



Council for the Registration of Schools Teaching Dyslexic Pupils

Lime House School Registration - Category DU

Date of visit:	16th October 2014
Name of Consultant(s):	Carol Hodgson

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Lime House School Holm Hill Dalston Carlisle Cumbria CA5 7BX Tel: 01228 710225 Fax: 01228 710508 Email: LHSooffice@aol.com Web: www.limehouseschool.co.uk	Rural	77 boys (boarding from age 10)	Dysc Dysl Dysp ADD P&S	ISA
	Ind Bdg Wk Bdg Day	55 girls (boarding from age 13) Ages 5-18		GCSE GCE: AS/A2
Comments:				

Please note:

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

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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:	LIME HOUSE SCHOOL		
Address of school:	HOLM HILL, DALSTON, CARLISLE, CUMBRIA CA5 7BX		
Telephone:	01228 710225	Fax:	01228 710508
Email:	lhsoffice@aol.com		
Website:	limehouseschool.co.uk		

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

Name:	N A Rice		
Title (e.g. Principal):	Headteacher & Proprietor		
Head/Principal's telephone number if different from above:			
Qualifications:	MA (Educational Management), BA, Cert Ed		

Consultant's comments

Mr Rice has been at Lime House School since 1974 and Headteacher since 1986. He has a total commitment to the school and to the provision for Dyslexic pupils it provides.

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

Name:	Diane Rice		
Title (e.g. SENCO):	SENCO		
Telephone number if different from above:			
Qualifications:	Cert Ed, Advanced Cert in Special Learning Difficulties (Dyslexia)		

Consultant's comments

Mrs Rice has worked at Lime House school for many years; she is a Proprietor of the school and a well qualified and experienced Dyslexia specialist.



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1. Background and General Information

1. a) Dep't of Education Registration No.: 909 6001

Numbers, sex and age of pupils:		Total	SpLD	Accepted age range
Day:	Boys:	24	6	5 - 18
	Girls:	22	4	5 - 18
Boarding:	Boys:	53	0	10 - 18
	Girls:	33	0	13 - 18
Overall total:		132	10	

Consultant's comments

Numbers of identified Dyslexic pupils in the school have fallen since the last CReSTeD visit.

c) Class sizes – mainstream: 3 - 15

Consultant's comments

All mainstream classes observed contained fewer than 15 pupils.

d) Class sizes – learning support: 1 - 3

Consultant's comments

The unit provides specialist lessons and study skills work for pupils on a one to one basis as well as in small groups of up to three pupils. In addition there is in- class support provided with support workers linked to one or two pupils.

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

There are currently no boarding Dyslexic pupils.

The ISI report of February 2014 states that 'Throughout the school, pastoral support and guidance for pupils is good and fully supports the school's aims.' Also 'Staff know the pupils extremely well throughout the school and show a genuine concern for their well-being.....In the senior school, form tutors and individual personal development tutors, instituted since 2011, monitor each pupil's academic and personal development well and are pro-active should any difficulties arise.....most pupils said they feel they have someone to turn to if they have a personal difficulty.'

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



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

Consultant's comments

i. The prospectus is an attractive brochure, designed to give a flavour of what makes Lime House special. It is readable and gives basic information about the facilities of the school, giving a full page to Learning Support. The Learning Support Department is specifically mentioned, as are the school's links with CReSTeD.

ii. The most recent ISA inspection took place in February 2014 and was complimentary in relation to the support in place for SEND pupils stating 'Throughout the school those pupils with SEND and those with a Statement of SEN achieve well.' And 'They participate fully in lessons in response to suitable tasks and well informed teaching.' Other comments made show further strengths of the school in relation to SEN provision - 'Pupils with SEN are identified and given appropriate provision', and that there are 'Good links with parents, carers and guardians.'

The report mentions that pupils lack an awareness of their individual pupil plans and the fact that the pupils said that they were not involved in the process of compiling them. When this Consultant spoke to the pupils they were aware of and felt involved in their plans.

iii Juniors (Years 3, 4, 5 & 6)	£2,700 per term
Senior School	£3,300 per term
Learning Support	£250.00 per term
Activities	£75.00 per term

The fees for Learning Support cover all support which is identified appropriate for that individual.



