



Council for the Registration of Schools Teaching Dyslexic Pupils

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Re-registration Application Form Master Copy

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

Please note:

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

**On completion
please indicate
category applied for**

WS/DU

**Category
Recommended by
Consultant**

DU

Contact Details

Name of person completing form:

Jan Belcher

Tel:

01425 611153

Email:

Jan.belcher@ballardschool.co.uk

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

Name of contact:

As above

Tel:

Email:

Date of visit:

27/04/2015

Name of Consultant(s):

Nick Rees

School Details

Name of school: Ballard School
Address of school: Fernhill Lane, New Milton, Hampshire BH25 5SU
Telephone: 01425 611153 Fax: N/A
Email: Headmaster@ballardschool.co.uk
Website: Ballardschool.co.uk (currently under review and being updated)

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

Name: Mr Alastair Reid
Title (e.g. Principal): Headmaster
Head/Principal's telephone number if different from above: 01425 611153
Qualifications: MA (Cantab), PGCE, NPQH
Awarding body: Cambridge University

[Consultant's comments](#)

[Alastair Reid is a suitably qualified, experienced and established Headmaster.](#)

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

Name: Ms Jan Belcher
Title (e.g. SENCO): Head of Learning Support
Telephone number if different from above: As above
Qualifications: B.Ed (Hons), Dip. SpLD, AMBDA, NASCO, APC
Awarding body: Bath University, Hornsby, BDA, Middlesex University

[Consultant's comments](#)

[Jan Belcher is an appropriately qualified, experienced and established Head of Learning Support.](#)

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

1. Background and General Information

1. a)	Dep't of Education Registration No.:	733644		
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range
	Day:	Boys: 235	91	18 months to 16 years old
		Girls: 170	35	18 months to 16 years old
	Boarding:	Boys: N/A	N/A	
		Girls: N/A	N/A	
	Overall total:	405	126	18 months to 16 years old

Consultant's comments

There are a significant number of pupils with SpLD at the school.

- c) Class sizes – mainstream: 8 - 21

Consultant's comments

Appropriate class sizes for this type of school.

- d) Class sizes – learning support: 1:1 and small groups 1:1 (pairs and groups also offered)

Consultant's comments

Appropriate group sizes for learning support.

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

ISI Standard Inspection October/November 2011.

The quality of the pastoral care and the attention given to the welfare of pupils is excellent throughout the whole school. The caring and friendly environment is a major strength of the whole school. Pupils feel valued and independence is fostered.

Frequent and well-recorded pastoral meetings are held by a dedicated team. The child protection training programme for staff is efficiently run and the training programme for Year 4 pupils to mentor and help Year 3 pupils is an excellent example of commitment to pastoral care.

ELSAs provide valuable additional emotional support to any pupil if required. RE and PSHE lessons are thoughtfully taught throughout the school and contribute significantly to pupils' excellent personal development and pastoral care.

The school maintains an excellent on going and constructive relationship with parents in accordance with its aims. Parents recognised the high quality of the pastoral care.

Independent
Schools
only

- f) Current membership (e.g. HMC, ISA etc.): Artsmark, IAPS, SHMIS, ISA, ISC, TISCA, CEOP

Consultant's comments

The school is a member of a number of informative associations that ensures that the school does not become isolated and is well supported.

- g) Please supply the following documentation:

- i. **Prospectus**, including staff list (if this does not clearly show

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- 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 Previously seen (can be ordered from website ballardschool.co.uk)
- ii. **Recent Inspection reports**, please indicate copy enclosed
- or provide link to view reports via the internet ballardschool.co.uk>About Ballard>Inspection reports
- 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 Ballardschool.co.uk>About Ballard>Fees

