



Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator: Liz Crossley
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Re-registration Application Form Category DU – Dyslexia Unit

Date of visit:

4th May 2017

Name of Consultant(s):

Carol Hodgson

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Brockhurst & Marlston House Schools (Palmer House Learning Development Centre) Marlston Road Hermitage Newbury Berkshire RG18 9UL Tel: 01635 200293 Fax: 01635 200190 Email: registrar@brockmarl.org.uk Web: www.brockmarl.org.uk	Rural		Dysc Dysl Dysp	IAPS
	Ind Bdg Wk Bdg Day	153 boys 159 girls Ages: 3-13 (boarding from age 8)		Common Entrance
Comments: There is a huge wealth of extra-curricular activities on offer at the school. Every child finds something they enjoy and at which they can succeed.				

School Details

Name of school: Brockhurst & Marlston House Schools

Address of school: Marlston Road, Hermitage, Newbury, RG18 9UL

Telephone: 01635 200293

Fax:

Email: info@brockmarl.org

Website: www.brockmarl.org.uk

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

Name: David Fleming and Caroline Riley

Title (e.g. Principal): Heads

Head/Principal's telephone number if different from above: As above

Qualifications: BA 1983, MA 1986, QTS 2000 / Cert Ed 1975 Bed 1976 MA 1996

Awarding body: University Oxford / Southampton, OU Education Mgmt

Consultant's comments

Both Heads are fully committed to the continuing development of the Learning Development Centre (LDC).

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

Name: Yvette Khoshab

Title (e.g. SENCO): Director/SENCo

Telephone number if different from above: 01635 200500

Qualifications: BH (Hons), PGCE, Level 5 & Level 7 certificates in SpLD

Awarding body: London University, OU, OCR

Consultant's comments

Mrs Khoshab, a well qualified Specialist Teacher, was appointed in January 2017 following the retirement of the previous Director and some of the LDC staff. Since starting she has recruited several new members to a team of enthusiastic and committed specialist teachers and support staff.

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1. Background and General Information

1. a)	Dep't of Education Registration No.:	869/6003			
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range	
	Day:	Boys:	146	29	3-13
		Girls:	151	17	3-13
	Boarding:	Boys:	7	1	8-13
		Girls:	8	3	8-13
	Overall total:		312	50	

Consultant's comments

Numbers of pupils with identified SpLD have increased greatly since the last CReSTeD visit, reflecting the success of the provision of the LDC.

- c) Class sizes – mainstream: 9-20

Consultant's comments

Pupils benefit from being taught in small single sex classes after pre-prep (Year2).

- d) Class sizes – learning support: 1-4

Consultant's comments

The majority of lessons in the LDC are one to one but there is a flexible approach - a handwriting group of three boys were observed being taught together.

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

The ISI report of May 2012 rates the pastoral care arrangements as excellent, stating 'The sensitive nature of support provided by all staff enables the schools to fulfil their aim of providing a first-class all-round education within a happy, disciplined and safe environment. Well-established pastoral care procedures are supported by clear policies and are implemented very successfully.'

This care is extremely well supported both by the established house system and by regular staff meetings where there is the opportunity to discuss the progress of every pupil in the schools.

These arrangements, together with the warm and trusting relationships between adults and pupils are highly effective in supporting each pupil.'

- f) Current membership (e.g. HMC, ISA etc.):

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

Information received

or provide link to view reports via the internet

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

Information received

or provide link to view reports via the internet

Independent Schools only

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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

Information received

Consultant's comments

The prospectus for each school are included in a folder together with an attractive gatefold 'Breadth of Opportunity' document giving pupils' impressions of their school. All are illustrated with high quality images reflecting the many curricular and extracurricular activities available for pupils. They are professional and informative, and include information on the LDC, stating 'At the heart of our teaching is the Learning Development Centre.'

Fees:	£ per term
Pre-prep (Ridge House)	3,278
Form 7 (Year 2)	3,278
Form 6 (Year 3)	5,161
Day Pupils (Year 4 and above)	5,490
Full Boarders (all ages)	7,373
Flexi Boarding per night (all ages)	32
2 nights per week	58
3 nights per week	73
4 nights per week	83
5 nights per week	95

There are additional charges for 1-1 lessons in the LDC of £23.00 per lesson with a Specialist teacher. £10 per lesson for TA/Specialist Teacher support in lessons and £5 per lesson for study skills.

