



Council for the Registration of Schools Teaching Dyslexic Pupils

CReSTeD, Helen Arkell Dyslexia Centre, Arkell Lane, Farnham, Surrey, GU10 3BL
 Email: admin@crested.org.uk

Calder House School Re-registration Category DSP – Dyslexia Specialist Provision

| | |
|------------------------|-------------------------------|
| Date of visit: | 12 th October 2016 |
| Name of Consultant(s): | Nick Rees |

| School Contact Details | Location/ status | Student Details | Special Needs | Assoc'/ exams |
|--|---------------------|---------------------------|-----------------------|---|
| Calder House School Thickwood Lane Colerne Near Bath Wiltshire SN14 8BN Tel: 01225 742329 Fax: Email: head@calderhouseschool.co.uk Web: www.calderhouseschool.co.uk | Village | 31 boys | Dysc Dysl Dysp P&S | BDA Dyspraxia Foundation |
| | Ind Day | 13 girls Ages 5-13 | | KS2 SATS and English Speaking Board |
| Comments: National Curriculum. Speech therapist and OT consultant on site. Re-entry into mainstream education usually within three years. | | | | |

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.*



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

School Details

| | | | |
|--------------------|------------------------------------|------|--|
| Name of school: | Calder House School | | |
| Address of school: | Thickwood Lane, Colerne, Wiltshire | | |
| Telephone: | 01225 743566 | Fax: | |
| Email: | enquiries@calderhouseschool.co.uk | | |
| Website: | www.calderhouseschool.co.uk | | |

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

| | | | |
|--|--|--|--|
| Name: | Mrs Karen Parsons | | |
| Title (e.g. Principal): | Headteacher | | |
| Head/Principal's telephone number if different from above: | | | |
| Qualifications: | B. Ed Hons Westminster College, Oxford; Certificate in Advanced Studies (Special Educational Needs) King Alfred's College, Winchester; Postgraduate Certificate in Advanced Educational Studies Winchester University; NPQH (National Professional Qualification for Headship) CPD South West; L3 Child Protection trained | | |
| Awarding body: | CNAA / CPD SW | | |

Consultant's comments

Mrs Parsons was appointed Head in September 2015. She is suitably and well qualified.

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

| | | | |
|---|--|--|--|
| Name: | Mr Ian Perks | | |
| Title (e.g. SENCO): | Director of Studies | | |
| Telephone number if different from above: | | | |
| Qualifications: | BA (Hons. 1st Class) Bath Spa University; QTS; MA (Children's Literature) University of Warwick; MSc University of Sterling; AMIPR | | |

Consultant's comments

Mr Perks was appointed Director of Studies in June 2010. There was ambiguity on the 2013 CReSTeD report as Mrs Fiona Devereux was also listed as the D of S.

Although Mr Perks doesn't have a SpLD qualification his considerable experience and a range of other qualifications are evidence enough of his suitability for his senior role.



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1. Background and General Information

1. a) Dep't of Education Registration No.: 865/60624

| Numbers, sex and age of pupils: | | Total | SpLD | Accepted age range |
|---------------------------------|--------|-------|------|--------------------|
| Day: | Boys: | 0 | 31 | 5 - 13 |
| | Girls: | 0 | 13 | 5 - 13 |
| Boarding: | Boys: | 0 | 0 | 0 |
| | Girls: | 0 | 0 | 0 |
| Overall total: | | 0 | 44 | |

Consultant's comments

The school has 4 fewer pupils than 3 years ago and has a similar proportion of boys and girls.

c) Class sizes – mainstream: Maximum of 8 – average of 4

Consultant's comments

Appropriate class sizes to ensure targeted support.

d) Class sizes – learning support: Maximum of 8 – average of 4

Consultant's comments

Appropriate learning support to ensure specialist support.

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

OFSTED November 2015 reported outstanding in all categories; effectiveness of leadership and management, quality of teaching, learning and assessment, personal development, behaviour and welfare, outcomes for pupils and overall effectiveness at previous inspection. Summary of Key Findings with reference to Pastoral Care - The safe environment helps pupils to grow in confidence. Their increasing academic success is reinforced by exemplary behaviour in lessons and throughout the school, Pupils form very strong relationships with staff, who have very high expectations of them. Most striking is how the school improves pupil's self-confidence and self-esteem. Effective collaboration supports a consistent approach between home and school.