Consultant's comments

- i. informative and useful website, providing a clear overview of the type and style of education provided at Ballard School. It is well designed with good use of photographs and colour. A hard copy can be ordered via the website.
- ii. ISI Standard Inspection, October/November 2011.
 - The quality of their academic and other achievements is good overall, and excellent in some areas.
 - Together, curricular and extra-curricular provision make excellent contribution to the pupil's consistently good achievement and progress throughout the school, from EYFS onwards.
 - The quality of teaching overall is good and it contributes effectively to the progress of pupils, their learning and personal development at each stage. A substantial proportion of excellent lessons were observed.
 - The spiritual, moral, social and cultural development of pupils at the school is excellent.
 - The quality of the pastoral care and the attention given to the welfare of pupils is excellent throughout the school.
 - The quality of governance is excellent.
 - Leadership is highly successful and with strong management, totally committed to the achievement of the school's aims.
 - The school maintains excellent on-going and constructive relationships with parents.
 - The effectiveness of the EYFS setting is outstanding.
- iii. School fees and any additional costs for learning support tuition is available on the website and in school documentation, presently £320 for 10 lessons and £177 for 5 lessons. A bursary fund may be available in extreme cases of hardship.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school

AIMS and OBJECTIVES

Introduction: Ballard is a 'through school' catering for pupils aged 18 months to 16 years. Pupils join the school at different ages and stages and it is divided into four sections – Pre-Prep (Nursery to Year 2), Lower Prep (Years 3-5), Upper Prep (Years 6-8) and Senior School (Years 9-11). Most pupils remain at Ballard through to GCSE at 16+ enjoying the School's all-round emphasis as well as Ballard's close-knit,

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pastorally aware, family ethos. On request, pupils will be prepared for grammar school at 11+ and senior independent schools at 13+ but we expect most will stay and thrive in our challenging and holistic environment.

The School's vision statement

Ballard School provides a supportive and caring environment for learning, based on Christian values and excellent teaching, designed to ensure all pupils achieve their personal best. High academic standards, together with thorough preparation for future education and the world of work, are underpinned by an ethos of concern for others, unselfish attitudes and an awareness of the rights and duties of a good citizen. The diverse range of activities and broad curriculum nurture the self-confidence of all our pupils, and help the development of their personality, engendering also lifelong interests and stimulating a desire to serve the community.

Aims

The aims of the school may be summarised as follows:

- To identify and build on strengths to help each individual pupil **reach their potential** within a secure, caring community and to equip our young people to be well-behaved, resilient, rounded and resourceful members of society and prepared for their future working lives
- To aim for **academic excellence**, so that each individual pupil may achieve his or her personal best. We believe all our pupils are entitled to an education that **extends beyond the purely academic**. Pupils are actively encouraged to take part in a wide range of artistic, creative, cultural, musical, sporting and other extra-curricular activities
- To **recognise the worth, dignity and contribution** of each member of the Ballard Family and to foster self-discipline, self-esteem, mutual respect and co-operation within an atmosphere of friendship and trust promoting an appreciation of the needs and gifts of others
- To offer scope for **spiritual, moral and personal development** within a disciplined and mutually supportive environment which affirms Christian values
- To expect high standards of achievement by developing in pupils the ability to manage change, to think and **research independently and communicate confidently** and effectively
- To **celebrate our achievements**, gifts and diversity irrespective of individual differences
- To respond to the **wider needs** of society through community projects, charitable fundraising and outreach and by increasing awareness of local, national and world issues

Alastair Reid, (Headmaster), aims first devised 2009, revised March 2015

Consultant's comments

The aims are clear and well set out. They encompass all aspects of learning and development for the pupils. Although support and acceptance for pupils of all abilities are implicit in the aims it would, however, be useful and informative to have some mention of the Department of Enhanced Learning (DEL) and SEND, including gifted and talented, within the philosophy of the school.

Criteria
1 & 2

- b) Please indicate copy of the whole school **Staff Handbook (SH)** enclosed
- c) **If not within SH**, please enclose copies of whole school **policy statement(s) with regard to SpLD pupils** outlining:
- i. **Policy for SEND/SpLD** Enclosed

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- | | |
|---|---|
| ii. Support for policy from Senior Management Team | The Senior Management team support this policy. Mrs Catherine Bellars, Head of Learning Support's line manager represents SEND on SMT, although Head of Learning Support has been invited to attend the academic sub-committee part of the SMT. |
| iii. Support for policy from governors | There is a current Governor for SEN (Sarah Nutbeam) but she is retiring. So Wendy Rogers as Chair of Education is taking it on until a new Governor is appointed. |
| iv. Admissions Policy/Selection Criteria | see website>admissions policy |
| v. Identification and assessment | see DEL Handbook (page 7) |

