



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

Dowdales School Re-registration Application Form Category MS – Maintained Sector School

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Dowdales School Nelson Street, Dalton-in-Furness, Cumbria, LA15 8AH Tel: 01229 469800 Fax: Email: office@dowdales.cumbria.sch.uk Web: www.dowdalesschool.co.uk	Rural	398 boys 403 girls	SpLD	
	LA Day	Ages 11-16		GCSE, BTEC, OCR National
Comments: 2019 Ofsted report commented ‘Pupils with SEND make strong progress as a result of effective teaching.’				

Date of visit:

22.02.24

Name of Consultant(s):

Carol Hodgson

Please note:

- Throughout this report details, which might be used to identify individuals, have been removed to protect their privacy.
- The reports have been prepared for each category from a master form; some reports may have numbers that appear to be missing. This is because that particular question is not relevant to the category of school, a complete list of the criteria as it applies to each category can be found on our website.

School Details

Name of school:	Dowdales School		
Address of school:	Nelson Street, Dalton-in-Furness, Cumbria, LA15 8AH		
Telephone:	01229 469800	Fax:	01229469801
Email:	office@dowdales.cumbria.sch.uk		
Website:	www.dowdalesschool.co.uk		

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

Name:	Emma Aubrey
Title (e.g. Principal):	Headteacher
Head/Principal's telephone number if different from above:	
Qualifications:	BA(Hons), QTS
Awarding body:	Sunderland University, PGCE (St. Martin's College, Lancaster)

Consultant's comments

Ms Aubrey became Headteacher in September 2019, moving up from Teacher of English as Head of English, Assistant Head and Deputy Head. She is fully invested in developing inclusive, high-quality provision based on individual need. Ms Aubrey has considerable expertise with SEND, both personal and professional; and a thorough understanding of her school and students and the strengths of her staff.

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

Name:	Anna Dove
Title (e.g. SENCO):	SENDCo
Telephone number if different from above:	
Qualifications:	BSc (Hons), QTS
Awarding body:	Newcastle University, PGCE (University of Manchester)

Consultant's comments

Mrs Dove was appointed as SENDCo in January 2023 after the retirement of the previous SENDCo, having been Assistant Head for 10 years. The role of Assistant Head teacher SENCo was an important move for the school. It puts SEND developments at the heart of the school. Mrs Dove's main area of responsibility is Assistant Head teacher SEND. She now performs both roles. She works closely with the SEND and Inclusion Manager Miss S Mycroft who has OCR Level 5 Diploma in Teaching Learners with Dyslexia/SPLD. Mrs Dove starts the new NPQ for SENDCo in September 2024. Together they are responsible for implementing many new and effective developments within the department over the last year and are enthusiastic about continuing to develop further in the future.

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1. Background and General Information

1. a)	Dep't of Education Registration No.:	9094150		
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range
	Day:	Boys:	398	41
		Girls:	403	31
	Boarding:	Boys:	0	0
		Girls:	0	0
	Overall total:	801	72	11-16
Consultant's comments				
Overall numbers are down since the last CReSTeD visit due to the falling birth rate affecting feeder schools; however, numbers are set to increase in September 2024. Notably, numbers of SpLD pupils have increased because of the school's reputation for supporting pupils with SEND.				
c)	Class sizes – mainstream:	28		
Consultant's comments				
There is a procedure to ensure that class sizes are below 30.				
d)	Class sizes – learning support:	Vary 1-5		
Consultant's comments				
Students work in groups of various sizes dependent upon assessed support need. Groups of 2-5 were observed in both Maths and English, as well as pupils working individually on IDL.				
e)	For completion by consultants only: Pastoral care arrangements, as relevant to SpLD students, based on Ofsted/ISI report:			
The Ofsted report of 2019 states 'the school's work to promote pupils' personal development and welfare is good', and 'This is a close-knit community where pupils are well known and well cared for.'				
g)	Please supply the following documentation:			
	i. Prospectus , including staff list (if this does not clearly show which teachers teach English, then please supply this as a separate item). Please indicate copy enclosed or provide link to view reports via the internet	This can be found on the Dowdales website www.dowdalesschool.co.uk under the Join us and Prospectus section. A list of English teachers is attached separately.		
	ii. Recent Inspection reports , please indicate copy enclosed or provide link to view reports via the internet	Yes		
	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	N/A		

