



Council for the Registration of Schools Teaching Dyslexic Pupils

Barnardiston Hall Preparatory School

Registration– Category DU

1. *Date of visit:* 21 November 2013
2. *Name of Consultant(s):* Mr Nick Rees

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Barnardiston Hall Preparatory School Hall Road Barnardiston Haverhill Suffolk CB9 7TG Tel: 01440 786316 Fax: 01440 786355 Email: lesley@barnardiston-hall.co.uk Web: www.barnardiston.com	Rural Ind Bdg Wk Bdg Day	118 boys 100 girls Ages 2-13	Dysc Dysl Dysp ASD ADD P&S	IAPS
Comments:				

Please note:

- *Throughout this report details that 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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Shropshire,
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3. a) **Name and address of school:** Barnardiston Hall Preparatory School
Barnardiston
Suffolk
CB9 7TG
Tel: 01440 786316
Fax: 01440 786315
Email: registrar@barnardiston-hall.co.uk
Web: www.barnardiston-hall.co.uk
- b) **Name and qualifications of Head/Principal, with title used:**
Name: Lieutenant Colonel Keith Boulter
Title (eg Principal): Principal
Qualifications: MA, PGCE
Awarding body: University of Cambridge
Consultant's comments: A well-established Principal who is also the proprietor of the school. The Headmaster of Barnardiston Hall is Mr Tim Dodgson.
- c) **Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:**
Name: Mrs Lara Stark
Title (eg SENCO): SENCO
Qualifications: MEd (SEN & Inclusion), PGCE
Awarding body: University of Cambridge
Consultant's comments: A very well qualified SENCO.



Background and General Information

4. a) **Recent inspections:** ISI report, Jan 12.

Consultant's comments: Summary of main findings: Pupils at Barnardiston are well educated with pupils' achievement as good overall with some excellent features. Extra-curricular achievement is excellent. Outcomes for boarders are excellent. Pupils make good progress in relation to their abilities as a result of good teaching. Pupils with SEND and EAL as well as pupils placed by local authorities make excellent progress as a result of strong support. The progress of the most able pupils is promoted in extra-curricular activities but is less successful in some lessons.

The personal development of the pupils is excellent. This is supported by excellent pastoral care and welfare, health and safety arrangements, which ensure that pupils are safeguarded well. Pupils are self-confident, with high self-esteem and a strong awareness of moral issues. Their social development is good and they demonstrate excellent cultural development. Pupils' achievements are strongly supported by their largely positive attitude towards learning and their attentive behaviour in class. Pupils are courteous and generally well behaved.

The proprietor is highly committed to the success of the school and exercises good governance. The quality of leadership is good. Links with parents are excellent. Pupils are happy to be part of the school.

Recommendations for further improvement: Ensure that teachers consistently include challenge for the most able in their lesson planning; develop more formal systems for the monitoring of teaching and learning by senior managers and heads of department; formalise a system of recording in the boarding house to ensure that correct procedures are always implemented and communicated to the next members of duty staff; establish a formal forum which provides boarders with a regular opportunity to share their views with staff.

Independent
Schools only

- b) **Current membership (eg HMC, ISA etc.):** IAPS

Consultant's comments: A suitable organisation for membership, providing information and support.

- c) **Department of Education Registration Number:** 935/6023

- d) **Numbers, sex and age of pupils:**

		Total	SpLD (Dyslexia)	Accepted age range
Day:	Boys:	94	7	2-13
	Girls:	79	0	2-13
Boarding:	Boys:	24	3	5-13
	Girls:	21	0	5-13
Overall total:		218	10	

Consultant's comments: A small number of pupils in the school are diagnosed with specific learning difficulties.



- e) **Class sizes – mainstream:** Average 14 no more than 20

Consultant's comments: This range in class sizes is appropriate for the type of school.

- f) **Class sizes - special needs:** Max. 2 (Usually 1-1)

Consultant's comments: Teaching largely 1-1 and in small groups is appropriate with the small numbers of pupils with SpLD.

- h) **For completion by consultants only: Pastoral care arrangements, as relevant to SpLD (dyslexia) students, based on Ofsted/ISI report:**
Pastoral care was reported to be excellent in the ISI Integrated Report of January 2012. Staff are excellent role models in encouraging kindness and friendliness with relationships at all levels being extremely positive. The staff know individual pupils very well and provide excellent support and guidance for them. The needs of any pupil are brought to weekly welfare meetings and the whole staff discusses every pupil's progress each term. The Bridge, one of whose staff is a trained counsellor, provides excellent emotional and educational support for children with EAL, SEND and those who are vulnerable. This is much valued by the pupils. Pupils are happy at school and feel well cared for, praising the family atmosphere which pervades the school.