Consultant's comments

- i. These are informative and comprehensive. It may prove useful to produce a policy statement regarding the process for managing a pupil out of Ballard due to having more severe SEN needs that can be catered for and have this linked to the parent declaration form. The policies on the website should be updated regularly.
- ii. Although the Head of Learning Support is not in SMT she does attend the academic sub-committee and is represented at SMT. She also attends HOD meetings. It would be useful to have an explicit reference in appropriate policies that the work of DEL and the inclusion of pupils with SEND are supported by SMT.
- iii. The governor for SEND is soon to retire. The Chair is covering until a new appointment is to be made. It would be useful to have an explicit reference, in appropriate policies, that the work of DEL and the inclusion of pupils with SEND are supported by the governing body.
- iv. The admission policy is clear and informative. Refer to comment in i. above.
- v. The policy and process of the identification and assessment of pupils is comprehensive and well developed.

Criterion 4

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

- Pupils with SEND are not discriminated against (Admissions Policy)
- Class and subject teachers are experienced in differentiating content and style of delivery to make topics accessible to every pupil, while maintaining high expectations.
- Even when pupils have challenges with their learning, the focus is on higher order thinking skills.
- Some pre-teaching and reinforcement of curriculum topics can take place through effective liaison with the DEL.
- The teacher remains responsible for working with the child on a day-to-day basis and differentiates class work and homework appropriately.

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- Subject and class teachers work closely with teaching assistants to help pupils overcome barriers to learning, with the long-term goal of enabling pupils to function independently.
- Provision Maps and PLPs describing individual needs are available to all staff through Sharepoint to inform teaching methods.

Consultant's comments

This range of specific support can be seen throughout the school through observation of lessons and in reviewing the school's documentation.

- e) Number of Statemented pupils: 3

Consultant's comments

This is a small but appropriate number considering the number of pupils requiring support in the school.

Independent
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only

- f)

Types of Statemented needs accepted: We currently have one profoundly deaf pupil, one severely dyslexic pupil with ADHD and one pupil with globalised learning difficulties with a Statement/EHCP. We accept all Statemented SEND pupils providing reasonable adjustments can be made to accommodate their needs.

Consultant's comments

These pupils are well catered for within the school.

3. Identification and Assessment

Criterion 1
DSP &
SPS 6.9

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

Prior to entry, pupils with known SEND will submit a report carried out by an Educational Psychologist, or other specialist. The Head of Learning Support may additionally assess informally to ensure the needs can be met within the classroom following an initial interview.

The Department of Learning and Teaching assess all pupils using PIPS, INCAS, MidYIS and YELLIS, and Lucid Exact in Years 7 and 9 to ensure that pupils are meeting the expected attainment targets for their ability. Those underperforming may receive support to improve these skills. The Mathematics department uses Progress in Maths (PIMS) testing to assess numeracy and identify those pupils who are performing below attainment and may need extra support to make progress. The English Department carry out a comprehension test for all pupils in Year 7 and 9 to help identify any areas of concern with regard to access to the curriculum.

Progress of all pupils is monitored on SIMS using the above testing and regular assessment and observation. Pupils attending the Department of Enhanced Learning for Specialist Teacher support will have additional assessments (WRAT4, TOWRE2) to monitor their progress in a specific area for example spelling, reading, comprehension and numeracy.

Consultant's comments

The process of identification and assessment has been recently developed with greater involvement of all staff and internal assessment. It is an efficient

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and effective system. Communication with all parties is strong with information readily shared.

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

When children are identified as at risk of SpLD extra help will be provided within the classroom managed by the subject department and individual staff (quality first teaching). Where it involves spending some time outside the ordinary classroom it will nonetheless be in the context of the inclusive curriculum.

