



## 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](mailto:admin@crested.org.uk)

### **Brockhurst & Marlston House Schools Re-registration Application Form Category LSC – Learning Support Centre**

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
<b>Brockhurst &amp; Marlston House Schools (Palmer House Learning Development Centre)</b> Marlston Road Hermitage Newbury Berkshire RG18 9UL Tel: 01635 200293 Fax: 01635 200190 Email: <a href="mailto:r.harper@brockmarl.org">r.harper@brockmarl.org</a> Web: <a href="https://www.brockmarl.org.uk/">https://www.brockmarl.org.uk/</a>	Rural	162 boys 161 girls	Dysc Dysl Dysp	BSA ISI
	Ind Bdg Wk Bdg Day	Ages: 2-13 (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.				

*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.*

Date of visit:

11th February 2025

Name of Consultant(s):

Anne Cowley

## School Details

Name of school:	Brockhurst and Marlston House Schools		
Address of school:	Marlston Road, Hermitage, Thatcham, RG18 9UL		
Telephone:	01635 200293	Fax:	
Email:	r.harper@brockmarl.org		
Website:	www.brockmarl.org.uk		

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

Name:	David Fleming		
Title (e.g. Principal):	Head		
Head/Principal's telephone number if different from above:		:	
Qualifications:	BA 1983, MA 1986, QTS 2000		
Awarding body:	University of Oxford		

### Consultant's comments

David Fleming Is dedicated to the school and is upholding a family tradition of serving as Head. Originally a doctor, his journey led him back to the school after training to be a Science teacher, and he continues to teach classes. His passion for providing opportunities for all children is evident in the extensive activities program and flexibility planned into the school day, including hybrid learning where students can join lessons via video, if required. Well-being and academic development are both priorities.

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

Name:	Yvette Khoshab		
Title (e.g. SENCO):	Director of Learning Development Centre/ SENCo		
Telephone number if different from above:			01635 200 500
Qualifications:	BH ( Hons), PGCE, Level 5 & Level 7 Certificates in SpLD		
Awarding body:	London University, OU, OCR		

### Consultant's comments

Yvette Khoshab is highly qualified and has extensive experience working in schools, supporting students in a variety of settings.

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## 1. Background and General Information

Independent Schools only	1. a)	Dep't of Education Registration No.:	869/6003			
	b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range	
		Day:	Boys:	152	48	2-13
			Girls:	144	27	2-13
		Boarding:	Boys:	10	3	8-13
			Girls:	17	1	8-13
		Overall total:		323	79	
		Consultant's comments				
		Around 24% of the students have SpLDs with a 60/40 split between boys and girls. The school has grown by 69 students since the last visit with the number of students with SpLD rising by 46, which is a relatively large proportional increase. This suggests that the school is growing in terms of the number of students it attracts, as well as the reputation it has for supporting pupils with SEN.				
	c)	Class sizes – mainstream:	8-20			
	Consultant's comments					
	Classes seen on the day were all below 20. Several of them had an additional Teaching Assistant supporting 1:1.					
d)	Class sizes – learning support:	Mainly 1.1				
	Consultant's comments					
	1:1 lessons make up the majority of provision, although there are some groups for touch typing, for example.					
e)	For completion by consultants only: Pastoral care arrangements, as relevant to SpLD students, based on Ofsted/ISI report:					
	There was a full inspection of the school in April 2018, with a compliance inspection in September 2022 where all regulatory standards were met.. From the 2018 inspection, 'pupils demonstrate a level of maturity which is advanced in relation to their age.' Furthermore, pupils 'felt safe at school'. 'Pupils contribute significantly to a strong sense of community...with a clear understanding of how they can influence positively the lives of others. There is a level of respect for one another...They demonstrate and articulate a strong awareness of how to keep healthy and to stay safe, both in day-to-day living and online'. These extracts demonstrate that Brockhurst and Marlston House Schools have strong and well-planned pastoral systems in place, and there was nothing in the later compliance inspection to say this had changed.					
f)	Current whole school membership(s) e.g. HMC, ISA etc.:	BSA, ISI				
g)	Please supply the following documentation:					
	i. <b>Prospectus</b> , including <b>staff list</b> (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					
	Please see website encl <a href="https://www.brockmarl.org">https://www.brockmarl.org</a> .					

