



## Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator:

CReSTeD, Helen Arkell Dyslexia Charity, 24 West Street, Farnham, Surrey, GU9 7DR

Email: [admin@crested.org.uk](mailto:admin@crested.org.uk)

### Avon House School Re-registration Application Form Category WS – Withdrawal System

School Contact Details	Location/ status	Student Details	Special Needs	Assoc/ exams
<b>Avon House School</b> , 490 High Road, Woodford Green, Essex, IG80PN Tel: 0208 504 1749 Fax: Email: <a href="mailto:office@ahsprep.co.uk">office@ahsprep.co.uk</a> Web: <a href="http://www.avonhouseschool.co.uk">www.avonhouseschool.co.uk</a>	Town	boys and girls	Dysl, Dysc, Dysp, ADD	ISA
	Ind Day	Ages 3-11		
<b>Comments:</b> Avon House is a family, concerned for the happiness and general well-being of all. Celebrating and supporting every pupil begins with self-esteem, honesty, fairness, integrity, respect for oneself and respect for others. In our happy, secure environment the emphasis is placed on each child being recognised as a valued individual. We hope our pupils will develop their full potential in both academic and non-academic fields, with a strong moral understanding of truth, equality and humanity. We aim to give our pupils life-enhancing strategies to build on as they progress towards the adult world.				

Date of visit:

28<sup>th</sup> November 2022

Name of Consultant(s):

Carol Hodgson

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.

## School Details

Name of school: Avon House Preparatory School  
Address of school: 490 High Road, Woodford Green, IG8 0PN  
Telephone: 02085041749 Fax:   
Email: [inclusion@ahsprep.co.uk](mailto:inclusion@ahsprep.co.uk) / [office@ahsprep.co.uk](mailto:office@ahsprep.co.uk)  
Website: [www.avonhouseschool.co.uk](http://www.avonhouseschool.co.uk)

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

Name: Amanda Campbell  
Title (e.g. Principal): Head Teacher  
Head/Principal's telephone number if different from above:   
Qualifications: Under 8s teaching diploma, CERT-ED  
Awarding body: Montessori London

### Consultant's comments

Ms Campbell is a highly experienced Head Teacher with a strong vision for her school, as child centred and inclusive. Examples of this ethos are evident throughout school life.

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

Name: Niamh Delahunty  
Title (e.g. SENCO): Inclusion Leader  
Telephone number if different from above:   
Qualifications: 1:1 Bsc Honours in Social Science  
PGCE  
Postgraduate Certificate in Special Educational Needs  
Currently studying Level 5 Specialist Teaching- completing in March 2023  
Awarding body: BSc Honours- University College Cork  
PGCE- University of East London  
SENCO Award- University College London  
Specialist Teaching- Dyslexia Action/ Middlesex University

### Consultant's comments

Ms Delahunty has been at Avon House since January 2022, she is well qualified for the role and her vision for the progression of SEND provision can already be seen in the developments which have been implemented by the school since the previous CReSTeD visit.

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## 1. Background and General Information

1. a)	Dep't of Education Registration No.:	3176053		
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range
	Day:	Boys: 150	12	3-11
		Girls: 124	8	3-11
	Boarding:	Boys:		
		Girls:		
	Overall total:	274	20	

### Consultant's comments

c) Class sizes – mainstream: Maximum 22

### Consultant's comments

Classes observed had a maximum of 19 pupils. All classes benefitted from having TA support.

d) Class sizes - special needs: Maximum 6

### Consultant's comments

One pupil receives 1-1 support, other support groups have a maximum of 6 pupils. Groups are sensitively arranged to provide support for the educational, and emotional needs of pupils.

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

ISI inspected in January 2020 for a focused Compliance and Educational Quality Inspection. Comments on the 'Welfare, health and safety of pupils' are positive: - 'good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised....'