Independent Schools only

f) Current membership (e.g. HMC, ISA etc.): CReSTeD
British Dyslexia Association
The Dyspraxia Foundation

Consultant's comments

Appropriate memberships that provide support and information.

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 www.calderhouseschool.co.uk
Our website acts as our prospectus.

<http://www.calderhouseschool.co.uk/about/our-leadership->



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team-and-staff

English teachers: Ian Perks, Georgie Cooney, Fiona Devereux, Anita Rajani, Helen Eccles.

ii. **Recent Inspection reports**, please indicate copy enclosed or provide link to view reports via the internet <http://www.calderhouseschool.co.uk/about/ofsted>

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 **£5575 per term (3 terms per academic year) – no extras**

Consultant's comments

- g) i. The website/prospectus is informative and presented in an informal manner that is refreshing. The staff list is current and the majority of teaching staff have an SpLD qualification, are specialists or very experienced.
- g) ii. November 2015 the school received an outstanding OFSTED report.
- g) iii. The school fees are appropriate due to small classes and degree of support.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria 1 & 2

2. a) Aims and philosophy of the whole school

The aim of the school, having admitted pupils who, because of a specific learning difficulty are under achieving in mainstream education, is to return them to mainstream schools, within a short time frame, with improved skill levels and restored self-esteem. The school believes pupils with specific learning difficulties can be empowered to become independent learners and realise their cognitive potential.

Consultant's comments

The most recent OFSTED Report, 2015, gave the school outstanding for the way the school is organised and for the results.

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** Contained within the overall school policy p1
 - ii. **Support for policy from Senior Management Team** As above
 - iii. **Support for policy from governors** As above
 - iv. **Admissions Policy/Selection Criteria** As above
 - v. **Identification and assessment** As above

Consultant's comments



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

c) i To offer pupils intensive remedial help to enable them to achieve the skill level appropriate to their age and return to mainstream education. At the same time to facilitate access to the National Curriculum at an age appropriate level until such time as their skill levels permit them to access it for themselves.

Ethos: To offer a caring and structured learning environment in which each pupil's self-esteem is nurtured, and where mutual respect and courtesy is fostered.

c) ii & iii. It is clear that the staff Handbook is written for all staff including SMT and Governors of the school. All possible steps shall be taken by all staff at all times to promote self-confidence in the pupils and raise self-esteem. Overall teachers shall adhere to the concept that if the child has failed to learn, it is the teaching, which is wrong, and the teacher will seek new ways to communicate more successfully. Teaching colleagues will share concerns, and support each other focusing on the overall good of the pupils as their main objective.

The role of specialist teachers within the school will be to work as a team with their classroom colleagues, sharing ideas and supplementing and informing the individual pupil's special educational needs and programme. Non-contact time will be given during preparation days to enable all teaching staff to share ideas and formulate programmes.

c) iv To admit only children with complex Specific Learning Difficulty, who are of average or above average overall intelligence but currently underachieving in respect of their potential.

c) v Identification is completed during the initial assessment process. The Academic progress of each pupil is tracked and monitored by the Head.

Examinations will be taken twice yearly. Individual pupil records are kept in specific pupil folders and subject teachers are responsible for keeping these up to date.

Criterion 4

d) Give specific examples of the whole school response to SpLD
See 2a above

Consultant's comments

Refer to section to above where there are significant and worthy recommendations for staff.

e) Number of statemented pupils: 7

Consultant's comments

This is slightly fewer than at the previous inspection. Since that time statements have been replaced by EHCP's.

Independent
Schools
only

f) Types of statemented needs accepted:

We accept EHCPs from learners manifesting specific learning difficulties, of broadly average cognitive ability.

Whilst said difficulties will be characteristic of dyslexic, dyspraxic and dyscalculic learning profiles, EHCPs accepted at Calder House might reference such special educational needs as:



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1. Anxiety related to fear of failure (i.e., low self-concept, especially as regards Reading and Writing);
2. Behaviours and learning profiles associated with Autistic Spectrum Disorders;
3. Auditory Processing Difficulties;
4. Dyscalculia
5. Sensory, Perceptual and Cognitive behaviours associated with Developmental Delay;
6. Proprioceptive, Fine and Gross-motor difficulties (notably associated with dyspraxia, including hypermobility);
7. Semantic Pragmatic Difficulties;
8. Speech and Language difficulties arising from Glue Ear;
9. Social and Emotional Literacy;
10. Working, Visual and Auditory Memories.

