



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

Administrator:  
 CReSTeD, Helen Arkell Dyslexia Centre, 24 West Street, Farnham, Surrey, GU9 7DR  
 Email: admin@crested.org.uk

**Burlington House School, Tooting  
 Application Form  
 Category DSP – Dyslexia Specialist Provision**

Date of visit: 13<sup>th</sup> October 2025  
 Name of Consultant(s): Helen Farley

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
<b>Burlington House School, Tooting</b> 3 Garrad's Road, London, SW16 1JZ Tel: 020 8129 3890  Email: admin@bhstooting.com Web: www.burlingtonhouseschool.com	City	15 boys	Dysl, Dysp, ASC, ADHC, SpLD	ISA, Society of Heads, IAPS
		7 girls		
	Ind	Ages: 11 -16		
	Day			
<b>Comments:</b> Recognising the diverse needs of our students, Burlington House School, Tooting offers a unique educational approach that goes beyond traditional methods, mirroring our sister sites in Fulham.				

*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:	Burlington House School, Tooting		
Address of school:	3 Garrad's Road, London, SW16 1JZ		
Telephone:	020 8129 3890	Fax:	
Email:	admin@bhstooting.com		
Website:	www.burlingtonhouseschool.com		

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

Name:	Mr Koen Claeys; Mr Paul Jones		
Title (e.g. Principal):	Education Director; Headteacher		
Head/Principal's telephone number if different from above:			
Qualifications:	BA GLSE (Belgium); BA & QTS		
Awarding body:	Ghent University; Leeds University		

### Consultant's comments

Mr Jones is insightful, experienced and knowledgeable; using a reflective critical mindset to ensure development and fulfilment of the schools aims through best practice. He cares deeply about each individual pupil and how his knowledge and experience can best serve supporting individuals and staff to integrate into the school community which he acknowledges is unique to the setting.

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

Name:	Mr Matt Farrah		
Title (e.g. SENCO):	Deputy Headteacher, SENCO		
Telephone number if different from above:			
Qualifications:	BA, BEd, NASEND-Co, BDA SpLD Level 3 (in progress)		
Awarding body:	University of New Brunswick, University College London		

### Consultant's comments

Mr Matt Farrah is qualified through the NASEND-Co (level 7) and has skills in leading and coordinating provision for special educational needs and disabilities (SEND). This is a broad qualification and does not focus specifically on SpLD. The Level 3 qualification gives an effective starting point to developing and ensuring that SpLD such as Dyslexia is addressed and pupils have programmes which will fulfil their potential. This qualification focuses on SpLD with an emphasis on the impact of SpLD on learning, diagnostic signs, and strategies for adapting teaching and providing coping mechanisms.

## 1. Background and General Information

1. a)	Dep't of Education Registration No.:	208/6010		
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range
	Day:	Boys:	15	11-16 years
		Girls:	7	11-16 years
	Boarding:	Boys:	N/A	
		Girls:	N/A	
	Overall total:	22		

### Consultant's comments

The school began in September 2024 and is continuing to slowly grow to fulfil a maximum number of 50.

- c) Class sizes – mainstream: Current maximum class size is 9 pupils in Y8. Minimum class size is 2 pupils in Y10

### Consultant's comments

In observed lessons pupil numbers ranged from 1-7, in all but the 1-1 lesson there was additional support therapist/TA to support individual pupils to access the curriculum.

- d) Class sizes – learning support:

### Consultant's comments

As a specialist school all lessons are specialist in approach

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

The school has had 2 Ofsted inspections.

Pre inspection (2/04/2024) which identified the school was likely to meet all the independent school standards when it opened.

Inspection (7-9/05/2025) identified that pupils developed trusting relationships and are encouraged to interact with staff and other pupils. There is a focus on activities which build self-esteem and skills such as resilience. The overall rating in areas relating to pastoral care were Good.