The Department of Enhanced Learning aims to support an inclusive curriculum whilst mindful of the need to have considerable flexibility in creating learning programmes. This ensures that pupils with diverse needs, from the most able to those with complex needs, can make progress. This is achieved by seeking to challenge pupils, giving them an understanding of their difficulties, and teaching techniques through multisensory methods to maximise their learning.

During both internal and external examinations, pupils with SpLDs have appropriate concessions to ensure they are not disadvantaged in any way. Access arrangements ensure pupils are able to work to their potential. Class teachers are asked to monitor use of these arrangements.

Consultant's comments

The system is comprehensive and puts support for the pupil at the centre of all decision-making. Communication between the DEL and the rest of the school is effective and efficient.

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

The Head of Learning Support, Ms Jan Belcher, carries out full diagnostic assessments for SpLD or recommends external assessors such as Educational Psychologists and Clinical Psychiatrists.

Consultant's comments

The procedure for obtaining a full assessment is thorough and may be in-house or a referral to external assessors may be recommended.

4. Teaching and Learning

4. a) How is the week organised?

Ballard is a day school: Monday – Friday, 6 periods per day.

Registration: 8.30

Period 1: 8.50 – 9.40

Period 2: 9.45 – 10.35

Break: 10.35 – 11.00

Period 3: 11.00 – 11.50

Period 4: 11.55 – 12.45

Lunch: 12.45 – 1.45

Assembly/Tutor: 1.45 – 2.15

Period 5: 2.15 – 3.05

Period 6: 3.10 – 4.00

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Break/Home: 4.00 – 4.15

Activity/Prep: 4.15 – 5.00

Consultant's comments

This is an uncomplicated timetable that is easy to understand and follow. Lessons are of a good length to obtain enough depth in discussions or in practical work.

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

All SpLD pupils have Quality First Teaching and a small percentage have 1:1 Specialist Teacher support in the Department of Enhanced Learning (DEL). Pupils are allocated a DEL SEN teaching period during the following times:

- Activity time
- Option Group (for Year 10 and 11)
- Foreign-language (if dis-applied)
- Music lesson if not musical
- RS lesson if there is no parental concern
- Tutor time
- Lunchtime
- Assembly / Year Assembly

Consultant's comments

Care is taken to ensure as far as possible that pupils are not withdrawn from lessons that they enjoy or need extra help with their learning.

Criterion
3 & 4

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

- *Curriculum subjects*
- *Literacy support*

We are committed to whole school inclusion. Lessons are prepared by teachers at Ballard School making reference to advice and information on Provision Maps; we support children with a range of special educational needs and disabilities. We can provide additional Specialist Teacher support for literacy and numeracy, and seek specialist SEND provision and training from SEND services where necessary.

Consultant's comments

Eleven part lessons were observed during the visit. Four of these were 1:1 lessons in the DEL. The other seven were regular lessons within the school. They covered pupils from Year 2 to Year 11 other than Years 4-5 who were on a school trip. All teachers had knowledge of the pupils in their classes with learning difficulties. They were all approachable and encouraging. The classrooms were distraction free with appropriate seating, well lit and ventilated. Noise levels were appropriate and equipment was to hand. Teaching was often multisensory, of a good pace and chunked into different activities. Reinforcement and overlearning was present as well as additional support for keywords or specialist vocabulary. Pupils were encouraged to speak out, question and to discuss work with their peers and were therefore fully engaged with increased comprehension and evidence of accelerated learning. It was clear that the lesson objectives were being achieved.

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

Provision Maps are used to give a whole school overview of all SEND pupils and pupils with medical conditions and mental health issues that may impact their learning. Personalised Learning Plans (PLPs) are drawn up by Specialist Teachers for pupils with SEND attending the DEL for 1:1 support.

Examples of Provision Maps and PLPs are included in the DEL Handbook.

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Please indicate **two examples** enclosed

Consultant's comments

The Provision Maps are clearly set out. They include name, date of birth and year group as well as any diagnosis and assessments e.g. educational psychologist. Strengths and weaknesses are included.

e) Records and record keeping:

The department of Learning and Teaching keep the results of all general tests on SIMS. All pupil progress, including SEND pupils, can be tracked and monitored using this system.