Students possessing a dyslexic profile will, in general, have EHCPs referencing comorbidity in the areas of poor phonological processing, memory and/or visual-spatial difficulties.

Consultant's comments

Pupils with an EHCP, accepted by the school, is clearly set out in the above policy.

3. Identification and Assessment

Criterion 1
DSP 6.9

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

A whole day assessment programme is undertaken before a place is offered. Children will be aged between 5 and 13 and live close enough to the school to be day pupils. Pupils will be underachieving in relation to potential because of their specific learning difficulties. Pupils will be admitted whom it is anticipated will respond well to the remedial programmes and teaching specialisms available at Calder House School.

Assessments on the assessment day include some of the subtests from CELF, an age appropriate NFER Maths assessment, BPVS, Neale Analysis of Reading Ability, Schonell Single Word Spelling Test, Schonell Spelling Test, the bead-threading test from the Dyslexia Screening Test, the Visual Sequential Memory (symbolic) test, the Auditory Sequential Memory test, the Visual Discrimination test, the Rapid Naming Test from the Dyslexia Screening Test plus observing the child at play for social skills.

Consultant's comments

The assessment is thorough and a detailed assessment report is provided to the parent.

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

As Calder House is a specialist school there is a whole school approach to all aspects of the daily routine. All lessons are structured to the needs of the pupils and there is no withdrawal from core subjects for remedial support. All pupils have an ISEP from which their individual timetable is drawn up. This takes account of subskill deficits and learning strengths identified during the careful and thorough whole day assessment that occurs before a place at Calder House School is offered (see 3a above). Subskill deficits addressed



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in targeted remedial slots may include for example, gross motor, fine motor, auditory memory, language issues, visual perception, spatial perception, working memory program - Cog med. Thus remedial support is tailored to the needs of the individual, with pupil needs matching teacher skills. Staff with appropriate qualifications teach according to their strengths and small class sizes allow for necessary individual attention.

Individual pupil timetables enable pupils to compensate for weaknesses and gain literacy/numeracy skills, which are age appropriate. Annual results testify to the effectiveness of this personalised learning and targeted teaching. The organisation of the school day is designed to meet the individual needs of pupils and many tactics are employed to assist pupils with poor organisational skills and memory weaknesses. These include the colour coded timetable and homework arrangements. There is provision for associated difficulties of poor motor control and coordination.

Consultant's comments

There are comprehensive strategies and policies in place to support pupils with SpLD. Regular assessment takes place to ensure that progress is being made or that the intervention requires adaptation.

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

See 3a above – assessment day before entry.

Consultant's comments

The procedure is clear and comprehensive.

4. Teaching and Learning

4. a) How is the week organised?

Monday to Friday 0830 – 1550.

0830 – 0840: Registration

0840 – 0900: Either Whole School/class/house assembly or RE/PSHE lessons

0900 – 1045: 3x35 minute lessons focusing on literacy/numeracy or subskills

1045 – 1110: Break

1110 – 1220: 2x35 minute lessons focusing on literacy/numeracy or subskills.

1220 – 1300: Reading Period

1300 – 1340: Lunch Break

1340 – 1420: Reading Period

1420 – 1550: 3x30 minute lessons focusing on all other NC areas

1550 – De-registration

The emphasis, in the morning, is placed on literacy and numeracy, demonstrating the primary importance Calder House attaches to these skills. The subskills programme, which also takes place throughout the morning, aims to identify and address the specific subskills that each individual lacks and which are hindering the progress of the core skills. The afternoon complements this policy, by emphasising other areas of the National Curriculum.

Consultant's comments



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

The timetable has been well constructed with lessons of an appropriate length and regular breaks.

- b) Details of arrangements for SpLD pupils, including prep / homework:
- All pupils are set reinforcement homework in numeracy and literacy every evening. They are expected to complete 10 minutes reading reinforcement with their parents, 10 minutes Maths reinforcement and 10 minutes English work which is primarily aimed at improving spelling. Older pupils preparing for returning to mainstream complete half termly essays for History/Geography. Exam revision is set as appropriate. Pupils are given their homework to put in a homework bag, at the end of the school day. The teachers ensure that the correct books, and instructions for homework are in the bags of each pupil. A parent/teacher homework diary acting as a contact book is maintained.

