



Council for the Registration of Schools Teaching Dyslexic Pupils

Wycliffe College Preparatory School College

Registration – Category DU

1. *Date of visit:* 18 March 2014
 2. *Name of Consultant(s):* Mr Nick Rees

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Wycliffe College Preparatory School Ryeford Hall Stonehouse Gloucestershire GL10 2LD Tel: 01453 820470 Fax: 01453 827634 Email: wendy.robertson@wycliffe.co.uk Web: www.wycliffe.co.uk	Rural Ind	180 boys 170 girls	Dysc Dysl P&S	IAPS
	Bdg Wk Bdg Day	Ages 2-13		
Comments: At Wycliffe Preparatory School, the most important thing is that the children are happy – we believe happy children are far more likely to achieve their potential both inside and outside the classroom				

Please note:

- *Throughout this report details that might be used to identify individuals have been removed to protect their privacy.*
- *The reports have been prepared for each category from a master form; some reports may have numbers that appear to be missing. This is because that particular question is not relevant to the category of school, a complete list of the criteria as it applies to each category can be found on our website.*

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3. a) **Name and address of school:** Wycliffe College Preparatory School, Ryeford Hall, Stonehouse, GL10 2LD
Tel: 01453 820499
Fax: 01453 827634
Email: Prep@wycliffe.co.uk
Web: wycliffe.co.uk

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

Name: Mr Adrian Palmer
Title (egg Principal): Headmaster
Qualifications: B Ed; MA
Awarding body: University of Bristol (B Ed) Open University (MA)

Consultant's comments: A very well established and experienced Headmaster.

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

Name: Chris Guest
Title (egg SENCO): Head of learning support
Qualifications: B.Sc. Sports Science, De Montfort University, Bedford; PGCE, De Montfort University, Bedford; Post Graduate Certificate in SpLD (Dyslexia Institute).
Awarding body: Dyslexia Institute). York University

Consultant's comments: A very well-established and appropriately qualified Head of Learning Support.



Background and General Information

4. a) **Recent inspections:** [ISI Reports](#), [Ofsted Report](#)

Consultant's comments: ISI Boarding Welfare Intermediate Inspection, March 2014: "In response to questionnaire and in discussions, a large majority of the boarders expressed their enthusiasm for and enjoyment of boarding."... "The school meets all the National Minimum Standards for Boarding Schools 2013".

Independent
Schools only

- b) **Current membership (egg HMC, ISA etc.):** Member of IAPS. The School maintains corporate membership of Dyslexia Institute Guild.

Consultant's comments: Appropriate membership

- c) **Department of Education Registration Number:** 916/6018

- d) **Numbers, sex and age of pupils:**

		Total	SpLD (Dyslexia)	Accepted age range
Day:	Boys:	104	26	8-13
	Girls:	108	26	8-13
Boarding:	Boys:	32	7	8-13
	Girls:	23	5	8-13
Overall total:		267		

Consultant's comments: Almost 25% of the school population is recognised to have SpLD.

- e) **Class sizes – mainstream:** 18

Consultant's comments: This is appropriate and suitable for a Preparatory School.

- f) **Class sizes - special needs:** 1:1 - 1:6

Consultant's comments: A flexible approach depending on need.



- h) *For completion by consultants only: Pastoral care arrangements, as relevant to SpLD (dyslexia) students, based on Ofsted/ISI report: An Early Years Foundation Stage Intermediate Inspection was carried out in March 2013. Provision for the children's well-being was reported to be outstanding including for those who need additional support. Children play well together and are happy. Children are known extremely well by their key person, who recognises their unique qualities. They are taught about healthy eating and keeping safe. Behaviour is excellent and they develop independent hygiene routines and understand the need for physical exercise.*

There was also a visit in January 2014 by The Early Years Advisor for Gloucestershire County Council who reported that recommendations to improve access to the outdoor areas, the development of communication friendly spaces indoors and out and the enhancement of role play provision had all been completed and that the children are provided with rich and exciting learning opportunities.