Pupils are aware of what constitutes a healthy diet and understand the need for exercise.

Arrangements to promote good behaviour and to guard against harassment and bullying work well, with serious sanctions seldom invoked. Pupils report that bullying is rarely an issue and that school measures are effective in countering any occurrence.

Although the school feels that it listens to pupils' views willingly, a small minority feel that they are not able to express their opinions to staff.

The school has an appropriate policy and three-year plan which guides physical and curricular provision for pupils with special educational needs or disability.



Staffing and Staff Development

DSP, SPS,
DU 7;
SC, WS 18;
MS 21

5. 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 attend regular INSET and courses relevant to their work in the school supporting pupils with SpLD. Training is given a high priority. The SENCO is suitably qualified and one other member of the learning support team is a qualified counsellor.

DU 14

- e) **Are the majority of lessons within the Unit taught by those having nationally recognised qualifications in the teaching of Dyslexic (SpLD) pupils? (Exceptionally, an experienced teacher undergoing training may be sufficient.)**

Yes – Lara Stark (MEd, SEN & Inclusion)

Consultant's comments: The SENCO is very well and suitably qualified for this role. One further teacher in the school has recently completed a recognised SpLD qualification.



Policy and Philosophy with Regard to Dyslexic (SpLD) Pupils

Criteria 1
& 2

6. a) **Policy statement with regard to dyslexic (SpLD) pupils including:**
- **Identification and assessment**
 - **Support for policy from Senior Management Team**
 - **Support for policy from governors**

The aim of Barnardiston Hall is to completely include dyslexic/SpLD pupils into the life of the School whilst giving them specialist support to include 1:1 lessons, small group lessons, extraction from lessons and in-class assistance.

All pupils are given the opportunity to achieve their full potential in the complete range of School activities, whether academic or other. The identification process (See Section 8) allows their individual needs to be met.

The Head of Learning Support communicates regularly with the Senior Management Team; effective communication is the key to ensure that all SpLD pupils are supported appropriately.

Consultant's comments: The policy involving all aspects of this well integrated support is comprehensive and readily understood. There is clarity and careful thought in its production.

- b) **Admission policy / selection criteria:**

Barnardiston Hall does not select children according to their academic ability. We accept pupils with a range of SEN, including SpLD.

If a child with such needs applies for a place at the School, the SENCO will meet with the parents and the child, read reports from previous schools (where possible) and look through Ed Psych reports (if applicable).

Where it is considered that we would be able to accommodate the learning needs of that child, he/she will be accepted and The Bridge (specialist support unit) will put together a package of appropriate support, often following a 'Familiarisation Day'.

Consultant's comments: The policy is detailed and transparent. It is an appropriate policy for this type of school.

Criterion 3

- c) **Give specific examples of the whole school response to dyslexia (SpLD):**

We have a specialist learning centre called 'The Bridge' which has expertise in order to meet a range of pupils' needs. Individual needs are discussed at regular Staff Meetings to ensure that support for pupils extends beyond the work done in The Bridge, across the curriculum and into every classroom.



The response to dyslexia will depend on the level of difficulty being experienced by a child. All staff are committed to boosting the confidence and subsequent learning experience of all pupils. All assessments are shared with appropriate staff and IEPs written in order to be shared with all staff.

Consultant's comments: The Bridge is central both in its location in the school and in its purpose. The learning support staff are fully integrated in the organisation of the school and the whole staff are 'on board' with the aims of The Bridge.

The school has many excellent displays in both classrooms and in communal areas. In most cases, they are 'contained' to certain parts of the walls and therefore support a working environment that is largely distraction-free for the pupils.

All staff are encouraged to provide differentiated work and worksheets for pupils with SpLD when appropriate. This was in evidence during the visit.



School Organisation

7. a) How is the week organised?

The School Day runs from 8.30am-4.30pm, with many pupils coming in before that time and leaving after that time, with a large number of pupils participating in extra-curricular clubs or Homework Club, finishing at 5.30pm.

Lessons are between 35-40 minutes each and there are 9 timetabled lessons each day. There is a morning break and a break at lunchtime.

Consultant's comments: The school is run following a regular format of morning and afternoon lessons, broken up with regular breaks. However, opportunities to attend extra-curricular activities are many and varied, with large numbers of pupils taking up the chance to participate.