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<p>ii. <b>Recent Inspection reports</b>, please indicate copy enclosed or provide link to view reports via the internet</p>	<p><b>uk/wp-content/uploads/2022/12/Brockhurst-and-Marlston-House-Schools-Report-v5-2022-12-01.pdf</b>  <b>Full Inspection April 2018</b>  <a href="https://www.brockmarl.org.uk/wp-content/uploads/2021/03/BrockhurstAndMarlstonHouseInspectionReport2018.pdf">https://www.brockmarl.org.uk/wp-content/uploads/2021/03/BrockhurstAndMarlstonHouseInspectionReport2018.pdf</a>  <b>Compliance Inspection September 2022</b>  <a href="https://www.brockmarl.org.uk/wp-content/uploads/2022/12/Brockhurst-and-Marlston-House-Schools-Report-v5-2022-12-01.pdf">https://www.brockmarl.org.uk/wp-content/uploads/2022/12/Brockhurst-and-Marlston-House-Schools-Report-v5-2022-12-01.pdf</a></p>
<p>iii. <b>Details of Fees and compulsory extras for SpLD pupils</b> (if applicable), please indicate copy enclosed or provide link to view information via the internet</p>	<p><a href="https://www.brockmarl.org.uk/fees/">https://www.brockmarl.org.uk/fees/</a>  <b>Learning Support Fees Document enclosed</b></p>

#### Consultant's comments

The prospectus is online and is in a clear and accessible format.  
The learning support fees are not on the website.  
1:1 lessons are paid for in blocks of 1 or 2 x 10 weeks, so parents know the termly cost.  
Group intervention, such as handwriting, spelling and touch typing are also charged (at a lower rate).  
TA support is billed to parents.

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

Criteria  
1 & 2

### 2. a) Aims and philosophy of the whole school

Children start their educational experience at the nursery from the age of two. Our approach to the Early Years Foundation Stage (EYFS) focuses on the development of the children by extending their learning through an exceptional range of enriching activities, enabling them to use their imagination and creativity, whilst building problem solving skills and independence. From the nursery upwards into pre-prep (Years 1&2) our focus is on developing independence, self-confidence and enquiring minds. The Early Years is led by the Head of Pre Prep who co-ordinates and liaises with parents and works closely with the school SENCo to identify as soon as possible any children with SpLD. At this stage intervention may typically be in the form of SALT, OT assessments and identification of ASD. Base line assessments and half-termly and termly assessments for phonics and maths are conducted. LUCID screening also takes place in the summer term for selected children. At the end of Reception, teachers complete the EYFS profile.  
From Year 3, Brockhurst and Marlston House Schools, aim to combine the

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best features of single sex educational systems. Until Year 6 our boys and girls are taught in small single sex classes for their academic lessons as this is where their differing learning needs are at their most marked. Our aim is to concentrate on the needs of the individual child, developing all-round education founded on Christian principles and a disciplined, happy family atmosphere.

A flexible collection time is available to suit the needs of all children, with a flexible fee structure. This suits the needs of those with SpLD who may benefit from a shorter school day.

Lessons are available on-line from Year 3, to pupils who are unable to be physically present in class, but are able to join on-line. This has been termed as a hybrid classroom and has benefited those children with additional needs, who find being present in school difficult.

#### Consultant's comments

Children with additional needs are well integrated into the school community, and any extra lessons they receive are scheduled so that they do not miss out on extracurricular activities. Approximately 24% of the students are on the SEN register, making the LDC a busy department. In the Pre-Prep, the focus is on supporting each child's learning journey by providing opportunities to consolidate skills within daily activities. Specialists, such as the Speech and Language Therapist, are invited to the school to advise and support children as needed. One-on-one lessons can also begin in the Pre-Prep if required. The school offers flexible scheduling, allowing some students to opt for shorter days. During the visit, hybrid provision was observed, with students who were not physically present joining their lessons online. This approach appeared to work well, both in terms of technology and academic access. With regard to pastoral care, which is a key aspect of supporting children with SEN, the tutors have a pivotal role with daily contact and raising concerns. Wellbeing 'webs' are used to generate discussion and help students to express themselves, but this is in addition to a general wellbeing charter which encourages safe spaces for children and senior staff who are proactively 'curious' about the wellbeing of individuals. The matron, who is deputy DSL, is an important part of pastoral care within school, as are the Heads of both Brockhurst and Marlston.

Criteria  
1 & 2

- b) Please indicate copy of the whole school **Staff Handbook (SH)** enclosed
- c) **If not within SH**, please enclose copies of whole school **policy statement(s) with regard to SpLD pupils** outlining:
  - i. **Policy for SEN/SpLD**
  - ii. **Support for policy from Senior Management Team**
  - iii. **Support for policy from governors**
  - iv. **Admissions Policy/Selection Criteria**
  - v. **Identification and assessment**

ALL DOCUMENTS  
RECEIVED

#### Consultant's comments

The documentation is thorough, although the SEN Policy is quite lengthy with extensive lists of resources. However, the process for identifying students' needs and the subsequent support framework are clearly outlined.