Independent Schools only

- f) Current whole membership(s) e.g. HMC, ISA etc: ISA, Society of Heads, IAPS

- 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

ii. [Recent Inspection reports](#), [BHS Tooting Pre-Registration Ofsted Report](#), [BHS Tooting Full Ofsted Report](#)

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 are the same as the Senior School*

iv. [Summary of provision](#)

#### Consultant's comments

The prospectus focuses on developing a school which meets the needs of young people who are neurodiverse. The prospectus does not explicitly indicate that young people may have Dyslexia as the first barrier to learning alongside other needs, the school is clear it is providing a place of kindness through a nurturing and inclusive culture.

All staff are in the process of receiving training at BDA level 3 qualification. Some staff are experienced whilst some are relatively new to teaching.

The Ofsted Report in May 2025 indicates that the school has made a good start but needs to develop assessment and tracking for each individual pupil to its EHCP more effectively to provide clarity and progress pathways. This aims to reassure and encourage pupils to strive and develop resilience and confidence in their learning.

Fees are clear and provide parents or fee payers with information when deciding on how best to support and meet need, SALT and OT in prep yrs 3-6 are an additional cost, however in all other years the fee is all inclusive. The summary of provision is comprehensive and indicates how provision will operate to meet pupil need.

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

Criteria  
1 & 2

2. a) Aims and philosophy of the whole school

Recognising the diverse needs of our students, Burlington House School, Tooting offers a unique educational approach that goes beyond traditional methods, mirroring our sister sites in Fulham. Our highly qualified staff, including subject specialists with postgraduate qualifications and experienced Learning Support Assistants, are committed to providing individualised support and fostering a deep love of learning. We prioritise continuous professional development, ensuring our staff are equipped with the latest evidence-based practices, such as those related to supporting learners with Autistic Spectrum Condition. We believe in a strong partnership with families, offering support, guidance, and resources to ensure a seamless transition between school and home. By combining rigorous academics with innovative teaching strategies, therapeutic interventions, and a focus on developing essential life skills, we empower our students to reach their full potential. The school welcomes the Delphi report 2024 which broadens the definition of Dyslexia in contrast to the Rose report. The emphasis on co-occurrence and variance gives support to our understanding of the complex profile of some of our students and our working knowledge of comorbidity.

#### Consultant's comments

The philosophy of the school is evident in its approach during observed lessons. Subject specialists embodied the fostering of a love of learning be it English or History. The school consider that SpLD should be the identified first barrier to learning, the school is specialist and as such the prospective

pupils are complex. The school are mindful of the responsibility to work within the policy and philosophy as one of a wider group of schools.

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.   | <a href="#">Policy for SEN/SpLD</a>                     | see SH/enclosed/see below |
| ii.  | <b>Support for policy from Senior Management Team</b>   | see SH/enclosed/see below |
| iii. | <b>Support for policy from governors</b>                | see SH/enclosed/see below |
| iv.  | <a href="#">Admissions Policy / Selection Procedure</a> | see SH/enclosed/see below |
| v.   | <b>Identification and assessment</b>                    | see SH/enclosed/see below |

#### Consultant's comments

The policy documents are clear and identify the quality of staff and provision. It should be noted that The Policy under subheading Expertise and Training of Staff indicates that the SENCO will be trained or working towards level 5 or 7 in SpLD in addition to the NASEND-Co award (being equivalent to level 7) ; BDA level 3 (being equivalent to A level Standard).

The information provided on the website regarding admissions and selection is transparent for prospective parents/caregivers and identifies all the core information to provide in advance. This includes a section on frequently asked questions regarding the profiles and what might be appropriate if a child has 'wide-ranging' needs.

The school currently has a two day taster to observe and consider the needs of the prospective pupil within the setting; mindful of the complexity of the prospective pupils and the small numbers the staff/prospective pupil might benefit from more time to appraise the complex profile and the meeting of need, in mind that many of the prospective pupils have had a difficult educational journey and have wide ranging needs.

