



Council for the Registration of Schools Teaching Dyslexic Pupils

Frewen College Registration - Category DSP

Date of visit:	09.06.2014
Name of Consultant(s):	Nicholas Rees

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Frewen College Brickwall, Rye Road, Northiam, East Sussex, TN31 6NL Tel: 01797 252494 Fax: 01797 252567 Email: office@frewencollege.co.uk Web: www.frewencollege.co.uk		79 boys (ages 7-18)	Dysl, Dysp, S & L	ISC, ISA, BDA, BSA
	Ind Day Bdg	36 girls (ages 9-18)		GCSE

Comments:
 Separate Preparatory School. Speech and Language, and Occupational Therapists on site.
 Emphasis on Literacy, ICT, outdoor activities and Art. Strong pastoral support.

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.*

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

School Details

Name of school:	Frewen College		
Address of school:	Brickwall, Rye Road, Northiam, East Sussex, TN31 6NL		
Telephone:	01797 252494	Fax:	01797 252567
Email:	office@frewencollege.co.uk		
Website:	www.frewencollege.co.uk		

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

Name:	Mrs Linda SMITH
Title (e.g. Principal):	Principal
Qualifications:	BA (Hons), MA, PGCE (Dist), Post Graduate Diploma AS
Awarding body:	University of Nottingham, Sheffield Hallam University

Consultant's comments

Mrs Smith is an extremely well qualified and experienced Head. She is retiring from Frewen College this summer after eight years at the helm, having overseen significant developments in all aspects of the school.

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

Name:	Mrs Catherine Bellerby
Title (e.g. SENCO):	SENCo

Consultant's comments

Mrs Bellerby is a very experienced SENCo working for many years in the maintained sector. She joined Frewen College at the start of this academic year and is near completion of her Level 5 Diploma in SpLD.



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1. Background and General Information

1. a) Dep't of Education Registration No.: 68/21/718

Numbers, sex and age of pupils:		Total	SpLD	Accepted age range
Day:	Boys:	54		7-18
	Girls:	22		7-18
Boarding:	Boys:	25		9-18
	Girls:	14		9-18
Overall total:		115	115	

Consultant's comments

The school has grown significantly in the recent past partly due to the re-branding of the junior department as a Prep and with a re-evaluation of the profiles of pupils being accepted into Frewen, focusing on SpLD and Dyslexia.

c) Class size– mainstream: As all pupils have special needs pupils are taught together in mixed ability year groups.

Consultant's comments

Class sizes are small which is appropriate for this type of school.

d) Class sizes – learning support: Across the school classes range from 4-8 pupils (with larger groups for sport) with additional support from TAs. In the Seniors English and Maths are taught to groups differentiated by ability. Individual tuition, mentoring and therapies are also provided according to need.

Consultant's comments

Pupils are taught in whole classes, in small groups and on a 1-1 basis as appropriate.

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

Ofsted May 2012. The report stated that the school successfully promotes the pupils' spiritual, moral, social and cultural development, which is outstanding as is their behaviour. The report also noted that the school's provision for welfare, safeguarding and health and safety is outstanding. The residential provision is outstanding and encourages the boarders to thrive at school. Pastoral Care throughout the school is therefore seen as outstanding.

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

Consultant's comments

These are all supportive associations and it is useful to be a member of them. It may be of interest to talk to ISA regarding being inspected by peer review in the future i.e. ISI.

Independent Schools only



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

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).

Information
Provided

ii. Recent Inspection reports,

iii. Details of Fees and compulsory extras for SpLD pupils

Consultant's comments

Documentation is informative and of a high standard. A well produced, colourful and informative prospectus. There is a supplementary brochure to promote the Sixth from which starts in September 2014. A most positive Ofsted report in May 2012 reporting on many outstanding areas. Information on fees is clearly communicated.



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

Mission Statement – Aims of Frewen College

The central aim of Frewen College is to enable each pupil to fulfil his or her potential. All pupils are diagnosed as having specific learning difficulties and associated educational needs and thus all have encountered difficulties during their previous educational experiences. It is the objective of the school that pupils should be helped to overcome their problems. Each pupil is equally seen as an individual with unique talents and abilities and the development of these is central to the education we provide.

We are a community, in which respect for the individual is at the core of our philosophy. Each member of the community, whether pupil or adult, has an important role to play within the society of the school. It is an understanding of these responsibilities and privileges that allows each of us to contribute fully to the community of the school.