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Criterion 4

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

Identifying students with SpLD

Having a nursery provision gives the opportunity to identify children who present as having specific difficulties, early. This may often be speech and language difficulties, sensory or co-ordination problems. These can be identified and if needed the correct professionals can be brought in to assess needs.

From Reception/Year 1 onwards class teachers may identify children who may be struggling with the acquisition of phonics or number skills. In the summer term LUCID screening takes place for selected children.

Older children can be referred to the SENCo at any time, either during the weekly staff meeting or by contacting the SENCo. Informal advice might be sought or for on-going difficulties and a 'teacher concern form' may be completed. The SENCo may observe the child in class or carry out some assessments before deciding on the next step.

New entrants to the school with SpLD will often come with assessments, but many do not. Children will be offered taster days, so we can identify any children who may need support and perhaps carry out assessments during their visit.

SEND register

From September 2024, the register has been gradually moved from Google Classroom to the new school database, Hubmis. Teachers, when they are registering their class, see a yellow flag, next to the name of any child with SpLD. When hovering over the flag a summary of need is given. More details are then available about individual children, when directed to the Learning Support tab. These include details of any diagnosis, exam concessions, targets for those receiving TA support and classroom strategies.

Sharing resources

Although each class have their own resources to support SpLD, the LDC can offer advice and provide additional resources. These could be reading rulers, pencil grips, wobble boards/cushions, writing slopes, dictionaries and any number of practical apparatus.

Differentiation

Apart from the number of additional resources that have been mentioned above, teachers may employ a number of techniques to support children with SpLD's. These may include sitting children away from distractions, reducing coping from the board, allowing for slow processing speed, allowing movement breaks, using PCs for extended writing tasks, checking prep has been understood and written down correctly, not requesting some children to read aloud.

Consultant's comments

Within the LDC, there are specialists who can help to identify and address a

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Independent Schools only	<p>child's needs following referral from class and subject teachers. Tailored support to help them thrive academically and socially can be provided. At the beginning of the term, ten members of staff undertook training on the 'Flexit' programme which can help individuals manage anxiety, and is being rolled out across the school.</p> <p>The introduction of the new Hubmis system, where students with SENs are flagged on class registers, has significantly enhanced the ability of mainstream teachers to know and support these learners. By clearly identifying students with SEN, the Hubmis system enables teachers to know and implement appropriate strategies within mainstream lessons. Going forward, this is likely to foster a more inclusive and supportive learning environment for all students.</p> <p>It is common practice for children to attend the LDC for lessons, necessitating flexibility from all staff members. This is managed with individual students in mind so they can receive the specialised support they need without disrupting their overall educational experience and programme of activities. For example, a student has their support lessons before school, preferring not to miss class lessons, whereas, another started to attend early morning swim training, so his lessons were changed to accommodate this, promoting a balanced and holistic approach.</p> <p>The tracking of student attainment involves whole school baseline and interim testing in maths and English, combined with individualised testing within the LDC. This dual approach allows progress to be tracked, and support can be increased, reduced or adapted according to changing needs.</p> <p>The school is committed to continuing professional development; for example, all maths staff had training in dyscalculia at the end of the previous term. Practical strategies would be beneficial as a follow up.</p>	
	e) Number of statemented / EHCP pupils:	3 (1 in process)
	Consultant's comments	
	The EHCP paperwork was seen during the visit and all was in order.	
	f) Types of statemented / EHCP needs accepted:	
	Any that we can support	
	Consultant's comments	

### 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:
	<p>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:</p> <p><u>Before admission</u></p> <p>Parents may discuss concerns regarding their child before admission and forward any reports or assessments to the SENCo. However, some parents do not highlight any difficulties their child may be experiencing and therefore taster days are important to the process of identifying the needs of the child. The class teacher may report initial concerns during the visit and the SENCo will then often go and observe in class. If appropriate, assessments can be carried out.</p>

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#### Nursery to Year 1

The Head of Pre-Prep co-ordinates and liaises with parents and works closely with the school SENCo. Early identification is key for children with speech and language needs and early signs of ASD. Base line assessments and then termly and half-termly assessments for phonics and maths are conducted. Lucid screening takes place in the summer term for selected children.

