



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

Ellesmere College Re-registration Category DU – Dyslexia Unit

Date of visit:	Wednesday 27 April 2016
Name of Consultant(s):	Helen Ackers and Helen Farley

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Ellesmere College Ellesmere Shropshire SY12 9AB Tel: 01691 622321 Fax: 01691 623286 Email: hmsecretary@ellesmere.com Web: www.ellesmere.com	Rural	375 boys 188 girls	Dysc, Dysl, Dysp	HMC
	Ind, Bdg, Wk Bdg, Day	Ages 7-18		GCSE GCE:AS/A2 Univ entry IB Dip
Comments: Strong learning support provision.				

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: Ellesmere College
Address of school: Ellesmere, Shropshire, SY12 9AB
Telephone: 01691 622321 Fax: 01691 623286
Email: reception@ellesmere.com
Website: http://www.ellesmere.com/

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

Name: Mr Brendan Wignall
Title (e.g. Principal): Headmaster
Head/Principal's telephone number if different from above: Ext. N/A
Qualifications: BA, MA, PGCE, MCMI, FRSA
Awarding body: York, Leeds, Leicester

Consultant's comments

The headmaster shows strong leadership and a full commitment to the inclusive ethos of the College. The headmaster values each pupil as an individual and enables the staff to develop each pupil's potential both in their academic progress and pastoral development.

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

Name: Miss Jo Manion
Title (e.g. SENCO): Head of Learning Support
Telephone number if different from above: Ext. 207

Consultant's comments

Miss Manion has been in position for six years. She has an excellent understanding of her role within the department and values the team who work with her in Learning Support and the wider College.



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1. Background and General Information

1. a) Dep't of Education Registration No.: 893/6001

Numbers, sex and age of pupils:		Total	SpLD	Accepted age range
Day:	Boys:	218	87	7-18
	Girls:	83	22	7-18
Boarding:	Boys:	157	34	9-18
	Girls:	105	11	11-18
Overall total:		563	154	

Consultant's comments

The recent ISI report (2015) indicates that teaching meets individual needs. Teachers maintain the motivation and interest of the pupils through appropriately planned lessons that enable pupils to think for themselves and apply intellectual, physical and creative effort. The observed teaching indicated that teachers met individual needs enabling pupils to make good progress.

c) Class sizes – mainstream: Up to 18

Consultant's comments

The relatively small class sizes are identified in the College's SEND policy document as a positive way to meet individual needs of pupils. During the visit classes varied in size to enable teachers to meet the individual needs of the pupils. Some observed classes had additional support, from support assistants, who were well deployed and made a positive contribution to lessons.

d) Class sizes – learning support: 1:1 or small group (max 4)

Consultant's comments

Both one to one and small group lessons occur as part of the school provision. These are timetabled according to the pupil's individual needs. The 2015 ISI report indicates that provision makes adjustments for pupils of all abilities. All the pupils who were observed were engaged and on task. A variety of resources were used skilfully by the Learning Support staff.

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

The recent ISI report (2015) comments that the school takes active steps to promote the personal development of pupils.

f) Current membership (e.g. HMC, ISA etc.): HMC, ISC, Corporate Member BDA, PATOSS

Consultant's comments

g) Please supply the following documentation:

- i. **Prospectus**, including staff list (if this does not clearly show which teachers teach English, then please supply this as a separate item). Please indicate copy enclosed

Yes

or provide link to view reports via the internet

Independent Schools only



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

- 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 Yes

Consultant's comments

The school has well qualified staff. They have additional qualifications which enable them to teach the pupils with specific learning difficulties to a high standard. Staff undertake a range of continued professional development which enables them to develop their knowledge and skills.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria 1 & 2

- 2. a) Aims and philosophy of the whole school
See SEN Policy which draws links with other policies.

Consultant's comments

The College's aim that the individual is valued and enabled to achieve their full academic potential is reflected in the SEND policy. The lessons observed indicated a commitment to meet the needs of individual pupils. The use of differentiated tasks and providing immediate feedback to pupils was a strength of many of the lessons observed.

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** enclosed
 - ii. **Support for policy from Senior Management Team** See SEN policy
 - iii. **Support for policy from governors** See SEN policy
 - iv. **Admissions Policy/Selection Criteria** See below and SEN policy
 - v. **Identification and assessment** See below and SEN policy

Consultant's comments

Provision for SpLD pupils is identified within the SEND policy. A clear policy for the admission of pupils with specific learning difficulties is in place. Applications from pupils with specific learning difficulties are welcomed.

Criterion 4

- d) Give specific examples of the whole school response to SpLD
The Headmaster is committed to Ellesmere supporting students with SpLD at Ellesmere where every child is encouraged to be successful, considerate and lead a fulfilling life. The culture is to include, accommodate and challenge. All teachers teach students with SpLD as part of this inclusive culture. All staff are tasked to consult the SEN Register and each child's Individual Education Plan which is signed twice yearly. Information is made available to pastoral staff and Study Wing Supervisor so all have awareness of children's needs and may respond appropriately.
There is departmental representation on Academic and Pastoral committees



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and the HoDs Forum in which policy and practical matters are shared. A consideration in appointment of staff is their commitment to meeting the needs of those with learning differences.