Specialist Teachers record specific measures of attainment on the PLPs for SpLD pupils.

Confidential records of assessment are kept in a locked filing cabinet in the Head of Learning support's room.

Consultant's comments

Most records are easily accessible on the shared computer system by all staff.

The PLPs are consistently used by the DEL staff for planning, and importantly for evaluation. They include the name and date along with teaching points, activities and resources. They are well used!

Criterion 3

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

Two files were looked at in more detail. Both pupils were girls, one in Yr7 and one in Yr8. They had attended the school and the DEL for an extended period of time. The initial assessments for one pupil had been done in-house by a qualified assessor and the testing included those with standardised results. Their diagnosis and their learning style were documented. All Provision Maps and PLP's with evaluations were included, with their SMART targets, as were the end of year learning support report that indicated any progress. Work that could be included was in the files e.g. spelling tests, worksheets, handwriting practice and mind maps. The log of parental contact and any other communication was at the front of the file. One pupil had a statement and excerpts from this report were included along with information from the educational psychology report.

Criterion 3

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

A-Level (GCE) and VCE	No. of pupils Years 12 & 13	Number entered	Percentage grade A-E	Average point score per pupil	Average point score per exam entry
Whole School	N/A				
SpLD Pupils	N/A				
GCSE	No. of pupils inc'd in the Year 11 timetable, regardless of age	Percentage A* - C	Percentage 5+ A* - C	Percentage 5+ A* - G	
Whole School					
SpLD Pupils					

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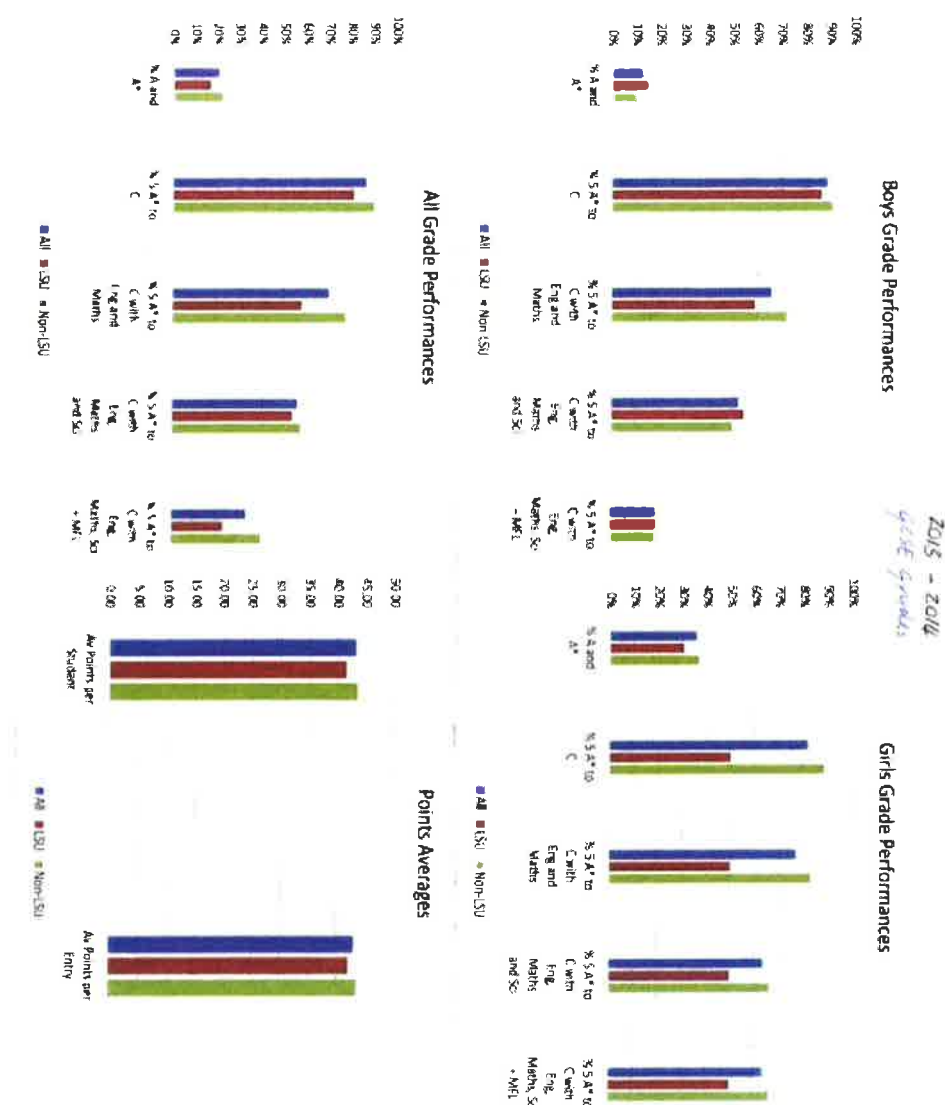
Key Stage 2	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School							
SpLD Pupils							
Key Stage 1	No. of Year 2 pupils entered	English		Maths		Science	
		L2+	A/D	L2+	A/D	L2+	A/D
Whole School	18					N/a	
Dyslexic Pupils	1					n/a	