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

We have a 'Bridge Homework Club' for pupils with SEN who need additional help with homework. This Club takes place 3 times per week and is invaluable for those who need small group and/or individual support from a specialist teacher/LSA. It also enables liaison between specialist support staff and teachers in order to ensure that pupils are being set homework appropriate to their needs. In some cases, it may be flagged up that a pupil is struggling with homework and needs different homework given beyond the differentiation provided through the 'setting' (A/B Sets) of pupils.

Teachers are advised to set homework that is accessible to pupils with SpLD.

SpLD pupils may be withdrawn from some lessons throughout the week in order to receive specialist 1:1 (or sometimes 2:1) support from The Bridge. This may be individual lessons from a specialist teacher or time with an LSA who delivers the 'Sound Foundations' Scheme. Often, these pupils will receive both levels of support.

Given that Languages can be challenging for pupils with SpLD, we take a flexible approach to whether or not pupils continue to attend these lessons. When they do not, we have a programme, which they can follow - dependent on their individual needs - in The Bridge. This is often a scheme enabling them to focus on their Literacy skills and pupils often receive 1:1 specialist tuition during these times.

Consultant's comments: There is a suitable and appropriate range of additional support for pupils with SpLD. The Bridge Homework Club serves a most useful function. There is flexibility with regard to pupils studying a modern foreign language.



DU 13

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

Yes. The SENCO is Head of the Bridge, a department within the School. Regular input at staff meeting and INSET days, input into differentiated strategies (e.g. separate spelling schemes), advice via IEPs etc. ensures that the SENCO has significant input into both the planning and delivery of the curriculum.).

Consultant's comments: This is clear in the organisation of the school, memos sent to staff and through observations made during the visit. Pupils and parents also hold the view that the SENCO's role is central and fully integrated throughout the school.



Identification and Assessment

Criterion 1
DSP & SPS
6

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

The four key ways in which pupils are identified to have SpLD are:

1. Parents/previous schools may flag up a difficulty at the admissions process. It may be that a parent raises a concern and then we act on this and look into why this pupil may not be achieving as expected.
2. Teacher Referral. We have Bridge referral forms. Once I (SENCO) have received a referral, I will assess the child. This may include putting them through a Dyslexia/Dyscalculia screener. I will share findings with the teacher, parents and then – where appropriate – with the whole staff body during meetings.
3. LSAs have the opportunity to see a range of pupils when they are assisting in lessons. During our meetings - or at any other time - they will flag up any concerns they may have with me. Again, I would assess that pupil.
4. NFER results – I have a look at NFER results in order to spot any 'spikey' profiles.

Consultant's comments: The procedure is comprehensive and clearly details the sequence of intervention with pupil/ parent/ school as well as any external agencies' involvement.

- b) **Give details of what action you take when children are identified as at risk of dyslexia (SpLD) from screening:**

A further assessment will be carried out (to include processing, reading, spelling, working memory, phonological assessments.) I (SENCO) will share findings with parents and teachers and pupils will often be referred to an Ed Psych for an assessment.

School-based. We can offer LSA support in lessons, 1:1 specialist teacher extra tuition and the option of focusing more on Literacy skills and being withdrawn from languages (where these pose a real challenge).

The child will receive an IEP. Close liaison takes place with core subject teachers before discussions take place with whole staff body. The IEP will be distributed to all staff so that they are aware of the needs.

Memos are sent out at the beginning of each term, outlining the needs of all children attending The Bridge. Recommendations for strategies/resources are outlined on the front of this memo. Staff know that they can seek out further help from me, if required.

A whole-school approach is very important in order to support these children.



Consultant's comments: The procedures that follow the initial concern are comprehensive and clearly detail the on-going sequence of intervention with pupil/ parent/ school as well as any external agencies' involvement.

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

Step 1: Screener

Step 2: A further assessment will be carried out (to include processing, reading, spelling, working memory, phonological assessments.)

Step 3: Referral to Educational Psychologist for a comprehensive assessment.

Consultant's comments: This is comprehensive and appropriate with a number of stages to follow.



Teaching and Learning

Criterion 3,
MS & DU 12;
MS & SC 17;
MS & WS 19

9. a) **Lesson preparation and delivery to meet the needs of dyslexic (SpLD) pupils for:**

- **Curriculum subjects**
- **Literacy support**

Teachers use notes from Educational Psychology reports, assessments and IEPs in order to inform their planning across the curriculum.