The main findings of the ISI inspection report of May 2012 were as follows: The quality of the pupil's academic and other achievements is good. Pupils with special needs achieve, in relation to their ability, at least as well as other pupils. They are supported in this by the excellent work of the LDC, which enables them to make rapid progress. It was suggested that support in the classroom is not as effective as work done in the LDC. The quality of the pupil's personal development is excellent. Governance is good and leadership and management is sound. More recent interim inspections highlighted some safeguarding issues have been addressed. The schools' next ISI inspection is due in 2018.

2. Policy and Philosophy with Regard to SpLD Pupils

- Criteria 1 & 2 2. a) Aims and philosophy of the whole school
- Brockhurst and Marlston House Schools aim to combine the best features of single sex and co-educational systems. Our aim is to concentrate on the needs of the individual child, developing first-class all-round education founded on Christian principles and a disciplined, happy family atmosphere.

Consultant's comments

This ethos was evident throughout the duration of the day. The pupils enjoying and engaged in their learning.

- 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)**

Information received

Brockhurst & Marlston House CReSTeD website report Summer 2017

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with regard to SpLD pupils outlining:

- i. Policy for SEN/SpLD
- ii. Support for policy from Senior Management Team
- iii. Support for policy from governors
- iv. Admissions Policy/Selection Criteria
- v. Identification and assessment

Information received

Consultant's comments

There is a clear and comprehensive Policy for SEN which requires updating slightly following the appointment of Yvette Khoshab.

The Heads and Governors are fully committed to supporting the provision outlined in the SEN policy.

There is a clear and transparent admissions policy ensuring children accepted into the school will benefit from the education and support offered.

The school operates a comprehensive system of identification and assessment leading to a variety of pathways of support dependent on need.

Criterion 4

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

Identifying students with SpLD

Pupil's with SpLD are either known on entry to the school or identified in a number of ways. A meeting is arranged each week on a rota basis with teachers of a particular Form. This provides the opportunity to raise concerns about individual pupils. Teachers can refer concerns at any time to the SENCo and also welcome observations or advice. A teacher's concern sheet can also be filled in at any of these stages and needs to be completed before any further intervention is considered.

Details of pupils with SpLD.

All pupils with SEN needs are marked with a symbol on the school database. Teachers can then immediately identify the pupils. Further details are given on the database regarding the pupils' needs and current targets they are working towards in their LDC (Learning Development Centre) lessons. A 'Pupils of Concern' list is sent to teachers detailing the pupils with SEN needs, the severity of their needs, exam concessions and LDC targets.

Sharing Resources

Although each class have their own resources to support SpLD, the LDC can offer advice and provide resources such as reading rulers, word banks, phonics cards, number lines, squares, coloured paper and practical apparatus.

Planning and working with TA support

TA support is used in some classes to support specific pupil's with SpLD. The teacher and TA work together to provide support towards the learning objectives.

Meetings with Form Teachers

Weekly meetings are arranged on a rota basis with Form Teachers of a particular year group. This gives an opportunity to discuss pupils and raise any concerns.

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Independent Schools only	<u>Whole school assessment</u>		
	Standardised tests are carried out each term as well as CATS tests in the Spring term (Please see attached schedule) Ridge house (Nursery to year 1) conduct base line assessments and then half termly and termly assessments for phonics and maths. LUCID screening has also taken place this spring term in yr 1.		
	<u>Consultant's comments</u>		
	Every effort is made by the staff of the LDC to ensure that teaching staff are aware of the needs of pupils with SpLD and the best strategies to use in class with these pupils. Communication between staff is constant and teaching staff commented that 'the door was always open' to the Unit for help and advice for staff as well as pupils. Consequently pupils' needs were observed to be being catered for across all curriculum lessons observed.		
	e)	Number of statemented / EHCP pupils:	0
		<u>Consultant's comments</u>	
	f)	Types of statemented needs / EHCP accepted:	Dyslexia
		<u>Consultant's comments</u>	
		Comprehensive assessments and observations before entry ensure that pupils accepted into the school will be able to access the curriculum.	

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:

Before admission

Parents usually discuss concerns regarding their child before admission and forward any reports or assessments to the SENCo. Taster days are also organised and the SENCo will observe the child in class or the class teacher will report back any concerns.

Nursery to Yr 1

Ridge house conduct base line assessments and then half termly and termly assessments for phonics and maths. LUCID screening has also taken place this spring term in Yr 1.

Whole school assessment From Yr 2

Standardised tests are carried out each term as well as CATS tests in the Spring term (Please see attached schedule)

Teacher concerns

Teachers can raise a concern with the LDC at any time.