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2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school
<http://www.limehouseschool.co.uk/about-us/school-aims.html>

Consultant's comments

There are three general aims of the school:

1. To provide good quality education for boys and girls aged 4 to 18.
2. To ensure that each pupil achieves their full potential both academically and socially, with each child being treated as an individual.
3. To sustain a safe and caring boarding environment that produces successful, confident and happy children who are prepared for life beyond school.

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

i. This Policy outlines the stages of support provided for children with learning difficulties and the actions to be taken by the school should a child be identified as needing a Statement. There is also mention, in the Disability Policy, of the requirement of teachers to make 'reasonable adjustments within the classroom so as not to place disabled students at a substantial disadvantage in accessing the curriculum.' Also, that 'Staff will need to adapt their teaching to the learning patterns of all the students according to their abilities and needs'.

ii. The Senior management team are in full support of the abovementioned policies.

iii. There are no Governors of the school - it is run by the Proprietors, Mr and Mrs Rice and Mrs Fisher.

iv. The admissions policy makes it clear that 'Parents should provide any information that helps the school in providing for the needs of students.' The school has a mixed ability entrance policy and pupils who wish to join the school can be offered 'taster days' to help ensure the placement is a suitable one.

v. Although not enclosed in the staff handbook, there is a policy in place for the identification of difficulties and assessment.



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

Criterion 4

- d) Give specific examples of the whole school response to SpLD
Special Needs Register – 1. Where whole school staff meetings at the beginning of each term to discuss each pupil's needs.
2. Meetings between SENCO & Care Staff to discuss pupils on the register.

Consultant's comments

There are regular meetings between the SENCo and teaching staff to disseminate information on the learning needs of pupils with SpLD - the Special Needs Register is updated termly and includes tips for teaching individuals.

The baseline testing information from new pupils is also supplied to staff.

- e) Number of statemented pupils: 4

Consultant's comments

There are currently two pupils statemented for Dyslexia, one for Hearing impairment (also Dyslexic) and one for Expressive and Receptive Language difficulties.

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- f) Types of statemented needs accepted:
Literacy & Numeracy, MLD, Aspergers

Consultant's comments



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:

Previous school reports and documentation (Ed Psych reports)
Interviews with pupils and parents
Baseline assessments

Consultant's comments

The parents of pupils whose learning difficulties would be too severe for the Unit to support would be informed of this and not accepted into the school.

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

'Cause for Concern' document completed by teaching staff
Briefing of all staff
Further assessments

Consultant's comments

Teaching staff can highlight pupils' difficulties using a 'Cause for Concern form' which is available to all in the Staff Room. Following that, after further observation of the child's difficulties and discussion with teaching staff, an assessment is made by Mrs Rice, using a variety of standardised testing materials in order to find out the nature and severity of the difficulties.

Learning needs/difficulties may also become apparent initially during baseline testing on entry to the school.

If it is found to be necessary, an Individual Pupil Plan will be produced and made available to all teaching staff.

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

School Assessments
Educational Psychologists reports
Paediatricians

Consultant's comments

The Policy for the Education and Welfare Provision for Pupils with Statements outlines the steps taken by the school to ensure that where necessary a full assessment for SpLD can be obtained, involving a multidisciplinary team.



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?

Each school day begins at 8.50 am with registration. There are 4 x 1 hour periods in the morning with a 15 minute break at 11.00 am. Lunch is from 1.15 pm to 2.10 pm. A 5 minute registration begins the afternoon session. There are 2 x 1 hour lessons with school ending at 4.15 pm. There are supervised prep (homework) sessions from 4.30pm until 7.00pm with an activity sessions for pupils in the Junior School and years 7 to 9. There are supervised GCSE & A level examinations for all pupils on Saturday mornings from 9.15pm until 12 noon.

Consultant's comments

Minimum disruption to the timetable is maintained for pupils attending the unit. Some pupils stay after school for supervised prep and some come into school early for extra support.

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

All staff are made aware of the special needs of each student. Support is made available at school and supervised prep sessions are offered. Dyslexic pupils have their prep diaries checked by teaching staff and in some cases staff will write the prep into the diaries.