Scaffolding sheets, gap-fillers, 'key notes' and other differentiated resources and teaching strategies – as advised by the SENCO – are used in all lessons.

During Literacy support lessons, we consider objectives and advice from reports and assessments, where applicable, in order to inform our Long-Term Targets. Long-Term Targets are cited on the top of the IEP. Individual lessons are personalised according to pupil level (as opposed to chronological age).

A combination of supporting pupils in work they do in lessons and providing fresh activities, often focusing on confidence, 'overlearning' and study skills, serves to provide the individual with a rounded and flexible curriculum in which they feel supported.

1-1 Lessons are taught by the Head of Learning Support and by one of the LSAs (Maths). Handwriting lessons are delivered by two of the LSAs. Sound Foundations lessons are carried out by two of the LSAs. (Please ask us about Sound Foundations as we can provide additional information).

1-2 Lessons are monitored by the Head of Learning Support, all support staff meet daily as a Department and we have regular communication with the Headmaster.

Consultant's comments: Six lessons were observed, some 1-1 and some involving whole-class teaching.

In one lesson, pupils were actively involved in experiments from the start, which was both motivating and fun! Recording the results by the pupils was thorough but on carefully prepared and differentiated cloze procedures.

During a lesson on phonics, a 'best guess' card was used as a prompt and provided confidence for the pupils to 'have a go!' Extension exercises were also provided for the more able and good use was made of ICT both on the interactive whiteboard and with stand-alone computers.

A modern language lesson was both stimulating and fun with an element of competition introduced with a stopwatch! A pupil with SpLD was provided with a differentiated worksheet so that only the keyword was to be written rather than the whole sentence.



One-to-one lessons were focused, calmly delivered and it was obvious that the pupils both enjoyed and benefited from this additional support. Practical equipment was used effectively and teachers did not jump in too soon, allowing time for the pupils to think for themselves. Programmes for the pupils receiving 1-1 attention are well thought-out and administered effectively e.g. Sound Foundations.

Pupils were given opportunities to work practically, independently and quietly, allowing for information to be processed and memory to be used in most lessons. Pupils with EAL and SpLD were actively encouraged to participate fully in all observed lessons. In one most interesting and enjoyable lesson, however, the enthusiastic style of teaching missed opportunities for the pupils to play a more varied part in the lesson.

Greater opportunities for learning support assistants to get fully involved in some lessons could be given consideration as could an assessment of which lessons actually require targeted support.

b) Use of IEPs:

All pupils who receive significant LSA in-class support and/or 1:1 lessons, or whose needs deviate from the support they would get from normal in-class differentiation, will receive an IEP. There is close liaison with core subject teachers before discussions take place with the whole staff body. IEPs will be distributed to all staff so that they are aware of needs. Where possible, parents are involved in this process.

Where there is a Statement, the IEP plays an integral part of the reviewing process. We update IEPs twice yearly and, in some cases, termly. Changes are informed by staff comment and staff are encouraged to make notes on their copy of the IEP to show where progress is being made and to highlight areas of continued development.

Consultant's comments: The IEPs are comprehensive and detail the main areas of concern, the aims and the outcomes. Some of the targets could be more SMART (specific, measurable, achievable, realistic and to a time-frame) as this could assist decision-making with regard to the successful completion of the target.

c) Records and record keeping:

Important information/ notes from Educational Psychologist reports are given to staff to keep confidentially. Memos are sent round in Staff Meetings in order to update staff records.

Assessment results, Educational Psychologist reports and any relevant information is kept in a centralised filing cabinet in The Bridge Resources Room. Should a teacher require information on a pupil, she/he can access this filing cabinet.

Pupils have profiles on the School Intranet and reports and IEPs are uploaded onto here, too. IEPs are also distributed to all teachers and there is a central file in The Bridge Resources Room.

Statemented pupils have a separate file. (We currently have one Statemented pupil in Form VI).



Consultant's comments: Record-keeping is thorough and accessible to staff. The confidentiality of the material is achieved by keeping files in locked cabinets.