The involvement of parents, in the daily homework arrangements, helps ensure that they are part of their children's educational process. Care is taken to ensure that homework reinforces work covered during the day, rather than presenting new material. Homework diaries are fundamental to the interplay between teacher, child and parent.

Consultant's comments

The homework policy is designed to support both the pupil and the parents. It is clear and comprehensive. After 10 minutes of each subject (maximum of three per night) the pupils may stop.

Criterion
3 & 4

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

Subject leaders are responsible for drawing up and developing the scheme of work to be followed by all staff teaching their subject. A copy of this information is kept by the Head and by the individual subject leaders and may be accessed by all staff. Individual teachers are responsible for designing their own lesson plans and for liaising with support staff where necessary. This is overseen and monitored by the Head and Director of Studies. Pre term and midterm workdays enable time for liaison between departments and, where necessary, collaborative preparation of lessons and resources. Regular after school subject meetings are timetabled for English, Maths, Science and Computing, and PSHE and RE meetings are held once a term for all form tutors during a Head's Monday assembly.

The remedial curriculum is delivered through each pupil's individual learning programme. Half termly staff assessment carefully tracks the progress of learners in the acquisition of improved sub skills. Because of the spikey profiles of our pupils, some will be in advance of chronological expectation in some curriculum areas, and these we try to stretch. Learning is focused on multisensory teaching in small cumulative steps with much reinforcement.

Pupils' confidence and self-esteem develops so that they feel confident to risk failure and attempt new tasks. When the time comes to move to their next school they approach this change with enthusiasm and confidence. Children become effective independent learners able to access the curriculum for themselves.

Only teachers with additional SpLD qualifications teach literacy. Every 6 weeks all subject teachers meet to discuss pupil learning profiles in detail and



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note differentiation and other needs required. This meeting (called Round Table) is attended by all staff including Subskill staff and the 1:1 support specialists.

Consultant's comments

The guidelines provided for the teaching staff are detailed and promote the type and ethos of teaching and learning that the school promotes.

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

Considerable care is taken in maintaining and updating ISEPs. They are written as soon as the child enters the school and include all the information from their assessment day, They are updated at least every half term or whenever an assessment is undertaken.

Please indicate **two examples** enclosed

Consultant's comments

The ISEP (Individual Social and Educational Profile) has a pupil description and uses main headings e.g. language and communication, fine and gross motor skills and sensory needs with bullet points. This makes the ISEP very accessible and at a glance you can gain useful information. The ISEP includes the initial and any recent assessment scores.

e) Records and record keeping:

A detailed strengths and weaknesses chart identifying the individual characteristics of each pupil's learning profile is kept updated by the Director of Studies. This is used to inform the Head / DoS of any needs not currently met. Our Occupational Therapist and Speech and Language Therapist also assess the children regularly to inform our planning. Each child in addition to his/her ISEP also has termly SMART target sheets where his/her core teachers and all subskills teachers target specific areas for each child. These target sheets are taken in at the end of the term and the outcomes written before new targets are set. A Blue File is kept on every child in the Head's office with all of his / her documentation in paper form. All children with EHCPs have their annual review documentation as well as the above.

Weekly subskills, meetings and six-weekly review meetings, by all the staff, ensure that relevant information is shared, and that children's ISEPs are constantly and consistently relevant.

Consultant's comments

The procedures for obtaining new information and for sharing and storing existing information is detailed and includes all necessary staff members.

Criterion 3

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

Files are well kept and secure. Information is included from the time the pupil arrives for assessment to when they leave. This may include, rate of progress for last 3 years, how the pupil is supported, achievements, reports and work samples. If the pupil has an EHCP all that documentation is also included; this may include, ISEP, targets, therapist assessments and reports, medical information. There is also a one page profile with 'great things about me, what is important to me and what you need to know to support me.'