By providing a unique combination of strategies, curricular, therapeutic and pastoral, Frewen College strives to provide the best possible education for every pupil who attends. The value added education we provide allows each pupil to move on to become included and contributory members of society.

Consultant's comments

The aims and philosophy of the school are clearly communicated to parents and local authorities. The re-branding of the junior school as a Prep and the clarification of the type of pupil (SpLD) accepted into Frewen College has been successful.

Criteria
1 & 2

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

c) If not within SH, please provide copies of whole school policy statement(s) with regard to SpLD pupils outlining:

i. Policy for SEN/SpLD

ii. Support for policy from Senior Management Team

iii. Support for policy from governors

Information
Provided

iv. Admissions Policy/Selection Criteria

v. Identification and assessment

Consultant's comments

The Staff handbook is comprehensive, covering all aspects of the running and management of the school.

All policies are accessible, detailed and readily understood. They all promote the overall aims of the school.

The SMT are passionate about the development and success of Frewen College and share aspirations.

The governors promote Frewen College as a school for pupils with Dyslexia and SpLD, which they feel is an important statement and one to uphold for the on-going success of the school.

The admission policy clearly states the pupil profile and the types of learning difficulty that Frewen College will accept.



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

Criterion 4	<p>All pupils arriving at Frewen College arrive with an educational psychologist assessment. If an update is required the school has an appropriate procedure and contacts.</p> <p>d) Give specific examples of the whole school response to SpLD</p> <p>An understanding of the needs of children with specific learning difficulties underpins all our shared aims and values. All Prep pupils have daily literacy sessions, not only taught discretely but planned and applied for use across a creative curriculum which facilitates embedding of skills in a multi-sensory learning environment.</p> <p>All Senior pupils begin each day with reading in very small groups and individually, in addition to 7 timetabled English lessons. The curriculum is planned to support dyslexic pupils with multi-sensory methods – there is little copying from the board or from books. Worksheets are adapted in style and vocabulary, with differentiated tasks and resources, In-class TA support is available and some 1:1 tuition. Tutor support is given with organisational skills. ICT is used extensively to provide dyslexia friendly resources and alternative ways of recording (see also Resources and ICT).</p> <p>Consultant's comments</p> <p>There is a good variety of strategies employed in the teaching that benefits pupils with SpLD. The approaches are largely multi-sensory and flexible arrangements exist to ensure that the pupils get the support they require. The Prep has produced a most comprehensive list of the approaches used notably a creative curriculum with a focus on essential core skills, thinking and learning, touch typing and cued articulation as well as sound therapy. Pupils are encouraged to be active learners.</p>
Independent Schools only	<p>e) Number of statemented pupils: 70</p> <p>Consultant's comments</p> <p>This is over half of the school's intake.</p> <p>f) Types of statemented needs accepted: Dyslexia, dyspraxia, speech & language</p> <p>Consultant's comments</p> <p>This is clearly stipulated in the school's documentation and has been clarified with the re-branding. Pupils with primary emotional and behavioural difficulties are not accepted into Frewen College.</p>



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
DSP 6.9

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

Admission is seen as a two way process with parents and the potential pupil having the opportunity to explore the school and all it has to offer. An Admissions Team makes a detailed study of educational psychologist reports, Statement of SEN if issued, further professional documentation and current school reports requested in the first stage of the Admissions Process in order to determine needs. Where relevant, a satisfactory reference is sought from the previous school or a visit to the school made.

Following an interview, each applicant must satisfactorily complete an informal evaluation, usually two days for day pupils and at least 3 school days, including a residential assessment, for boarding pupils. The focus is on the suitability of a pupil for the specialised education on offer at the school. Staff provide written feedback to the Prep Headmistress or Principal in order to make a decision about admission, guided by the Admissions Policy. This was revised in 2013 to emphasise the school's specialism in specific learning difficulties.

Consultant's comments

The process of identification and assessment has been recently reviewed and is comprehensive and transparent.

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

Where an existing pupil is identified as at risk of additional SpLD by any staff member, a referral is made to the SENCo. She will review existing specialists' reports and discuss the pupil with the Therapy Team, Head of Literacy or Head of Maths. Full assessments can then be made by relevant professionals and targets and provision drawn up on Individual Provision Plans. Parents are informed and fully involved in this process.

Consultant's comments

This process is thorough and well documented.

