



Council for the Registration of Schools Teaching Dyslexic Pupils

**Bredon School
Registration - Category DSP**

Date of visit:	25/11/14
Name of Consultant(s):	R A McCarthy

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Bredon School Pull Court Bushley Tewkesbury Gloucestershire GL20 6AH Tel: 01684 293156 Fax: 01684 298008 Email: enquiries@bredonschool.co.uk Web: www.bredonschool.org	Rural	174 boys 56 girls Ages 4-18	Dysc Dysl Dysp P&S	ISA SoH BSA
	Ind Bdg Wk Bdg Day			GCSE GCE: AS/A2 BTEC, NVQ
Comments: Small, friendly school with specialist provision for children with SpLD. The school benefits from a working farm and forest school in the grounds				

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.*

Old Post House,
 Castle St,
 Whittington,
 Shropshire,
 SY11 4DF
 Tel: (free phone) 0845 601 5013
 Or 01691 655783
 Website: www.crested.org.uk
 Email: admin@crested.org.uk



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

School Details			
Name of school:	Bredon School		
Address of school:	Pull Court, Bushley, Tewkesbury, Gloucestershire, GL20 6AH		
Telephone:	01684 293156	Fax:	01684 298008
Email:	enquiries@bredonschool.co.uk		
Website:	www.bredonschool.org		

Name and qualifications of Head/Principal, with title used:	
Name:	Mr David Ward
Title (e.g. Principal):	Headmaster
Head/Principal's telephone number if different from above:	
Qualifications:	BEd (Hons), MA
Consultant's comments	
Mr Ward is himself dyslexic and has, therefore, a full understanding of the pattern of strengths and weaknesses that dyslexic learners experience. The staff and students at Bredon School have his wholehearted support.	

Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:	
Name:	Deborah Jones
Title (e.g. SENCO):	Head of SEN
Telephone number if different from above:	As above
Qualifications:	BA (Hons), PG Cert SpLD
Consultant's comments	
Mrs Jones also holds AMBDA. She is the respected leader of an able and well-qualified team. She is a teacher who is constantly looking for ways to improve communication and best practice. Her enthusiasm and support for her colleagues is clear.	



It is not always necessary for consultants 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.: 885/6023

Numbers, sex and age of pupils:		Total	SpLD	Accepted age range
Day:	Boys:	100	68	3-18
	Girls:	41	20	3-18
Boarding:	Boys:	74	54	9-18
	Girls:	15	12	9-18
Overall total:		230	154	

Consultant's comments

Numbers have increased over the last couple of years but there are no plans to grow the school bigger than around the 250 mark.

c) Class sizes – mainstream: KS2 6 – 15
KS3 4 – 13
KS4 1 – 17
KS5 1 – 8

Consultant's comments

Classes of around 8 appeared to be the average on the day of the visit.

d) Class sizes – learning support: 1:1 or 1:2

Consultant's comments

Support is tailored to students' needs.

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

The current ISI report states that Bredon School meets all recommended standards.

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

Consultant's comments

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).

ii. Recent Inspection reports

iii. Details of Fees and compulsory extras for SpLD pupils (if applicable)

Information
Provided

Consultant's comments

The website is accurate and easy to use. Information regarding fees and extra charges is readily available.

Fees are in line with those of comparable schools.

The school magazine, The Bredonian, gives an indication of the diversity of opportunity, interest and curriculum available to students as well as reflecting something of the warmth of the school.

Links to inspection reports are available on the school internet and it can be seen that some standards that were not fully met in 2013 were successfully met in 2014.

Independent
Schools
only



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

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school
<http://www.bredonschool.org/about-bredon/aims-principles/>
Bredon School's aim is to provide an alternative not only to existing independent schools, but also to the state education system. Bredon School accepts pupils with a wider range of ability and special educational needs than most schools, and places emphasis on both specific learning difficulties and more general difficulties with learning. Its individual approach seeks to realise true potential, develop self-confidence and prepare for the challenges of the future within a happy, secure and friendly environment.

Consultant's comments

The atmosphere of support and shared pleasure in achievement is palpable. Teachers know the students well, even those they do not teach. Students are impressive in their readiness to ask for help and in the way in which they work together. This supportive ethos is noticeable throughout the school, where all lessons observed were taught in dyslexia-friendly, practical ways and where development of strengths is not only in an academic sphere.