#### Whole school assessment

Standardised tests are carried out from Yr 1 as well as CATS tests. School exams are carried out from Yr 3 onwards in November and June.

#### Teacher concerns

Teachers can raise concerns at any time and a teacher concern sheet can be completed and given to the SENCo. Many opportunities also arise to speak to teachers informally.

#### Parent Concerns

Parents have a high profile in the school and their input is valued. There are many opportunities for parents to discuss concerns and there is no expectation to wait for a formal parents meeting. Parents regularly communicate with their child's class teacher and if children are receiving support from the LDC, they are encouraged to communicate with their child's support teacher. Parents are signposted to the SENCo to discuss any initial concerns.

#### Consultant's comments

Mainstream teachers at the school are confident and proactive in raising concerns to the LDC when children exhibit challenges with learning or behaviour. Being proactive ensures issues can be addressed, and a plan devised. By maintaining open lines of communication with the LDC, many teachers communicate effectively and there is a flow of information between the LDC and mainstream classes. As in all schools, there is always room for improvement, and work to foster a supportive and inclusive learning environment is ongoing.

Admission to the school is clearly outlined, and there are processes in place at any stage in the educational journey to identify students who may be showing signs of SpLD. Some parents reported that the school flagged concerns about their child, while others brought their child's needs to the school's attention.

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

- Teachers may initially have an informal conversation with the SENCo and implement some strategies in the classroom.
- If the teacher's concern is on-going a 'teacher concern' form will be completed.
- The SENCo or specialist teacher may observe the pupil in a lesson or play time.
- If further investigation is needed the parents will be contacted and appropriate individual testing may be conducted.
- If no further action is needed the pupil will be monitored.
- A referral could be made for OT, SALT or maybe a behavioural optometrist.
- Full diagnostic assessments with an Educational Psychologist or specialist assessor can be arranged if it is felt necessary or the parents request an assessment.
- Post assessment a range of support options will be considered

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- according to need.
- Pupils will be placed on the SEND register if they are being monitored or assessments show a particular difficulty and/or support has been put in place.

#### Consultant's comments

The Head of the Nursery and Pre-Prep is experienced in recognising children displaying challenges with their learning or behaviour. Both the LDC staff and outside professionals, alongside the Nursery and Pre-Prep staff, often liaise to identify and plan for the needs of individual children.

In the older years, there may be testing by someone in the LDC to plan appropriate intervention, but Educational Psychologists, Speech and Language, and Occupational Therapists are often called in to provide further assessment and support.

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

A list of assessors can be provided to parents which include Educational Psychologists who work with the school and specialist assessors. West Berkshire Council can also provide specialist assessments. This then provides a variety of price options for parents.

Once parents have decided on who they would like to engage, the SENCo can liaise to make an appointment time in school.

Parents will also occasionally appoint their own assessor, which they will see outside school.

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#### Consultant's comments

Full assessments for SpLD are not carried out by LDC staff but outsourced to appropriate professionals and funded by parents.

The LDC will provide background information for the assessment and can be the link between the assessor and parent.

## 4. Teaching and Learning

4. a) How is the week organised?

Pre-Prep have their own individual timetables with their class teacher. Break and lunch times are earlier than the rest of the school and staggered according to each class. The school day finishes at 3.45. Breakfast club is available from 7.45 and after school club from 4-6pm.

From Year 3 onwards the timetable is as follows:-

7.45-8.30 - Early morning 1.1 lessons can be arranged in the LDC. Group handwriting lessons also take place at this time. Children can also sign up for early morning swimming or may have a music lesson.

8.15 - Registration

8.30-9.15 - Lesson 1

9.20-10.00 - Lesson 2

10.05 - 10.25 - Assembly ( children can attend touch typing lessons at this time or LDC lessons)

10.25-10.55 - Break

10.55 - 11.40 - Lesson 3

11.45-12.25 - Lesson 4

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12.30-1.30 - Lunch (mindfulness sessions in the LDC)

1.25-2.10 - Lesson 5

2.10-2.50 - Lesson 6

Children can leave at 3pm, which is part of the flexi fee arrangement and the afternoon is divided into three sections with activity slots and a prep and break slot.

6pm-Supper

After supper a range of academies are available such as football, cricket, tennis and hockey.

#### Consultant's comments

Lessons are 40 minutes in length, a duration thoughtfully considered by the Head and teachers to provide the optimum time for learning while minimising the disruptions caused by transitions between classes.

The school day is designed with flexibility in mind, allowing for students who may need a shorter school day while still providing ample opportunities for extracurricular activities. This careful balance between academics and enrichment has been planned to ensure that all students can benefit from a well-rounded education. By accommodating different needs and interests, the school creates a supportive and nurturing environment that promotes both academic achievement and personal growth.