Criterion 4

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

At Burlington House School, we prioritise comprehensive student monitoring and assessment. Our data-driven approach includes initial assessments and six-monthly reviews to track individual progress. Metacognitive strategies are embedded throughout the curriculum, encouraging students to reflect on their learning styles and adapt their approaches accordingly. We focus on holistic development, assessing students across all skill areas to ensure well-rounded progress.

Our multidisciplinary team includes Speech and Language Therapists (SLTs), Occupational Therapists (OTs), and School Counsellors. The SALT team supports students in developing strong communication skills, addressing language barriers that can impact learning. They also facilitate social-emotional development through initiatives like Group Communication sessions and 'Circle of Friends' groups. OTs assess how sensory, motor, and cognitive factors may impact a student's learning and daily functioning. Through targeted interventions, they help students develop essential skills such as fine motor skills, attention, and self-regulation, ultimately enhancing their academic performance and overall well-being.

**Consultant's comments**

The size of the school enables an individual tailored approach to each pupil, due to the approach to lessons and the structured format including feedback pupils were seen as having individual approach to teaching and feedback in observed lessons, including the support of Therapists and TA. The school philosophy and policy are evidenced in the kindness of all the community in supporting engagement in lessons and building confidence and trust. The community, staff and pupils acknowledge the complex and difficult educational journey of those attending the school, and the aim to develop essential skills to enhance their school experience.

- e) Number of statemented / EHCP pupils: 21 pupils

**Consultant's comments**

The school can have 50 on roll, and as the school grows are aware of the changing dynamics of each pupil and prospective pupils and the meeting of needs within setting.

- f) Types of statemented / EHCP needs accepted: Highest occurring pupil needs

HIGHEST NEEDS	Primary	Secondary	Totals	
<b>Males</b>			15	<b>22</b>
<b>Females</b>			7	
Dyslexia	7	7	14	
ASC	5	2	7	
Cognition & Learning	3	0	3	
ADHD	2	3	5	
Dyspraxia	0	3	3	

**Consultant's comments**

Independent Schools only

Whilst Dyslexia is seen as the primary barrier to learning, the chart indicates the complexity of each individual pupil and the skills and expertise of all staff engaging with the pupils. There is an acknowledgement that need is dependent on many factors and therefore primary need can change whilst in the setting.

### 3. Identification and Assessment

Criterion 1  
DSP 6.9

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

Burlington House School carefully selects students whose primary needs encompass dyslexia, dyspraxia, or both, or who require a small, nurturing environment. We may also consider students with co-morbid Specific Learning Difficulties (SpLDs) who would benefit from our expertise in supporting learners with dyslexia.

Admission involves a rigorous assessment process. Following initial review of application materials, prospective students are invited for two "Taster Days" to experience our learning environment. During these days, students engage in age-appropriate classroom activities, allowing teachers to observe their learning styles and academic abilities.

Our multidisciplinary team, including Speech and Language Therapists (SLTs) and Occupational Therapists (OTs), conducts brief screenings to further understand the student's needs. These screenings complement existing diagnostic information and help inform the admissions decision. Careful consideration is given to the student's overall fit within our school community, including their social and emotional needs. We prioritise a smooth transition and ensure the student's academic and personal needs can be effectively met within our specialised setting.

#### Consultant's comments

There is a defined admissions process, this is clearly stated for prospective parents on the website and is rigorous.

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

At Burlington House School, assessment is an ongoing process, incorporating both formative and summative approaches. We continuously monitor student progress and implement targeted interventions in literacy and numeracy as needed.

At Key Stage 4, we will work diligently with our sister-site in Fulham to identify and apply for appropriate access arrangements for examinations. Common access arrangements for our students include extra time, reader, and scribe. These supports ensure that all students have the opportunity to demonstrate their full potential in their examinations.