Criteria
1 & 2

- b) Please indicate copy of Staff Handbook Information
Provided
- c) If not within SH, please provide copies of 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 Information
Provided
 - iv. Admissions Policy/Selection Criteria
 - v. Identification and assessment

Consultant's comments

The SEND policy is currently in draft form as it has been rewritten in the light of changes to the Code of Practice (2014). It is extremely thorough and informative and gives useful advice regarding assessment, intervention and the implementation of the Equality Act at Bredon School. It gives teachers' qualifications and roles as well as arrangements for in-service training and curriculum and examination practices. It also covers the responsibilities for the teaching and admission of students with SENDs from all those involved: from Governors to parents.

Mrs Jones is on the admissions board and therefore has input into admissions procedures for students who have particular needs.

The link to the school website gives a flavour of the diversity of educational opportunity that is available at Bredon School and how from its inception it has offered an education to students who learn differently.

Criterion 4

- d) Give specific examples of the whole school response to SpLD
Due to the high proportion of students with specific learning difficulties at Bredon School, the environment is highly inclusive. Students are set according to their understanding and not their literacy level. This is very important to us as a school, as students who are set according to their literacy level and ability to write, will often be under-stimulated and will not be



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

challenged. Teaching staff are extremely experienced in teaching staff with SpLD and this year 20 staff comprising teachers and teaching assistants will be undertaking the BDA Level 3 Dyslexia qualification. We would like all our staff to eventually have this qualification as even though not all of our students have SpLD, we believe that high quality teaching for students with SpLD benefits all students.

As a school we promote multi-sensory teaching which involves a great deal of visual and kinaesthetic learning, as for most of our students this is their preferred learning style. We actively encourage students to use alternative recording methods if they find writing difficult and many of our students benefit from using assistive technology. We have an assistive technology teacher who goes into lessons and is working closely with teaching staff to develop their practice. Strategies such as providing students with electronic resources they can use on their laptops is working very well. We provide a good balance between academic classroom based learning and outdoor learning.

Consultant's comments

All lessons observed used a varied range of activities that were 'hands-on' and which structured and reinforced students' learning. No lesson involved students working alone throughout the lesson and ways to record work, other than handwriting lengthy answers, were observed across the board.

A great deal of thought goes into the curriculum and into lesson planning, with awareness of student needs a constant priority.

Ways to improve assistive technology are being sought and fibre optic broadband, which is due soon, will enable further improvements to take place.

The Head of Sports (as an example of whole school understanding) has a clear knowledge of the impact of conditions such as DCD (dyspraxia) and autism on sports and team games and alternative arrangements are made for students who need individual activities.

The school farm provides opportunities that go well beyond the classroom.

- e) Number of statemented pupils: 83

Consultant's comments

This is a huge number of statements from a wide range of Local Authorities but annual reviews and evidence of provision is organised with clarity and efficiency.

The structure of the Learning Support Department, with SENCOs in charge of Key Stages overseen by Deborah Jones, who is Deputy Head with responsibility for SEN, is an innovative and practical way to ensure that the considerable paperwork trail needed for administration can be successfully completed.

Mrs Jones has overall responsibility for the organisation of annual reviews and also attends tribunals where necessary.

- f) Types of statemented needs accepted:

Dyslexic, Dyspraxic, Asperger's, autism spectrum disorder, speech and language, social, emotional and mental health, speech and language difficulties, ADHD, Sensory/physical.

Consultant's comments

A wide range of needs, but there is a wide range of expertise available within the SEN department.

Independent
Schools
only



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

3. Identification and Assessment

Criterion 1

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

-see learning difficulties and disabilities policy and Draft SEND Policy.

Consultant's comments

Early identification is recognised as a priority and all reception pupils are screened and monitored throughout their school career as a matter of course. There is considerable liaison with feeder schools and the level of awareness of learning difficulties is widespread throughout the school so that any pupil whose progress gives concern can be assessed.

Mrs Jones is on the admissions panel so is involved from the beginning of the admissions process.

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

-see learning difficulties and disabilities policy and Draft SEND Policy.

Consultant's comments

A clear pathway of identification, assessment, provision and review is detailed in the draft SEND policy, as are the responsibilities of all those involved. The views of the student are also included in this process.