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Consultant's comments

The prospectus is informative and reflects the ethos and 'feel' of the school, with information on all areas, including SEND.
The last inspection by OFSTED was in 2019. The overall judgement was that the school is 'Good' The school is expecting an inspection soon, likely to be in the Summer Term.
Although students have access to LA assessment arrangements, parents can also pay for an independent assessment.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school

In line with the school's ethos of inclusivity and empowering the individual student, Dowdales seeks to provide a focus on the varying needs of dyslexic students to allow them to benefit from the whole learning experience at Dowdales and for them to reach their potential. Our dyslexic provision seeks to give our students' academic support to enable them to fully access and flourish in the mainstream curriculum. Our mentoring and support of dyslexic students is designed to help prepare them for a positive, happy and well-rounded citizenship and for the world of work. We aim to provide a safe, supportive and happy environment in which their dyslexia is not seen as a barrier to success or fulfilment. We also encourage our students with SpLD to act as role models for younger students to inspire others to aim high. We promote a positive attitude towards the challenges and successes in being a dyslexic student and we offer a level of expertise and competence to be able to teach dyslexic students and enable them to have as much assistance as possible in examinations. In order to achieve our goals, we are committed to the professional development of our teachers, HLTAs, STA and TAs to enable them to maintain and enhance their skills. We regularly monitor and evaluate the effectiveness of our provision on the learning of our dyslexic students.

Consultant's comments

The SLT work hard to ensure that the school provides a wealth of opportunities for its students, both academically and socially. Enabling students to experience success is recognised as having a positive impact on other areas of education and on mental health. This, coupled with the fact that students are well understood, and their education well supported, means that individuals can flourish and progress. Staff are aware of the needs of individuals is good and through ongoing INSET, they can provide suitable support.
The 2019 Ofsted report commented 'Pupils with SEND make strong progress as a result of effective teaching.'

Criteria
1 & 2

- | | | |
|------|--|--------------------------|
| b) | Please indicate copy of the whole school Staff Handbook (SH) enclosed | Yes |
| 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 | see SEND policy attached |
| ii. | Support for policy from Senior Management Team | see SEND policy attached |
| iii. | Support for policy from governors | see SEND policy attached |
| iv. | Admissions Policy/Selection Criteria | see SEND policy attached |

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v. **Identification and assessment**

see SEND policy attached

Consultant's comments

The SEND policy outlines the school's graduated approach and 3 stages of support. At each stage there is planning and review of effectiveness to ensure that the support is appropriate.

Dowdales has a SEND Governor who has oversight of the school's arrangements and provision for monitoring SEND and who ensures that the full governing body is kept informed of how the school is meeting the statutory requirements. The SEND Governor liaises with the Head Teacher and meets with the SEND Team on a regular basis.

The school has a clear policy for the identification and assessment of pupils who may need additional support.

The SEND policy states that 'the Governing Body at Dowdales School maintains that the admissions criteria should not discriminate against pupils and has due regard for the practice advocated in the Code of Practice 2014 and The Equality Act 2010...'

Criterion 4

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

Our response starts before the students enter the school with our primary liaison process. The Deputy Head teacher, Strategic Lead of Year 7 & Primary Transition, Lead Practitioner for Behaviour and Safety, SENDCo and SEND and Inclusion Manager visit and liaise with all the feeder Primary Schools to gain specific knowledge of new intake student needs after which dyslexic students can receive additional visits should they be required. We use KS2 data and students complete a writing exercise that is shared with English teachers. English teachers also visit primary schools and are part of assessing writing which can provide further information about students. Some students come to us at pre-SAT level and these students follow the KS3 curriculum we use the primary levels to make progress. All dyslexic students will be provided with a student profile that staff can have access to with strategies that work for them. These profiles are then reviewed during year 7 to ensure they reflect the transition to secondary school and the support required to ensure success. The profiles are shared with staff before the transition days. Students identified with literacy difficulties are referred to the SEND team and are then screened using standardised tests. All students completed a NGRT reading assessment test in year 7 the results of this are then analysed students will then enter the Lexonic reading programme at the required level. The students will then be further tested using the WRAT test. They will be tested again at the end of the programme to evaluate progress. Students with dyslexia will then be able to access a variety of intervention.