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

A full assessment can be made on site eg an assessment for dyspraxia by a paediatric occupational therapist or an assessment for Speech & Language Impairment by a speech and language therapist. Assessments are usually initiated by staff but may be requested by a parent.

Consultant's comments

Most pupils arrive at Frewen College with a recent report. Updates can be arranged at the school using the specialist staff.

4. Teaching and Learning

4. a) How is the week organised?

Both Prep School and Seniors follow a one week, 5 day timetable, from 8.45am- 3.45pm for Prep and to 4.00pm (plus Activities/Prep) for Seniors. All lessons are broken up into short, focused activities, with Literacy and Numeracy delivered each day. The 8 lessons in the Seniors are 35 or 40 minutes to aid concentration. Each day more sedentary lessons are interspersed with practical subjects and sport. Pupils are given a break between every 2 lessons, with food available during morning break, acknowledging that some day pupils leave early in the morning. Drinks are provided and water is always available.

Consultant's comments

The week is well planned and many opportunities exist for learning and for socialising.

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

Afternoon Tea is followed by activities for K2 and 3 designed to promote interests and extend social interaction. At the Prep school Creative Open Homework is available (project-like approaches). Prep extra-curricular clubs are in place to extend personal development opportunities and pupils' skills-base plus areas of SpLD need (e.g. memory, organisation skills, executive functioning). Motor skills are aided in Archery and Fencing, for example. In the Seniors a range of sport and other activities are offered, with supervised prep for Year 10 and 11 day pupils and boarders. Several rooms are made available to create good working conditions, including ICT provision and small group support. Dyslexia qualified staff support pupils. Study facilities and support is available to boarders during the evenings. The English department organizes a wide range of additional activities designed to promote literacy prep out of school including a Book Fair, a range of creative summer holiday projects, competitions and an annual 'Readathon'.

Consultant's comments

The programme of activities is varied and of a good range for a relatively small school. The homework policy reflects the fact that relationships at home at the end of the day between children and their parents can become fraught. Homework is flexible and often, voluntary projects are set for the holidays.

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

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

The Prep School deploys a multisensory creative programme, the Quigley Skills based curriculum and from Sept 2014 Quigley's ESSENTIALS full spectrum curriculum. 'Thinking and learning' skills are taught using the approach of CJ Simister and the Learning Dispositions.

Senior pupils have access to the National Curriculum (with the exception of a modern foreign language) appropriately differentiated, plus Drama, Food and Nutrition. Outdoor Education spans all key stages.

The timetable is weighted to give additional time to English and Maths taught each day. Whole school policies govern lesson preparation and delivery. Courses are chosen which will be most accessible to SpLD pupils and taught with regard to learning styles, small step, cumulative methods with over-learning and modified language, with pre-teaching of topic vocabulary.

Criterion
3 & 4



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

Marking is always positive and constructive and almost always done with the pupils. The school was awarded Communication Friendly status by ELKLAN and is working towards embedding approaches across all subjects. Therapists work in an integrated way including team-teaching.

- Approaches to Literacy

Daily literacy teaching In the Prep school uses PAT together with other schemes, including synthetic phonics, 'Literacy for Life' and 'Letters and Sounds', supported with cued articulation. Focus is placed on high frequency words and word banks, together with games and visual approaches. Through the Creative Curriculum literacy skills/strategies acquired are embedded through over-learning to aid automaticity. Writing is planned along the line of Primary Matters, transferring and scaffolding essential reading and writing skills.

For Seniors each day begins with 20 minutes of Literacy and pupils receive 7 English lessons in small, differentiated groups with SpLD trained teachers. Lessons are structured to include daily practice of basic skills- spelling, handwriting, phonics, reading and writing, with each pupil working on targets in the IPP. Teaching methods follow good dyslexia practice as above. Abridged versions of literacy texts are deployed to interest the reader and widen their experience and enjoyment of literature.

Consultant's comments

Five lessons were observed during the day. Class sizes ranged from 4 to 9 pupils with one teacher other than in Food & Nutrition where there was an assistant. All lessons met the criteria for a DSP school.

All classrooms were clean and tidy, well lit and ventilated. Displays were of a very good quality and often informative. They were colourful and provided opportunities for pupils to showcase their work. They were however not a distraction.

Pupils were smartly dressed in their new uniforms, polite and cooperative. They were all extremely well behaved. The atmosphere was calm and industrious.