The Boarding Welfare Intermediate Inspection was carried out between 4-6 March 2014. It summarised that all recommendations from a previous inspection had been implemented in full. Further recommendations were to ensure that boarders understand the action taken with regard to the suggestions they put forward and to develop a more structured programme for activities on the Sundays that are not designated for off-site visits.

The Boarding provision and care, arrangements for welfare and safeguarding and the leadership and management of the boarding provision all complied with the national minimum standards.



Staffing and Staff Development

DSP, SPS,
DU 7;
SC, WS 18;
MS 21

5. a) **Qualifications, date, awarding body and experience of all learning support staff:**

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

Consultant's comments: All staff are suitably and appropriately qualified.

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- e) **Are the majority of lessons within the Unit taught by those having nationally recognised qualifications in the teaching of Dyslexic (SpLD) pupils? (Exceptionally, an experienced teacher undergoing training may be sufficient.) Yes**

Consultant's comments: This is in evidence and well-documented.



Policy and Philosophy with Regard to Dyslexic (SpLD) Pupils

Criteria 1
& 2

6. a) **Policy statement with regard to dyslexic (SpLD) pupils including:**

- **Identification and assessment**
- **Support for policy from Senior Management Team**
- **Support for policy from governors**

Pupils with identified SEND are added to the school SEND list. Teachers and parents can also raise concerns about individual pupils and these pupils are assessed on an individual basis. If difficulties are identified, they are added to the SEND list. Pupils joining the school who show signs of having SEND difficulties might also be assessed on an individual basis. If difficulties are identified, these pupils are also added to the SEND list. The school then adopts a staged approach to intervention, as outlined in the SEND policy. Their progress is closely monitored and reviewed.

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. To achieve this, 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 will take all reasonable steps to ensure that the necessary provision is made for any pupil with SEND. It will ensure that, where the responsible person has been informed that a pupil has SEND, or it is suspected that a pupil has SEND, those needs are made known to all who are likely to teach him or her. It will ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have SEND and 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. It will also ensure that pupils with SEND join in the activities of the school together with pupils who do not have difficulties or disabilities. The Council of Trustees, through the Head, is responsible for:

- ratifying policy
- establishing staffing and funding
- maintaining oversight of the school's SEND provision.

The SEND coordinators (SENCOs) and the Deputy Head WPS, and through this, the Head, are responsible for:

- the management of SEND policy
- reporting to Council on the effectiveness of the SEND policy. Wycliffe recognises that some pupils with special educational needs may also have a disability. The school is guided by the Equality Act 2010 and will consider what reasonable adjustments, if any, the school can make for disabled pupils who are at a substantial disadvantage compared to non-disabled pupils to ensure they are able to access Wycliffe's educational provision.

Consultant's comments: The documentation is clear and detailed and is indicative of the high level of support available at the school.



- b) **Admission policy / selection criteria:** Wycliffe operates an academically inclusive entrance policy, where the shadow day, reasoning assessments and school reports inform the decision on whether or not a place will be offered. However, the school does not take children who have Statements of Special Educational Needs or for whom the environment would not be right for the individual child to access the curriculum. Wycliffe does offer academic scholarships by examination, as well as non-academic scholarships in sport, art, drama and music. It has always been part of the admission policy to consider all applicants on an individual basis, irrespective of SEND. For candidates with SEND, the selection is based on an evaluation of the candidate's needs, and Wycliffe's ability to meet that need, balancing the needs of the individual student against those of others. Parents are required to bring a copy of the child's most recent school report for the school to copy at the visit, along with any Educational Psychologist reports pertaining to their child.

For applicants with SEN/LDD, the Head of Learning Support meets the parents and child to discuss the child's needs; he assesses the child and/or observes the child in class – sometimes visiting their current school but more often during their visit to Wycliffe. He will liaise with feeder schools, arranging to observe the student 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. Although an EP assessment is helpful, it is not essential that an EP assess a child prior to a place being offered. Where a child has not been assessed by EP, Wycliffe will assess the child to evaluate levels of attainment and the nature of the difficulty.