Weekly meetings are also arranged on a rota basis with teachers of a particular year group. Pupils who may be of concern are discussed.

Parent concerns

Parents can raise a concern at any time.

Consultant's comments

The identification and assessment strategies outlined in the LDC policy are effective.

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

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Teachers are asked to complete a record sheet detailing their concerns. The SENCo or specialist teacher may observe the pupil in a lesson/play time. A discussion is had with the class teacher regarding the next steps and support that could be provided in class.

If further investigation is needed the LDC may conduct appropriate testing, which is when parents would be contacted, if they had not been informed already. The LDC may then carry out a range of testing.

Depending on the difficulty, outside professionals may be suggested, such as OT or Speech Therapy. A discussion would be had with the professional and the parents put in touch with them.

Full diagnostic assessments are arranged with the Educational Psychologist, if this is felt necessary or the parents request a full assessment.

Post assessment a range of support options may be considered as appropriate. 1:1 lessons, group lessons, touch typing, study skills

Pupils are placed on the Monitoring list if no further action is needed to be taken or the Pupils of Concern list if pupils are found to have a diagnosis, exam concessions or need support lessons.

Consultant's comments

The school follows a pathway system of increasing levels of differentiation from differentiated in-class support at Level 1 through SENCo intervention/assessment/specialist teaching at Level 2, to Outside professional advice, assessment, teaching and DU placement at Level 3. This ensures that pupils at risk are monitored thoroughly.

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

SENCo may recommend a full assessment in consultation with the parents, or it may be at the parents' request. A full diagnostic assessment can be obtained with the Educational Psychologist working with the school. The school will make the initial contact with the EP and give the EP details to the parents to arrange for an assessment to take place. The SENCo will liaise and make an appointment to suit all parties.

Consultant's comments

Mrs Khoshab is in the process of liaising with a local EP so that this process can be made more efficient.

4. Teaching and Learning

4. a) How is the week organised?

This is the timetable for Yr 2-8. Nursery, reception and Yr 1 follow their own timetable.

8.15 until 8.35	Pupil registration in their class
8.35 until 9.00	Assembly/hymn practice
9.00 until 10.45	Lessons 1,2 & 3 (35 minutes each)
10.45 until 11.15	Break
11.15 until 12.25	Lessons 4 & 5
12.25 until 1.20	Lunch for Yr 2-5 Lesson 6 for Yr 6-8
1.20 until 1.55	Lunch for Yr 6-8 Lesson 6 for Yr 2-5 (Games)
1.55 until 2.30	Lesson 7 or Games
2.30 until 3.40	Lesson 8& 9 or Games
3.40 until 4.10	Break / End of Day for Yr 2 & 3
4.10 until 5.50	Lessons 10 ,11 and reading session
5.50 –	End of Day Yr 4-8

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Prep sessions are integrated into the timetable as well as extra curricula activities such as swimming and judo.

Consultant's comments

A long day for pupils, however there are opportunities for supported prep/homework which is very beneficial for pupils with SEN.

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

The LDC offers support for English, Maths, Touch Typing and Study Skills. Typically children attending the LDC attend for 2, 1.1 sessions per week. Other sessions may be shared or in a small group. The sessions are increased if there is a greater need to every day or to perhaps include extra Maths as well as English support.

Group sessions are arranged at 8.30 for touch typing and study skills.

Prep is set by LDC teachers by consultation with the class teacher, such as setting weekly spellings or reading. Other prep is set on an occasional basis, depending on the task and support from home.

Consultant's comments

Arrangements for SpLD pupils are made very much on an individual basis dependent upon need. Homework demands are monitored and appropriate.

Criterion
3 & 4

- c) Lesson preparation and delivery to meet the needs of SpLD pupils for:

- *Curriculum subjects*
- *Literacy support*

Curriculum Subjects

Pupils have supportive strategies detailed including not copying from the board, seating position etc.

Teachers have particular resources to hand to differentiate class tasks, such as word lists, phonics cards, handwriting style, number squares etc.

Some classes are supported with a TA and in particular circumstances a pupil will have their own TA for literacy and / or numeracy lessons.

Literacy Support

Literacy support is varied to match the needs of the pupil. Teachers firstly differentiate to meet the needs of SpLD pupils, which can be by resources, outcome and TA or teacher support. For some pupils there is close liaison between the teacher and specialist teacher regarding specific targets and in some cases the specialist teacher may set the weekly spellings. A few pupils receive TA support for literacy. Where this happens the teacher plans to make the best use of the support for a specific pupil.