#### Consultant's comments

As a specialist setting there is ongoing assessment and flexibility in meeting individual need, in observed lessons the respectful, kind and trusting teacher pupil relationships provide opportunity to support each pupil effectively.

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

Prior to admission, students undergo a comprehensive assessment process. Our team utilises standardised assessments to identify specific learning difficulties in key areas such as phonological awareness, literacy, numeracy, speech and language (both expressive and receptive), social skills, visual perception, and auditory working memory. Upon completion of Year 11, students receive a thorough assessment from Occupational Therapists (OTs) and Speech and Language Therapists (SLTs). A detailed report summarising these assessments is provided to students and their families.

#### Consultant's comments

This process is clearly defined.

## 4. Teaching and Learning

4. a) How is the week organised?

At Burlington House School, Tooting, we deliver the National Curriculum. All lessons are 50 minutes in duration.

In Key Stage 3, student currently receive dedicated English and Mathematics lessons four times per week. Key Stage 3 includes two enrichment classes. A dedicated Learning Support Assistant supports students in the classroom, with the focus on the core subjects of English, Maths, and science. The LSA provides one-on-one or small-group support to students who require additional assistance. When students progress to Key Stage 4, they will receive two 50-minute Study Skills lessons per week focused on developing effective revision techniques and promoting metacognitive learning strategies. A copy of Pupil Timetables is attached.

#### Consultant's comments

The school has a curriculum which provides core subjects, individual support for students to have additional assistance is possible. Pupil timetables are on the front of their lid of the laptop they use, ensuring it is visible and not lost. The observed lessons were devised to have movement and breaks as needed to support engagement and limit distractibility through the use of fidgets, short timed tasks, varied short tasks to maintain pace and motivation.

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

Tutor time at Key Stage 3 provides dedicated time for students to receive support with homework and classwork assignments. There is an extracurricular club for homework using the online platform CenturyTech. At Key Stage 4, tutor time will be used to focus on developing essential study skills, such as time management and effective revision techniques.

#### Consultant's comments

Students are fully supported to access the curriculum and meet outcomes. The staff acknowledge the complex educational journey prior to the school and seek to build trusting relationships to build confidence and support engagement in the academic curriculum.

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

Criterion  
3 & 4

All teachers adhere to a standardised lesson plan format. Each lesson begins with a clearly defined learning objective and incorporates a range of differentiated activities to cater to diverse learning styles. Lessons are readily accessible to students via Google Classroom, where homework assignments are also posted. Parents are granted access to their child's Google Classrooms. Medium-term plans are integrated within comprehensive schemes of work, which are publicly available on the school website. These medium-term plans serve as a foundation for the development of detailed weekly lesson plans.

Consultant's comments

Adherence to the standardised lesson plan format was evidenced in all observed lessons. The pupils are adept at utilising the laptops and google classrooms, and all were on task. The website information is comprehensive.

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

Individual Curriculum Maps are developed and reviewed each term in collaboration between teachers and therapists. These maps outline specific learning targets for each student. Progress is reviewed jointly by teachers and therapists on a termly basis, and this information is subsequently shared with parents.

Please indicate **two examples** enclosed



Consultant's comments

The school has clear outcomes identified as part of individual ECHP plans which provide the teachers and therapists with targets for learning, these are monitored and reviewed, mapping progress toward the annual review. The school is mindful that this area of mapping will develop alongside the information from the rich data pool being created, to provide a tailored and streamline tool to inform teaching and feedback.

e) Records and record keeping:

All student information is stored on Arbor; this includes effort and achievement grades, ICM's and general student information. The SENCo keeps all EHCP, annual review information in e-box file on the shared drive.

Consultant's comments

Records are comprehensive and available to staff to ensure needs can be met

Criterion 3

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

The school is newly formed, as such two case studies used in the Ofsted inspection were viewed, charting comprehensive information to enable staff to know the student and what adjustments are needed for to engage in the classroom. All pupils were on task in observed lessons and individually tailored targets were evidenced in feedback accessed and responded to on an individual basis.