Independent Schools only

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). Please indicate copy enclosed

or provide link to view reports via the internet Document 1: Staff handbook

ii. **Recent Inspection reports**, please indicate copy enclosed

or provide link to view reports via the internet Document 2: ISI EQI inspection report- enclosed  
[INDEPENDENT SCHOOLS INSPECTORATE \(avonhouseschool.co.uk\)](http://www.independent-schools-inspectorate.co.uk)

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iii. **Details of Fees and compulsory extras for SpLD pupils** (if applicable), Please indicate copy enclosed

or provide link to view information via the internet

Fees can be found here:

<https://www.avonhouseschool.co.uk/admissions/our-fees/>

There are no compulsory extras for SpLD pupils, though we reserve the right to charge for optional specialist provision where appropriate, on a case by case basis. See optional lessons for pupils with SpLD in document 4.

#### Consultant's comments

The prospectus is a useful resource for prospective parents, giving a clear overview of school life. The ethos of the school is well represented. Inspection reports are positive regarding all areas of pupil education and welfare.

Four pupils take advantage of specialist tuition provided by The Sheila Ferrari Dyslexia Centre. Fees for these 1-1 sessions are a separate arrangement between parents and the Centre and cost £55 per session. School fees include the provision of a Chromebook, membership of Woodford Wells Club as well as all group support lessons.

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

Criteria  
1 & 2

2. a) Aims and philosophy of the whole school

*"Avon House is a family, concerned for the happiness and general well-being of all. Celebrating and supporting every pupil begins with self-esteem, honesty, fairness, integrity, respect for oneself and respect for others. In our happy, secure environment the emphasis is placed on each pupil being recognised as a valued individual. We hope our pupils will develop their full potential in both academic and non-academic fields, with a strong moral understanding of truth, equality and humanity. We aim to give our pupils life-enhancing strategies to build on as they progress towards the adult world."*

The well-being of all our pupils is a very important part of belonging to the school family. We inspire all pupils to contribute as much to school life as possible. This is established through our ethos statement and the UNICEF rights of the child charter which we are proud to be part of.

Our Head of Prep, Mr. Manning, has led the introduction of Character Education at Avon House under the Jubilee Centre of Character Education's Framework [The Jubilee Centre Framework for Character Education in Schools - 2022](#). This identifies the importance of character building under the four building blocks of intellectual virtues, moral virtues, civic virtues and performance virtues. Children are taught that all of these elements contribute to character building (not just academic), placing equal importance and value in all.

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The class teacher monitors both academic progress and the general well-being of every pupil and will raise any concerns with the pastoral leads and the leadership team. The Head Teacher chairs the Pastoral Care team which consists of the four Heads of House who meet regularly to discuss welfare issues of the pupils and to put support mechanisms in place where required.

The class teacher is the first point of contact if parents wish to discuss any aspects of their pupil's progress both academically and holistically.

The school has a school counsellor.

#### Consultant's comments

Avon House is committed to providing a holistic education for all its pupils. The emphasis placed on developing character, a sense of morality and citizenship in addition to providing very good quality education in the classroom, ensures that pupils are happy and fulfilled. Individual support provided where needed, supports pupils with SEND towards achieving their potential.

Criteria  
1 & 2

- b) Please indicate copy of the whole school **Staff Handbook (SH)** enclosed
- c) **If not within SH**, please enclose copies of whole school **policy statement(s) with regard to SpLD pupils** outlining:
- i. **Policy for SEN/SpLD** Document 3: SEND policy-enclosed
  - ii. **Support for policy from Senior Management Team** SEND policy approved by the Head Teacher and governors
  - iii. **Support for policy from governors** As above
  - iv. **Admissions Policy/Selection Criteria** Admission details as found on the website:  
<https://www.avonhouseschool.co.uk/admissions/>
  - v. **Identification and assessment** See policy

#### Consultant's comments

All policies are clear and transparent, providing staff, parents, and pupils with information on the procedures in place to support pupils with SpLD. Great care and consideration are given to ensuring prospective pupils will benefit from their placement in the school and that the school is able to meet their needs.

Criterion 4

- d) Give specific examples of the whole school response to SpLD

Teachers provide well planned and differentiated lessons for all pupils. All new staff attend a Dyslexia Friendly Classroom inset before they begin working at Avon House. In addition, all staff have attended a half day workshop on Inclusion at Avon House, progression and planning for pupils. (Please see documents no. 5 in evidence folder)

Specialist lessons are available for children to take place during the school day, facilitated by the school, as shown in document 4.