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

The attached statistics indicate that pupils attending LSU (renamed DEL) in the academic year 2013 -14 performed well when compared to their peer group. In some cases (e.g. boys achieving A and A* grades) SpLD pupils outperformed their peers. The girls grades were adversely affected by a Statemented pupil who did extremely well to achieve D and E grades at GCSE. It is worth noting that 50% of boys in this cohort had SpLDs.

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Consultant's comments

Comparative data for pupils from the whole school as well as those who attend the DEL indicate that progress has been at least equal and sometimes enhanced by the DEL pupils over the past year.

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

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

Extensive resources are available for multi-sensory teaching. All reasonable requests for resources are submitted to the Head of Department as budget holder prior to ordering.

Consultant's comments

The school is very well equipped and the DEL plan ahead where possible to allocate resources to the pupils that require anything specialist e.g. triptap chair, wobble cushion etc.

Criterion 5.2 b) ICT:

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All pupils must adhere to the school policy regarding the use of computers. Any pupil found to be misusing a computer will be asked to log off and be reported to the Deputy Head of their year group. Appropriate sanctions will then be applied.

We enable pupils to trial voice activated software such as Dragon, 'Texthelp: Read&Write' software that will read text electronically and support writing, reading pens and a variety of learning apps. We have a selection of software including Word and Number Shark, touch typing and Lexia UK reading and comprehension that we encourage individual pupils to use in their own time and during holidays. Resources are introduced to meet the needs of pupils on an individual basis. We are hope to have Load2Learn and Cogmed2 available to pupils by Autumn term 2015.

Consultant's comments

IT provision throughout the school is of a high standard. Most rooms have access to an IWB or projector. Laptops are used for recording work where appropriate. More resources are being ordered for the next academic year.

Criterion 5.3

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

Assessments are carried out, generally by the Head of Learning Support, no earlier than Year 9, for pupils with a history of difficulty in the acquisition of literacy skills, so that all necessary concessions are applied for relating to external examinations. These concessions are current for the two years of the GCSE course.

Consultant's comments

The process is efficient and effective ensuring that those pupils requiring additional support e.g. additional time, amanuensis, scribe, receive notification of the allowance in good time.

Criterion 5.4

- d) Library:

Both the Junior Library and Learning Resource Centre have help on hand to guide pupils with SpLDs to choose appropriate materials. We have a large number of dyslexia friendly books, including Barrington Stoke, some of which are housed in the Department of Enhanced Learning.

Consultant's comments

The libraries are well stocked with both fiction and non-fiction books as well as those books more suitable to readers of any age with a low reading ability but of a high enough interest level to motivate and encourage reading.