On admission, students showing signs of difficulty are assessed individually and they and their parents are consulted regarding the best course of action.

Consultant's comments: The policy is appropriate for a Preparatory school, is transparent and well-publicised.

Criterion 3

- c) **Give specific examples of the whole school response to dyslexia (SpLD):** Wycliffe Preparatory School is divided into three departments: Lower, Middle and Upper Prep. Lower Prep consists of the Lower Prep Department and Nursery, admitting children from 2.0 – 7 years; whilst the Middle and Upper Preparatory School continues their education from 7 – 13 years of age, at which point students transfer to Wycliffe College Senior School.

Wycliffe's SEN/LDD Policy covers the whole school, including the Preparatory School and Nursery. The College's SENCO, Mrs Julie White, is responsible for the management and application of the SEN policy across the whole school, whilst Heads of Learning Support implement this policy on a day to day basis in their respective sectors of the College. Thus at Wycliffe Preparatory School, the Head of SEN, Mr. Chris Guest, is responsible for SEN/LDD provision for children from Years 3 – 8, whilst in the Lower Prep, for years R – 2 the Head of Learning support and SENCO for the early years is Mrs Julie Palmer, Mrs Mandy Hawes is responsible for SEND provision at Nursery level.



In all sections of the school there is a recognised procedure for the identification and assessment of dyslexia or other special needs. Parents, teachers or support staff can all raise a concern. Members of staff complete a 'Cause for Concern' form, which is forwarded to the SENCO or Head of Learning Support who then observes and assesses the child. 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 Educational Psychologist will be recommended. Learning support may also be recommended, and does not necessarily depend on EP assessment. Following assessment, an SEN Description informing staff of the child's strengths, weaknesses and specific needs, is added to the SEN database on isams. Parents are informed that their child has been entered onto the data base. An Action Plan is devised for Learning Support. This plan may be delivered via individual learning support.

In the Preparatory School, the majority of children on the SEND list receive learning support via individual lessons with a qualified specialist on a withdrawal basis. In Years 1 - 6 the school provides small support groups if needed. In addition to this, teaching assistants support teachers and pupils by differentiating work and supporting literacy and numeracy. Where a child needs more extensive support, it is possible to arrange for an LSW to work alongside the child in the classroom. As with all learning support at the College, additional lessons or support from an LSW are recharged to parents. Private Speech and Language Therapy and Occupational Therapy sessions are also arranged through school if required.

The support of outside agencies is available for under 5s

In order to timetable learning support lessons, some pupils are permitted to follow a slightly modified curriculum. For example, whilst all pupils follow the National Curriculum, dyslexic pupils may be timetabled to receive learning support instead a non core subject. Other students may also follow a slightly reduced curriculum, opting out of other subjects (non core).

The whole school database contains extensive and detailed information about every child on the SEN register. All staff have access to this and are advised to refer to it on a regular basis. The SEN descriptions contain an profile of strengths and weaknesses of each child and advice for classroom strategies. Teachers consult and liaise with the SEN department to ensure their teaching is appropriate and meets the child's needs. The Head of Learning Support scrutinises planning at intervals and observes lessons to ensure advice given by the department is followed. Learning centre staff share current targets with Y3-5 class teachers and Y7-8 English staff share targets with SEN staff.

Lessons are differentiated following SEN advice. The SEN Department offers INSET to departments and subject teachers on request, meets with the Teaching staff formally, twice a year to discuss individual pupils profiles and strategies that could be used in class. This whole school INSET is planned for the beginning of every Autumn Term and in February /March. The Head of the Learning Centre sends out regular emails reminding staff how to best create a dyslexia friendly classroom.



Parents are kept informed of their child's progress by twice yearly SEN parents' evenings.

Small class sizes enable students to be taught at an appropriate level to ensure confidence and achievement. The curriculum can be slightly reduced to allow time for individual learning support lessons.

There is a strong awareness of dyslexia and specific learning difficulties throughout the school. Staff alert the SEN Department to the possibility of a child experiencing difficulty and they follow an established 'Cause for Concern' procedure to identify and track this efficiently.