KS3 students can access IDL three times a week during form period. We have literacy support sessions, if deemed necessary, for KS3 that will support students to gain the skills required to be successful in the classroom. They follow the English Curriculum and do a range of pre-teaching and practicing skills and strategies to access the work in lessons. Their progress is monitored through assessment grids developed with the English Department. These lessons work alongside the English lessons to support their learning. At KS4 there are intervention lessons to support students with accessing the skills needed to be successful at GCSE, to access exam questions and how to structure answers. Our high functioning dyslexic students have access to mentoring to support them in providing them with specific strategies that work

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for the individual to support their revision and independent study. This supports content and frequency tailored to the individual. All students have access to laptops for support during lessons as required. Coloured overlays are available for students in lessons and during the examinations. All dyslexic students are tested for exam access arrangements and we have now assisted technology which has both reading and scribing technology. TAs and the Librarian are trained with the use of this technology so that students can use this technology during lesson time to ensure that it becomes their normal way of working. Adaptive teaching strategies are used by staff to ensure students are supported to be successful in the classroom. There has been staff CPD on adaptive teaching including the 5 a day research from EEF. Staff also have access to all reading ages via class charts. Developing reading for all is a whole school ethos including reading buddies and a form time once a week allocated to reading using "Read all about it Boxes" provided by the Library.

Consultant's comments

The process by which students are assessed and monitored at each stage of their intervention is very thorough and ensures that students are provided with the appropriate support at each stage of their school life. The provision itself is well considered and constantly evaluated. Teachers and TA's receive a good level of INSET and support from the SEND department and pupils feel that they are well supported. A variety of strategies and schemes were observed being used with pupils to enable them to access lessons with their peers.

- e) Number of statemented / EHCP pupils:

27

Consultant's comments

The numbers of pupils at Dowdales with EHCPs is increasing due to parent recognition of the school's ability to effectively teach pupils with differing needs. The school has successfully applied for some of these and are expecting a significant number of children with EHCPs in their September intake.

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:

The majority of the information is obtained from the thorough primary liaison process carried out in year 6. As described above all Primary feeder schools are visited and a form has been developed to ensure all the information is gathered about each student so a detailed profile can be written. All year 6 parents and the children are invited to a welcome to Dowdales evening where they can speak to the SEND team further should this be required. They can also speak to other SpLD students at this evening and gain an insight into the support provided at Dowdales. Parents can have a further meeting with the SEND team to discuss the support for their child in further detail if required. The tests are then carried out as stated above and small groups for support created and these are evaluated throughout the year. Students that join the school in later years can be screened either by a request by parents or teaching staff and intervention can then be provided if required.

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Consultant's comments

One parent whose child is on the SEND register was not aware that their child had been identified in this way.

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

Following any initial information students can be referred for screening at any time by staff/parents. The student will be picked up by the Inclusion and SEND Manager and permission given by parents for screening. Once screened parents are informed of our findings. Parents are provided the information of how to get a formal diagnosis by the local dyslexia association. Parents are then invited to discuss the next steps this support will be provided even if the child does not have the full diagnosis and just an indication from the screen. The screening is fully explained to the parents and the different interventions that can be used to support the child. This can include one of the intervention programmes, profile shared with staff including the results of the screening, the student is added to our dyslexic register and guidance is given to staff who will then adapt their lessons as required to support the student's needs.

Consultant's comments

The school has an effective system in place for the identification of students at risk of SpLD. Teachers are aware of the process they can follow to inform the SENDCo of any concerns.

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

Parents are informed of how to refer to the local dyslexic association to pursue a full diagnostic assessment. In these cases, a financial cost is incurred, and not all parents wish to follow this path. The student can also be referred to an Educational Psychologist for initial/further assessment.

Consultant's comments

The SEND department can provide appropriate diagnostic evidence to support applications for an EHCP in conjunction with reports from educational psychologists.

4. Teaching and Learning

4. a) How is the week organised?