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

We do not provide full assessments on site currently and we have a range of Educational Psychologists and Specialist teachers covering different geographical locations in neighbouring counties who we work with. Parents are provided with information to give them a choice in terms of cost and location, once instructed by parents we would then work closely with the professional to complete the full assessment.

Consultant's comments

Bredon School has a range of appropriate assessors with whom they have links.



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

4. Teaching and Learning

4. a) How is the week organised?

There is a 5 day week with 33 lessons of 55 minutes. The day starts at 8.30am and finishes at 4.20pm with the exception of Fridays when the day finishes at 3.15pm. Prep is set additionally to this.

Consultant's comments

The timetable is organised with students' progress and learning in mind (hence more academic subjects in the mornings when students are most likely to concentrate well). Lessons in the junior school are shorter.

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

The Studies Office will issue a guide for the scheduling of prep at the start of each academic year. Heads of department must ensure that this schedule is either adhered to or adapted to support the students' needs. Students should not be expected to be regularly asked to complete prep for more than three subjects on any given evening.

All subjects should set prep which is appropriate to the topics being covered in class at that time and should be within the capability of the student. The amount of prep set will vary according to the ability and age of the student but as a general guide amount of time for each subject each session will be as follows:

Y3-6 Reading prep and termly research project.

Y7-8-No prep only reading, key words and research tasks as necessary.

Y9 20 minutes

Y10+ 30 minutes

SpLD students are supported after school by a member of the SEN team, who have access to specialist ICT facilities.

Consultant's comments

Formal prep is not set until year 9, although lively and interesting brochures for holiday reading tasks and investigations are given so that gains in reading accuracy and enthusiasm are not lost.

Criterion
3 & 4

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

- *Curriculum subjects*
- *Literacy support*

At Bredon we offer a wide-range of both academic and vocational qualifications. The day is arranged so that more academic subjects are generally in the morning and more outdoors/sport/activity based lessons are in the afternoon.

Across KS3 and 4, all lower ability sets for English are taught by an SpLD qualified teacher, in some instances there are two sets out of four taught by a teacher with this qualification. The majority of lower ability sets for Maths are also taught by the SENCO KS4 who has a diploma in SEN.



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

This year twenty members of teaching staff are undertaking the BDA Level 3 Dyslexia qualification. The teaching ethos at Bredon School is multi-sensory, with a strong focus towards kinaesthetic and visual learning where possible, as this is the preference for the majority of our students. Providing key words and definitions in advance is a practice which we advocate and this is part of the work carried out in the learning support department.

The use of assistive technology is a major part of the literacy support that we offer students.

Staff are all given Teacher Planners which many use to record pertinent SEN information. Staff also have a copy of the pupil passports for the students they teach with SpLD. The Pupil Passports provide teaching staff with the most important information they need in order to teach students effectively; CAT data, literacy and numeracy data, strengths and weaknesses, support required, SEN provision and what students will do to help themselves.

All staff are part of the school's staff appraisal and development programme and are observed and appraised annually.

Consultant's comments

All lessons observed, whether subject lessons or learning support, were fully multisensory, varied and active. Students were interested and engaged and the rapport between staff and students was excellent.

Liaison between support teachers and subject teachers was clear and support teachers were seen to be teaching key words and concepts for subjects as well as supporting basic literacy and numeracy.

All lesson plans took students' needs into consideration and pupil passports were referenced.

Students using Dragon Dictate on laptops were supported by an ICT assistant who was able to ensure that the technology was used effectively.

Small classes enable teachers at Bredon School to know and understand their students' strengths and weaknesses.

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

We have had a system of IEPs in place until very recently. As a result of training sessions we have attended surrounding the new SEN Code of Practice 2014, Pupil Passports in conjunction with Provision Maps were strongly advocated. We continue to set targets in the form of short-term outcomes, within learning support

Please indicate two examples provided

Information
Provided

Consultant's comments

The recently introduced Pupil Passports are appreciated by all staff as they are extremely user-friendly, providing the key information needed in an accessible way. They include a photo of the student and the student's view of the support and help needed. They are a huge improvement on the IEPs that generic programs tend to produce.



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

e) Records and record keeping:

All student files are kept in the SENCO Office. All students who receive additional support for special educational needs have a file. Within their file is a copy of their Statement and we are currently producing Provision Maps which will also be placed in pupil files so that there is an overview of the support in place. All communication such as letters and copies of relevant emails are also kept in the files. Electronic copies of Statements, Pupil Passports, Provision Maps and SEN Advisory reports are stored on the Q Drive of the school system, so that they are easily accessible staff and also to reduce printing out of them and maintain confidentiality.