Consultant's comments: The approach is thorough and flexible and well-suited to this type of school and for the school population. The system is efficient and has the pupil at the centre of all decision making.



School Organisation

7. a) **How is the week organised?** The school operates from Monday - Saturday for pupils in Years 5 to 8 and Monday - Friday for Years 4 and below.

Years 6 to 8: On Mondays, Tuesdays, Thursdays and Fridays, pupils are taught eight 35 minute lessons, from 9am to 3.25pm. At the end of each day they do games or activities. On Wednesdays there are 6 lessons in the morning and games in the afternoon. Saturday morning runs from 8.50 till 12.30 and is largely curriculum driven, but it does not follow a timetable as lessons are taught by the same teacher for the whole morning to allow for and encourage independent and extended learning. There is an assembly or communal gathering before lessons on all mornings except Wednesday. Year 5 follows the year 6 – 8 routine but with 7 rather than 8 lessons. Years 3 – 4 have 9 35 minute lessons from 9 – 4pm, including games on Monday and Friday afternoons. Lower Prep pupils attend school from 08.35 – 3.30pm (3pm on Fridays).

Consultant's comments: The school day is well managed and provides a wide variety of opportunities and activities for work and play.

- b) **Details of arrangements for dyslexic (SpLD) pupils, including prep / homework:** SEN descriptions are used by subject teachers to inform setting and teaching. The staff consult the SEN department regarding the best approach to the teaching and learning of dyslexic pupils, both as groups and as individual learners. Careful and flexible setting - with several small classes - allows work to be set and marked at an appropriate level and enables students to achieve. Prep is supervised by staff and is set and marked in line with SEN policy and the school's marking policy.

As part of the school development plan, there is a strong emphasis on the use of ICT to support learning - both inside the classroom and for work/prep. In addition to one-to-one support, the school provides small class English support for pupils in Y3-6 if required. The timetable is adjusted to cater for these lessons. Reading clubs run both in the boarding house and after breakfast in the dining Hall. Prep is supported by a class teacher, dyslexic pupils are encouraged to stay for prep. SEND pupils can also access speech and language therapy and occupational therapy on site in the learning centre.

Consultant's comments: The arrangements are well considered and appropriate with high expectations for all pupils. There is a cut off time for homework which is commendable and must enhance family and home/school relationships!

- c) **Does the Head of Unit have Head of Department status and input into curriculum design and delivery?** The Deputy Head oversees the Middle and Upper Prep Directors of Studies. Staff in these positions are responsible for regularly monitoring pupils' work. They are responsible for supervising the implementation of the school's policies on teaching, assessment and marking, as well as differentiation for pupils with SEN/LDD and on the Able and Talented register. These are contained in the Staff Handbook and are reviewed annually. The Head of Learning Support sits on the academic committee, the Heads of Department committee and joins the senior management team to review/scrutinise planning.



Consultant's comments: This arrangement is suitable for the size of school and puts learning support at the heart of the school. The Head of Learning support observes lessons and provides feedback to staff along with members of the SMT. The Head of Learning Support also provides all staff with SEN Shorts, which is a summary of all relevant information for every pupil in the SEN register. In addition a SEN Shorts meeting is held once a year where all pupils are discussed and advice on how to support that pupil shared by colleagues. Tips on how to achieve a more SEN friendly classroom with reference to displays, lighting, seating, ventilation, use of loose worksheets and how to support pupils with tracking issues and short term memory difficulties are regularly sent to all staff. All staff have to choose a suitable academic and pastoral target for the SEN pupils to support the culture of understanding. Boarders also have individual behavioural and social management targets if appropriate. The Head of English also plays a significant part testing all pupils and developing communication between the English department and the SENCo and by setting further English targets.



Identification and Assessment

Criterion 1
DSP & SPS
6

8. a) **Give details of how you identify pupils in your school who have or are at risk of dyslexia (SpLD), and when this takes place in the admissions process:**

Children's needs are identified in many different ways.