6. Details of Learning Support Provision

DSP/TC 6.1
SPS 6.2
DU 6.3
TC 6.4

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

Ballard School gives pupils every opportunity to reach their full potential and the specialist teaching, therapies and resources target those who have more specific difficulties. The Department of Enhanced Learning (DEL) is very much part of the whole school and every pupil can access the support provided. The DEL works in liaison with the teachers and senior staff to screen pupils and pre-empt any difficulties, and responds with staged interventions when the need arises. Specialist diagnostic assessment, undertaken within the department, informs teaching and learning across the

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DU/TC 6.5 & 6.7 WS/MS 6.8	school.		
	Consultant's comments		
	The DEL is integral to the school as so many pupils attend and benefit from the additional support.		
DU 6.6	b)	Organisation of the Learning Centre or equivalent:	
		Targets are set by fully qualified teachers for lessons within the DEL through Personalised Learning Plans. In addition, the plans disseminate appropriate information and strategies to subject teachers to enable effective teaching. Good communication is essential for a cohesive approach to Special Educational Needs and Disabilities (SEND); this is promoted at Ballard School. Involvement of pupils and parents is essential throughout, and is at the heart of any decision making process.	
		Consultant's comments	
		The DEL is based on the top floor of the main building of the school. The DEL encompasses three rooms with two of these rooms split by screens into teaching areas.	
	c)	Does the Head of Unit have Head of Department status and input into curriculum design and delivery?	
	The Head of Learning Support has regular meetings with the Directors of Learning and Teaching, is a member of the Academic Sub-Committee and attends Heads of Department Meetings.		
	Consultant's comments		
	The Head of Learning Support is a member of the appropriate and necessary committees and attends other targeted meetings. The SEND Development Plan is a well thought through document focusing on developments over the next few years. There is an eventual aim to move the DEL into a purpose built teaching block.		
	d)	Supporting documentation, please indicate enclosed:	
	i.	SEND Development Plan (or equivalent)	Yes
	ii.	Timetables of teachers or teaching assistants for SpLD, but not the whole school/all staff	Yes
	iii.	List of known SpLD pupils in school	Yes

7. Staffing and Staff Development

Criterion 7	<p>7. a) Qualifications, date, awarding body and experience of all learning support staff:</p> <p>All members of the learning support team are experienced teachers with additional qualifications from either the dyslexia institute, the BDA, OCR as well as the BPS.</p> <p>Consultant's comments</p> <p>The staff are experienced and very well qualified.</p>
DU/TC 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>Yes.</p> <p>Consultant's comments</p> <p>The staff are experienced and very well qualified. A number of staff are also</p>

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WS 7.5	<p>attending further courses.</p> <p>d) Do the majority of teachers providing literacy support hold a nationally recognised qualification in the teaching of SpLD pupils? (Exceptionally, an experienced teacher undergoing training may be sufficient.)</p> <p>Yes</p> <p>Consultant's comments</p> <p>The staff are experienced and very well qualified. A number of staff are also attending further courses.</p>
MS 7.7	<p>e) Staff development and in-service training of learning support staff within last 18 months:</p> <p>All staff received INSET from a specialist from the BDA in September 2014. CPD is supported and encouraged for all staff working within the DEL. ELSA training is on-going, Mrs Rosemary Boxall and the Head of Centre will be attending the Learning Works conference in May 2015. Ms Williams, Senior TA, is taking an SpLD Diploma. Mrs Wardropper will be taking a Diploma in dyscalculia and assessment.</p> <p>The Head of Learning support has regular slots in the INSET sessions and has given numerous presentations, e.g. 'What to know and what to do', SEND evidence tracker, Provision Maps, Demonstrating Normal Way of Working for Access Arrangements. Also the BDA delivered whole school training 2/09/2014 on 'Practical Strategies to support dyslexics in the classroom', the training was tailored for prep school teachers in one session and senior school teachers in another.</p> <p>Consultant's comments</p> <p>INSET is taken very seriously and training sessions are regularly held at the school. A number of staff are also attending courses external to the school and are working towards an additional qualification e.g. a member of the maths department is on a course to understand and to diagnose dyscalculia.</p>
Criterion 4	<p>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?</p> <p>To reiterate the information from the observations. Eleven part lessons were observed during the visit. Four of these were 1:1 lessons in the DEL. The other seven were regular lessons within the school. They covered pupils from Year 2 to Year 11 other than Years 4-5 who were on a school trip. All teachers had knowledge of the pupils in their classes with learning difficulties. They were all approachable and encouraging. The classrooms were distraction free with appropriate seating, well lit and ventilated. Noise levels were appropriate and equipment was to hand. Teaching was often multisensory, of a good pace and chunked into different activities. Reinforcement and overlearning was present as well as additional support for keywords or specialist vocabulary. Pupils were encouraged to speak out, question and to discuss work with their peers and were therefore fully engaged with increased comprehension and evidence of accelerated learning. It was clear that the lesson objectives were being achieved.</p>

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

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.