Games and practical equipment was integrated where appropriate into the lessons. In some rooms there was a Learning Box complete with fidget cushions, writing slopes, Theraband, coloured overlays, pencil grips, cameras and a range of other useful aids. Classroom organisation had been carefully thought through with some classes using a horseshoe arrangement of desks, others facing the teacher and the whiteboard/IWB.

Lessons were well planned and delivered in a clear manner using a range of strategies to elicit participation from all pupils. The lessons were taught in sections with opportunities for checking understanding throughout. Excellent marking with positive comments and ideas for further development were in evidence.

The school promotes handwriting as well as touch-typing.

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

From extensive baseline information Individual Provision Plans are created and sent to parents. Each pupil is seen as an individual and through the IPP system SMART targets are set, taking into account strengths as well as weaknesses. Senior pupils also set at least one target of their own each term.



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

IPPs are reviewed termly and progress comments sent to parents. Annual Review meetings are held for all pupils, whether Statemented or not, involving parents, local education authority, educational psychologist and careers advisor (if applicable). IPPs and AR paperwork are available to all teaching staff and therapists through the school's intranet. In addition, parent consultation meetings are held once or twice a year. Prep form teachers write and monitor the pupils' IPPs. Senior tutors also have responsibility for reading all pupils' IPPs and writing a summary as part of the Annual Review process.

Please indicate two examples

Information Provided

Consultant's comments

The IPPs are valuable working documents. They are detailed and include all the information that staff require to plan and monitor the pupils' progress. They include SMARTER targets with the additional ER standing for Evaluated and Reviewed, strategies, provision and resources, success criteria, outcomes and an evaluation and review section. The boarding plan for those pupils who board is integrated onto the IPP. The 6th Form IPP is modified to reflect their different needs and their greater responsibility. There are also weekly welfare meetings to which any member of staff can attend.

e) Records and record keeping:

At the Prep School National Curriculum levels are reported for English, Maths and Science and approaches are being planned to assessment and reporting without these as national policy changes. Personal Learning Journals evidence pupil progress. Each pupil also has a Pupil Progress folder where teachers and therapists record progress e.g. in phonic skills. In the Senior School each subject has its own regular assessments using National Curriculum levels. The English department maintains a folder on each pupil to moderate work and record levels of achievement. All pupils are formerly tested annually for reading, spelling and comprehension using WRAT4. Progress reports and an Effort grade are sent to parents termly. Information on assessment is gradually being transferred from individual subject databases to a new whole school management system.

Consultant's comments

Record keeping is comprehensive and covers all core aspects of school life where a pupil may make progress.

Criterion 3

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

It is clear from the IPPs over time that the school knows their children well and the progress they have made over time is well documented. Certain monitoring charts are colour coded so that if a child has not made progress in a particular area over time the teachers are alerted to investigate. Pupils are tested annually and predictions are made when appropriate about the GCSE levels they should attain from CAT and SATs scores. Value added can also be determined.

Criterion 3

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

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	18	94%	39%	67%
SpLD Pupils	18	94%	39%	67%



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:

In addition to GCSE, 33% pupils also achieved passes at Entry Level. Currently Entry Level is offered in English, Maths, Science, Child Care, Media Studies and Food Studies.

Many of the pupils at the College have wide ranging and all pervading difficulties associated with their dyslexia. Examination successes are a result of enormous efforts on the part of all involved. All success is commended by a supportive staff.

In KS3 awards are gained in Food and Nutrition (Sainsbury's 3 Star Chef Award). In Year 9 all pupils complete Entry Level ICT and Humanities examinations. An E-Safety course leads to accreditation. A range of ASDAN accredited courses prepare pupils for independence and the world of work. Pupils work for the Duke of Edinburgh Award (Bronze & Silver). English Speaking Board examinations are taken by all pupils, many gaining Merit and Distinction. Royal College of Music examinations have been awarded from pre-Grade 1 to Grade 5 at Merit and Distinction.

Consultant's comments

The results are impressive when you take the pupils SpLD into account. The school is small so statistical evidence is not so reliable or as valid as when a large cohort is examined. Statistical analysis of the scores shows that progress in departments is getting stronger. The school also has a system of 'snapshots' to assess progress quickly.



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

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

Frewen College is based in a 17th century, Grade I Listed country house set in formal gardens and 80 acres of parkland within a rural village. The environment benefits the well-being of all pupils. A purpose built auditorium houses Maths, Humanities, 3 ICT rooms and 2 Science Laboratories with a Science Prep room. These classrooms surround a spacious area with an E-Library equipped for private study. The former coaching building provides specialist facilities for Art, Design and Technology, Ceramics, Music and Food Technology. A 17th Century drawing room with a grand piano is used for choir and individual music lessons and a separate room for drum and guitar lessons.