6 x 50minute lessons each school day. Form time for 20minutes in the morning followed by two lessons, then break for 20 minutes, 2 lessons then lunch for 45 minutes then a further 2 lesson till the end of the day. KS3 finish at 3.20 pm and KS4 finish at 3.25 pm.

Consultant's comments

Ofsted states 'The curriculum is a strength of the school. There is a clear intent and vision for what the pupils are to gain from it. It retains a lot of long-established strengths, including in the arts.' Dowdales is a Lead Associate school with the RSC and now has links with Birmingham Royal Ballet, enriching their curriculum even further. The school works hard to provide a breadth of curriculum opportunities for students to experience and is very good at tailoring their Key Stage 4 curriculum to the strengths of their students.

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

Interventions for students with SpLD:

KS3 pre-levels support 4 lessons a week using primary literacy levels and grids to assess progress. Students follow the curriculum at school but at an appropriate level for them to make accelerated progress. Programme delivered by STAs under the direction of the SENDCo and SEND and Inclusion Manager with specific dyslexia support teaching qualifications. Regular half-termly meetings to look at books and progress made by students.

KS3 literacy support: students removed from a lesson or lessons and provided with a support session delivered by an STA. Support follows the KS3 curriculum providing the students with support in writing/reading. Grids developed by English department to support monitoring progress.

KS4 dyslexic specific support sessions to develop independent and study skills to access exams. Delivered as required by the SEND and Inclusion Manager.

KS4 study support sessions delivered by STA/TAs to support students accessing exams and support with homework and organisation.

Mentors during form time to support students with homework, pre-teaching and organisation.

KS3 IDL Literacy intervention software is a speaking-computer based multi-sensory system which supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages.

KS3/4 Lexonic reading intervention programme:

Lexonic Leap: a small group intervention which effectively resolves phonics gaps for learners who find literacy particularly challenging, rapidly progressing reading, spelling and oracy. Specially trained LSAs conduct an initial diagnostic assessment to allow for an individualised learning pathway, meaning the duration of the programme is dictated by the level of need.

Lexonic Advance: a small group, six week, intervention programme that improves student phonological awareness, automaticity, vocabulary and comprehension.

Evaluation is included throughout the programme to monitor the impact and next steps.

Assisted technology training support.

Homework club three times a week after school to provide support with class work and homework.

Progress is shared by teaching and Intervention staff with parents at parents' evening and by written reports compiled by teachers at the end of the school year. Parents are also encouraged to contact the school whenever they have any concerns or questions about the support.

Homework is adapted by teachers to the needs of the students and staff are informed of how to support students with dyslexia both in and out of the classroom through Whole School CPD areas of need including a dyslexia session; staff briefings on areas of need; individual conversations with staff about specific students and how to support them; whole staff training on 5 a day to share techniques.

Consultant's comments

During the Consultant's visit support for SpLD pupils was evident in many aspects of school life. Teachers were knowledgeable of the individual profiles of SpLD pupils which they access through the shared network.

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Criterion
3 & 4

Additional support for homework is available to students through a homework club.

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

All teaching staff will plan and deliver structured lessons following an agreed subject syllabus. Lesson plans medium and long-term plans provide adapted resources for students should they require it. Staff follow the recommended EEF advice on the 5-a-day support strategies for SEND students in the classroom.

Literacy support as outlined above is monitored by SENCO and lead English staff to ensure students follow the required curriculum.

Consultant's comments

This Consultant observed a consistent approach to lessons involving displaying the plan of a lesson on the whiteboard, enabling students to see the progression of the lesson. The pace of lessons was well managed, and students were engaged with their activities. Multi-sensory teaching was much in evidence and students can independently access laptops from the library when needed. Students commented on the extra curriculum support they receive in small group work which makes it possible for them to access lessons on par with their peers. Older pupils were observed being given 1-2 support with exam literature to reinforce work done in the class. In a Science lesson pupils were able to independently choose to access support materials if they chose from a bank at the side of the classroom.

