoming and stimulating environment where the Library Team help support pupils individually, as classes and groups, with reading materials and the development of research skills. The Library is situated at the heart of the school and is an inspirational space. The resources most likely to be used by pupils who attend LS are easy to locate and are labelled in sections devised by pupils.

6. Details of Learning Support Provision

DU 6.3 6. a) Role of the Learning Support Department within the school:

The Learning Support Department is well established and is popular with pupils and teachers. It is centrally but discretely located in the school, with close proximity to the library. Pupils attend the department both for support with learning (literacy support, study skills, help and advice for exams etc) and for assessment. Pupils meet regularly with their Learning Support teacher and the Learning Support staff are often a first port of call, along with the academic tutor, in terms of supporting academic progress. Teachers also access the Learning Support department and staff for advice and training on SEND matters and parents liaise frequently with Learning Support staff. It therefore plays an integral and role in the support of pupils with SpLD.

Consultant's comments

The Learning Support Department is centrally located. It is well used by pupils and staff and thereby plays a major role in the life of the College.

DU
6.5 & 6.6

b) Organisation of the Learning Centre or equivalent:

The Learning Support Department (LSD) is located in School House, the main School building. It is on the third floor and occupies four rooms. The LSD has a wide range of resources with appropriate teaching materials and textbooks. Each room has a computer with specialist software and the use of interactive whiteboards in three rooms. There are four Learning Support teachers, including the Head of Learning Support/SENCo. Each teacher has a number of pupils across the year groups who are assigned to them and they regularly support these pupils through one-to-one sessions. The Learning Support teachers also run intervention groups and offer lunchtime support sessions, under the management of the Head of Learning Support / SENCo.

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	<p>Consultant's comments</p> <p>The LSD is set out to support pupils through one-to-one sessions and groups where arranged. Assessments are also carried out in the LSD. It is well resourced showing a good range of materials to hand.</p>
DU 6.6	<p>c) Does the Head of Unit have Head of Department status and input into curriculum design and delivery?</p> <p>The Head of Learning Support does have Head of Department status and acts on an advisory role to curriculum development through membership of the Heads of Department and Academic Committees, The College Management Team and ad hoc consultation and trustee contact.</p>
	<p>Consultant's comments</p> <p>Wycliffe College's Head of Learning Support plays a prominent role across the whole school by co-ordinating SEND provision in liaison with the SENCo for Wycliffe Prep School, the EYFS SENCo and the Nursery SENCo. LS is central to the ethos of the school and the role of the Head of Learning Support is integrated into the management of the whole school.</p>
	<p>d) Supporting documentation, please indicate enclosed:</p> <p>i. SEN Development Plan (or equivalent) enclosed</p> <p>ii. Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff</p> <p>iii. List of known SpLD pupils in school</p>

Information received

7. Staffing and Staff Development

Criterion 7	7. a) Qualifications, date, awarding body and experience of all learning support staff:
	<p>Details of staff qualifications were provided at the time of application; names and specifics are not published to protect the identity of individuals.</p>
	<p>Consultant's comments</p> <p>The LS staff are well-qualified and offer a comprehensive range of skills. Qualifications and attendance at training sessions are kept updated.</p>
DU 7.4	<p>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.)</p> <p>Two teachers in the department are trained as specialist teachers, and two are in training/have recently qualified to become assessors and also in the theory and practice of dyslexia this year therefore the lessons are delivered by trained or training teachers.</p>
MS Only	<p>f) Whole school staff development in relation to Dyslexia Awareness and Inclusion strategies e.g. IDP (Inclusion Development Programme):</p> <p>We support our teaching and non-teaching staff with a programme of in-depth training designed to raise their awareness of SEND and to enable them to minimise any potential difficulties for pupils. Staff attend regular whole school INSET on SEND, delivered by qualified staff both informally and formally, and by external visiting speakers with a specific area of expertise. In addition to this, teaching staff are encouraged to undertake subject specific training and to share this with their colleagues. For example, a Physics teacher recently attended a course on 'SEN in the Science Laboratory' and produced a paper</p>

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for Science staff to share ideas and good practice. Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by pupils with SEND are removed.