Criterion 3

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

| A-Level (GCE) and VCE | No. of pupils Years 12 & | Number entered | Percentage grade A-E | Average point score per | Average point score per exam |
|-----------------------|--------------------------|----------------|----------------------|-------------------------|------------------------------|
|-----------------------|--------------------------|----------------|----------------------|-------------------------|------------------------------|



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| | | | | | |
|--------------|----|---|---|-------|-------|
| | 13 | | | pupil | entry |
| Whole School | 0 | 0 | 0 | 0 | 0 |
| SpLD Pupils | 0 | 0 | 0 | 0 | 0 |

| GCSE | No. of pupils inc'd in the Year 11 timetable, regardless of age | Percentage A* - C | Percentage 5+ A* - C | Percentage 5+ A* - G |
|--------------|---|-------------------|----------------------|----------------------|
| Whole School | 0 | 0 | 0 | 0 |
| SpLD Pupils | 0 | 0 | 0 | 0 |

| Key Stage 2 | No. of Year 6 / 7 pupils entered | English Reading | | English SpAG | | Maths | |
|--------------|----------------------------------|-----------------|--|--------------|--|-------|--|
| | | | | | | | |
| Whole School | 0 | 0 | | 0 | | 0 | |
| SpLD Pupils | | 13 | | 14 | | 12 | |

| Key Stage 1 | No. of Year 2 pupils entered | English | | Maths | | Science | |
|-----------------|------------------------------|---------|-----|-------|-----|---------|-----|
| | | L2+ | A/D | L2+ | A/D | L2+ | A/D |
| Whole School | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dyslexic Pupils | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

All pupils are entered for the English Speaking Board examinations, which are held in school at the end of the Spring term. In 2016 we achieved a 100% pass rate:
 47 children entered
 Merit +: 23
 Merit: 24

All children are entered for distance swimming awards. The results of these for 2016 are shown in the table below.

Type of Award Number of Qualifying Pupils
 25m with float: 3, 10m: 5, 15m: 2, 20m: 1, 25m: 8, 50m: 8, 100m: 3, 150m: 1, 300m: 2, 400m: 2, 500m: 2, 600m: 1, 700m: 1, 1000m: 5

These successes are excellent examples of the emphasis Calder House places on the enhancement of self-esteem and a real sense of achievement.

[Consultant's comments](#)
[Swimming and English speaking examinations are well used to promote self-esteem and extra curricular achievements.](#)

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

Criterion 5.1 5. a) General resources for teaching SpLD pupils:
 Literacy and Numeracy are taught by specialist teachers both 1:1 and in class



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groups. Speech and language support including support for weak auditory memory and poor listening skills is provided where necessary. Gross and fine motor exercises as well as exercises designed to develop spatial awareness and visual memory, including handwriting (Teodorescu Perceptuo-motor programme) are directed by the school's OT and taught by experienced TAs. These form an integrated part of the remedial curriculum.

There is a good range of computer software for numeracy and literacy reinforcement, including specific programs for remedial teaching. The ARROW system is in daily use, Sound Linkage and Phonological Awareness training is used as well as specialist spelling programmes such as Nessy and Spelling Made Easy and COG MED, a working memory computer-based training programme.

Much thought has gone into our provision and our wide-ranging resources, including an outdoor covered play area is designed to encourage the development of motor skills.

Consultant's comments

Specialist programmes are integrated into the school day to compliment the teaching programme. The school has invested significant money and time in COGMED.

Criterion 5.2

b) ICT:

There is a well-resourced and equipped ICT room with a separate large monitor for teacher demonstrations and internet access. Every pupil has an email address and there is structured ICT teaching as part of the curriculum. Teachers are actively encouraged to use this facility to enhance their teaching across the curriculum as well as for remedial work. ICT is constantly used in literacy and numeracy lessons and it is being increasingly used for research and recording work in other subject areas.

There are 5 IWBs spread throughout the school, which are used to help with the delivery of the lessons. Additionally, there is an IWB with radio connectivity in the hall for general use. We have a second ICT suite for individual remedial work using various CD programmes like Numbershark, Nessy, Starspell, Type to learn, etc. The school also has iPads for individual use (i.e. screen shots for those children with weak visual memory), and a number of Kindles.

Consultant's comments

IT provision has been well planned and resourced appropriately. There are SMART boards in most classroom, two computer rooms and class sets of i-pads available.

Criterion 5.3

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

Additional time or a reader/writer may be requested as appropriate for the Key Stage 2 tests.

Consultant's comments

These are appropriate requests that benefit pupils with SpLD.

Criterion 5.4

d) Library:

A well-stocked up-to-date school library is in the entrance hall to School House. This has a range of fiction and non-fiction books for the children. A mobile library visits every two weeks to supplement the stocks of books in each classroom. The school also has 8 Kindles and 4 iPads, which have a



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large number of books downloaded on to them. The school has recently invested heavily in a new Pearson Reading scheme, which is popular with the children. Barrington Stoke books and Magic Belt books, which have a low reading age but higher interest, are specifically aimed at older pupils to encourage an interest in reading. Stories are read by staff to the children at lunchtime while they eat.