Criterion 3

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

Current provision only includes students in Y7-9 so no national qualifications have been set or assessed at this time.

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					Average total VA per pupil 2.09  Average Value per pupil by no of L3 1.21	
SpLD Pupils			All	All		

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	0						
SpLD Pupils	0						

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:

We use the following GL Assessment tests;  
 NGRT  
 NGST  
 PTM  
 PTE  
 PTS  
 CAT4UK

We have a series of assessments and examination cycles. We assess students' reading and spelling scores at the start of each year for KS3 students- NGRT & NGST.  
 We use GL Assessment tests for each year at KS3 in English, Maths and Science. We use this information to generate teaching and learning

strategies for every student- PTE, PTM, PTS

We use CATs tests from Year 7 to assess students and inform ourselves of GCSE predictions.

For KS4 we will offer a mixture of GCSE pathways, Entry Level Certificate and Cambridge National Qualifications. Year 11 mock exams will be held in January.

We are currently investigating the Fresh Start programme (RWI) for older pupils who are struggling with reading. For Maths assessments we use GL PTM.

#### Consultant's comments

The school is developing a rich data pool, mindful of the small number of pupils on roll. The pupils have complex needs therefore the school is considering how best to use data effectively to show progress as well as areas where further improvement/input is required.

Pupils who attend the school have had difficult educational journeys and the schools focus is foremost on supporting integration and positive learning experiences.

The school acknowledge and are clear that using data effectively is an ongoing journey to continue to develop meaningful and useful information.

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

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

Our main school building is a small, renovated home on the edge of a leafy suburban park. The school has recently had a refurbishment, including the carpet in the common areas, and the dining hall. We create a dyslexia friendly atmosphere through a variety of ways. We have interactive boards in every teaching room. All lessons take place on Google Classroom. OT's provide a variety of equipment for students to use in lessons as a means of support including wobble cushions, pen grips and fidget toys.

The Tooting school opened in September 2024. We promote the use of dyslexia-friendly fonts and colours and fonts on all classroom/ teaching materials, and the provision of specialist equipment such as coloured overlays and reading rulers. All classrooms have sensory toolkits, and we seek to minimise visual clutter. All sites use text-to-speech software, speech-to-text software and assistive technology to help with planning and organisation. We will use Trelson as a digital tool for knowledge assessment and everyday teaching tasks, supporting both teachers and students during tests and formal exams.

#### Consultant's comments

Observation of classrooms evidenced the use of minimal visual information; the use of laptops with software to support engagement and alternative methods of recording; colour overlay as seen used by one pupil; lessons had computers as the primary tool for reading and writing; access to fidgets and other OT equipment was offered and used appropriately. All rooms seen had interactive whiteboards available.

Teaching strategies evidenced in observation were role playing; use of timers for tasks; modelling on the whiteboard of using reading software; use of coloured overlays; teachers working with individual students to ensure access to the curriculum; whiteboards and markers for each student in all lessons