The day can start as early as 7:45 am, with a variety of options available for students, such as early morning LDC lessons, group activities, swim sessions, or music practice.

By providing a mix of academic and extracurricular activities, the school ensures that every student has the chance to thrive, no matter their individual strengths and preferences.

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

Pupils with SpLD have a range of support options available to them. Some pupils may initially require some adjustments in class and additional exam support, such as extra time.

Teaching assistant options are available for support in maths and English lessons. This can be 1:1 or as a group. Targets are set for pupils with TA support, to work towards independence.

Group sessions are available for pupils to learn touch typing or for additional support with handwriting. Mindfulness sessions are becoming popular for those pupils needing support with anxiety.

Individual or shared lessons can be arranged for pupils in the LDC for maths and English. These are mainly 1:1 or can be shared. There is close liaison between the LDC teacher and the class teacher. For instance separate spellings may be set, rather than the class spellings.

Prep may be set by the pupil's LDC teacher, but only if this is not overloading the child with extra work. Class prep is added onto the school LMS system so parents as well as children can access this. This is a great support to pupils who find it hard to record their prep.

There is a prep slot for all children every afternoon in school, if they attend after 3pm. Boarders will have supervised prep in the evenings. There is always adult support available in these sessions.

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#### Consultant's comments

Prep can be done either at school in a planned afternoon session or at home. While some differentiation is evident, certain students continue to struggle with completing tasks. Additional support may be necessary to help those who find it challenging to complete their prep tasks independently. The LDC is a welcoming space with two main rooms and two offices, providing a flexible environment for both 1:1 sessions and group activities. This layout allows for a variety of support options, catering to the individual needs of each student. The LDC staff promote a comfortable and inclusive atmosphere, and the students have good working relationships with their LDC teachers and enjoy lessons. The timing of LDC sessions varies according to a child's timetable and scheduled activities, offering flexibility for students to receive help when it best fits their day. These sessions can take place before or during the school day. This helps to balance social, academic and extracurricular commitments. The support provided by the LDC is mostly 1:1 and can include, for example, maths, English, general academic support, study skills, mindfulness, touch typing, and precision teaching for literacy development. The LDC staff are mindful of effective SpLD teaching, as well as overall academic and personal growth of each child. Building skills, resilience, independence and confidence are seen as key indicators of success by the SENCo, Deputy SENCo and LDC teachers and TAs. The school will provide 1:1 TA support for individuals within mainstream classes (funded by parents).

Criterion  
3 & 4

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

Teachers will be able to find details of pupils with SpLD on the Hubmis database, which initially flags up any children per class with SEND needs, for quick reference and then more detailed information is given on each individual child. Details may be found under classroom strategies for individual children.

#### Differentiation by outcome

Teachers may differentiate the amount of reading, writing or question to be answered for those with SpLD. Teachers may give more time for oral questions to be answered or give time for the pupil to consider an answer and come back to them. Prep can be differentiated by the amount of time spent on it rather than by quantity.

#### Differentiation by resources

Some of the younger children will benefit from wobble cushions, writing slopes, reading rulers or pencil grips. Classroom resources such as word lists, phonics cards etc are available. Older pupils may have the support of reading pens and for those who have attended our touch typing sessions, they will have the use of a laptop for extended writing.

#### Teaching assistant support

All Pre-Prep classes have a classroom assistant who is available to support the needs of children showing SpLD difficulties.

From Yr 3 onwards TA support is allocated to specific children for English and maths lessons. The pupil may receive 1:1 support or as a group. The TA will have targets they are working towards to support these individual children, which are recorded in the school database. They will also work under the guidance of the class teacher.

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#### LDC specialist teachers

Many 1.1 lessons involve catching pupils up with any gaps that they may have with their literacy or numeracy. Individual assessments will identify what is needed. However, for some pupils the lessons are used to reinforce the areas covered in class and closely follows the class teaching.