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

All students with an EHCP have a student profile and a provision map based on their need. Progress is monitored, reviewed and profile adapted as needed. Parents are invited to a review meeting at least once a year. Students with SEN support need are provided with a profile that is updated every year and parents are invited to the review meeting. Student profiles and a list of dyslexic students is shared with staff and kept in the schools shared area. Strategies for supporting students are also shared in this area and on their profiles. Staff have regular CPD on supporting students with SEND at briefings and staff meetings.

Please indicate **two examples** enclosed

Yes

Consultant's comments

Mrs Dove ensures that teachers can access all relevant information on students with SEND through the shared area, including student profiles and provision maps. Students are involved in their own student profiles which outline preferred methods of working, suggested teaching strategies, strengths, and weaknesses. The impact of interventions is well monitored and informs practice and further provision. The system is effective, and staff are well informed. One parent mentioned that teachers have seating plans for classes which are letter coded to help teachers place pupils sensitively within their classes.

- e) Records and record keeping:

All students are issued with two assessment profiles and one End of Year report in the summer term. All SEND students' progress is monitored throughout the year by tracking data. Individual logs are kept on each student every intervention lesson to monitor progress and support received. TAs

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record support provided in lessons on individual logs so that a picture is developed detailing the progress made by the individual student.

Consultant's comments

There is an effective system for tracking progress on the variety of interventions used with SpLD students. This tracking is used to evaluate the effectiveness of the intervention and to inform next steps.

Criterion 3 f) For comment by consultants only: Review history of provision made for two pupils.

Inclusion is the aim of Dowdales, and provision is made to support this aim. Pupils progress through appropriate levels of support to enable them to access the curriculum with their peers. There is effective monitoring to ensure pupils make progress, with adjustments made where necessary.

Criterion 3 g) Impact of provision – assessment summary (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 9-5	GCSE % 5+ A* - G Grade 9-1	BTEC % D*- D	BTEC % M	BTEC % P
Whole School	178	68.1	54	90.3	6.8	27.2	53.4
SpLD Pupils	10	60	50	80			37.5

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

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

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

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Consultant's comments

The Ofsted inspection of 2019 commented that 'the progress of disadvantaged pupils and those with SEND is improving in key stage 4. In key stage 3, these groups make good progress.'

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

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

3 classrooms 2 in learning support 1 in CIAO. All rooms have laptops or desktops and interactive white boards.

- Lexonic resources
- IDL
- Nesy/ WordShark
- ACE dictionaries
- Web based spelling/reading games
- Worksheets with variety of strategies e.g. cloze procedures, word puzzles, tracking sheets, sentence/word fill-ins, writing frames etc.
- LSA assigned to specific pupils with SEND
- Adaptive teaching by staff
- Coloured overlays for class and examinations
- Assisted technology
- Subject specific key word lists

Consultant's comments

In addition to the resources above, teachers were observed to use ones they had developed themselves to meet the needs of the individuals in their groups and the specific skills being taught.

Criterion 5.2 b) ICT:

Learning support classroom all have access to ICT. We use ICT classroom and library for access to IDL as well. Use of other internet games to support learning. Lexicon resources to support the reading programmes. Use reader and scribe technology for all students. Laptops available for extended writing use in lessons available from the Library.

Consultant's comments

Dowdales is using ICT very effectively to support the learning needs of their pupils, including using assistive technology at Key Stage 4. They have a clear vision as to the value of this technology for students post school and a vision to develop student skills to this end.

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

Yr 11 pupils:
 AR MLD Reader /scribe/ 25% extra time
 LH Reader /scribe/ 25% extra time
 MD Reader /scribe/ 25% extra time
 JA Reader /scribe/ 25% extra time
 EB Reader /scribe/ 25% extra time/ laptop
 MC 25% extra time/ rest breaks
 FC Reader /25% extra time
 R E-J 25% extra time