Consultant's comments

In an English lesson observed (9 pupils with identified literacy difficulties), the teacher worked with an LSA. The pupils were lively, but well behaved and benefitted from worksheets differentiated by text size and background colour and a highlighted cue sheet. The lesson plan contained detailed information on pupil needs. Pupils used their own word dictionaries and there were alphabet strips on all tables. The teacher and LSA worked well to keep the pupils on task and engaged in their work. A Year 4 mixed ability Maths group of 11 pupils worked in small groups to problem solve and used individual whiteboards. The teacher used visualisation techniques to help with understanding of units of measurement. Pupils were given key fact sheets. LSA support was well used. In a Science lesson the teacher worked with pupils on practical experiments, showing a thorough knowledge of the needs of the pupils in his group. In other Maths and English lessons observed teachers used questioning and discussion well to elicit knowledge and develop understanding of the concepts being taught. Group work was

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differentiated by outcome with the teacher providing extra, well thought out learning aids and prompt materials for the group of pupils with SEN. Classrooms were colourful and attractive with plenty of work from the pupils on display.

In the two airy, comfortable and well equipped rooms used by the Learning Support Team, specialist teachers were observed to work 1-1 with pupils, sometimes 3 teachers to a room. The rooms were large enough for this to happen without distraction and work was quiet and focussed. Teachers and pupils interacted well and there were strong bonds between them. Many multisensory techniques and tailor made equipment were used and teachers used pupils' interests to develop literacy and numeracy activities. The work was engaging and varied and it was enjoyed by the pupils. One pupil was given a choice of work at the start of the session, another was encouraged to discuss his own writing by tapping into his love of using his laptop.

Pupils showed enjoyment of the activities and one of the groups taught in the room were following a handwriting course they had volunteered for. The organisation in the department was excellent, from clearly labelled resources, to the preparation prior to lessons beginning.

A touch typing course is provided using the individual computer bays in one of the rooms.

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

A provision map (Pupils of Concern) list is distributed to all staff each term showing the targets of the pupils receiving additional support lessons. In addition the pupils IEP or target sheet is also placed on the school database for staff to refer to. These are reviewed at the end of the term.

Please indicate **two examples** enclosed

Information received

Consultant's comments

Staff in the LDC provide detailed information to staff on the targets of pupils attending the Unit via the Record of Concern which is intended to be an easy reference for teachers. The computerised Target sheets contain an outline of the individual needs, targets and a review date. Staff can also obtain further information on pupils from the database. Targets are set at the beginning of a term and at the end of term outcomes are recorded along with a running record of the work done with that pupil on a Pupil Progress Tracking sheet. These are completed by all the teaching staff in the LDC and contain information on what has been covered in the session, what resources have been used and how the pupil is progressing towards their target. Heads of Department talked about the information provided by the LDC and also about the regular discussion of pupils and their needs in weekly year group meetings.

e) Records and record keeping:

Each pupil on the pupils of concern list has a file of any reports, correspondence and assessments. Additional files are also kept on our monitored pupils. As far as possible professional reports are also added onto out database for all staff to see.

A record is also kept of the main areas covered in a teaching session and a review at the end of each term.

Consultant's comments

Pupil records are kept in individual hard copy files and contain all relevant information, relating to testing and teaching. Any additional information such as SLT, OT or Educational Psychologist reports are also included. In addition, Mrs Khoshab is further developing the information available via the computer

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information system.

Criterion 3 f) For comment by consultants only: Review history and provision made for two pupils.
Case studies show careful monitoring of pupils resulting in appropriate testing and assessment if needed. The three step intervention process is used showing monitoring of the effectiveness of interventions with progression if necessary. Interventions outlined are individualised and dependent upon need. Flexibility in provision is evident.

Criterion 3 g) Impact of provision – assessment summary all pupils (only fill in the Key Stages relevant to your school):

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

GCSE	No. of pupils inc'd in the Year 11 timetable, regardless of age	Percentage A* - C	Percentage 5+ A* - C	Percentage 5+ A* - G
Whole School				
SpLD Pupils				

Key Stage 2	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	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:

PUMA and PIRA testing is conducted each term and CATs testing yearly.

Consultant's comments

Pupils do not take SATs as they are working towards Common Entrance Exams. Progress is monitored each term with testing taking place in October February and May for reading and spelling and in October and May for curriculum subjects.

