



Council for the Registration of Schools Teaching Dyslexic Pupils

Registration Application Form Category TC – Teaching Centre

Date of visit:	Tuesday 28 October 2014
Name of Consultant(s):	Mr Nick Rees

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
The McLeod Centre for Learning 74 Lupus Street, London, SW1V 3EL Tel: 020 7630 6970 Fax: Email: amanda@amandamcleod.org Web: www.amandamcleod.org	City	boys	Dysl, Dysc, Dysp, ADHD, Asperger's, APD	
	Teaching Centre	girls Ages: 4 -24 +		n/a
Comments: At The McLeod Centre for Learning, we aim to meet the needs of children with specific learning difficulties in a secure, safe and nurturing environment. Lessons range from SEND support to handwriting, touch-typing or exam tutoring.				

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.

Centre Details

Name of Centre:	The McLeod Centre for Learning		
Address of Centre:	74 Lupus Street, London, SW1V 3EL		
Telephone:	020 7630 6970	Fax:	n/a
Email:	amanda@amandamcleod.org		
Website:	www.amandamcleod.org		
Name and qualifications of Principal, with title used:			
Name:	Amanda McLeod		
Title (e.g. Principal):	Head		
Consultant's comments			
Amanda McLeod is a suitably qualified and experienced manager and practitioner in the field of SpLD.			



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

1. Background and General Information

b) Average number of students by age range:

Over 18:	Male:	0
	Female:	0
Under 18:	Boys:	19
	Girls:	10
Overall total:		

Consultant's comments

The centre's focus is in supporting school age pupils.

e) Group sizes for under 18's SEND 1; typing 10

Consultant's comments

This is appropriate for a teaching centre.

f) For completion by consultants only: Pastoral care arrangements

Liaison with parents is frequent with opportunities to communicate prior to and after each session. Phone-calls and e-mail communication between parents and the teaching staff is encouraged as well as comments in the home/school communication notebook. Parents are sent regular reports regarding their child's progress. Parents are informed if their child has not been well and if necessary are asked to pick them up early. To travel to and home from the centre alone is permitted as long as the necessary safeguards are in place with a permission slip signed by the parents. If a pupil discloses anything that could be construed as a safeguarding issue regarding home or school the parents, school or appropriate authority would be contacted. The centre follows government guidelines for Keeping Children Safe In Education (KCSIE).

h) Please supply the following documentation:

- i. Marketing material, including staff list Information Provided
or provide link to view reports via the internet www.amandamcleod.org
- ii. Quality Assurance documentation Information Provided
or provide link to view reports via the internet www.amandamcleod.org
- iii. Details of Fees Information Provided

Consultant's comments

Documentation and information provided was clear, comprehensive and transparent.



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 centre

At The McLeod Centre for Learning we aim to meet the needs of children with specific learning difficulties in a secure, safe and nurturing environment. Each child follows a structured programme that has been created specifically for them, based on their learning and emotional needs. Children learn through self-discovery using multi-sensory methods. The pace of learning is set by each child with frequent consolidation opportunities.

The McLeod Centre for Learning works closely with parents and teachers to foster an academic and emotionally happy child both during their time at the Centre and in the future. The atmosphere is relaxed yet highly imaginative. It is our duty to meet the educational and pastoral needs of the pupils, taking into account their varying difficulties. Within each child, we seek to discern ability and talent and provide opportunities for its unhindered development. Our aim is to achieve outstanding results whilst taking into account each child's disabilities whilst never letting the drive for success lead to over-intensity or a set of value judgements only based on a pupil's academic level. Pupils should learn to feel happy with themselves, happy with each other and happy with the staff and we are delighted that many feel a strong attachment to the Centre after they leave.

Consultant's comments

The centre's staff, administrative and teaching, strive to deliver the aims and to keep the philosophy of the centre central to their practice.

Criteria
1 & 2

- b) Please tick to indicate copy of Staff Handbook (SH) provided Information Provided
- c) If not within SH, please enclose copies of policy statement(s) with regard to SpLD pupils outlining:
 - i. Admissions Policy/Selection Criteria See Handbook
 - ii. Identification and assessment see below and Handbook

Consultant's comments

- i. The centre will accept pupils as long as they can meet their needs and will place them on a waiting list if full.
- ii. The policy is clear and comprehensive.

f) Types of specific learning difficulties supported:

Dyslexia, dyscalculia, dyspraxia, ADHD, Asperger's, APD

Consultant's comments

The centre's teaching supports a wide range of SpLD with a number of pupils exhibiting co-morbidity of learning difficulties.



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

3. Teaching and Learning

Criterion
3 & 4

3. a) How is the week organised?

Morning and Afternoon Schools

Consultant's comments

This works efficiently and effectively, fitting in with the pattern of pupils return to or from school and are often in school hours or in the late afternoon. There are also sessions and intensive blocks available during the school holidays.

- b) Details of arrangements for pupils under 18, including homework:

See Morning and Afternoon timetables

Consultant's comments

Pupils with significant needs in English and maths largely attend in the mornings and pupils with study skills, handwriting, touch-typing and other educational needs attend in the afternoon.