#### Consultant's comments

A range of mainstream lessons were observed during the day. A Year 4 English lesson included paired work, use of whiteboards to record ideas, lists of useful vocabulary and spelling dictionaries. A teacher and a TA supported the work, and the delivery of the lesson was fun, enjoyed by students, and had clear learning intentions which were conveyed to the class. In a Year 6 English class there were coloured rulers for reading used by several students, prompts to remind students how to tackle the activity in short list form, and included class discussion and focused, independent work where there was a quiet, studious atmosphere. There was a teacher and TA present. In an engaging History lesson for a Year 7 class, there were opportunities for everyone to be involved, and one pupil was using a laptop. The teacher has an effective system for submitting homework using GoogleDocs. There was a teacher and TA in the lesson. In the LDC, 1:1 lessons were observed for children ranging in age from Year 2 upwards. The pace of the lessons meant students were engaged, and each activity was designed to build on the previous task or lesson. The sessions were enjoyable for the students and the rapport between teachers and children was apparent. All lessons observed were appropriate, targeted to the age and needs of the child, multi-sensory, and employed high quality SpLD teaching.

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

The SEND details recorded on the database, for all staff to access, provides all the details needed for each child with SpLD. This includes their type of difficulty, class support, targets, reports, exam concessions and LDC lessons. For those children attending the LDC for lessons, target sheets are updated at the end of each term with details of the work that has been completed and if targets have been met.

Two examples are enclosed

Please indicate **two examples** enclosed

YES

#### Consultant's comments

Detailed target sheets of several students were examined during the visit. There was clear progression of targets, and there was termly evaluation. These documents can be shared with parents, if required, but there is no systematic sharing of them.

#### e) Records and record keeping:

In addition to the SEND details on the school database, each pupil has a file in the LDC office. Any reports, correspondence or assessments are kept in these files. Teaching assistants also have their own ways of recording support in the classroom depending on the pupils they are supporting. Two pupils have an EHCP with 1.1 support and will have specific targets they are working towards. Other TAs dedicated to specific pupils in class have targets

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these pupils are working towards, which are reviewed each term.

#### Consultant's comments

The new school database has the benefit of staff being able to access specific details about students in their class. This appears to be a big step towards communicating needs to mainstream teachers.  
TAs working with individual children in class keep notes which are added to their file.  
The LDC follows the school pattern of reporting.

- Criterion 3 f) For comment by consultants only: Review history of provision made for two pupils.  
Clear progression was seen and there were details of the changing provision and tracking data over time.
- 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. BTEC	No. of pupils Years 12 & 13	Number entered	% grade A-E	BTEC % D*- D	Average point score per pupil	Average point score per exam entry
Whole School						
SpLD Pupils						

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

Key Stage 2 (if applicable)	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School	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	0						
Dyslexic Pupils	0						

- h) Any other relevant information, e.g. details of any other examinations taken,

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

literacy/numeracy assessments:

School examinations are taken from Year 4 upwards in November and June. Progress in English and Progress in maths assessments as well as CATs tests are taken according to the assessment schedule.

*Consultant's comments*

Primary SATs are not taken so there is no comparison of performance against the national average.

In the EYFS, progress towards learning and development outcomes is monitored using the EYFS framework. Any concerns are highlighted when they arise and effective support is put in place, which can include support and advice from outside agencies and the LDC.

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

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

Most classrooms have their own supply of resources such as reading rulers, pencil grips etc. The LDC have a range of resources which they loan out such as writing slopes, wobble cushions and reading pens. Laptops are available once children have completed our touch typing programme. A list of resources is given in the LDC Handbook.

*Consultant's comments*

A range of resources were seen in use in mainstream lessons, including, wobble and wedge cushions, and reading pens. Within the LDC, teachers use resources and equipment provided by the school; additionally, experienced SpLD teachers have their own resources adapted to the needs of individuals. There are a range of books and teaching materials readily available.

Criterion 5.2 b) ICT:

The LDC has a number of computers in bays, for pupil use during lessons or for touch typing sessions. The LDC teaching staff have their own laptops which pupils can use during lessons. Many IT games are now on-line and details of literacy and numeracy games are shown for pupils independent access in the computer bays.

*Consultant's comments*

There are computers within the LDC for touch typing work. Students in older year groups use laptops for a variety of purposes, leased to parents. During the visit, there was some discussion with regard to introducing the use of laptops earlier in a child's education.