Early identification is a priority of the school. This is achieved through the inclusion leader leading meetings with all teachers at the beginning of the

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school year, and then termly, and observation of all pupils within the foundation stage on entry. If concerns are raised by a teacher regarding specific learning difficulties, an observation will take place within the classroom by the inclusion leader. The EYFS Leader is an EYFS specialist that works closely with the Inclusion Leader. Individuality is celebrated in EYFS, and parents see this as a strength (raised in parent forum Autumn term 22-23).

All concerns and actions are shared with parents at the earliest point of concern, to ensure transparency and co-partnership when supporting the child. Observations from a lesson are discussed with the teacher and teaching assistant in detail. This is recorded and actions are agreed. See document

Age-appropriate discussions take place with the pupil to ensure their targets are a priority for them also, and that they understand the role of additional support in school.

The inclusion leader is available on both an organised and ad hoc basis for all parents. Inclusion leader meetings are arranged for all pupils that use an individual outcome plan. Once per year, all parents are invited to meet with the inclusion leader if they so wish. This allows the school to identify and discuss concerns of parents that have not arisen in school but may be a barrier to learning.

Teachers prepare well differentiated lessons for all pupils. This is often facilitated by the Inclusion Leader where teachers request support ensuring they are meeting the needs of particular learners.

All new staff attend a Dyslexia Friendly Classroom inset at the beginning of the academic year.

The Inclusion Leader always has an opportunity during the weekly staff briefing to feedback to all staff on any new relevant information regarding individual children. All staff members also have an opportunity to raise any concerns about pupils that have arisen, making information sharing strong across the school.

Teachers meet with the Inclusion Leader to update pupil's Individual Outcome Plan (IOP) at least once per term. Pupils in the Prep school also meet with the inclusion leader to review their targets, and to take a central role in setting new targets for the following term. These are then shared with the parents, where parents have an opportunity to put forward any additional changes.

During assessment week varied strategies are used to help children to perform to the best of their abilities these include 25% additional time, small group support, use of a laptop, readers and scribes.

#### Consultant's comments

Teachers are clearly aware of the needs of individuals in their classrooms and are actively involved in producing the IOPs, commenting that their input into this process has been more positive since Mrs Delahunty joined the school. Inset provided by Mrs Delahunty has been effective and highly relevant and there is a supportive induction programme for new teachers. Pupils are aware of their targets and have input into their own IOPs. Support for all children is woven into the fabric of the educational work of the school. Effective use of experienced TAs also ensures that individual needs are supported in small group and 1-1 work.

e) Number of statemented / EHCP pupils: 0

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		Consultant's comments
Independent Schools only	f)	Types of statemented / EHCP needs accepted: Avon House does not act as the named school on EHCPs. Avon House will support parents to apply for an EHCP in Year Five if parents wish to attain one for secondary school placement. Every case is considered on an individual basis.
		Consultant's comments Pupils with a variety of needs are accepted at the school if it is felt that the placement would be beneficial to the child socially, emotionally, and educationally.

### 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: <ul style="list-style-type: none"><li>• As part of the admissions process in foundation, children attend school with their parents on three occasions.</li><li>• Inclusion leader attends all open events to meet with prospective parents</li><li>• Parents meet the Head Teacher. The potential pupil works in the nursery classroom alongside an adult and the current class (a parent stays if necessary to ensure pupil is regulated). A subtle assessment will take place to plan for meeting the needs of the pupil on entry. The inclusion leader is part of support where appropriate, or concerns have been raised by the parents on application.</li><li>• Parents and children attend two stay and play sessions with the prospective teachers and inclusion leader prior to formally beginning school</li><li>• Inclusion leader spends the first week of the school term working in EYFS to support early identification of needs.</li><li>• Speech and language therapist on site to support arising concerns. Early intervention available when identification takes place.</li><li>• Training for all staff at the beginning of the school year regarding concerns and what to do if concerned about a child</li><li>• INCAS testing for all pupils from Year Two upwards on entry to each new school year. This data is analysed and responded to immediately by all school leaders, including the Inclusion Leader.</li><li>• Termly assessments to indicate any concerns with progress or attainment. These act as indicators in conjunction with parent and teacher discussions</li><li>• Ongoing concerns regarding attainment in literacy may result in the school carrying out an Arbor assessment to further inform next steps, teaching intervention and parental advice on specialist support.</li><li>• An open dialogue is held with all parents from the pupil's entry point. Pupils are part of this conversation where age appropriate. This ongoing conversation allows for early discussion of perceived difficulties, early intervention for specific difficulties, and ongoing assessment of impact. If concerns persist, specialist assessment may be recommended by the school.</li></ul>
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- The inclusion leader works with specialists to support identification of SpLD, such as the Sheila Ferrari Dyslexia Centre (TSFDC-next door) who works with pupils showing signs of/with a diagnosis of dyslexia. TSFDC carry out assessments for dyslexia from the age of seven.