Consultant's comments

The school is more than adequately resourced with a recently refurbished library and has shown initiative with the mobile library and with the use of technology. Pupils have guided readers as well as a book for free reading.

6. Details of Learning Support Provision

DSP 6.1

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

Given the unique nature (and size) of Calder House, the role of learning support is both pervasive and holistic. 'Learning Support' is not perceived as a discrete entity at Calder House. Rather, it permeates every single lesson, both in terms of differentiated, teaching style and lesson structure.

This is important, and something that makes Calder House stand apart from other schools: Learning Support at our school does not involve removing a child from lessons, thereby making them feel uncomfortable in front of their peer group. Highly individualised timetables are informed by the assessment data, observations and referrals. Through a complex and time-consuming process, Learning Support is provided during allotted 'subskills' slots in the child's timetable, ensuring that remediating for specific difficulties need not occur at the expense of other subjects and the child's self-esteem or social cohesion with his/her peers.

The role of Learning Support is to specifically target, and remediate for, the specific causes of difficulties faced by our learners. Where assessment data (or qualitative feedback from staff, shared at frequent Round Table meetings) indicates difficulty, the student's personalised timetable is altered to accommodate that need.

Learning Support at Calder House occurs proactively. A specific example of this would be the referral system: every member of staff is encouraged to record observed difficulties on a referral. Where logistically possible, we ensure this need is dealt with as soon as possible within existing subskill lessons. Where this cannot occur, the school operates a 'triage' system of prioritising needs for termly changes to that child's subskills timetable.

Calder House is careful to prioritise students for assessment by Calder House's visiting occupational therapist, and suggests the precise foci of said assessment. This is based upon detailed observations and assessments conducted throughout the student's Assessment Day with us. In this way, the child's needs are identified as early as possible by suitable professionals, meaning that targeted, timetabled support may be given whilst the child remains 'plastic' and sensitive to learning.

Learning Support collects, collates, analyses and disseminates a significant amount of assessment data (see *attached list of assessments*) pertaining to all students. This is presented in numerous formats, one of which is our



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Strengths and Weaknesses Chart. Needs specified in this chart are discussed at Subskill, Staff and Roundtable meetings, where particular emphasis is given over to discussion of ways in which these needs can best be catered for in the course of lessons.

An important component of Learning Support's role is to assess entrance competency and best starting points for every learner. A specific example of this is the way in which phonological 'readiness' is assessed (via Hatcher), in order to specify the most appropriate form of support in the area of phonological awareness. This will include fitness for beginning the Toe-by-Toe Reading Scheme (we want to be sure that every child is not just able to *begin* this reading scheme, but that they are able to *maintain* a steady rate of progress, especially at the outset, in order that their self-concept as a reader is as positive as possible).

A further example of Learning Support's role is the detailed assessment of Language (CELF) and Memory (AWMA) competency. Results gathered via these assessments feed forward to the child's individualised timetable, where they might, for example, receive 1:1 support with our resident SLT in the area of Pragmatics or Understanding Ambiguous Language as a result.

Our 'Strength & Weaknesses Chart' is indicative of the role played by the Subskills Department (that is, Learning Support) in leading the way apropos highly detailed and rigorous tracking of pupil progress. During the past five years, in particular, Subskills has increased the formal, quantitative assessments conducted at Calder House (for example, the Automated Working Memory Assessments). The plethora of assessments conducting within Learning Support helps our staff to identify, then address, specific learning difficulties. This, in turn, ensures that we – as a whole school – are helping children to fulfill their potential.

Put simply, Learning Support lead the way in identifying reasons for underachievement. Its rigorous collection, collation, analysis and sharing of findings ensures that effectiveness of teaching strategies can be tracked and – where necessary – corrected for.

Also see 7f below

Consultant's comments

There is a wealth of evidence in the school's documentation, when observing lessons and when talking to staff, pupils and parents to highlight the ethos of the school in its desire to integrate additional and specialised support across the curriculum and throughout the day e.g. speech and language skills as well as occupational therapy with regard to regular breaks for fine and gross motor activities.

- b) Organisation of the Learning Centre or equivalent:

We are a whole school unit – see 4a

Consultant's comments

As a specialist DSP school support is integrated throughout the day.