Criterion 3

d) **For comment by consultants only: Two case studies of dyslexic pupils (proforma provided to Heads for use if required)**

Both students have IEPs that are comprehensive and include: date of birth, year group, their special educational need, targets e.g. dyslexia, strategies and success criteria and the date achieved and the next review date. Standardised scores (reading, spelling, verbal reasoning, non-verbal reasoning and group reading) are shown over the whole time the pupil attends the school. Support during examinations is detailed e.g. 25% extra time and what aids pupils use to support their learning e.g. glasses, coloured overlays. There are also brief descriptions of each child, giving the history of the pupil's learning style. Strengths e.g. excellent social skills as well as weaknesses e.g. poor working memory are also reported.

f) **Any other relevant information, eg details of any other examinations taken, Reading and Spelling age assessments:**

NFERs are taken at the beginning and end of each academic year. All results can be found in a folder in The Bridge. They are also on a centralised system, coordinated by the Deputy Head, and copies are distributed to all teachers.

We have a Bridge Reading and Spelling Test – scores are kept in The Bridge and progress monitored.

Consultant's comments: Pupils do not sit the National Curriculum SAT Tests at Key Stages 1-3. They are not old enough to take GCSE or A Level examinations. The testing that does occur is appropriate for this type of school.

g) **Details of access (special examination) arrangements requested and made for dyslexic (SpLD) pupils:**

Dyslexic pupils are given 25% extra time in all School examinations. Where appropriate and on occasion, dyslexic pupils are able to complete exams out of the classroom.

Prospective schools are notified of any dyslexic pupils taking exams so that consideration can be given for special conditions.

Some pupils with dyslexia have a reader and/or scribe for examinations.

Consultant's comments: A good range of alternative support is provided during examinations if necessary for a pupil with SpLD.



- h) *For completion by consultants only: **Dyslexic (SpLD) pupils' responses regarding their school and teachers:** Six pupils ranging from Year 3 to Year 8 gathered for a meeting to discuss thoughts about their school. All pupils reported that Barnardiston was a better environment than their previous school. It was a unanimous view that either they had personally benefited or a friend had gained from the support of The Bridge. Staff are considered to be kind, caring and helpful, and The Bridge a place to go which is comfortable and welcoming. Lessons were described as being fun. Those who boarded agreed that their rooms were nice. The only request was for less homework (prep) and for teachers to be more consistent with the number of preps set!*



Facilities and Equipment for Access to Teaching of Dyslexic (SpLD) Pupils

10. a) **General resources for teaching dyslexic (SpLD) pupils:**
An open door policy is operated in The Bridge and all staff can borrow, use or look at the resources we have.

Spelling Aids:

- Choice sounds posters
- Ace Dictionaries
- Usborne Pictorial Thesaurus

For teaching – Literacy-based:

- Sound Foundations, Tom and Hilary Burkhard. *Dancing Bears* Books A,B,C and *Fast Track* (reading). *Apples and Pears* Books A,B,C (spelling)
- Units of Sound (Dyslexia Institute)
- Dyslexia Institute Materials (Complete course)
- Phonics Reference File
- 'Join it' handwriting course with photocopiable sheets
- Handwriting – Kath Balcombe KBER complete cursive course with photocopiable sheets.
- Brain Gym
- Improving Writing Pack
- Mind Map Books (Tony Buzan)
- Salt trays (handwriting and multisensory)
- TEACCH methods
- Creative Cards – Sheffield University Press
- Gym Trail equipment (to develop gross and fine motor skills for pupils with Dyspraxic tendencies, learning by doing, multi-sensory)
- Writing frames – scaffolding, planning
- Presentation of Work card (step-by-step and visual cue)
- LSAs summary of lesson sheets (individual)
- Cue Cards (produced by LSAs, individual basis)
- Table squares
- Place value grids
- Sheets with spellings of different sounds – choice
- Coloured sheets
- WOWO boards

Testing and Assessment

- BPVS
- PhAB
- WRAT4
- BARS-2 Autism Rating
- GADS Asperger's Rating
- Young Reading and Spelling Test
- Parallel Spelling Test
- Neale Reading Assessment
- NFER Tests
- Dyslexia: Screening and Assessment



- Online Dyslexia Screener (Testwise)
- Online Dyscalculia Screener (Testwise)
- Sloping desks
- Mind-mapping books

Maths and Numeracy (for visual learning, concrete operations)

- Maths for Dyslexia Pupils file
- Numicon 2 Maths Materials
- Base 10 Number Concept Set Ideal School Supply Company
- Clever Clock Interactive
- Play Money
- Judy Clock Class Set
- Lotto
- Flip Flap fractions
- Fractions/decimals circles
- Maths Made Easy Books, photocopiable (Kathleen Paterson)

Consultant's comments: The school has a wealth of resources to draw on to support their teaching and for assessment purposes.

b) **Library:**

Accessible to all children, there is a wide range of fiction and non-fiction books. One of the LSAs is also the Librarian, increasing the accessibility for SEN pupils.