In interview with the Headmaster before a child enters the school, parents are specifically asked if there are any SEND issues relating to their child. If parents indicate that their child has learning difficulties and a current Educational Psychologists Report(1Year) is not available, then the prospective pupil will be tested within the Department to identify their needs. If an Educational Psychologist Report is available, it is studied by the Prep School Head of Learning Support and a recommendation made to the Head, prior to an offer of a place being made.

The child's previous school often also passes on relevant information.

If staff have concerns relating to performance of an existing child in classwork, exams or tests, they complete a 'cause for concern' form which is passed to the Head of Learning Support. The child's parents are then informed of the School's concerns and, if parents grant permission, the child is either assessed internally or a recommendation is made that the child is assessed by a fully qualified educational psychologist. If permission is not granted, the child's progress will continue to be monitored closely.

The mathematical, reading and spelling progress of all pupils are monitored as part of whole school testing process. Spelling is assessed throughout the year in key stage two and in lower sets in key stage three. Reading and maths progress is assessed in summer term examinations. Results are scrutinised to inform changes and may generate a 'cause concern'.

Consultant's comments: This is a rigorous and informative process.

- b) **Give details of what action you take when children are identified as at risk of dyslexia (SpLD) from screening:** If staff have concerns relating to performance of an existing child in classwork, exams or tests, they complete a 'cause for concern' form which is passed to the Head of Learning Support. The child's parents are then informed of the School's concerns and, if parents grant permission, the child is either assessed internally or a recommendation is made that the child is assessed by a fully qualified educational psychologist. If permission is not granted, the child's progress will continue to be monitored closely.

At Wycliffe, a child is listed on the SEN database, if a cause for concern has been expressed with regards to a possible learning difficulty.

A child will be identified as SEND on the data base if he or she:

- has a specific learning difficulty or disability that affects their ability to access the curriculum



- has a disability which either prevents or hinders the child from making use of the school's educational facilities
- is under five and falls within the definitions above or would do so if special educational provision were not made for the child.
- has received a Statement of Special Educational Needs which calls for special educational provision to be made for him or her.

Gifted and Talented children are registered on a separate register, although some children could possibly appear on both the SEN and G and T lists. In these cases special consideration for the child's overall needs must be made when providing support.

Children listed on the database are identified in different ways.

None

This label indicates that a 'Cause for concern' has been raised and the child does not have a clear diagnosis. The child's progress will continue to be monitored until they leave the Prep School.

Blue star

This label indicates that a 'Cause for concern' has been raised and the child may have been tested but no additional provision is felt necessary. The child's progress will continue to be monitored until they leave the Prep School.

Yellow, Red or Grey star

A cause for concern has been expressed indicating that a child is showing signs of having a learning difficulty or the child has a disability. The child has been tested by an Educational Psychologist and / or internally, and recommendations for differentiation have been made. At this stage they will be labelled with a 'grey' (mild), 'yellow' (moderate) or 'red' (severe) flag that relates to their level of difficulty. The responsibility is with staff at this stage to work closely with the child in the normal classroom context, differentiating work were required and monitoring and reviewing the child's progress, using Learning Centre staff to provide support where necessary. The child may also receive further learning support in the form of in-class support, specialist tuition by withdrawal on a one-to-one basis or in a small group.

CReSTeD accreditation

CReSTeD is the Register of schools that help children with specific learning difficulties (dyslexia).

Monitoring Progress

- The mathematical, reading and spelling progress, of pupils that receive one-to-one support lessons, is tested in October and April. Results are scrutinised to inform changes to provision and to provide parents, with an indication of progress.

The Head of Learning Support scrutinises planning once a year, specifically checking that tutors have identified the pupils with special needs in their lessons and have made provision for those pupils by identifying and implementing strategies.



The Head of Learning Support observes lessons to check that appropriate provision is made for children with learning difficulties and suggested strategies are implemented,.