Consultant's comments

Record keeping is impeccable and regulations regarding the storage of confidential information are fulfilled. Careful thought is given regarding the use of confidential information and teachers are asked to print only what is necessary.

Criterion 3

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

Tracking of progress is thorough and comprehensive. Records are detailed and careful.

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	62	A2 9 AS 16	A2 100% AS 82.6%	A2 9.33 AS 3.38	A2 5.86 AS 2.08
SpLD Pupils	26	A2 4 AS 8	A2 100% AS 63%	A2 11.0 AS 2.5	A2 4.88 AS 1.66

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	35	46.6%	2.9%	17%
SpLD Pupils	20	41.4%	5.0%	10%

Key Stage 2	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School	15	1		3		5	
SpLD Pupils	10	1		3		4	

Key Stage 1	No. of Year 2 pupils entered	English		Maths		Science	
		L2+	A/D	L2+	A/D	L2+	A/D
Whole School	1	1		1		1	
Dyslexic Pupils	0	0		0		0	



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

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

Each child will take CATs (Cognitive Abilities Tests) in either September or January of the year they enter the school. This is then used to predict GCSE results. Pupils generally achieve either at or above the level predicted.

Please note that a number of our students complete vocational qualifications such as BTECs and do very well in them, so our data is slightly skewed as there are many students who did less well with some of their GCSEs but did extremely well with BTECs.

Consultant's comments

Careful consideration is given to students' choice of curriculum, and results are impressive. Teachers go much further than would normally be expected to provide opportunities in which students can learn successfully. A senior drama lesson where the teacher had written a play for the group was an example of the level of commitment of staff and was a pleasure to observe.



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

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

- Criterion 5.1 5. a) General resources for teaching SpLD pupils:
Appropriately differentiated material is made available to dyslexic pupils, including worksheets, texts, fonts etc. ICT is available for use by pupils, plus specialist programmes.
Consultant's comments
Resources are good. Perhaps the greatest resource, however, is the knowledge and commitment of the staff in the department
- Criterion 5.2 b) ICT:
There are two computer suites housing a total of 30 computers. Each pupil at KS3 has a minimum of 1 hour ICT lesson a week
Consultant's comments
Computers were observed in use across lessons and assistive technology is used to advantage.
- Criterion 5.3 c) Details of access (special examination) arrangements requested and made for SpLD pupils:
All students are assessed for eligibility for special access arrangements for public examinations. Internal examinations made as appropriate.
Consultant's comments
Janet Geerling, who is a member of the SEND team, is examinations officer. She has an Assessment Practicing Certificate (APC) so is able to assess for access arrangements. A useful brochure regarding the availability and use of such arrangements is sent to parents.
Records (Form 8s) and evidence of need are kept as they should be and the full range of arrangements is used.
- Criterion 5.4 d) Library:
Housed in the Access Centre, it is resourced with an appropriate range of text. New additions include iPads and Kindles which many pupils prefer. Additionally, there is a range of CD Roms, videos, magazines and careers advice.
Consultant's comments
The library is small but has a range of interesting books to tempt the reluctant reader. Students also make full use of electronic readers.
The library is used as a study centre and was seen to be working well. Its position within the Access Centre is an advantage.



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

6. Details of Learning Support Provision

DSP 6.1

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

The Learning Support Department is at the heart of the school and the staff who work within it work closely and collaboratively with staff across many areas of the school. It offers access to teacher directed support and assistive technology to all students in the school who might require it. The Learning Support Department is open at lunchtimes and evenings so that all students can come and use the facilities. Some students come and use the facilities during the school day if they need to use the assistive software to complete a task and they do not have their own laptops.

Consultant's comments

The department is indeed central to Bredon School's success and its influence can be observed in every lesson and every activity. Bredon School's teachers genuinely consider themselves as SEND teachers as well as subject teachers and the INSET provided by the Learning Support Department has been instrumental in this.

The draft SEND policy states that it is 'an integral part of the school's strategic planning. The school incorporates the development of the SEND policies into the school's improvement plans'.

The importance of the department is recognised and celebrated at Bredon School.

b) Organisation of the Learning Centre or equivalent:

The Learning Centre is known as The Access Centre.