A further complex of classrooms houses English and Drama with a fiction reading room, plus a Games room. The Dyspraxia suite includes a generously equipped weights room and Physiotherapy and Occupational Therapists' treatment room. Further accommodation includes rooms for Speech and Language therapy and counselling and from Sept 2014 for Sixth Form teaching.

Outdoor areas for teaching include a vegetable allotment, a pond and woodland for Science and environmental studies and an arboretum. The extensive grounds include outdoor spaces for drama teaching and performances and for sports - rugby, football and cricket pitches, tennis and basketball courts, a cross-country and orienteering circuit and athletics tracks. There is a flood-lit hard, all-weather surface for football, team games and hockey and a landscaped bike trail designed by the pupils. Other areas are used for Outdoor Education and Duke of Edinburgh camps. There is an open-air pool used to teach kayaking in winter and swimming in summer.

The adjacent Prep School is situated in a Grade II Listed building on its own 2 acre site. All the facilities of the Senior school are also available for the Prep pupils. An ICT suite provides eight laptops, wireless throughout. There are three Prep Forms and an assembly hall with TV and a piano. For outside play there is a well laid out adventure playground with picnic benches and tables. Three mini-buses are used to enrich the school curriculum with out of school visits. Pupils have access to a Sports Hall in the village a few minutes' walk away and indoor swimming facilities.

All departments are equipped for dyslexic pupils with differentiated study materials, white boards and pupil mini-white boards. Sloping writing boards, 'Move and sit' cushions, grip pens, highlighters, coloured overlays, fiddle toys and Dictaphones are available. Most teaching areas have a 'Learning Box' with additional resources and the same dictionary (Oxford school) and phonic chart is in every classroom.

Consultant's comments

The resources throughout the school are very good indeed. IT hardware and software has been invested in heavily in recent years with further developments planned. Although there are areas of the fabric of some of the buildings that require upgrading large sections of the school have been refurbished to a high standard. The grounds are extensive and well utilised.



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

Criterion 5.2

b) ICT:

The department offers three purpose-designed computer suites with network facility, two with interactive whiteboards, within the main teaching block. Four additional computers are available in the Library for e-books. Science, Humanities and Maths have interactive whiteboards. Every department has computer access in its classrooms, linked to the internet and the school's intranet. For example, twelve computers in the Music dept. use Sibelius software to aid composition. Computer aided work in Design Technology (CAN machine Rotocamm MDX4OA) and in the Art department gives dyslexic and dyspraxic pupils opportunities to demonstrate their strengths. The English department has its own ICT suite and screen.

The Prep school has an ICT suite with screen and laptops for individual study and a range of software for dyslexic pupils. An additional form room has an interactive whiteboard. Touch typing is taught throughout the school and Johannsen Auditory Therapy delivered through pupils' own headphones. Pupils enjoy using the virtual learning environment ESSPRESSO.

Both girls' and boys' boarding houses have computers on which to complete Prep, use social media sites and Skype to keep in touch with family and friends.

ICT is taught discretely to all key stages and skills applied across the curriculum. Pupils make full use of ICT throughout the school both in general coursework and displays of work. 'Write-on-Line' and Dragon Voice Activated software is available. Digital and video cameras are used to record work, with film making an option within GCSE Art. A regular newsletter is published by senior pupils. ICT and PHSE lessons include teaching about the safe use of the internet. All pupils in Year 9 study for the award of Entry Level ICT and in KS4 may develop this into a GCSE or an accredited E-Safety course. Safeguarding is a priority and for additional protection against cyber bullying and other threats Securus software has been installed. A rolling Network Plan ensures the continued development of ICT facilities and courses for pupils.

[Consultant's comments](#)

[IT is very well developed throughout the school and a new server should enhance the provision further.](#)

Criterion 5.3

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

Special concessions are requested according to needs, i.e. amanuensis (a reader and a scribe), questions read, extra time and single pupil examination rooms. The school ensures pupils are familiar with their readers and scribes. The school is an examination centre. For Summer 2014, **all 22** pupils receive 25% extra time and rest breaks, 13 a reader, 17 a scribe, 2 a prompter.