Consultant's comments: This approach is detailed and comprehensively followed

- c) **Give details of how children in your school can access a full assessment for dyslexia (SpLD):**A full assessment for dyslexia can be accessed by pupils, through a cause concern from other either staff or parents. With parents' permission, an assessment can be carried out during the school day by a designated member of the learning centre staff. Alternatively or in addition to, an educational psychologist report can be organised by the head of learning support and carried out in school, or in the case of MOD pupils externally.

Consultant's comments: This approach is thorough and is very well suited to this setting.



Teaching and Learning

Criterion 3,
MS & DU 12;
MS & SC 17;
MS & WS 19

9. a) **Lesson preparation and delivery to meet the needs of dyslexic (SpLD) pupils for:**

- **Curriculum subjects**
- **Literacy support**

One to one lessons take place in the Learning Centre. Activities include phonological work along with reading and spelling activities, with emphasis on multi-sensory teaching. The school uses clay, sand trays, the Nessy learning program, along with many other literacy and maths resources. The school uses the Nessie learning program as a diagnostic tool, educational psychologist and other reports and feedback from the image Department and Y3 -Y5 tutors to inform planning. Staff keep individual records of lessons on file and teach from lesson planning sheets

A handwriting group is populated by targeted children

Occupational therapy sessions target those children identified as being a cause concern in this area.

Speech and language therapy sessions also target those children that have been identified as causing a concern in this area.

The Deputy Head oversees the Heads of Lower, Middle and Upper Prep.

Staff in these positions are responsible for regularly monitoring pupils' work.

They are responsible for supervising the implementation of the school's policies on teaching, assessment and marking, as well as differentiation for pupils with SEN/LDD and on the Able and Talented register. These are contained in the Staff Handbook and are reviewed annually.

Consultant's comments: 6 lessons were observed during the day both in the learning support centre with 1-1 and in the general school in larger class groups. Themes observed include; the overall calmness and a supportive manner of the staff, clear organisation, an enjoyment of teaching and learning which had positive implications for achievement, multi-sensory activities and the occasional 'WOW' factor. Promoting independence and application of new knowledge was well-entrenched with pupils 'doing' during the main part of the lesson. Gap students also hear pupils read daily especially those boarding.

- b) **Use of IEP's:** The whole school data base (ISAMS) contains a large SEN field. This contains the SEN register: a full list of children about whom a cause for concern has been raised. Action Plans (IEPs), reports from professional bodies and detailed SEN descriptions for each child are included on the database. This information is updated on a regular basis, with Action Plans reviewed twice per academic year. SEN Descriptions are reviewed and updated regularly and new information is added as needed (e.g. when a student has been reassessed). The SEN Descriptions provide general recommendations for classroom support, while action plans are more short-term and contain the detailed objectives and targets for learning support. There are also summary notes which record short term information and advice.

All staff have an obligation to read the SEN information for those on the register whom they teach; as tutors they are alerted to the SEN descriptions at the beginning of the academic year and are invited to consult the SEN department regarding their students.

Consultant's comments: The IEPs are thorough and the information well-used in lesson plans.



- c) **Records and record keeping:** : In addition to records kept in the whole school data base, each dyslexic pupil has 2 files. One is for on-going teaching purposes and the other is for the storage of all relevant and confidential documents, such as assessments by the SENCO or by Educational Psychologists, as well as details confirming access arrangements. These are kept securely in locked filing cabinets in the Learning Support Department.

Consultant's comments: Clear, concise and useful information that is accessible to all staff through the shared computer system.

Criterion 3

- d) **For comment by consultants only: Two case studies of dyslexic pupils (proforma provided to Heads for use if required)**

Pupil records are available to all staff on the iSAMS computer package. The information on the selected pupils is clearly set out, comprehensive and thorough including when screened for SEN and by whom and the level of the SEN register flag e.g. severe - Red Star; and medium - Yellow Star for the other. The profile of each pupil along with any testing and the level of support are all recorded in list form that is quickly accessible. The extensive range of strategies to be employed to support each pupil is varied and also in a list. The Individual Education Plan has the start and review date, the nature of the pupil's difficulty, targets to be achieved and the achievement criteria. Possible resources and techniques to be used are also documented.