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

Access arrangements are noted on the school database and a list of these are also made for teachers during exam periods. Broadly speaking access arrangements follow the JCQ regulations, with adjustments being made for younger children and those not yet touch typing. The aim is to enable each pupil to be as independent as possible, so some children may use a reading pen rather have a reader

*Consultant's comments*

Access Arrangements were discussed with the SENCo and, while based on

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	those established by the JCQ for public exams (GCSE), there is an emphasis on encouraging students to be as independent as possible, such as using Reading Pens instead of human readers. Additionally, the SENCo is mindful not to provide students with arrangements they may not have access to in the future. However, achieving a balance between fostering children's usual way of working and preventing early dependence on arrangements is challenging.
Criterion 5.4	<p>d) <b>Library:</b></p> <p>The LDC library is available for all pupils who attend the LDC. These include books with a higher interest level for struggling readers and those set on an off white background (Barrington Stoke books)</p> <p>All pupils have access to the main school library and have timetabled library lessons. Many more books are kept in the English department for the Common Entrance reading certificate and book clubs for Years 5 &amp; 6. At lunch time all children from Year 5-8 have an allocated reading book while they are waiting for lunch.</p>
	<p><b>Consultant's comments</b></p> <p>There was a variety of books available in the LDC and reading is an important part of the school day. There is reading time before students go into the lunch hall with sets of books for different year groups. Additional reading for those that struggle is usually completed in class in the younger years, and reading development takes place in 1:1 LDC lessons. There appeared to be a good variety of books of differing levels within the LDC library, and there is further reading material throughout the school.</p>

## 6. Details of Learning Support Provision

LSC 6.3	<p>6. a) <b>Role of the Learning Support Department within the school:</b></p> <p>The role of the Learning Development Centre is to:-</p> <ul style="list-style-type: none"> <li>• support mainstream staff</li> <li>• arrange formal and informal training for staff</li> <li>• provide a point of contact for parents</li> <li>• identify and assess the learning needs of pupils</li> <li>• arrange assessments and support from outside professionals ( OT, SALT, EP)</li> <li>• design and deliver programmes to support pupils' learning which may include supporting pupils in class or in the LDC with 1:1 lessons.</li> </ul>
	<p><b>Consultant's comments</b></p> <p>The LDC has a comprehensive remit and is well-resourced. Mainstream staff feel supported by the SENCo, Deputy SENCo, Learning Support Teachers, and TAs, who received high praise during the visit.</p> <p>The LDC team is dedicated to identifying students' needs, supporting them, and seeking further assessment from outside professionals when necessary. They offer classroom support and work with groups and individuals within the centre. Ongoing training for all staff ensures that lessons within the LDC are based on identified needs and utilise various resources and multi-sensory learning approaches. The team were passionate about the individual children they support, demonstrating a clear commitment to providing the best teaching possible.</p>
LSC	<p>b) <b>Organisation of the Learning Centre or equivalent:</b></p>

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6.5 & 6.6	<p>Director/SENco – Yvette Khoshab Specialist teachers – Caroline Williams, Sophie Sayer, (Carolyn Edwards – Available when needed) EFL &amp; TA support- Irina Belova TA support – Jessica Griffiths, Sheldon Graddon 1.1 support for individual pupils- Emma Tipper, Ania Paluszkiewicz, Angus Webster</p> <p>Consultant's comments</p> <p>The team within the LDC are experienced and well qualified to manage SEN within the school effectively. They seek additional advice and support from a variety of independent professionals, such as Speech and Language and Occupational Therapists, who will work in school both on a regular basis and as required.</p>									
LSC 6.6	<p>c) Does the Head of Unit have Head of Department status and input into curriculum design and delivery?</p> <p>Yes</p> <p>Consultant's comments</p> <p>The Head of Department is involved in all aspects of the school.</p> <p>d) Supporting documentation, please indicate enclosed:</p> <table><tr><td>vi.</td><td>SEN Development Plan (or equivalent) enclosed</td><td>Rec'd</td></tr><tr><td>vii.</td><td>Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff</td><td>Rec'd</td></tr><tr><td>viii.</td><td>List of known SpLD pupils in school</td><td>Rec'd</td></tr></table>	vi.	SEN Development Plan (or equivalent) enclosed	Rec'd	vii.	Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff	Rec'd	viii.	List of known SpLD pupils in school	Rec'd
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viii.	List of known SpLD pupils in school	Rec'd								

## 7. Staffing and Staff Development

Criterion 7	<p>7. a) Qualifications, date, awarding body and experience of all learning support staff:</p> <p><b>Details of staff qualifications were provided at the time of application; names and specifics are not published to protect the identity of individuals.</b></p> <p>Consultant's comments</p> <p>The staff within the LDC are well qualified and there is a range of skills in the team. The Head of the Centre is qualified to Level 7 and can assess students, although formal diagnostic reports tend to be outsourced. The Deputy SENCO is undertaking her Level 7 qualification to assess learners for Specific Learning Difficulties. The LDC staff have opportunities for continuing professional development.</p>
LSC 7.4	<p>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> <p>All teachers in the unit have a level 5 qualification and the Director has a level 7 qualification with one other working towards this.</p> <p>Consultant's comments</p> <p>Qualification certificates were checked on the day of the visit and are all in order.</p>