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

The Head teacher and Director of Studies develop the individual timetables with respect to every children individual specific learning profile. Their needs are assessed on entry and are ongoing throughout their time at Calder



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House. Timetables are rewritten every term as the children’s needs are re-evaluated.

There is also a referral system whereby the DoS is handed extra notes / observations about children on a daily basis, and if timetables and provision can be tweaked, referrals are acted upon immediately.

Consultant’s comments

Senior management promote, support and adapt the curriculum and timetable, where able, to meet the individual needs of the pupils. The Director of Studies is heavily involved in the COGMED programme and its application into the classroom as well as the integration and sharing of information and strategies from the specialist team in the guise of a strengths and weakness chart, the referral system highlighting sub-skills required by the pupils and efforts for all pupils to become not only proficient readers but motivated readers too.

- d) Supporting documentation, please indicate enclosed:
 - i. **SEN Development Plan (or equivalent) enclosed**
 - ii. **Timetables of teachers or teaching assistants for SpLD, but not the whole school/all staff** Information provided
 - iii. **List of known SpLD pupils in school**

7. Staffing and Staff Development

Criterion 7 7. a) Qualifications, date, awarding body and experience of all learning support staff:
 As before on staff list – see 1g(i):
<http://www.calderhouseschool.co.uk/about/our-leadership-team-and-staff>

Consultant’s comments

The majority of teaching staff have an additional specialist qualification. The Head has signed to say that the original certificates have been evidenced.

DSP 7.3 b) Do all English teachers and teachers of literacy skills have nationally recognised qualifications in the teaching of SpLD children (except A level English)?

Yes

MS Only f) Whole school staff development in relation to Dyslexia Awareness and Inclusion strategies e.g. IDP (Inclusion Development Programme):
Also see 6a above
 Learning Support frequently provide training to staff to ensure innovative strategies are shared and implemented. This includes observation of (and detailed feedback to) lessons across the curriculum.

‘Learning2Learn’ contributions to the school’s newsletters encourages positive diffusion of help and guidance to parents and guardians.

The Director of Studies holds weekly meetings with the Learning Support team. During these meetings, important ‘anecdotal’ (or, qualitative) information is shared as regards to our students. Best practice is also modeled. These meetings are minuted in considerable detail, and important information fed back to staff during weekly Staff meetings on the same day.



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

The Director of Studies' role includes considerable research into the latest academic studies, meta-analyses and initiatives. Findings are then filtered down to staff during Staff, Round Table meetings and INSET. A specific example of a well-researched initiative examined (and implemented) by the Learning Support (subskills) Department would be the purchase of the Online Working Memory Training Program, COGMED.

The successful implementation of Cogmed (Calder House remains the only school to have earned Pearson's 'Champion School' status) by the Learning Support team, is indicative of how Subskills at Calder House adopts a prominent and proactive role in leading learning initiatives. We have seen benefits to students who complete Cogmed. Learning Support introduced Cogmed so that children with poor working memory might better access other areas of learning and fulfil their academic and social potential. Cogmed is part of a repertoire of tools that can be used to improve working memory in children; we have found significant benefits by delivering this, which have ranged from improved auditory working memory scores, improved stamina and attentiveness. Many of our children who complete Cogmed come away with the sense of having achieved something, which they found hard. Calder House School has been shortlisted to receive a TES Independent Schools Award in the 'Special Needs Initiative of the Year' section to be held in Nov 2016.

Calder House adopts an analytical approach to measuring and evidencing success of such Learning Support initiatives as Cogmed. The robustness of this approach was recognised when the Director was invited to present both a seminar and lecture on remediation for Working Memory at BETT, London. He has also presented online tutorials on the subject of Working Memory. As such, Learning Support's role at Calder House has, historically, included the sharing of best strategies with a wider, pedagogical audience.

Subskills at Calder House has seen a great many initiatives over the last several years. Our most recent school-wide initiative is to have a greater focus upon Metacognition. That is to say, greater self-awareness of how we learn best. We are eager for this to apply as much to teachers (and their teaching strategies), as it does to children: he makes no distinction between teachers and children when using the term, 'learner.'