List provided.

For completion by consultants only: Parent Contacts:

Seven parents were spoken to prior to the visit. All parents spoke of their entirely positive approval of the school and in particular the support, attitude and organisation of the DEL. They felt that it was a true partnership and that communication was of a high standard with staff often going beyond the call of duty to inform them and to keep them updated with reports. A few parents had more than one child attend the DEL in the past. They reported that the pupils were treated as individuals and that the DEL knew them well. Additional support lessons were planned with the least disruption to the lessons the children were good at or they liked. Progress had been good especially with their child's confidence and willingness to attend school and DEL. They would highly recommend the school and couldn't think of any additional service that would enhance the provision.

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




Eleven pupils were spoken to in total. Seven pupils took part in a general discussion with a further three pupils spoken to during the day. They were selected from Year 6 to Year 11. There were an equal number of boys and girls. A few had only been at the school for two terms with a larger number having attended for a number of years, one since Reception! All Ten spoke extremely highly of the school as a whole and specifically mentioned the DEL and the English departments as providing outstanding support. "They help you loads", "go out of their way", "want you to do well" and "explain things well" are a few quotes. All teachers were seen to be supportive and helpful across all subjects for those pupils with SpLD. The only subject that a number of pupils still struggled with was Maths, which they found more challenging to become more confident and to make progress. Those working towards examinations felt that the additional support that was put in place e.g. scribe, extra time was really important and appreciated.

Head's / Principal's signature confirming accuracy of school's information (pre-visit):

Head's / Principal's signature confirming agreement to consultant's comments (post-visit):

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

	
Date: 	Date: 
4/05/2015	4/05/2015

Please ensure:

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

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

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

Report Summary

For completion by consultants only:

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

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

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

Criteria	SPS	DSP	DU	WS	MS	TC
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.			√			
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.			√			
6.6 The Head of Unit will have Head of Department status, and must have an input into curriculum design and delivery.			√			
6.8 There is provision for individualised lessons on a withdrawal basis, support staff communicate with mainstream teachers regarding the SpLD pupils.				√		
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.			√			

Report Summary

Criteria	SPS	DSP	DU	WS	MS	TC
6. Specific to the Category of School or Centre: -						
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.			√			
7.5 The majority of teachers providing literacy support hold a nationally recognised qualification in the teaching of SpLD pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher undergoing training satisfies this criterion.				√		

Report Summary

Summary of Report including whether acceptance is recommended:

Ballard School is a wonderful school and although applied for WS status thoroughly deserves DU status with CReSTeD. The grounds and the school are of a good quality providing a suitably appropriate environment in which to learn and mature. The atmosphere throughout is busy, lively and welcoming. The school is appropriately resourced to support pupils with specific learning difficulties and the teaching/learning rooms are of an appropriate size, clean, well lit, ventilated and free from distraction. The school is very well organised and changes to the management structure over the past few years have enhanced provision. Staff and pupils are very proud of their school and are incredibly happy there. Parents are extremely positive with the provision and feel that their children have made progress and are happy attending the school. Further long-term developments e.g. the possible building of a separate DEL will continue to support the schools wish to improve the understanding and delivery of provision for pupils with specific learning difficulties. To conclude, I strongly support Ballard School's recognition as a CReSTeD School at the DU category as the school delivers well over and above that required for WS status.

For Office Use Only

Category proposed:

DU

Consultant's name(s):

Mr Nick Rees

Consultant's signature:		Chairman's signature:	
			
Date:	28 April 2015	Date:	