



**Council for the Registration of Schools Teaching Dyslexic Pupils**

**The Sheila Ferrari Dyslexia Centre  
Registration - Category TC**

Date of visit:	16/09/2014
Name of Consultant(s):	Roslyn McCarthy

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
The Sheila Ferrari Dyslexia Centre 492 High Road Woodford Green Essex IG8 0PN Tel: 020 8559 0708 Fax: Email: <a href="mailto:avonhousedyslexiacentre@msn.com">avonhousedyslexiacentre@msn.com</a> Web: <a href="http://thesheilaFerrariDyslexiaCentre.org.uk">http://thesheilaFerrariDyslexiaCentre.org.uk</a>	Urban	@ 70 co- ed	ASD, Dysc, Dysl, Dysp, S&L (mild)	
	Teaching Centre (Ind) Day	Ages: 3½ -18 +		
<b>Comments:</b>				

*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 Sheila Ferrari Dyslexia Centre		
Address of Centre:	492 High Road Woodford Green Essex IG8 0PN		
Telephone:	020 8559 0708	Fax:	
Email:	avonhousedyslexiacentre@msn.com		
Website:	<a href="http://thesheilaferraridyslexiacentre.org.uk">http://thesheilaferraridyslexiacentre.org.uk</a> ( going live soon )		

### Name and qualifications of Principal, with title used:

Name:	Fay Cookson (The non- teaching founder/owner, who retains the title of Principal, is Sheila Ferrari)
Title (e.g. Principal):	Head
Qualifications:	QTS RSA Dip ( SpLD) AMBDA
Awarding body:	Cambs. Royal Society of Arts

### Consultant's comments

Fay Cookson is an energetic and inspirational leader whose knowledge and experience are valued by her team. Sheila Ferrari, who began the Centre in 1982 when it was part of Avon House is also an enthusiastic motivator. Principal and Head work well together and are constantly seeking ways to develop and improve the Centre.



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## 1. Background and General Information

b) Average number of students by age range:

Over 18:	Male:	
	Female:	3
Under 18:	Boys:	39
	Girls:	25
Overall total:		67

Consultant's comments

There is a wide range of age, ability and need catered for at the Centre.

e) Group sizes for under 18's 1:1

Consultant's comments

Given the range mentioned above, 1-1 lessons are entirely appropriate. Homework clubs have small groups of students.

f) For completion by consultants only: Pastoral care arrangements

The counselling service available is a strong and valuable part of what the Centre provides and enables students to deal with difficult situations in their school or at home.

h) Please supply the following documentation:

i. Marketing material, including staff list

ii. Quality Assurance documentation

iii. Details of Fees

or provide link to view information via the internet 1:1 sessions @ £49 each payable termly or half termly in advance.

Information  
Provided



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## 2. Policy and Philosophy with Regard to SpLD Pupils

Criteria  
1 & 2

2. a) Aims and philosophy of the centre  
See Handbook.

*Consultant's comments*

The Handbook is informative and thorough. Child protection and disclosure policies are particularly useful.

Criteria  
1 & 2

- b) Please tick to indicate copy of Staff Handbook (SH) provided      Information  
Provided

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

- i. Admissions Policy/Selection Criteria      Information  
ii. Identification and assessment      Provided

*Consultant's comments*

Assessment is extremely thorough, with a whole range of high quality assessment available. The results of such assessments are shared with parents/guardians in face –to- face meetings and explained fully. One of these meetings took place on the day of the consultant's visit and was exemplary in its confidentiality and in terms of time and care taken. Communication with students' schools is of a similar high standard.

- f) Types of specific learning difficulties supported:  
Dyslexia/SpLD, Dyspraxia, Speech and Language, Aspergers/ASD, EBD

*Consultant's comments*

The range of expertise available in the Centre is such that students experiencing the above difficulties can be supported by well qualified members of a team whose level of expertise is wide ranging.



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### 3. Teaching and Learning

Criterion  
3 & 4

3. a) How is the week organised?

The Centre is open from 8am- 6pm, Mon-Fri. Holiday sessions by arrangement.

*Consultant's comments*

Relationships with parents and local schools make it possible for students to attend the Centre during the school day as well as outside school hours.

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

Lessons are available before, during and after the school day. They are timetabled after careful consultation with parents/schools so that disruption to the curriculum is minimal. Each session lasts for 50 minutes.