[Consultant's comments](#)

[Access arrangements are taken very seriously by the exam coordinator. The pupils therefore benefit from as much support as they are entitled to.](#)



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Criterion 5.4

d) Library:

At the Prep School, there is a range of reading books; the reference section is small but there is access to the Senior school fiction Library. An extensive range of materials from the Library Loans Service is used termly for Creative Curriculum themes. The Senior school has a purpose-built, spacious non-fiction Library within the main teaching block and is at the very hub of the school. It holds a wide range of books and suitable magazines covering many areas of interest. The Art department has its own library and a separate reading room in the English department provides a wide selection of dyslexia appropriate fiction, including the Barrington Stoke series for teenage readers.

[Consultant's comments](#)

There is a very good supply of fiction and non-fiction books throughout the school as well as in the libraries. E-reading is being developed.



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 school does not have a Learning Support Department. As all pupils have SpLD the responsibility for appropriate provision lies with every teacher, guided by the school's policies, staff training and each pupil's Individual Provision Plan. Provision is determined on entry by the Principal and SENCo, in consultation with the Therapy Team. Regular meetings are held by the SENCo with the Principal, Headmistress of the Prep School, Heads of Literacy and Maths, the Lead Therapists and the Specialist Language Teacher. Teachers, TAs and therapists are able to share pupils' needs in the daily Briefing and for more in-depth discussion case conferences are held about individuals.

Consultant's comments

The system in place for support throughout the school day is well developed, efficient and effective. The approach is integrated into all aspects of the school day.

- b) Organisation of the Learning Centre or equivalent:

N/A

Consultant's comments

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

The new SENCo is a member of the Senior Leadership Team and contributes to the School Improvement Plan, which includes broad decisions about curriculum. Through the monitoring of Individual Provision Plans and termly reports and monitoring targets in Annual Reviews, the SENCo has gained an overview of curriculum design and delivery in preparation for curriculum changes in Sept 2014.

Consultant's comments

The SENCo is a high profile position within the school and the role has an appropriate level of input into the design and delivery of the school curriculum.

- 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:

Note the school does not have 'learning support staff'. All staff undergo in-service training 4-5 days per annum. Individual training is linked to personal, professional development.

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

The school organises a wide range of useful and informative INSET sessions for the whole staff. All staff work towards a specialist qualification in SpLD.

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

Yes, (see list)



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

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 prior to the visit. They all spoke highly of Frewen College. They all reported that their children had settled easily, done well and had made progress. Self-esteem and confidence had improved dramatically with the school supporting the pupils emotionally as well as academically. They felt that their children received all the support that they required. Communication via e-mail and at meetings was seen as a strength of the staff. One parent suggested that it would be helpful to have resources for parents available at the school to develop their understanding of SpLD and related issues. Another felt that the younger pupils could do with a little more support in the boarding school with the looking after of their belongings!

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

A meeting was held with eight pupils, boys and girls, ranging from Year 7 to Year 10. Three boarded at the school. The pupils had attended Frewen College for between one and four years. They all appreciated the support that they received at the school and were very happy there. They felt that the staff were approachable and worked hard to focus on what they needed, made them more independent and confident and that they understood what they had to do in lessons. One pupil said that the school was 'perfect'. They all loved the food too! They all felt that the School Council was positive and often took the advice offered, for example establishing a smarter school uniform and a more suitable changing room for the girls. A few would also like iPads or netbooks available to enhance the IT provision.



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

Criteria	DSP
6. Specific to the Category of School or Centre: -	
6.2 The school is established primarily to teach pupils with SpLD.	x
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.	x
7. Qualifications of Teaching Staff: -	
7.1 The Head of Learning Support (or equivalent) should be a qualified teacher holding a nationally recognised qualification for the teaching of pupils with SpLD. Exceptions may only be allowed after special reference to the Council.	x
7.3 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.	x



Report Summary

Summary of Report including whether acceptance is recommended:

Frewen College rightly deserves to retain their DSP status with CReSTeD. The extensive grounds and the school are well cared for providing a suitable environment in which to learn and for boarders to live. The atmosphere is welcoming, calm and industrious. The school is appropriately resourced to support pupils with specific learning difficulties and the teaching/learning spaces are clean, well lit, ventilated and distraction free. There is a rolling programme to redevelop the fabric of some of the temporary buildings. The school has staff that are passionate about what they do. Staff and pupils are proud of their school and are extremely happy there. Parents are delighted with the provision and feel that their children have made progress and are supported emotionally as well as for their learning difficulties.