Criterion 5.2	<p data-bbox="422 210 1442 376">observed; writing responses to feedback, then typing in; use of movement breaks; catching good behaviour to motivate; coloured glossary of key terms; use of visual material to support learning; fidgets and OT resources to support learning; individual feedback on work, with time in lesson to learn and respond.</p> <p data-bbox="365 383 483 416">b) ICT:</p> <p data-bbox="422 427 1442 763">All students have access to a wireless enabled laptop computer with reading and speech recognition software. There is a class set of Apple iPads in process of being purchased to supplement Art and Design lessons. At the point of application, no student access arrangements have been formalised but using the expertise and qualifications of colleagues at the Fulham sites, we will be able to thoroughly assess our pupils. Access arrangements will allow for students to use headphones for voice to text transcription. KS3 students use a touch type program. Staff receive regular training on how to effectively use and integrate technology into their teaching.</p>
Criterion 5.3	<p data-bbox="422 801 734 835">Consultant's comments</p> <p data-bbox="422 846 1442 1081">Laptops were extensively used in observed lessons and staff effectively used this resource with little or no physical writing; pupils were keen to use the read aloud and dictate software, however, some were frustrated by inaccuracy and software difficulties. Being such an essential component of working it is pertinent to consider that the pupils would benefit from exploring the best way to make their speech software responsive and effective such as plug in headphones with inline microphones.</p> <p data-bbox="365 1088 1406 1155">c) Details of access (special examination) arrangements requested and made for SpLD pupils:</p> <p data-bbox="422 1167 1406 1402">KS4 students will use Access Arrangements as required for all external and internal exams according to need. These include extra time, reader, scribe, language modifier, and rest breaks. Extra time allows students to process information at their own pace. Scribes enable students to focus on their thoughts and ideas without the burden of handwriting. Specific access arrangements are tailored to the individual needs of each student based on their assessed requirements.</p>
Criterion 5.4	<p data-bbox="422 1406 734 1440">Consultant's comments</p> <p data-bbox="422 1451 1302 1518">The access arrangements will be carefully considered to meet JCQ regulations.</p> <p data-bbox="365 1525 523 1559">d) Library:</p> <p data-bbox="422 1570 1442 2065">The school has a small collection of books in the gathering space which comprises a wide range of fiction and non-fiction texts which are organised by the author to appeal to pupil interests. A range of genres and themes are covered: classics, contemporary literature, biographies, graphic novels and reference books. We also recently invested in two VoxBlox audiobook devices and are starting to gather a small collection of audiobooks as well. The library is in a spacious area with generous and comfortable seating. As an example, the range of genres or themes covered include classics, contemporary literature, biographies, graphic novels and reference books. Initiatives to encourage student engagement with the library are being established presently. Certain authors / subjects have been highlighted via displaying the books with some information about the subject matter. Further plans to involve student engagement with the library include:</p>

- Library clubs or reading groups to foster a love of reading and provide opportunities for peer interaction.
- Author visits or reading events: these can make the library a more dynamic and exciting space.
- Student librarians: involving students in library management can promote responsibility and ownership.

**Consultant's comments**

Reading is identified in the Ofsted report as an area of strength within the school, students are encouraged and supported to embrace reading and develop their reading.

## 6. Details of Learning Support Provision

DSP 6.1 6. a) Role of the Learning Support Department within the school:

All staff are involved in meeting the needs of all students.

**Consultant's comments**

The school involves all staff as part of a transdisciplinary approach to an individual student's education.

b) Organisation of the Learning Centre or equivalent:

N/A - whole school provision

**Consultant's comments**

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

Due to the small size of the school, staff hold multiple roles of responsibility. The member of staff responsible for the organization of the English department is also the SENDCo and he provides curriculum and pastoral support and advice to all matters of school operations and strategy alongside the therapy team.

**Consultant's comments**

The staff work in a collegiate way, mindful of the many shared roles within a small school, therefore the SENDCo is central within curriculum design and delivery.

d) Supporting documentation, please indicate enclosed:

- |       |   |   |
|-------|---|---|
| vi.   | <b>SEN Development Plan (or equivalent)</b>   | ✓ |
| vii.  | <b>Timetables of teachers or teaching assistants for SpLD, but not the whole school/all staff</b> | ✓ |
| viii. | <b>List of known SpLD pupils</b>  | ✓ |

## 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 varying years of experience and knowledge in teaching students in a specialist setting. The school are aware of the importance of developing best practise through sharing within the setting.

DSP 7.3

- b) Have all English teachers and teachers of literacy skills undertaken training and participated in development activities to enhance their understanding of SpLD? The school's CPD programme should promote and support staff to achieve SpLD accreditation. (In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion.)