- f) **Any other relevant information, egg details of any other examinations taken, Reading and Spelling age assessments:** On memory stick

Consultant's comments: The range of testing is appropriate and allows the school to be aware of the progress pupils are achieving or of pupils of concern due to a lack of progress. The English department tests all pupils for reading, spelling and comprehension annually. Pupils on the SEN register are tested twice a year.

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

Decisions relating to extra time or additional help in examinations for SEND pupils are recommended by the Prep School Head of Learning Support after discussion with Tutors, subject teachers and the Deputy Head.

Only pupils on our SEN list will be considered for additional support in examinations. In exceptional circumstances, pupils with physical injuries will be allowed additional time or a scribe.

The Head of Learning Support will instruct readers and scribes in the correct procedure.

Pupils will not be considered for additional support, whether that is extra time or help with reading or writing, unless the school possesses a copy of an Educational Psychologist's Report which states this is necessary and would be allowed at GCSE, or there is sufficient evidence to suggest that a pupil would be entitled to support at GCSE.

Extra time and reading support will only be considered for pupils who have a standardised score of 84 or below in 2 of the following skill areas: reading speed, reading comprehension, writing speed and processing.



Extra time is allowed at the end of examinations for those who have been adjudged by the Learning Support Department to require it. As far as possible, pupils who are allowed extra time will work in a separate room.

Extra time will only be allowed where the school is satisfied that the pupil will use the time successfully.

Scribes will only be considered for pupils who normally use a laptop in the course of their lessons, or where their writing speed is below a standardised score of 85, and their typing speed exceeds 30wpm.

Consultant's comments: A huge amount of thought and time is put into applications for additional support for pupils with SpLD during examinations.

h) *For completion by consultants only: **Dyslexic (SpLD) pupils' responses regarding their school and teachers:***

Six pupils from Years 4-8, 3 boys and 3 girls were spoken to together in the library. All pupils had been there for at least a year and had been diagnosed with Dyslexia. All pupils enjoyed visiting the learning support centre and were appreciative of the support they were receiving; they stated that it helps a lot. Some receive one 1-1 lesson a week whilst others receive two 1-1 lessons per week. A few also attend a Handwriting Group which they also enjoy. A few also attend an additional class for spelling support and where Year 6 pupils come and read to them. They like the range of resources and techniques offered to them e.g. a reading ruler or a pencil grip. All pupils were extremely positive about the school as a whole. They felt that they received less support in whole classes but expected this reduction as they were not in a 1-1 lesson.



Facilities and Equipment for Access to Teaching of Dyslexic (SpLD) Pupils

10. a) **General resources for teaching dyslexic (SpLD) pupils:**
The department has specialist materials and resources for teaching dyslexic pupils, as listed below:
Nessy learning program software is distributed throughout the school -100 licenses
Apples and Pears literacy program
RSA reading schemes
Write From The Start
Reading and thinking learning materials
Smart skills builder reading and writing

Consultant's comments: Resources are varied and available throughout the Learning Support Centre.

- b) **Library:** Hi/low interest book library in English department
School library
Jr library with four computers a printer and literacy resources
Consultant's comments: The library is welcoming and suitably and appropriately equipped for the number of pupils.

- c) **ICT:** Interactive whiteboards in classrooms

Consultant's comments: There are ample opportunities to make use of a wide range of IT facilities throughout the school including IWB's.

DU 10 & 11

- d) **Learning Centre:**
A fully resourced centrally located learning centre
Five small one-to-one offices each with a computer
A large general work area with two computers and a printer
Consultant's comments: The Learning Support Centre is at the heart of the school. It is a large space with a number of discrete teaching rooms. It is welcoming, clean and tidy, light and well-ventilated. Displays are informative and interesting but not distracting.



Statement of Special Educational Needs

11. a) **School policy:** Wycliffe admits students with Statements of Special Educational Needs, provided there is evidence that the school can meet the child's needs as well as those of other students and with regard to our duty to make reasonable adjustments as per the Equality Act 2010. Whilst Statements do not always carry LEA funding within the independent sector, the statements must still be maintained, although in-class support with an LSW is not normally available at Wycliffe, as this is not funded by LEA. The school currently have no statemented pupils in the Prep School, although the school have had statemented pupils in the past.