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

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

A list of resources is given in the Learning Development Handbook.

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Criterion 5.2	b)	<p>ICT:</p> <p>The LDC is equipped with an interactive white board and 5 computers for pupil use.</p>
		<p>Consultant's comments</p> <p>The LDC is very well resourced and classrooms also contain a variety of resources designed to be used with pupils with SEN.</p>
Criterion 5.3	c)	<p>Details of access (special examination) arrangements requested and made for SpLD pupils:</p> <p>Access arrangements are noted on the database for all staff to see and all arrangements are planned for during the examination periods. Specialist teachers and other support staff are trained to support pupils requiring a reader, scribe or the use of a PC. A timetable of support is put in place.</p>
		<p>Consultant's comments</p> <p>The school is well resourced for IT, with common areas where pupils can use computers for work outside of lessons. Use is monitored for safeguarding purposes. There are interactive whiteboards in classrooms. Within the LDC computers are used to produce work, learn touch typing and use is made of programmes such as Nessy to support 1-1 work.</p>
Criterion 5.4	d)	<p>Library:</p> <p>The LDC have its own selection of books which the children can access. These include fiction, non-fiction and audio books. All pupils have access to the main school library, from which books can be borrowed.</p>
		<p>Consultant's comments</p> <p>Appropriate access arrangements are made.</p> <p>There is a small school library which is currently under reorganisation, containing a fair selection of reading books and some reference books. It is situated within a teaching room. Much of the pupils' research is done on line, although the younger children's classrooms contain further literature and reference books. The school also has an app through which the pupils can 'borrow' audio books which are carefully selected by a member of staff. This has proved popular during school holidays.</p> <p>The LDC also contains a selection of specially selected reading material suitable for its pupils.</p>

6. Details of Learning Support Provision

DU 6.3	6. a)	<p>Role of the Learning Support Department within the school:</p> <p>The role of the Learning Development Centre is to:</p> <ul style="list-style-type: none">• Support mainstream staff• Formal and informal training of mainstream staff• Contact and advice for parents• Identify and assess the learning needs of pupils• Arrange assessment and support from outside professionals, when needed.• Design and deliver learning programmes to support pupils' learning. which may include supporting pupils in class, 1.1 and in small groups.
		<p>Consultant's comments</p> <p>The LDC has an important role and this is evidenced by policy documentation and by the prominence given to information about the LDC on the schools' Brockhurst & Marlston House CReSTeD website report Summer 2017</p>

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DU 6.5 & 6.6	b) Organisation of the Learning Centre or equivalent:	<p>website and in their prospectus. 'The Learning Development Centre is a unique resource at the heart of Brockhurst and Marlston House Schools.' Schools' website.</p>
	<p>Director and SENCo – Yvette Khoshab Specialist Teachers – Jane Vincent, Venetia Harvey, Anna Green, Monica Maugeri, Helen Beesley Teaching Assistants- Yvonne Withinshaw, Hannah Bowles Administrator – Amanda Gibbs</p>	
	Consultant's comments	<p>Mrs Khoshab has a team of enthusiastic and energetic teachers in the LDC, several of whom, like herself, have only been at the school for a few months but who were observed to have formed very good relationships with their pupils. The Centre is well organised, efficiently administered and Mrs Khoshab is starting to develop her vision. Since the last CReSTeD visit the Centre has taken over another teaching room so that the two rooms, opposite each other, along with an office now form a physical Unit and are situated in a central position in the school.</p>
DU 6.6	c) Does the Head of Unit have Head of Department status and input into curriculum design and delivery?	Yes
	Consultant's comments	School documentation and observation shows this to be the case.
	d) Supporting documentation, please indicate enclosed:	
	i. SEN Development Plan (or equivalent) enclosed	Information received
	ii. Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff	Information received
	iii. List of known SpLD pupils in school	Information received

7. Staffing and Staff Development

Criterion 7	7. a) Qualifications, date, awarding body and experience of all learning support staff:	<p>Details of staff qualifications were provided at the time of application; names and specifics are not published to protect the identity of individuals.</p>
	Consultant's comments	<p>The LDC has five specialist teachers, one working as a Teaching Assistant and two suitably qualified Teaching assistants. The Departmental development plan targets the identification of any further training needs of its staff.</p>
DU 7.4	c) Are the majority of lessons within the Unit taught by those having nationally recognised qualifications in the teaching of SpLD pupils? (Exceptionally, an experienced teacher undergoing training may be sufficient.)	
	<p>All specialist teachers in the unit hold a Level 5 Certificate in Teaching Learners with SpLD and one is working towards this. Two specialist teachers hold the Level 7 Certificate in Assessing and Teaching Learners with SpLD and one is working towards this.</p>	

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- 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?