All teachers, and the Learning Support Assistant, have, or are working towards, at least level 3 in the teaching of dyslexia certification.

Consultant's comments

There is a grid identifying staff who have completed or in process for BDA level 3 qualification, this is ongoing.

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?

Yes, all staff were employing strategies being acquired through the Level 3 course.

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## 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 were thankful that their children are now attending school with some previously being out of school for some time. For some pupils the school is nearer than previous provision, which they have found helpful. They commented positively on the communication with the school and the informal updates which they receive, in addition to the parents evening. Parents acknowledge the immense skillset of the staff in working with their child and how easily they settled. Parents commented positively on the honesty of the feedback and confidence that the school are supporting the educational journey and building confidence. The parents are reassured that whilst a new setting, the sister site at Fulham is established and supporting.

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

8 pupils engaged with expressing their experience of the school. All pupils spoke of how the staff broke work down into understandable chunks, gave more help and communicated in a way they could understand, commenting staff used multiple methods and ways of telling and supporting understanding. They commented on the small size of the school, explaining they get more attention and support and that this was really important to them. They commented that they had more friends and expressed that there were people to speak to if they were worried. They confirmed the value of the items such as fidgets and reading rulers in classrooms. They commented on the structure of time between lessons which meant they arrived in time for the lesson, not late. All pupils spoke well of the school and staff, some were new to the school in September, and mindful of the complex education journeys this is a testament to the work of the staff in the school.

**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 Qualification for Qualifications</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	DSP
6. Specific to the Category of School or Centre: -	
6.2 The school is established primarily to teach pupils with SpLD.	✓
6.9 Assessment for admission to the school should include a report from an Educational Psychologist or a fully qualified specialist teacher assessor.	✓
7. Qualifications of Teaching Staff: -	
7.1.i. The teacher with oversight for the teaching and learning of pupils with SpLD should hold an appropriate qualification and is a senior member of staff who has a post of responsibility. Exceptions may only be allowed after special reference to the Council.	✓
7.3 All English teachers and teachers of literacy skills will have undertaken training and participated in development activities to enhance their understanding of SpLD. The school's CPD programme should promote and support staff to achieve SpLD accreditation. In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion	✓

Summary of Report including whether acceptance is recommended:

The following are to note for the next point of re-registration.

The school has all staff on training, and this was evidenced in observations, although some have yet to complete the qualification.

Students were settled and engaged, some only having been back in education for a few weeks, all lessons met the minimum standard with some lessons exceeding the minimum criteria.

The school has an assessment and monitoring system and is developing robust structures organically/dynamically to meet the needs of pupils as it seeks to grow to 50 students, acknowledging that whilst part of a larger group it is a unique setting. This was noted in the Ofsted report.

The SENCO has a level 7, this is a broad SEND qualification and has completed the level 3 SpLD.

see note on policy documents (2.1;2.2) and reference to a level 7 in SpLD.

My recommendation is to register for **2 years**, being mindful of the above points recognising the school has only been operating since September 2024 and is still growing its student population.

Recommended for either Registration / Re registration:

Consultant to tick relevant box

YES	NO
✓	

## Links

### 1. Background and General Information

g)

i. [Prospectus](#)  
[Staff List](#)

ii. [Recent Inspection reports,](#)  
[BHS Tooting Pre-Registration Ofsted Report](#)  
[Full Ofsted Report May 2025](#)

iii. [Details of Fees and compulsory extras for SpLD pupils](#)

iv. [Summary of provision](#)

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

c)

i. [Policy for SEN/SpLD](#)

iv. [Admissions Policy / Selection Procedure](#)

### 4. Teaching and Learning

d) [JSJ/TH](#)

### 6. Details of Learning Support Provision

viii. [List of known SpLD pupils in school](#)

### 7. Staffing and Staff Development

a) [Staff Qualifications List](#)

Report Summary

Criteria 5.3. [Joint Qualification for Qualifications](#)