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.*

## 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 of students from Year 2 to Year 7 provided feedback with many expressing satisfaction and praise for the support their children receive. They appreciate that the school has been attentive to their children's needs from a young age. The involvement of professionals such as Educational Psychologists and Occupational Therapists for assessments is valuable and beneficial. The Speech and Language sessions were also praised. Specialist lessons, which are of good quality and sometimes conducted before school, are enjoyed by the students who recognise their benefits. Some parents praised the communication with the LDC, citing regular end-of-term meetings to discuss progress. Several parents also highlighted consistent communication between the LDC and mainstream teachers, though some noted that there is significant variation in teachers' understanding of needs. The school is currently developing a comprehensive database, which aims to help class and subject teachers better understand and support students.

There is the opportunity to complete prep at school, which is a helpful provision. The 1:1 lessons were reported to be beneficial in boosting students' confidence, fostering a warm relationship between students and LDC teachers. Parents considered that their children look forward to these sessions. Furthermore, there is good quality 1:1 support available for both maths and English.

Additionally, the school provides an extensive range of activities and opportunities, which further enhances the student experience.

Several parents expressed the need for better and more proactive communication from the LDC, although they were happy with the responsiveness when they contacted the school or LDC directly.

The cost of support can be expensive, and although there are a few group interventions which are cheaper for parents, there is a desire to have more provided by the school at no cost to parents.

The pastoral support offered by various staff members plays a crucial role in meeting the overall needs of some children, and this effort is greatly appreciated by parents.

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

Children described the school as amazing, fantastic, different, helpful, big, educational, entertaining, and good, highlighting the school's positive and supportive atmosphere. Some students expressed a desire to use laptops in the younger years to aid their learning. While they receive support in most English and maths lessons, this support is not as prevalent in other subjects.

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The teachers in the LDC were praised for being very nice and making lessons fun, and the students feel they have made significant progress with their learning.

They particularly enjoy the wide range of activities offered, such as cooking, art, sport, and mountain biking. Additionally, most teachers in class are perceived as helpful and supportive, contributing to the students' overall positive experience at the school.

The school's food is well received and they thought it delicious, not too fussy. and they could all find something to enjoy.

They all felt there was someone they could talk to if they became worried or concerned about anything.

Although some still find learning a challenge, the group were enthusiastic about their experience at Brockhurst and Marlston House, and they would not hesitate to recommend it to parents.

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# Report Summary

For completion by consultants only:

Please remember: this is an extract of the overall criteria listing, only those relevant to the category are listed below. Consultants should be able to mark all criteria as observed before making their final recommendation.

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

Criteria	ALL
1. The school or centre implements a thorough and rigorous process for identifying children with Specific Learning Difficulties (SpLD)	✓
2. The Senior Management Team and, in the case of schools, Governors, fully support the provision for SpLD pupils.	✓
3. The impact of the provision for SpLD pupils is measured (a system to regularly monitor provision for pupils and to assess their achievements).	✓
4. There is an awareness by all members of staff of the necessity to adjust their teaching to meet the needs of SpLD pupils and this will be evident across the curriculum.	✓
5. In Addition:	
5.1 Resources for learning appropriate to the level of need.	✓
5.2 IT provision relevant and of high quality, including up-to-date and regularly used programs for SpLD pupils.	✓
5.3 Access arrangements for all examinations sought as needed. Assessments for access arrangements must comply with <a href="#">Joint Council for Qualifications guidelines</a> .	✓
5.4 Specific structured, cumulative and multi-sensory teaching materials to address literacy with SpLD pupils.	✓
5.5 An annual report for parents on the progress of pupils, who exhibit SpLD.	✓

Criteria	LSC
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 is a popular choice for students with SpLD where they have the opportunity of a well-considered academic timetable with flexibility to meet differing needs, alongside a range of enrichment activities, and access to well qualified specialist teachers within a busy and welcoming Learning Development Centre. Students feel supported by their LDC teachers and consider that they are making good progress, promoting self-esteem and confidence.

Identifying opportunities to enhance support through school-funded intervention groups and to improve the flow of information from the LDC to parents should not detract from the fact that it is a well-established and effectively managed support centre.

The school atmosphere exudes purpose and warmth, and the students are happy and enjoy the opportunities on offer.

I have no hesitation in recommending that Brockhurst and Marlston House Schools maintain their current status.

Recommended for either Registration / Re registration:

Consultant to tick relevant box

YES	NO
✓	