Across all departments it was clear that teachers were aware of the pupils in their groups who needed support. In the majority of classes teachers were helped by TAs who showed patience and understanding of the pupils they worked with. Lessons generally contained a practical element or task and developed at a good pace. Good questioning and answering techniques were used by several teachers, with some effective use of the interactive whiteboard.

Differentiation through the use of different handouts or expected outcomes was common and the provision of tailor made teaching aids and support materials showed good understanding of the difficulties faced by the pupils. Central to all teachers' abilities to meet the needs of all of the pupils was the very evident personal knowledge the teachers had of all the pupils in their groups. Relationships between staff and pupils were very good.

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:

All parents spoken to were very positive about the school and the support received by their children. All felt that their children had made good progress academically and talked about the personal progress their children had also made in the areas of confidence and self esteem. Most had heard of the school by word of mouth. They all said that their children were very happy and enjoyed the many extracurricular activities on offer. One parent said that although the days were long their child was not tired because of the variety of physical and academic activities throughout the day.

Parents praised the support given to their child through the LDC 'he has come on leaps and bounds' and 'he has progressed beyond expectation.' Communication with the school and the LDC was described as excellent, having regular meetings to discuss their child with several members of the unit knowing their child very well. Another said that she had had a very helpful 3 hour meeting to discuss the best options for her son as he moves to his next school. One parent said that since Christmas communication with the staff of the LDC had improved and all described the changes being seamless. Another talked about how open and receptive the staff in the LDC are in responding to concerns and praised the excellent communication between teachers.

One local parent said that her child had asked to board for one night a week to that he could participate in all the after school activities and that this experience had helped him to develop his personal and social skills.

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

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

Seven pupils took part in a discussion about their school. There was a mix of boarders and day pupils and they had been at the school for between 1 and 9 years.

All of the pupils really liked their school and enjoyed their time. They particularly enjoyed the extracurricular activities such as riding and shooting and appreciated the friendly atmosphere where 'no one judges you.' It was evident that they felt safe and comfortable at the school which they felt was not too big so they could know everyone, including the teachers and everyone looks after each other. One pupil said that they felt that the teachers knew about their difficulties and the others agreed. Teacher support was praised. All of the pupils could name areas in which they felt they had made progress and they appreciated the supported prep sessions in Years 6-8. Those who had been at the school for a few years said that they felt the food was improving and they liked the tuck shop for boarders. They were a lovely group of pupils, polite and co-operative and happy to talk about their school.

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 Joint Council for Qualifications guidelines .	✓
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	DU
6. Specific to the Category of School or Centre: -	
6.3 A Unit or Centre providing specialist tuition on a small group or individual basis, within the school environment.	✓
6.5 The Unit or Centre is adequately resourced, under the management of a senior specialist teacher, who co-ordinates the work of other specialist teachers.	✓
6.6 The Head of Unit will have Head of Department status, and must have an input into curriculum design and delivery.	✓
7. Qualifications of Teaching Staff: -	
7.1 The Head of Learning Support (or equivalent) should be a qualified teacher holding a nationally recognised qualification for the teaching of pupils with SpLD. Exceptions may only be allowed after special reference to the Council.	✓
7.4 The majority of lessons in the Unit or Centre to be taught by those having nationally recognised qualifications in the teaching of SpLD pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher undergoing training satisfies this criterion.	✓

Report Summary

Summary of Report including whether acceptance is recommended:

Brockhurst and Marlston House provides a very supportive educational environment for all of its pupils with the Learning Development Centre ensuring that those with additional needs are identified and appropriately supported. The schools are housed in beautiful buildings with excellent grounds and facilities, including swimming pool, a huge art department and sports hall/theatre. Classrooms are light, airy and attractively decorated with pupils' work.

Relationships between staff and pupils are excellent and staff provide a wealth of opportunities both academically and through a wide variety of extracurricular and sporting activities. Boarders benefit from comfortable and homely surroundings and support with the development of personal skills.. Boarding staff who also teach, ensure good links between the educational and pastoral provision. Parents and children alike love their school.

I highly recommend Brockhurst and Marlston House for re-registration of DU status.