Consultant's comments: This is an appropriate statement.

- b) **Types of statemented needs accepted:** None

Consultant's comments: N/A

- c) **Number of statemented pupils:** None

Consultant's comments: N/A

Independent
Schools only



Parents' Feelings About the School, in Particular, its Response to Dyslexic (SpLD) Pupils

Independent
Schools only

12. Schools should provide, with the documentation, a list of the names of all known dyslexic (SpLD) pupils in the school. From this the consultant will select 12 names and schools will be asked to contact the parents (CReSTeD will provide an explanatory letter) for their permission to give their phone numbers to the consultant. The consultant will then contact 6 of these parents before the visit takes place to discuss their feelings about the school.

For completion by consultants only: **Parent Contacts:**

Six parents were contacted prior to the visit. They were all extremely complimentary of the Preparatory School with a number stating that some of the teachers were outstanding and that the Head and his wife were very 'hands on' with the right balance. They felt that the staff were proud of the school and its achievements. They felt that their children loved the school, embraced every aspect of it and that the school covered all of their children's needs especially in the development of self-esteem and confidence. Their children were coming on in 'leaps and bounds'. The school was also highly praised for listening and acting on any new reports or advice in a timely manner being quick to respond. A number of parents felt that the school was proactive in applying for additional time or support during examinations which they thought was extremely helpful and necessary for their children. More regular contact with the school would be appreciated by some, to check on progress and to discuss ongoing additional support, but realised that distance and availability can be an issue.



14. *For completion by consultants only: **Summary of Report including whether acceptance is recommended:** Wycliffe Preparatory School is an outstanding school and more than deserves to retain their DU status with CReSTeD. The grounds and the school are impressive, with a new building project almost complete, providing a suitably appropriate environment in which to learn. The atmosphere throughout is calm, welcoming and industrious. The school is well resourced to support pupils with specific learning difficulties and the teaching/learning rooms are of a very good size, clean, well lit, ventilated and free from distraction. The school is very well managed with the Learning Support Centre at the heart of the organisation. Staff and pupils are very proud of their school and are extremely happy there. Parents are incredibly positive with the provision and feel that their children have made progress and are more confident.*

In October 2013 the CReSTeD Council agreed an update to the criteria, the application for re-registration was completed prior to the new criteria's publication. To help parents review the information contained in this report the criteria as it applied is shown below:-

Consultant to tick relevant boxes when criteria are observed to have been met:	
Criteria	DU
1. The school implements a thorough and rigorous process for identifying dyslexic (SpLD) children.	<input checked="" type="checkbox"/>
2. The Senior Management Team and Governors fully support the provision for dyslexic (SpLD) pupils.	<input checked="" type="checkbox"/>
3. The impact of the provision for dyslexic (SpLD) pupils is measurable.	<input checked="" type="checkbox"/>
7. The Head of Learning Support (or equivalent) should normally hold a nationally recognised qualification for the teaching of dyslexic (SpLD) pupils.	<input checked="" type="checkbox"/>
10. The school has a designated Unit or Centre that provides specialist tuition on a small group or individual basis.	<input checked="" type="checkbox"/>
11. The Unit or Centre is adequately resourced, under the management of a senior specialist teacher, who co-ordinates the work of other specialist teachers.	<input checked="" type="checkbox"/>
12. There is an awareness by all members of staff of the necessity to adjust their teaching to meet the needs of dyslexic (SpLD) pupils and this is evident across the curriculum.	<input checked="" type="checkbox"/>
13. The Head of Unit or Centre will have Head of Department status, and must have an input into curriculum design and delivery.	<input checked="" type="checkbox"/>
14. The majority of lessons in the Unit or Centre to be taught by those having nationally recognised qualifications in the teaching of dyslexic (SpLD) pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher undergoing training satisfies this criterion.	<input checked="" type="checkbox"/>