#### Consultant's comments

The school has a robust policy of Identification and Assessment.

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

- Discussion with all stake holders with parents at the forefront of this conversation. Pupil views are also valued and pupils are engaged in the conversation about their progress and support as appropriate to their age and agency.
- An Individual Outcome Plan (IOP) will be written up with stake holders, and reviewed on a termly basis (at least).
- The school will consider other possible causes/ concerns- sight/hearing test; EAL, missed periods of schooling or concerns with attendance, possible trauma (consideration is given to ensure the concern is neurological rather than psychological) and explore these with the pupils and parents to ensure the chosen intervention is addressing possible concerns that could be hindering progress.
- The Inclusion Leader (InL) will complete an observation of the pupil in class.
- The InL will review the pupil's trajectory of learning over time
- The InL will discuss concerns and seek advice with relevant professionals
- Following this review, the InL will discuss with the leadership team to consider interventions available to support intervention
- The school may make a recommendation for a specialist to the parent depending on the need e.g. SALT, Educational psychologist, Specialist teaching/assessment services for assessment of SpLD
- The InL will consider the pupil's needs and how these can be best met with the resources available on site, including small group intervention, review of differentiation and ensure appropriate resources are available for the pupil to engage with tasks (overlays, pencil grips, sensory learning tools etc)
- Visual supports are present on the stairs to support pupils with visual impairment.

#### Consultant's comments

One of the strengths of Avon House is its flexibility. Once a pupil's needs have been identified there are a variety of interventions which can be used. Excellent communication between the Inclusion Leader, teaching staff, TAs, pupils, and parents ensures that the pupils benefit from the most appropriate strategies. Pupils' progress and response to these interventions are effectively tracked and progress monitored. If specialist lessons are required there is flexibility in the timetabling of these lessons to ensure that pupils do not miss the same lesson in school every week.



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

- Recommendations made to access assessment services at the Sheila Ferrari Dyslexia centre which is located nearby. This referral can be made directly by the InL in consultation with the pupil's parents.
- Recommendations to see an Educational Psychologist qualified to assess SpLD
- The school continues to work in conjunction with these services to collate evidence in order to consider the needs of the pupil.

#### Consultant's comments

Links with the Sheila Ferrari Dyslexia Centre are good, and the school is fortunate to be able to work closely with them if assessment is required.

## 4. Teaching and Learning

4. a) How is the week organised?

- Pupils receive six fifty-minute lessons per day. Time is allocated at the beginning and end of each day for the pupil to organise themselves and their homework. The end of the day is also a time when the class teacher may share a story with the class or offer additional support on a key skill for particular pupils, such as handwriting. As the children enter the Prep school, more lessons are offered from specialist subject teachers.
- The Inclusion leader takes children from across the prep and pre prep at agreed times to work with small groups. **(see timetable- evidence 5).**
- The InL works with pupils on key skills from curriculum lessons across Maths, English and phonics. Pupils do not need a diagnosis to access support. Support is reviewed every term at least.
- Class teachers and Learning Support Assistants (LSAs) identify target pupils for daily reading, handwriting and additional support. These interventions are implemented during the school day by the classroom staff. In the pre-prep, phonics is currently streamed in small groups.
- There is a weekly assembly on a Friday for the whole school. This is a time to gather together and reflect on events, celebrate achievements and give out weekly awards. Prep and pre-prep have additional assemblies in two separate sessions on a Monday morning.
- Pupils attend the Sheila Ferrari Dyslexia Centre for specialist lessons, and pupils with SpLD or at risk of SpLD are targeted for these sessions. These take place on a Wednesday using a rotating timetable. The pupils therefore do not miss the same lesson every week, ensuring that they have access to a broad and balanced curriculum, regardless of their needs. These lessons are paid for by the parents.
- Children have access to a large number of clubs, before, during and at the end of the school day. Some clubs specifically target pupils, such as pupils that are seen at risk of SpLD e.g. Wordshark, circle of friends, mindfulness, quiz club, handwriting recovery, touch typing and English Speaking Board. **(evidence 7)**
- Avon House runs an award called 'Plume of Feathers'. This is a set of life skills, broken down into bronze, silver and gold, demonstrating life