Consultant's comments

The support provided for individuals is dependent upon need and varies from teaching assistant support within certain classes to regular 1 to 1 sessions in the unit.

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

- *Curriculum subjects: access to departments*
- *Literacy support:*

Consultant's comments

Teachers in mainstream classes were observed to use differentiated tasks for supported pupils - different worksheets, expected outcomes and the use of textbooks more appropriate to their reading and comprehension levels. In all lessons teachers were aware of the individuals in their classes needing support and were observed to use appropriate questioning techniques with those pupils and to use positive reinforcement and praise as part of their teaching strategies. The use of Dyslexia friendly, hands on tasks for the whole class was observed as another positive strategy. In all classes, good relationships between pupils and staff were observed, with teaching staff showing understanding of the needs of pupils with Dyslexia within the groups.

Criterion
3 & 4



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

- d) Use of provision maps/IEP's (or equivalent): Only those pupils whose needs are not or can not be addressed in the department planning have an IPP. All pupils withdrawn have an IPP
Pupils in Years 10+ may have a general curriculum IPP – see enclosed Central file in the department
Transfers/copies to pupil files
Please indicate two examples provided

Information
Provided

Consultant's comments

Individual Pupil Plans contain Assessments of Need which are literacy, numeracy, self-esteem and confidence based. Each has Specific Learning Objectives - the literacy ones based mainly on reading and, although spelling difficulties are noted, on the IPPs seen there are no specific spelling objectives or strategies. Strategies for addressing the Learning Objectives are identified and there is a Final Evaluation section showing progress. This informs the following IPP's Assessment of Need. IPPs are updated on a 6 monthly basis.

- e) Records and record keeping:

Consultant's comments

All pupils have individual files containing baseline assessment tests, 6 monthly testing results and IPPs. In addition there are records of Access Arrangements applied for and/or obtained. These are kept in the unit. Staff are given a copy of the Special Needs Register.

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

Two IPPs for one pupil and three IPPs for another pupil were provided. One pupil showed progress on all his Specific Learning Objectives both personal and academic over the period of a year and an additional Assessment of Need was made resulting from a Cause for Concern document submitted for numeracy.

The other pupil's progress was less pronounced but there were areas in which he had made progress, which was noted. However Specific Learning Objectives and Strategies remained the same, reflecting that progress with pupils with SpLD is often slow and a great deal of repetition and over learning is needed to move forward.

Criterion 3



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

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	7 (13)	7	100	634	211
SpLD Pupils	1	1	100	600	200

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	74	70	100
SpLD Pupils	2		50	100

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

Consultant's comments

The ISI inspection report of February 2014 states 'The School adjusts its curriculum planning to suit the needs of some pupils, for example, by offering vocational BTEC courses and by careful choice of other examination courses'.

Mrs Rice uses the Bangor Dyslexia Assessment, the Burton Schonell Reading and Spelling tests, the NARA for comprehension age and the PHAB tests in her Baseline testing.



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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:
There are 2 well equipped classrooms with a wide range of appropriate resources used for individual and small group tuition.
Consultant's comments
One of the teaching rooms has been recently moved into a much more pleasant and light room. Both rooms have appropriate resources including learning games, worksheets, suitable reading materials and whiteboards. Both are brightly decorated and well suited to purpose. There are plans to refurbish a third room for the use of the Unit.
- Criterion 5.2 b) ICT:
The school has a well resourced ICT room with new "state of the art" computers. A number of computers are also available in other departments. Broadband and wireless internet access is available throughout the school.
Consultant's comments
In the Unit there are two computers and one laptop. Laptops are not generally used in lessons unless IT based subjects. The ICT room has enough computers for a full class.
- Criterion 5.3 c) Details of access (special examination) arrangements requested and made for SpLD pupils:
A full range of examination access arrangements are made available to students. These include extra time, use of a reader and provision of an amanuensis for public examinations. The use of a laptop. Similar arrangements are made for internal tests and exams.
Consultant's comments
Access Arrangements appropriate to individuals are applied for.
- Criterion 5.4 d) Library:
The library is located in the Geography room and all pupils in Years 7 to 9 are expected to have a library book. A range of appropriate readers is available to the full range of abilities.
Consultant's comments
Older pupils were seen to be making use of the library facilities in the Geography room for study and private reading. The English classroom and the Unit also have a selection of reading books available. This Consultant would agree with the comments made in 2008 that the school could benefit from a specialised Library area.