Staff development also takes the form of creating opportunities to meet with staff to share views on the importance of Metacognition and Mindfulness. A strong link has been drawn between the inclusion of Mindfulness within subskills lessons, and its use when supporting children of low self-image in tasks they find challenging, most notably Reading and self-starting of writing activities. Although Mindfulness and Metacognition are delivered in discrete subskills (Learning Support) lessons, these are also inherent to every lesson, for example in the use of breathing, stretching and visualization Brain Gym exercises.

Consultant's comments

Thorough procedures ensure that all relevant staff are kept up to date with information, pupil profiles and current strategies.

- Criterion 4 g) For completion by consultants only: Do all observed members of staff demonstrate the ability to meet the needs of SpLD pupils within their departments?



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

Eleven lessons were observed during the day. Some were whole class and a few small groups or 1-1. Pupils attending each class ranged from 1 and 8. There was a teaching assistant supporting reading in one class.

All classes had a lesson plan that was consistent. Individual needs were recorded as were differentiation for the more confident or less confident learners.

Displays in the majority of the classrooms were informative, highlighting pupil's work and not overly distracting. The colour of the classroom floor matched the colour of the timetable providing a visual clue as to where you should be!

Pupils were rewarded and encouraged to work cooperatively and independently. Marking was in green or purple and positive comments pertaining on how to improve were common.

Movement breaks involving both fine and gross motor were incorporated into all observed lessons.

The school has a clear policy on the teaching of handwriting with progression from a pencil to pen with a range of useful grips and other means of support. Seating and table height varied in a number of lessons to match the height of the pupil and it would be of benefit to develop this further. Writing slopes, fidget equipment and wobble cushions were evidenced in a number of settings. Pupils had access to water and were allowed toilet breaks.

Recording of work was achieved in a variety of methods e.g. mini whiteboards, spider diagrams, Mindmaps, prepared worksheets, SMART boards or in pupil's books.

A range of strategies to encourage participation and motivation were used throughout the school e.g. Learning objectives displayed and discussed, WALT and WILT, Chilli peppers from mild to HOT (hard)! Change your Words = Change your Mindset e.g. I don't understand = What am I missing? It's good enough = Is this really my best effort?

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:

Seven parents were contacted by phone prior to the consultants visit. All seven parents reported that their expectations of what the school could deliver were surpassed. Their children were happy, flourishing and felt safe and respected. The majority stated that their children had started at the



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

school with low self-esteem and a feeling that they were stupid. The transition had been smooth and almost immediate. All parents mentioned that getting their children to school was no longer a problem and that even homework was tackled without a fight! A few commented that they wish that their children had made as much progress in Maths as in Literacy but didn't believe that this was the fault of the maths curriculum or the teaching. Communication between home and school was excellent. The school is an amazing place that has the knack of getting the pupils through their difficulties and providing them with the skills and confidence to move on.

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

A meeting was held with 11 pupils, boys and girls, ranging from Year 3 to Year 7. The pupils had attended Calder House between <1 and 3 years. They all appreciated the support that they received at the school, with some having had very different experiences previously, and were very happy and safe there. They trusted the staff and felt trusted. They felt that the school was calm, a good learning space and a sanctuary. They felt that the staff were hard workers, patient, approachable, strict and fun. The pupils considered the teaching to be adaptable, practical and strange (in a good way)! Peer relationships were good with pupils sharing, not bullying and kind. They would like more/less sport, more/less homework, after school clubs, more Art/DT and a hot lunch in the winter.

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 | DSP |
|---|-----|
| 6. Specific to the Category of School or Centre: - | |
| 6.2 The school is established primarily to teach pupils with SpLD. | √ |
| 6.9 Assessment for admission to the school/centre should include a report from an Educational Psychologist or a Specialist Teacher who holds an Assessment Practising Certificate. | √ |
| 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. | √ |
| 7.3 As a minimum, all English teachers and teachers of literacy skills will have nationally recognised qualifications in the teaching of SpLD pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion. | √ |

Report Summary

Summary of Report including whether acceptance is recommended:

Calder House rightly deserves to retain their DSP status with CReSTeD. The grounds and the school are well cared for and provide a suitable environment in which to learn. The atmosphere is welcoming, calm and industrious. The school is appropriately resourced to support pupils with specific learning difficulties and the teaching/learning spaces are clean, well lit, ventilated, uncluttered, organised and distraction free. The school has staff that are passionate about what they are teaching and the pupils are learning. Staff and pupils are proud of their school and are extremely happy there. Parents are delighted with the provision and feel that their children have made progress and are supported emotionally as well as for their learning difficulties.