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skills in order to achieve each award. **(evidence 8)** All prep pupils are actively encouraged to take part.

- Specialist teachers are available on site for targeted pupils to access support. We have one speech and language therapist (1/2 day per week with room to expand), counsellor (1-1.5 days per week) and a LAMDA teacher (1 day per week).
- Avon House is a Rights Respecting School and have been awarded Gold by UNICEF UK's Rights Respecting School program. We run a range of school council groups to promote pupil voice, such as school council, sustainability council, sports council and rights respecting council. All children can apply for these roles and no child is excluded from these roles on an academic basis. A democratic process of voting takes place to appoint class representatives.

#### Consultant's comments

Avon House enhances its regular educational curriculum with opportunities for pupils to develop personally through the new incentive of Character Education. The 'Plume of Feathers' (a Duke of Edinburgh type of programme) encourages pupils to develop new skills and there is a wealth of opportunities for them to express their views and opinions through school councils. Achievements are celebrated in all areas, and it is clear the school values individuality.

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

- SpLD pupils have access arrangements during assessments if they are identified as having below average processing or memory skills. Children who find writing difficult are also provided with a scribe or laptop during the long writing task in assessment week. Other children with concentration difficulties may do their assessment in a smaller group and environment.
- All learning within the class, including homework, is differentiated. All children in the prep school have a chromebook that is always available for use in class and can be used to adapt lessons for pupils as appropriate.
- Children are withdrawn to work with the InL, either 1:1 or as part of a small group. The InL delivers lessons that are taking place in class mostly, using differentiation and multi-sensory approach. Lessons are tailored to individual pupils, while meeting the same objectives of pupils in class
- Some children attend specialist lessons at The Sheila Ferrari Dyslexia Centre. The InL and Head of the Centre work together to minimise missed lesson time (children go on a rotating timetable basis)  
**(Evidence 4)**
- Pastoral meetings are held to monitor pupils progress and emotional needs. The Head Teacher leads these meetings with Heads of House and the InL.
- Some pupils access speech and language sessions and counselling sessions during the school day.
- After school club is currently trialling homework support.

#### Consultant's comments

Well considered interventions and strategies are recommended in the pupils' IOPs which are detailed and planned with teaching staff, parents, and pupils. Observed lessons evidenced a variety of teaching strategies used such as coloured paper, differentiation in the method of teaching within small groups

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Criterion  
3 & 4

- c) Lesson preparation and delivery to meet the needs of SpLD pupils for:
- *Curriculum subjects*
  - *Literacy support*

using TA support, the use of multi-sensory techniques and visual/pictorial aids. Many of these techniques were used by all children in the class, benefitting the SpLD children without making them different. Some pupils have homework diaries which provide opportunities for parent and teachers to liaise over homework where necessary. Pupils talked about the value of using their chromebook for research both at home and at school.

All lessons are planned on a half termly basis to ensure progression is embedded with an end point in mind. Plans are adapted day to day depending on pupil progress.

All lessons are differentiated. Planning and resourcing is supported by the inclusion leader.

Each class has two members of staff to support proximal development IOPS are created with the pupils. Each class has a folder with these, which are updated each term at least. These are on display if a pupil so wishes. Copies can be found on the t drive, which is accessible to all teaching and support staff.

Additional provision for key skills targets pupils with SpLD, alongside other pupils with gaps in learning e.g. daily handwriting, daily reading.

Pupils with SpLD or identified as at risk have access to Wordshark from home, and are invited to a club once per week.

Little Wandle phonics has just been implemented in foundation and pre-prep. All lessons are differentiated.

Spellings are differentiated for pupils on an individual basis.