It comprises three rooms, all with ICT facilities and two rooms have interactive whiteboards.

One of the room is also the library which is open at lunchtimes and evenings. Each room contains either the Deputy Head – SEN or one of the SENCOs and they oversee the teaching conducted in that room.

There is a mixture of experienced and less experienced staff working in each room so that staff can support one another and learn from one another, sharing best practice.

Consultant's comments

Working as a team in this way allows all members of the team to develop and adapt their practice. A new building and an older cottage adjacent to the Access Centre are used for speech and language therapy (there are 5 SALTs under the coordination of a senior paediatric speech and language therapist).

This is a tremendous resource, as is the presence of the Occupational Therapy Coordinator who is a member of the department.

The Access Centre is physically as well as influentially central to the school.



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

DU 6.6

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

The Deputy Head – SEN is on the Senior Leadership Team and works closely with the Deputy Head Academic, the Deputy Head – Operations and the Assistant Deputy Head of Teaching and Learning.

We meet weekly and the Head of Unit has a great deal of involvement in the curriculum design and delivery.

Consultant's comments

Mrs Jones' status as Deputy Head SEN ensures that she has input to all areas of Bredon School's development.

- d) Supporting documentation

vi. SEN Development Plan (or equivalent)

vii. Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff

Information
Provided

viii. List of known SpLD pupils in school



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

7. Staffing and Staff Development

Criterion 7 7. a) Qualifications, date, awarding body and experience of all learning support staff:

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

Consultant's comments

This is a huge range of well-qualified staff.

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

Consultant's comments

Bredon School's aim is for all of its teachers to have a qualification in SEND, and it is on the way to achieving this.

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?

Fully.



It is not always necessary for consultants 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.

For completion by consultants only: Parent Contacts:

Six parents were contacted. All were wholeheartedly appreciative of the support that Bredon School had given their children. All commented on the happy atmosphere of the school and felt that this had been important in developing their children's self esteem, which in some cases had been damaged by previous experiences. Many commented that literacy and numeracy progress had been very good, 'She loves reading now, hated it before. She's comfortable, happy. Absolutely brilliant'.

Two parents had only recently moved their children there but both commented on the fact that they had settled in quickly and that the school had responded immediately when contacted. Communication with the school was felt to have improved over the past three years and parents felt that 'it's really good. Lots of online communication'. Some also commented that the 'organisation is more robust now' and they had also enjoyed celebrating their children's achievements during Dyslexia Awareness week.

Parents confirmed that the understanding of their children's difficulties worked across all subjects and lessons and felt that Bredon School was there to help and support them, too.

All would, or had, recommended Bredon School to other parents.

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

A group of 7 students was interviewed and the Head Boy and Girl provided a tour of the school. They universally approved of their lessons, pastoral care and teachers. A boy from Hong Kong found the countryside setting rather difficult but loved his lessons! The students were supportive of each other, in the same way that had been noted within lessons. They enjoyed the practical aspects of the curriculum- some loved the opportunity to work with animals on the farm- as well as the opportunities to learn to canoe and spend time outside, 'if you don't learn in the classroom, you learn through the farm'. They commented that 'teachers listen to you', 'they understand you here', and tellingly, 'even teachers who don't teach you will help you out.'



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

Those who were full boarders enjoyed their weekends, where there were plenty of activities for them, and those who were day students appreciated occasional opportunities to board. Sixth formers appreciated the help in choosing courses and institutions to move on to.

Girls are in the minority at Bredon School, but this was not generally felt to be a problem. There is an active Student Council (in which a couple of the group were involved) and it was felt that it was effective and that they had been able to 'achieve things'.

There were no subjects or teachers that were felt to be difficult and the alternatives to GCSE/GCE curricula were appreciated. The CISCO computer course was appreciated. One student noted, 'When I came here I had trouble reading. Now I'm in the top set'.

They were polite, thoughtful and a pleasure to meet.

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.

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

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

Report Summary

Summary of Report including whether acceptance is recommended:

Bredon School is outstanding in its provision, understanding and support for all its students- those with and those without specific barriers to learning.

It is a happy school where students are able to develop personal skills and feel safe and comfortable as well as growing academically. The commitment of staff is impressive and students appreciate this. Acceptance at DSP is certainly recommended and is the most appropriate category for a school where lessons across the board are organised so that all students can learn from them and enjoy their learning.