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		<p>KE Reader /scribe/ 25% extra time CG Reader / 25% extra time JH Reader /25% extra time HH Reader /scribe/ 25% extra time CH Reader /scribe/ 25% extra time WI Reader /scribe/ 25% extra time MJ Reader /scribe/ 25% extra time/ rest breaks JR Reader /scribe/ 25% extra time/ needs digital clock on desk DW Reader /scribe/ 25% extra time LW Reader /25% extra time</p>
		<p>Consultant's comments</p> <p>Students benefit from early development of skills they will need to access exams. Appropriate access arrangements are in place.</p>
Criterion 5.4	d)	<p>Library:</p> <p>School has a new Librarian who is sourcing a greater variety of dyslexic friendly books. Students are encouraged to complete a series of reading challenges throughout the year. One form period each week is for reading. Reading buddies occurs once a week with students with SpLD supporting younger students. The Learning Support Department maintains a selection of books which have been carefully graded using the Hatcher system. The library computers are used by a range of subjects for independent study or research. Some small group work and intervention takes place in the library as well. Students can use the library during break, lunch and afterschool to complete schoolwork or homework. Librarian is also trained with the assisted technology software so students can be sent from lessons to use this for extended writing during lesson time. On evening per week TAs support year 11 students with their studies in the Library. Teaching staff provide a range of clinics to support year 11 in the run up to their exams.</p> <p>Consultant's comments</p> <p>Dowdales library is a warm and welcoming area which is well used by the pupils. The new librarian, working alongside the SENDCo and Assistant Head teacher for core subjects has introduced new initiatives to encourage the development of reading. This includes 'Read all about it' which is a form period activity dedicated to the reading of fiction. The Librarian provides boxes of well-chosen books for the classes. Also 'Reading Buddies' where pupils of different ages and reading abilities were highly engaged in reading and talking about books together. The library contains enough computers for a whole class to have a lesson there and for those following the IDL programme to work individually. The homework support club also take place there and senior pupils often work independently. It is developing into a hub of the school.</p>

6. Details of Learning Support Provision

MS 6.8	6. a)	<p>Role of the Learning Support Department within the school:</p> <p>The SENDCo (an Assistant Head) works in collaboration with the Head Teacher, SLT and Governors in determining the strategic development of SEND policy and provision within the school. The learning support team work on a 1:1, small group and within whole classes working with individual students identified with SEND to support academic, social and emotional</p>
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needs as appropriate. The majority of students will have their needs met through normal classroom arrangements and appropriate adaptations. However, if a student requires additional support, the learning support department has staff trained in various interventions as stated previously in this report. We also have the Inclusion Department that offer support for students with Autism or other SCLN and SEMH. They provide further intervention by Emotional Literacy/ self- regulation sessions. They also provide support for catch up at KS4, some literacy and maths support. Learning Support also provides maths intervention and catch up sessions for KS4 students in their option subjects. Typically a student would attend the intervention session which would then be reviewed/impact evaluated and support adjusted if required.

Consultant's comments

The Learning Support Department has a suite of rooms where 1-1 and small group lessons can be accommodated, and in addition has the use of rooms in the Inclusion department. The aim is to provide pupils with the interventions they need to access the curriculum alongside their peers. They have a graduated approach to this which is well monitored to ensure the appropriate interventions are in place.

b) Organisation of the Learning Centre or equivalent:

Learning Support Department consists of the following staff:

- SENDCo –Assistant Head teacher
- Send and Inclusion Manager – S Mycroft
- 4 HLTA 1 Manager of Inclusion; 1 working in Inclusion; 1 in Learning Support (part-time 3 days a week) and 1 working in PE (part time) who also delivers SMART moves and OT for certain students.
- 2 STA providing intervention for literacy and trained in the Lexonic programme.
- 1TA in Inclusion
- 5 TAs (2 part-time) in lesson or providing some intervention such as mentoring and touch typing.
- 2 TAs providing 1:1 support for two CLA students with high needs.
- 1 apprentice TA

Consultant's comments

The school benefits from having staff qualified to offer a range of different interventions.

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

YES SENDCo is an Assistant Head so involved in discussion around curriculum design.

Consultant's comments

The SENDCo/Assistant Head has an active role in working on curriculum design and delivery.

d) Supporting documentation, please indicate enclosed:

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

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.