- c) Lesson preparation and delivery to meet the needs of under 18's:

- *Curriculum subjects*
- *Literacy support*

Morning School –

Maths for dyscalculic learning profile – focus on number sense

Maths to support National Curriculum – volume, area, measurement, space etc.

Literacy for dyslexic learning profile – phonics, high frequency words, comprehension, creativity, grammar, reading, handwriting and typing

Afternoon School –

All subjects taught as required

Consultant's comments

The curriculum is varied and flexible enough to cover all aspects of English and Maths as well as concentrating on touch-typing, handwriting and study skills. Other curriculum subjects can be accommodated at the request of the parents.

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

Yes

Please tick to indicate two examples enclosed

Information
Provided

Consultant's comments

The use of IEPs is a recent addition to an otherwise comprehensive system of record keeping. The IEPs include; things I find difficult, my targets, what do I need to do? Who's going to help me and when? How did I get on? (this aspect is dated). There are also individual English and maths development plans that highlight; weekly input, areas of concern, long term objectives, pupil's skills/weaknesses and short term objectives and learning strategies.



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

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

The records, assessments, planning, IEPs and completed work were reviewed for two pupils. As well as the above, both pupils had a homework folder with e.g. 44 sounds desktop chart, touch-typing exercises and creative writing exercise for one pupil and maths and literacy textbooks as well as a reading and maths record sheet for another. Both had a communication book for use by parents. All files were detailed and comprehensive.

- e) Records and record keeping:

Morning School -

Lesson write up, 6.10.14

Group teacher email, 2.10.14

Afternoon School –

Email regarding afternoon individual handwriting lesson, 8.9.14

Consultant's comments

Record keeping is thorough and accessible to all parties. All those involved are kept fully informed of plans and progress.

- e) Impact of provision – assessment summary

Sample reports from July 2014 provided

Consultant's comments

Full and informative termly reports detail all progress and parents are usually spoken with at the end of each session as well as via phone calls and e-mail.

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

Literacy and numeracy end of Term assessments using

Maths –

Diagnostic based on Emerson, J and Babbie, P *The Dyscalculia Toolkit*

BEAM maths assessment

English –

Letters and Sounds 100/200 Common Words

WRIT

WRAT

WIAT

Alpha to Omega (diagnostic)

DASH

The Centre has also been used as a designated SpLD examination centre by Benenden for SpLD entrance at Common Entrance for 2013-2014 and 2014-2015 academic years (see photograph evidence)

Consultant's comments

The range of assessment tools are varied and are used to assess pupils with a range of difficulties and to report on needs and progress. Being a designated SpLD examination centre is a useful addition.



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

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

- Criterion 5.1 4. a) General resources for teaching SpLD pupils:
Wide ranging multi-sensory resources including:
Maths –
Unicorn Maths, Dynamo Maths, Dyscalculia (Butterworth, Emerson, Babbie),
Number Shark, Dienes, Cuisinere, Numicon, Abacus (both Slavonic and
ordinary), Shut the Box, counting resources, die (spots and numerals up to
20), games, measuring, shapes, counting carpet (to 100), number
lines/squares, numeral fans, Smartkids maths games, money,
fraction/percentage/decimal multi-sensory resources, Power of 2, Diagnostic
Interviews (BEAM) and S Chinn dyscalculia assessments
Literacy –
Ace Dictionary, SWAP, Stile, Jolly Phonics, Access to Literacy, DILP, Toe by
Toe/Word Wasp, Alpha to Omega, Lifeboat, Galore Park, Additional Literacy
Kit, Units of Sound, Smart Phonics, Trugs, Brainbox, Smart Kids games,
Spotlight, Startrack, Partners in Education syllabification resources, SRA
comprehensions, Fuzzbuzz, Collins general literacy, Ruth Miskins, multi-
sensory phonic resources, Billy Bowler sequencing cards
[Consultant's comments](#)
Resources are plentiful and varied providing the teaching staff with
appropriate multisensory material for teaching and visual, auditory and
kinaesthetic (VAK) support pupils learning.
- Criterion 5.2 b) ICT:
TTRS, Typing Instructor, Junior/Senior Type, Maths and Word Shark,
Dynamo Maths, Lexia
[Consultant's comments](#)
The centre focuses on the teaching of touch-typing skills as well as using IT
programs to support learning. There is a designated IT suite that can
accommodate up to 10 pupils with an IWB in one of the teaching rooms.
- Criterion 5.3 c) Details of access (special examination) arrangements requested and made
for SpLD pupils:
WRIT, WRAT, DASH, WIAT, Eton assessments, Sutton Schools consortium
[Consultant's comments](#)
An appropriate range of assessment is used to gain information for the
application for access arrangements e.g. writing or reading speed.
- Criterion 5.4 d) Library:
Schemes: Rigby Star, Barrington Stoke, Oxford Reading Tree, New Way,
Lighthouse schemes
Factual, Science, Dictionaries and Encyclopaedias
Many other general books for young and old, boys and girls
[Consultant's comments](#)
There is a good range of fiction and non-fiction books available in the small
library that is housed in one of the teaching rooms.