Home/Centre/School link books are maintained. Homework tasks are given at the discretion of the teacher.

*Consultant's comments*

Time is allowed at the end of each lesson for feedback to parents, should that be needed.

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

- *Curriculum subjects*
- *Literacy support*

We work with SENCOs and CTs from all our contact schools. Most of the team have QTS and are able to support curriculum subjects. School homework, revision and project work can be incorporated into the lessons in addition to literacy support and study skills.

*Consultant's comments*

Teachers at the Centre have a wide range of subject knowledge as well as the ability to use dyslexia-friendly techniques to support learning.

Lessons observed, as well as 'homework club' were carefully structured and planned, with good rapport evident, despite the fact that some of the lessons observed were initial lessons at the beginning of the academic year.

The liaison between the Centre and students' schools seeks to maximise the effects of students' individual lessons by increasing mainstream teachers' understanding of individual difficulties.

Fay Cookson goes into relevant schools to promote 'dyslexia friendly' practices.

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

Where possible IEPs or provision maps are provided by our contact schools. We are often asked to provide specific targets for IEPs and attend IEP review meetings when invited. The IEPs are the property of our contact schools and therefore not enclosed but can be viewed on the day of the visit.

*Consultant's comments*

The IEPs observed are useful working documents that indicate work being done in the Centre and also indicating areas where mainstream teachers can give appropriate support.

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

Records are carefully kept and progress carefully charted. Care is taken to



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explain to parents/guardians scores and areas where progress has been made.

e) Records and record keeping:

A file is kept for each student, containing initial assessment reports, parent questionnaires, additional reports, lesson plans (including evaluations) and progress assessments. Archives and registration forms are kept and there is an electronic data base of students.

Consultant's comments

Record keeping is excellent.

e) Impact of provision – assessment summary

Each student is assessed annually to inform re progress. The assessment includes Standardised tests of literacy and numeracy and may include other tests e.g. working memory, processing speeds as deemed necessary. Each assessment is followed by a meeting with parents to discuss progress and future planning. The results of the progress checks are presented to the parents with comparison scores to previous checks. The results are shared with the students' schools, with parental permission.

Consultant's comments

The level to which parents and schools are kept informed is extremely high. Parents are welcomed into the Centre to observe lessons or discuss any concerns, with time made available for such contact.

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

As part of the service offered by the Centre we carry out a high number of Specialist Teacher Assessments, Educational Psychological assessments, including Access arrangements for examinations and DSA. Written reports and follow up sessions are provided.

Consultant's comments

This is a valuable service. The reports and assessments produced are at the high level that is expected from those holding Assessment Practicing Certificates (APCs).



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

- Criterion 5.1 4. a) General resources for teaching SpLD pupils:  
We have a wide range of resources, photocopiable materials and games  
[Consultant's comments](#)  
[Resources are good.](#)
- Criterion 5.2 b) ICT:  
Each teaching station has a PC, with internet access. Programs include Wordshark, Numbershark, Nessy, Kidspiration, and a unique Touch Typing programme developed by our Psychologist. Teachers also use ipads with students and digital voice recorders.  
[Consultant's comments](#)  
[Good use is made of IT programs.](#)
- Criterion 5.3 c) Details of access (special examination) arrangements requested and made for SpLD pupils:  
We provide assessment for access arrangements for many local schools/ colleges and universities by request. Our reports are designed to be practical and give a professional opinion as to suitable access arrangements based on test results.  
[Consultant's comments](#)  
[The Centre has close links with an Educational Psychologist. She is an asset in assessing students whose profile is unusual or difficult to diagnose and she is a valued member of the team. The range of knowledge available to teachers and assessors is enviably wide.](#)
- Criterion 5.4 d) Library:  
We have a good variety of fiction and non-fiction, including dyslexia friendly books e.g Barrington Stoke.  
[Consultant's comments](#)  
[Indeed.](#)



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## 5. Details of Learning Support Provision

TC 6.1  
/6.4

5. a) Role of the centre:

To provide support via specialist 1:1 tuition for dyslexic/SpLD students, to help them realise their learning potential. The ultimate aim is for them to become successful independent learners and to find the learning process rewarding and enjoyable. We also offer support to parents/carers/teachers.