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6. Details of Learning Support Provision

- DU 6.3 6. a) Role of the Learning Support Department within the school:
In class support
Withdrawn to work on subject specific items
Advice to staff
Consultant's comments
The Learning Support Department, run by Mrs Rice, one of the Proprietors, is central to the school both in location and ethos. Although numbers have dropped recently, those attending the Unit are well supported through the use of in class support from well experienced and qualified staff who know the pupils well. In addition, specialist lessons delivered by Mrs Rice, and curriculum support lessons given by Mrs Hopper, show very good subject knowledge, teaching skills and knowledge of the needs of individuals. Teaching staff feel well informed about the difficulties of the children attending the Unit through regular briefing meetings and benefit from ongoing advice and support from the staff in the Unit.
- DU
6.5 & 6.6 b) Organisation of the Learning Centre or equivalent:
2 classrooms
2 qualified teachers
2 LSA's
Consultant's comments
A third classroom is planned.
Currently one of the qualified teachers is covering Maternity leave elsewhere in the school but is due to return to the department after this.
The two LSA staff are well experienced and show excellent knowledge of the pupils' needs.
- DU 6.6 c) Does the Head of Unit have Head of Department status and input into curriculum design and delivery?
Yes
Consultant's comments
Mrs Rice is a Proprietor of the school.
- 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 Consultant had sight of all relevant qualifications.

DU 7.4

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.)

Yes

Consultant's comments

Mrs Rice is currently the only teacher delivering specialist lessons in the unit. Mrs Hopper, who has many years experience in working with dyslexic children at Lime House, as well as an OCR Level 2 qualification in Supporting Teaching and Learning in School, provides Curriculum support to older pupils.

Mrs Hopper also provides in class support as does Mr Trotter who has a Level 3 Certificate.



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8. The experience of parents & pupils regarding the school, in particular, its response to SpLD pupils

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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:

Parents contacted declared themselves very happy with the provision for their dyslexic children 'On the whole brilliant', 'The support is fantastic' were two of the comments made. All parents could see the significant progress their children had made in literacy and some also with numeracy. Some parents also commented on the progress they had seen in their child's confidence and independent working skills.

They felt that their children were supported well by staff and well integrated in the school. Contact with the school was good, with staff contacting them if there were concerns, making links with home through the homework diary as well as telephone.

Any parental concerns had been dealt with swiftly and appropriately.

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

This Consultant met with a group of pupils from across the age ranges. They were happy to discuss their thoughts about the school and their experiences. All pupils were able to name a member of the teaching or Care staff they felt they could talk to if they had problems. One boy was particularly praising of the Care staff who he felt looked out for you if you were upset.

All of the pupils felt that they were making progress - 'I used to be useless at Maths - now I'm top of the class.' was one comment made. They also believe that their parents can see the progress they are making.

The pupils could see that the progress they were making was due to the support they received from the Unit and the help they received from their teachers.

When asked what they liked most about the school, after holidays they said the Staff.

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	DU
6. Specific to the Category of School or Centre: -	
6.3 A Unit or Centre providing specialist tuition on a small group or individual basis, within the school environment.	✓
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.	✓
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.	✓
7.4 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.	✓

Report Summary

Summary of Report including whether acceptance is recommended:

Lime House School is a good school, providing good teaching and support to all pupils. Pupils are happy at the school

The Unit supports and remediates those pupils with SpLD, in addition to having systems in place to ensure identification of need in others.

Pupils and parents recognise the positive effects of support from the Unit on literacy development and confidence building.

Teachers are aware of the needs of the Dyslexic pupils and others with learning difficulties in their classes and differentiate appropriately.

Pupils with Learning Difficulties are fully integrated within the school community and there is no stigma attached to working with support in the classroom or to attending the Unit for lessons. I would recommend acceptance for re-registration under the DU category.