Consultant's comments

The College staff have opportunities to update and expand their practice for SEND pupils through the range of specialist training offered. The SENCo gives annual presentations on SEND issues to staff. This gives new staff an opportunity to see how the process works in the College and current staff can update their skills. Staff also see the importance of the work with SEND pupils, the value the College puts on this and their role in relation to the initiatives set. Training encompasses exam access arrangements, the nature of the difficulties encountered by SEN pupils, the complexity of individual needs, differentiation for needs in lessons, legislation and an understanding of the SEND Code of Practice and current College response through the Wycliffe SEND Policy. Staff are given training on the working of the pupils' IPPs and detailed information over the pupils with complex needs. The most recent whole staff INSET was given by Professor Barry Hymer on 'Mindsets' with a view to gaining an insight into strategies staff can use to nurture resourceful and resilient learners. This philosophy has a direct impact on SpLD learners and was welcomed by staff.

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

Yes.

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:

The parents contacted gave detailed responses. Some felt that their children would have benefitted from earlier diagnoses, when they were much younger, but valued the recognition of needs and support given at this stage of their education.

They were supportive of the LS staff and one reported that her son's LS teacher 'just gets him, and he has made good progress. She has not only supported him with his dyslexia, but also with excellent pastoral care'.

Parents of boarders were pleased that they could update any concerns by phone or email as they could not easily visit.

Some were a little anxious about how staff interpret the IPPs into their teaching practice, but feel that end of term reporting clarifies the issue by detailed reporting and results.

Parents were satisfied with the progress reviews given by LS staff and most thought it would be helpful to have more regular meetings. As one parent put it, it would be helpful 'to have regular, termly or biannual, diarised meetings

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with the SEN team to discuss progress, rather than relying on the melee of a Parents' Evening and end of term and assessment reports'. The parent thought that although this might be difficult to organise, parents of children with SEN needs have a lot of worries about their children beyond those normally encountered. Also, that more face-to-face meetings would be reassuring and productive.

Overall, parents felt that their children are making progress and that they could confidently raise any issues that need addressing with the school. They were full of praise for the LS staff.

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

The pupils who met as a group for a discussion of the SEN provision all felt that they were well understood by their LS teachers. They also felt that their 1:1 lessons were useful and that staff in their curriculum lessons were aware of and catered for their needs. They felt comfortable that the access arrangements for exams granted were useful and apt to them.

They enjoyed a wide range of subjects and most felt particularly confident in Science. They thought that it would be interesting to meet a variety of high achieving inspirational people who have overcome some adversity in their lives, beyond those in sport. They liked the sports offered and felt that they have good opportunities to excel in that area. The pupils were highly reflective and thoughtful when giving their views. One pupil discussed some areas of difficulty he had experienced as a young learner but concluded that he is now in a stronger position to look ahead to the next stage of his education with confidence. They each thought that their SEN support and staff awareness of their needs had played a key role in their current successes.

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)	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 Joint Council for Qualifications guidelines .	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	DU
6. Specific to the Category of School or Centre: -	
6.3 A Unit or Centre providing specialist tuition on a small group or individual basis, within the school environment.	X
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.	X
6.6 The Head of Unit will have Head of Department status, and must have an input into curriculum design and delivery.	X
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.	X
7.4 The majority of lessons in the Unit or Centre to be taught by those having nationally recognised qualifications in the teaching of SpLD pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher undergoing training satisfies this criterion.	X

Report Summary

Summary of Report including whether acceptance is recommended:

Wycliffe College is a day, boarding and flexi-boarding school for boys and girls aged 13-18, set in the Cotswolds. The core purpose is 'inspiring initiative, creating community, stimulating success' for the students. The excellently run Learning Support Department plays a key role in this.

The re-registration of DU status with CReSTeD is recommended.