*Consultant's comments*

The Centre is a valuable resource for the educational community; the parent forums and SENCO teas, the opportunity to observe teaching and discuss learning and assessment provide an unusual service for those interested in developing knowledge of teaching and learning. The teaching they provide is, of course, central to this service.

Fay Cookson is on the Board of Governors for Avon House and as such is able to maintain communications with the school.

TC  
6.5 & 6.7

b) Organisation of the Learning Centre:

The Head of the Centre is a full-time, senior Management post, whose role, in addition to teaching, is to line-manage the teaching team, all of whom are part-time. The Head has a part-time PA. The Centre is housed on two floors of a property owned by Avon House School Ltd. The rooms are purpose built and fully resourced. There is a dedicated assessment room, 6 individual teaching areas, office, play therapy room, a staff room and two toilets.

*Consultant's comments*

The team of teachers and educational practitioners work closely together and are appreciative of Fay Cookson's leadership. The word 'inspirational' was used several times.

Two teachers from the Centre have recently joined Avon House as class teachers but retain links with the Centre and provide liaison.

It would be possible to accommodate 10 students at any one time in the Centre although currently this is not necessary. The Centre has a welcoming atmosphere, possibly because staff support each other in the same positive way that they support their students.

d) Supporting documentation:

iii. Safeguarding policy (or equivalent)

iv. Daily Timetable

v. List of SpLD pupils in centre

All  
Information  
Supplied





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## 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  
Staff are highly qualified across a range of areas, from Occupational Therapy to Counselling, assessment to teaching.  
The Centre, in conjunction with Dyslexia Matters, runs OCR level 5 and 7 courses to train teachers to teach and assess students with specific learning difficulties. This is useful for all concerned as those doing the course are able to observe teaching in the Centre and the Centre is able to keep up to date with developments in this field.
- 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  
Consultant's comments  
All teachers are well qualified and their wide knowledge was clear, whether they were dealing with basic phonics and the teaching of literacy or whether study skills were involved. Teachers were confident and students were happy.
- Criterion 4    g)    For completion by consultants only: Do all observed members of staff demonstrate the ability to meet the needs of SpLD pupils?  
Fully.



*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:

Six parents were contacted and all were delighted by the progress their children had made and by the support that they themselves had been given, 'They are inspirational in every way'. 'He's a completely different child', 'I couldn't have wished for a better place...it's been a huge saviour for us...she's come on in leaps and bounds'.

One parent commented that his son's primary school in the maintained sector was less than supportive but that the Sheila Ferrari Centre had made a big difference to his son's progress and confidence.

All would recommend the Centre to others and all were very pleased by the way in which the Centre communicates with them.

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

Seven students were interviewed, singly or as pairs. They were most enthusiastic in their responses and all felt that the benefits of attending were huge.

Three students were 'ambassadors' for the Centre. Ambassadors talk to other students/teachers in their schools about what it means to them to have a specific difficulty and what can help them in their learning. Not only does this allow them to develop confidence, but it also enables them to use their experience to help others.

One student commented: This is such an amazing place to be- you always feel welcome-they are firm but fair- they work with you and congratulate you in so many ways. The teacher and counsellor who supported me are both amazing.

Another mentioned that confidence was the biggest improvement he had made.

All appreciated the Awards Ceremony that the Centre organises, where recognition is given for advances made. Certificates are sometimes awarded for reasons such as 'courage and determination shown' or 'outstanding personal development'. Great care goes into the wording of such certificates and students realised and appreciated that.



## 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 <a href="#">Joint Council for Qualifications guidelines</a> .	✓
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	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.	✓
6.4 A Unit or Centre providing specialist tuition on a small group or individual basis, independent of 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.	✓
6.7 The Centre is organised by a qualified teacher who designs both content and delivery of teaching materials and lessons.	✓
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.	✓



## 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.	✓
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.	✓
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.	✓

Summary of Report including whether acceptance is recommended:

Acceptance is fully recommended. The Sheila Ferrari Centre does a great deal more than teach students, although it teaches them very successfully. It is a force for good in the community in that it promulgates knowledge about specific learning differences throughout the area. It was a pleasure to meet Sheila Ferrari herself, who has done so much to improve the opportunities for children in the area who need to learn in a way that is not always the way that schools choose to teach. She remains a lively member of this inspirational team. The Sheila Ferrari Centre is a place where staff are committed to seeking new ways to improve facilities, teaching methods and their students' learning experiences.