#### Consultant's comments

Teachers are very aware of the needs of the pupils in their classes through effective communication by the Inclusion Leader. Lesson planning is thorough and incorporates individual targets. Support lessons are designed to provide reinforcement and overlearning of elements of mainstream lessons in a more individualised way. The lessons were well paced with the teacher using a variety of multi-sensory materials and strategies to engage the pupils. Teachers in mainstream and literacy support lessons showed excellent relationships with the pupils and a flexibility of approach and techniques.

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

IEPS are in place for all pupils with SpLD, or identified needs.

Provision maps are in place that identifies pupils accessing additional provision in class.

Inclusion leader timetable identifies additional intervention provided for specific pupils in each year

Pupils from Year Three are directly involved in reviewing their IEPs with the Inclusion Leader and setting new targets on a termly basis

Parents meet with the inclusion leader to discuss progress and review targets, adapting as necessary and engaging with relevant professionals as necessary

The inclusion leader meets with all staff to discuss these targets to ensure the targets reflect the student needs and can be reasonably met within a term.

IOPs are kept in folders in the classroom, and soft copies are kept on the teacher drive alongside resources to support targets.

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Additional support in class provision are detailed by the class teachers regarding daily reading and handwriting. These are updated termly and monitored by Department leads in partnership with the Inclusion Leader. Pupils are targeted for some clubs such as Wordshark, Comprehension and Touch Typing.

Please indicate **two examples** enclosed

**Rec'd**

Consultant's comments

Provision maps are effective working documents correlating SMART targets and information on learning strengths and weaknesses. These documents are regularly reviewed by all involved and this process has progressed over the last year. An important element of the IOPs is the voice of the pupil.

e) Records and record keeping:

Computer inclusion drive: Only accessible to Inclusion Leader  
Computer teacher drive: Accessible to all permanent employees at Avon House

All pupil documentation is scanned on to the school system into a secure folder. Specific class folders are shred with class teachers at the beginning of the academic year to ensure each class teacher understands the individual learning journey and support to date for all pupils.

In year reports are shared with class teachers as necessary.

IOPs are shared with class teachers in folders and they are accessible on the T Drive.

The SEND register is shared digitally termly with the teachers.

All children have a Unique Pupil File (UPF). These track all details of a pupil through their learning journey and are shared in line with GDPR with feeder schools on exit. These include assessment data, reports, foundation stage questionnaires (on-entry questionnaires related to health, education and personal details) and attendance.

The Inclusion Leader shares information related to SEND when pupils leave to attend another school, in line with GDPR.

Consultant's comments

Record keeping is used effectively for tracking progress. The Inclusion Lead works closely with the Assessment Leader to track trends in assessment data. In this way they can analyse which children are in need of intervention or to be part of in-class booster groups. Data is also gathered on the results of PASS testing which gives information on how pupils feel about school. The whole school is tested on this annually. If pupils show only moderate satisfaction with school this is investigated. Avon House works hard to promote the emotion and mental well-being of its pupils as well as their academic progress.

Criterion 3

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

Provision is highly individualised and regularly reviewed.

Criterion 3

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

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A-Level (GCE) and VCE. BTEC	No. of pupils Years 12 & 13	Number entered	% grade A-E	BTEC % D*- D	Average point score per pupil	Average point score per exam entry
Whole School						
SpLD Pupils						

GCSE & BTEC	No. of pupils inc'd in the Year 11 timetable, regardless of age	GCSE % A* - C Grade 9-4	GCSE % 5+ A* - C Grade 9-4	GCSE % 5+ A* - G Grade 9-4	BTEC % D*- D	BTEC % M	BTEC % P
Whole School							
SpLD Pupils							

Key Stage 2 (if applicable)	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School							
SpLD Pupils							

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

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

At Avon House we do not sit SATS tests. We have devised our own assessment calendar to inform our practice and ensure that all children are consistently thriving both emotionally and academically. Assessment results are reported termly to parents as part of school reports.

Access arrangements are observed by Avon House on discussion with relevant professionals, the Head Teacher and parents. In most circumstances, access arrangements need to be a recommendation from a relevant educational professional; however the school reserve the right to put access arrangements in place for pupils that show relevant need (for example pupils that have not reached the appropriate age for SpLD assessment, but are showing sustained need for such provision).