Barrington Stoke Series – cream background (not white) are particularly good for SpLD pupils.

Consultant's comments: It is an advantage that the librarian is also a learning support assistant. There were large numbers of fiction and non-fiction in many of the classrooms.

c) **ICT:**

- Pupils with Dyslexia/Dysgraphia have access to computers in most classrooms so that they can type work, when appropriate.
- All special needs classrooms have a PC with connected colour printer and internet access
- Touch-typing software
- 'Join It' Handwriting
- Most classrooms have interactive whiteboards (concrete/visual/multi-sensory)

Consultant's comments: The school is very well equipped with ICT hardware and software. Evidence of its use was observed in a number of lessons.

DU 10 & 11

d) **Learning Centre:**

As section a)

Consultant's comments: This is named The Bridge and is integral in the support it provides to the pupils.



Statement of Special Educational Needs

11. a) **School policy:**

SEN Policy seen at time of visit

Consultant's comments: The policy is comprehensive and appropriate for the type of school.

Independent
Schools only

b) **Types of stated needs accepted:**

We accept a range of Stated needs including ASD, ADHD, and Behavioural.

Consultant's comments: This is an appropriate policy for this type of school.

c) **Number of stated pupils:**

One

Consultant's comments: The pupil has an IEP and there is regular communication with the local authority.



Parents' Feelings About the School, in Particular, its Response to Dyslexic (SpLD) Pupils

Independent
Schools only

12. Schools should provide, with the documentation, a list of the names of all known dyslexic (SpLD) pupils in the school. From this the consultant will select 12 names and schools will be asked to contact the parents (CReSTeD will provide an explanatory letter) for their permission to give their phone numbers to the consultant. The consultant will then contact 6 of these parents before the visit takes place to discuss their feelings about the school.

For completion by consultants only: **Parent Contacts:** Six parents were contacted prior to the visit. All parents spoken to commented on the high quality of the support from The Bridge, a sanctuary which can't be rated highly enough. Exceptional pastoral support from the school as a whole was also noted. All their children report to be happy and settled at school as the school is amazing and flexible. The home/school diary was missed as it provided regular contact with the parents; the lack of continuity of the role of SENCo was a raised as a minor concern as parents were sure that standard would be kept.



14. *For completion by consultants only: **Summary of Report including whether acceptance is recommended:** Barnardiston Hall Preparatory School is exceptional and deserves to retain itsDU status with CReSTeD. The grounds and the school are family-orientated, providing an appropriate environment in which to learn and for the boarders to reside. The atmosphere throughout is calm, friendly, welcoming and industrious. The school is resourced to a high standard and supports pupils with specific learning difficulties. The Bridge classrooms are of a good size, clean, ventilated and free from distraction. The school is extremely well run and the recent appointment of the SENCO has been extremely well received. Staff and pupils are proud of their school and are extremely happy. Parents are wholly positive with regard to the specialist provision as well as of the school as a whole and acknowledge that their children have made progress.*

In October 2013 the CReSTeD Council agreed an update to the criteria, the application for re-registration was completed prior to the new criteria's publication. To help parents review the information contained in this report the criteria as it applied is shown below:-

Consultant to tick relevant boxes when criteria are observed to have been met:	
Criteria	DU
1. The school implements a thorough and rigorous process for identifying dyslexic (SpLD) children.	x
2. The Senior Management Team and Governors fully support the provision for dyslexic (SpLD) pupils.	x
3. The impact of the provision for dyslexic (SpLD) pupils is measurable.	x
7. The Head of Learning Support (or equivalent) should normally hold a nationally recognised qualification for the teaching of dyslexic (SpLD) pupils.	x
10. The school has a designated Unit or Centre that provides specialist tuition on a small group or individual basis.	x
11. The Unit or Centre is adequately resourced, under the management of a senior specialist teacher, who co-ordinates the work of other specialist teachers.	x
12. There is an awareness by all members of staff of the necessity to adjust their teaching to meet the needs of dyslexic (SpLD) pupils and this is evident across the curriculum.	x
13. The Head of Unit or Centre will have Head of Department status, and must have an input into curriculum design and delivery.	x
14. The majority of lessons in the Unit or Centre to be taught by those having nationally recognised qualifications in the teaching of dyslexic (SpLD) pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher undergoing training satisfies this criterion.	x