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> <p>Consultant's comments</p> <p>Staff are well qualified to provide appropriate support to SEND pupils.</p>
MS 7.7	e)	Staff development and in-service training of learning support staff within last 18 months:	<p>Training included:</p> <p>Supporting SEND in the classroom staff meeting all SEND areas</p> <p>Supporting ASC briefing</p> <p>SEND adaptive teaching strategies 5 a day</p> <p>INSET/ staff meetings and briefings on pedagogy (behaviour for learning, challenge, assessment for learning, metacognition, scaffolding, reading and oracy.</p> <p>Management behaviour and de-escalation techniques</p> <p>GCSE access arrangements for readers/scribes</p> <p>Touch typing training from VI advisory service</p> <p>OT training by OT from county</p> <p>Consultant's comments</p> <p>The SENDCo and SEND manager ensure that there is a good level of INSET on a variety of relevant issues for teaching staff and TA training. One parent commented that staff training on Autism was initiated by the school immediately the need was identified.</p>
MS Only	f)	Whole school staff development in relation to Dyslexia Awareness and Inclusion strategies e.g. IDP (Inclusion Development Programme):	<p>SENDCo delivers regular training at staff meetings, briefings on dyslexia classroom techniques. SENDCo delivers information to staff in INSET where required and at the beginning of the year in INSET. SENDCo and SEND and Inclusion Manager meet with specific staff to offer support and advice where needed.</p> <p>Consultant's comments</p> <p>The SENDCo is currently working hard to embed the '5 a day' EEF research into teaching practice throughout the school.</p>

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.
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For completion by consultants only: Parent Contacts:

Seven parents with children identified with varying levels of support were spoken to. The majority of parents were very happy with the support their child was receiving and could see progress being made. They talked about individualised strategies put in place to support literacy, processing, exam techniques and use of assistive technology, autism and mental wellbeing. One parent commented that the school went 'above and beyond'. Another parent commented that their child's mentor was 'fantastic', checking in with her every week. Two parents had ongoing concerns about Maths support. On the whole parents felt that contact with the school was good with some reporting that response by the school to concerns was very good, although some also commented that they felt that they had to initiate this contact. For those children at Stage 1 and 2 of the graduated approach (those who do not have and EHCP) some parents did not feel they were given enough information on their child's interventions or impact of these interventions on the annual reports.

Year 9 students had just had an option choices evening and both Year 9 parents spoken to were very happy with the both the breadth of subject choices on offer and their suitability for their children.

One Year 11 parent talked about subject clinics, revision clubs and other strategies put in place to help her child manage the upcoming exams, including meetings with the SENDCo to discuss provision.

Parents said their children were happy at Dowdales.

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

Pupils spoken to value the support they receive in both spelling and reading. One mentioned that they found the IDL spelling programme helpful, and they felt supported. They could name members of staff who they could turn to if they had a problem, and they enjoyed the clubs and activities on offer in the school. Older pupils felt that the support they received to back up their classroom work was beneficial, and one felt that the opportunity he had to work outside the classroom was of value. He also felt comfortable asking for extra help. They all felt that they could see the progress they had made at the school. They also enjoyed the variety of clubs and activities they could access. Two senior pupils showed this consultant around the school, and it was very evident that they loved their school and the opportunities it had provided for them. They were truly grateful for the support they had received and for what they had achieved.

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	MS
6. Specific to the Category of School or Centre: -	
6.8 There is provision for individualised lessons on a withdrawal basis, support staff communicate with mainstream teachers regarding the SpLD pupils.	✓
7. Qualifications of Teaching Staff: -	
7.6 There is either an SpLD specialist teacher in the school or the school uses specialist support and advice as needed.	✓
7.7 The teaching assistants responsible for in-class support have received specific training in SpLD and will continue to receive regular Continuous Professional Development in supporting SpLD pupils.	✓

Report Summary

Summary of Report including whether acceptance is recommended:

Dowdales aims to 'give our students' academic support to enable them to fully access the curriculum'. Their ethos is inclusivity and empowering the individual. Through a graduated approach to support, the impact of which is carefully monitored and adjusted accordingly; the school is able to provide students with the skills they need to access the curriculum alongside their peers. Dowdales is good at recognising and providing the opportunities students need to find their strengths through the wide variety of subjects and extra-curricular options available. Teachers are well informed about the needs of their pupils and employ appropriate strategies. An innovative SLT are committed to further developing the school's SEND provision. I recommend acceptance of re-registration.