**Consultant's comments**

Data from assessment is used effectively to track progress and identify areas which need intervention.

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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:

Resources are considered in line with minimising barriers for pupils with SpLD: Avoidance of black and white print on interactive displays, yellow paper printing, access to targeted resources individualised to each pupil with identified learning needs such as prompt cards, vocabulary cards, place value mats, mind map diaries, behaviour support cards, sound buttons, overlays, wobble cushions/fidget toys and weekly planners. Children can talk through their resources and what they are for.  
Visual displays to support current learning

Withdrawal support provided for SpLD pupils with careful planning around missed lessons.

Rising Stars Cracking Comprehension

Wordshark

Significant clubs provision for all pupils that are not based on academic performance

[Consultant's comments](#)

[The school is well resourced to provide a bank of materials to support pupils in the classroom and during their 1-1 and small group work.](#)

Criterion 5.2 b) ICT:

Interactive whiteboard in all classes

Individual chrome books for all pupils in the Prep school

Additional interactive board

Newly refurbished computing room- clubs related to computer skills take place here

[Consultant's comments](#)

[During the school tour pupils spoke highly of the new layout to the computer room in which there is now a more effective use of space. Interactive white boards were observed in use in lessons. Pupils commented on the value of their individual chrome books for research and for use at home.](#)

Criterion 5.3 c) Details of access (special examination) arrangements requested and made for SpLD pupils:

Avon House observes JCQ regulations as necessary for pupils with SpLD. All pupils are treated on an individual basis based on their needs.

Access arrangements observed by Avon House for pupils as necessary

- Scribe
- Reader
- 25% extra time
- Alternative examination area
- On site entry tests for some feeder schools facilitated by the Head Teacher
- On exceptional circumstances assessments will be tailored to pupil needs e.g. if a pupil cannot access in year assessments due to learning needs or language.

[Consultant's comments](#)

[Appropriate access arrangements are made which reflect the pupils' regular ways of working.](#)

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Criterion 5.4

d) Library:

The library is an inviting and highly regarded area by pupils of Avon House. It contains a wide range of books, regularly reviewed, and updated by the English lead alongside library monitors. The library offers a wide range of ability books, but children are encouraged to choose books which they have a personal interest in. There is a display on emotions, and a section of books called 'Hope in a Box' aimed to support children going through a difficult time, and to support awareness and understanding of neurodiversity including SpLD.

There are 3 work stations in the library, including a large interactive whiteboard for direct teaching.

**Consultant's comments**

The library is a colourful, well organised, and welcoming space. The selection of books provided are carefully selected to meet the needs of all the pupils. It is well used and enjoyed.

## 6. Details of Learning Support Provision

WS 6.8

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

This department supports all stake holders in minimising barriers to learning for all pupils. The department is identified as Inclusion and celebrate a culture of curiosity about all pupils and their learning journeys. We endeavour to listen well to parents and pupils about their own views of their learning journeys and their strengths and aim to build on these identities as a school. We also listen to concerns with empathy and consideration for how we can support these in a way that directly benefits the learner. The Inclusion department observes the expectations of the SEND Code of Practice and is responsible for overseeing progress and attainment over time for pupils with SpLD.

All role descriptors are included in the school's inclusion policy.

**Consultant's comments**

The work of the department impacts on all areas of the education and welfare of the pupils.

b) Organisation of the Learning Centre or equivalent:

This is a two-form entry mainstream school. The Inclusion Leader is an independent role with no class teacher responsibility. This responsibility is a collaborative role, working alongside Senior Management to facilitate the best possible outcomes for pupils with special educational needs, or potential barriers to their learning.

The inclusion team consists of the Inclusion Leader, a speech and language therapist offering up to four hours per week and a school counsellor. The inclusion room is a dedicated space for working with individuals and small groups. The inclusion leader oversees timetabling for all inclusion services in school. We work alongside a specialist teacher to provide specialist lessons for pupils with dyslexia one day per week.

**Consultant's comments**

Mrs Delahunty is in the enviable position of being able to focus solely on developing the department and its provision. Consequently, provision is highly individualised and communication with all stakeholders is effective.

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The Inclusion leader works collaboratively with outside agencies and external professionals to enhance the provision made by the school.