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

5. Details of Learning Support Provision

TC 6.1
/6.4

5. a) Role of the centre:
To meet the needs of children with specific learning difficulties in a secure, safe and nurturing environment.

Consultant's comments

This is the central aim and philosophy of the centre. It is clear in all of the centre's documentation and in meeting and speaking with a majority of the staff.

TC
6.5 & 6.7

- b) Organisation of the Learning Centre:
Head – Amanda McLeod
Administration – Jonathan Berry
Specialist SpLD Teachers– Helen Milstein, Annette Bamberg, Vivienne Fitzwilliam, Louise Ward, Gill Salamons, Nicola Burrell, Imogen Lewis, Raquel Arranz Calero
Tutors – Dr Simon Horbury

Consultant's comments

The centre is well organised and staffed appropriately.

- d) Supporting documentation
- iii. Safeguarding policy (or equivalent)
 - iv. Daily Timetable
 - v. List of SpLD pupils in centre

Information
Provided



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

6. Staffing and Staff Development

- Criterion 7 6. 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
The staff are all suitably qualified and are experienced practitioners. A letter signed by the Head states that all certificates and qualifications have been witnessed. All staff sign to say that they have read, understood and will act according to the comprehensive safeguarding policy.
- DU/TC 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.)
All, unless for general tutoring/exam preparation when Dr Horbury is used
Consultant's comments
This is appropriate for the type of establishment offering specialist support.
- Criterion 4 g) For completion by consultants only: Do all observed members of staff demonstrate the ability to meet the needs of SpLD pupils?
6 lessons were observed in total, 2 lessons of 1 hour and 4 of approximately 30 minutes in length. All staff had individual knowledge of the pupil and had readily accessible plans. They were approachable and encouraging that motivated the pupils to do their best. Pupils were praised when they had earned a reward e.g. a sticker. All lessons had a multisensory flavour with regular movement breaks as appropriate e.g. bouncing on a trampoline. The teaching rooms, though compact, are well organised and distraction free with equipment to hand and uncluttered. A trip-trap chair was used by a number of pupils to ensure that they were sitting at an appropriate height. Other useful aids included an alphabet rainbow, pencil grips, individual whiteboards and tactile and proprioceptive fiddle aids. In one lesson the IWB was used to good effect. All lessons were designed to reinforce previous learning, specialist vocabulary and key words with tasks simplified and re-explained as necessary. Traditional well-established strategies and methods were used throughout. Homework was set and understanding checked prior to departure.



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

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

7. a) Centres should provide, with the supporting documentation, a list of the names of all known SpLD pupils (under 18). 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 centre.

For completion by consultants only: Parent Contacts:

8 parents were spoken to prior to the visit and a further parent was spoken to at the centre. All parents spoke in very positive terms about the personnel employed at the centre and spoke extremely highly of the Head of the centre. One parents stated that the centre had rescued not only the child but the family too! The parents mentioned that the teaching was focused and that the work provided for their children was designed for them to make progress and to close the gap. They all reported that their children were very happy to attend and were treated as individuals. A few parents had made use of the provision at the centre for other children in their families in the past and mentioned that the staff had always been very caring, dedicated and that the centre was well organised and communication timely and professional.

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

6 pupils were spoken too, 4 boys and 2 girls aged from Year 6 to Year 12. All pupils were happy to attend the centre during the day for regular weekly sessions or during their holidays for an intensive course e.g. touch-typing. They liked their teachers, thought that they were excellent, and felt that they made progress especially in reading, spelling and with their maths. One reported that it was the best place! They all appreciated a bit of fun with games on the computer once they had finished their work!

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
1. 5. In Addition:	X
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	TC
6. Specific to the Category of School or Centre: -	
6.1 The school/centre is established primarily to teach pupils with SpLD which may include other difficulties.	X
6.4 A Unit or Centre providing specialist tuition on a small group or individual basis, independent of the school environment.	X
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.	X
6.7 The Centre is organised by a qualified teacher who designs both content and delivery of teaching materials and lessons.	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

Report Summary

Criteria	TC
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
7.2 The teacher in charge should hold a nationally recognised qualification for the teaching of SpLD pupils. Exceptions may only be allowed after special reference to the Council.	X
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.	X

Summary of Report including whether acceptance is recommended:

The McLeod Centre for Learning is located in purpose built premises in Pimlico. The four teaching rooms and office are arranged around a central lobby. The accommodation is well designed, clean, tidy, light and airy and suitable for 1-to-1 or small group teaching. One of the rooms is an IT suite that can accommodate up to 10 pupils. A smaller teaching room is being extended during the next year to include a therapy room for occupational therapy. The facility is well furnished and appropriately resourced. Documentation, policies and reports, are all comprehensive and well produced. Pupils attend willingly and report that they make progress. Parents rate the centre as excellent both administratively and in the teaching and in the care that is taken. I recommend that The McLeod Centre for Learning be awarded a CReSTeD TC (Teaching Centre) category.