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

The Inclusion leader is on the Senior Leadership Team. They meet with the Head Teacher regularly to discuss ongoing progress, initiatives and concerns.

The Inclusion leader has a monthly discussion with the Inclusion governor and offers a written summary of Inclusion headlines to be presented to governors. **Evidence 10- summary of updates for last academic year**

The inclusion leader has been given significant time and resources to meet with all staff and offer training on inclusion, vision, differentiation, and progression across the curriculum. Ongoing regular meetings with teaching staff are also facilitated to embed inclusion initiatives to support both individual pupils, and whole class.

*Consultant's comments*

The Inclusion Leader's role within the Senior Management Team means that she has significant input into curriculum design and delivery. Her work with the Governors ensures that they are kept well informed about this aspect of the work of the school.

- d) Supporting documentation, please indicate enclosed:

i. **SEN Development Plan (or equivalent) enclosed**

Y

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

Y

iii. **List of known SpLD pupils in school**

Y

## 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*

Staff have the appropriate qualifications and experience.

- WS 7.5 d) Do the majority of teachers providing literacy support hold a nationally recognised qualification in the teaching of SpLD pupils? (Exceptionally, an experienced teacher undergoing training may be sufficient.)

The inclusion leader providing literacy support is currently studying to complete a Level 5 specialist teaching qualification with Dyslexia Action, due to be completed in March 2023.

*Consultant's comments*

The majority of teachers have nationally recognised qualifications.

- Criterion 4 g) For completion by consultants only: Do all observed members of staff demonstrate the ability to meet the needs of SpLD pupils within their departments?



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All observed members of staff demonstrated the ability to meet the needs of SpLD pupils within their departments.

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

Independent  
Schools  
only

8. a) Schools should provide, with the supporting documentation, a list of the names of all known SpLD pupils in the school. CReSTeD will provide an explanatory letter to be sent to parents of all those named informing them of the visit and seeking their permission to give their contact details to the consultant. The consultant will randomly select names from the list to discuss their experiences as parents in relation to the school.

For completion by consultants only: Parent Contacts:

Parents speak highly of the school, with the majority commenting on improvements seen since Mrs Delahunty took over the department. They commented on the wealth of extracurricular activities available which enabled their children to achieve successes outside of the classroom and several of the children play for school teams or are representatives on councils or within their school houses, Communication with the school is viewed as good and parents commented positively on their involvement in target setting. One parent commented that Mrs Delahunty provided a good liaison between parent and class teacher and that she worked to make sure targets set were understood and appropriately addressed by class teachers. Parents commented on the progress their children can be seen to be making as a result of interventions. They felt that there were plenty of opportunities to discuss their child and one parent particularly liked the 'Look at my book' session where parents sit in class and the child goes through their work with them. All staff were praised as helping in a school which has a family atmosphere.

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

The Head Boy and Girl who showed me around were proud of their school. They were enthusiastic about the work of the school Councils, their participation in the 'Plume of Feathers' programme, the pupils' work displayed around the building, their membership of the Woodford Wells Club and the newly renovated computer suite. All the pupils spoken to were able to name members of staff who would support them if they needed it. They talked positively about the strategies teachers used to support them in the classrooms, TA support and peer support. They said that they felt safe, that bullying (if there was any) would be 'sorted'. They portrayed very positive views of the school, and they help they receive.

# 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.

Consultant to tick relevant boxes when criteria are observed to have been met:

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	WS
6. Specific to the Category of School or Centre: -	
6.8 There is provision for individualised lessons on a withdrawal basis, support staff communicate with mainstream teachers regarding the SpLD pupils.	✓
7. Qualifications of Teaching Staff: -	
7.5 The majority of teachers providing literacy support hold a nationally recognised qualification 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

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Summary of Report including whether acceptance is recommended:

Avon House is a delightful school where pupils are treated as individuals and receive the support they require on this basis. The flexibility of the provision is admirable. The work of the Inclusion department is effective and communication between Mrs Delahunty, teaching staff and Governors ensures that interventions are woven into the fabric of the teaching of the school. Data is used effectively to improve the effectiveness of the provision and benefits all children. There is a wealth of opportunities for pupils to develop both personally and academically.