Examples of collaboration are IEPs, differentiation, target setting, exam arrangements for school exams, tracking, 'Needs' information booklet, using alternative recording methods in class – photos of prep.

All use the Accelerated Reader programme at Lower School which is particularly useful for students with SpLD as the books are graded and accessible to all. There is a site licence for Dragon voice recognition software. Teachers use a variety of study skills eg mind-mapping and multi-sensory approaches.

Consultant's comments

The ISI report (2015) comments the pupils with SEND are provided with IEPs with targets to make clear their next steps. There are annual reviews of pupils with EHC plans. Staff are aware of the IEPs and are, along with the parents and pupils, able to contribute to the setting of targets.

- e) Number of statemented/EHCP pupils: 3

Consultant's comments

Miss Manion demonstrates a clear understanding of the pupils' needs and indicated she accesses external agencies to the College when required.

- f) Types of statemented needs accepted:

Cognition and Learning with possible co-occurrence of Communication and Interaction needs.

Consultant's comments

Each child who applies to the school is considered individually. Informed considerations are made to ensure that the College can meet the needs of pupils.

Independent
Schools
only

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:

Open Days are often the first contact with parents and children. The Admissions team is experienced, knowledgeable and sensitive to parents' needs in choosing a school, particularly if a child may have a specific learning difficulty. They discuss individual needs and arrange taster days during which the child is paired with a chosen buddy, meets the Head of Support for Learning for a chat and brief assessment. Parents are invited to offer educational psychologist or specialist teacher reports if available. The College accepts children who it is felt will thrive and whose needs may be met by the College. Recommendations for support are made when a place is offered. Further assessment takes place during support lessons to plan appropriate programmes.

Ellesmere operates the graduated approach to identification and intervention. The KS2 Literacy Co-ordinator works with Lower School teachers and Support for Learning Co-ordinator to monitor children's progress, making a referral for specialist assessment if there are causes for concern, not



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remedied by routine interventions. Underperformance against expectations is a trigger or simply observation. Parents are involved at every stage. A similar process operates at KS 3 & 4 with Assistant Heads of School and tutors monitoring progress and identifying children who may require specialist assessment. Review takes place each half term following Assessment Weeks and Period Grades as well as part of Lower, Middle and Sixth Form Academic meetings. From any of these systematic processes referrals may be made. This process of tracking and intervention is closely monitored by Deputy Head Academic, as member of SMT. There are occasional self-referrals in which case tutor and parents are consulted.

Tutors and teachers also make recommendations for assessment particularly if a child begins to struggle. This occurs also in VI Form when the 'step-up' to A Level might reveal underlying difficulties. Ellesmere teaching staff are experienced in picking up signs of literacy or Maths difficulties and swift to request assessment via the referral process. The Head of Support for Learning arranges assessments with one of four qualified assessors. Parents are fully involved. There is within the team considerable experience of other learning difficulties and the opportunity for screening for social, communication, visual stress and other concerns is available.

Consultant's comments

The identification process is identified within the SEND policy. The Support for Learning team are suitably qualified and experienced in order to identify pupils with specific learning difficulties. Ongoing discussions between members of staff and parents aims to promote a fuller understanding of the needs of pupils.

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

Initially the child is monitored by tutor, department staff and Assistant Heads/Heads of School, with agreed interventions (meeting with the child, extra reading support, having a reading mentor, joining Circus Skills etc). If there continue to be concerns, parents are contacted and a referral is made to Support for Learning for assessment. This may result in further monitoring with interventions in class or with the recommendation of support lessons with specialist teachers.

Consultant's comments

The graduated response is indicated in the SEND policy.

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

A referral is made as described above. Parents or students may request an assessment. Screening takes place of all students in Year 7 with support lessons using the Dyslexia Portfolio which may indicate areas where further assessment is necessary to inform teaching.

Consultant's comments

Ellesmere has several qualified staff to enable full assessments to take place within the College.

4. Teaching and Learning

4. a) How is the week organised?



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

40x35 minute lessons (arranged in single or double lessons as appropriate) excluding morning registration/assemblies/chapel; activities/sport; prep. Support for Learning lessons are usually in place of a language at KS2 & 3 and as an option subject in Year 9 to 11. In VI Form they are chosen in addition to academic subjects.

Consultant's comments

The College has an appropriate timetable in place to enable the needs of pupils to be catered for. There is a wide variety of additional activities available to pupils. Those pupils who were interviewed greatly valued the additional activities and the staff who participated in the organisation and running of them.

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

All teachers offer rich and diverse, hands-on, multi-sensory experiences for children, seeking to tailor learning to the student's strengths and interests while supporting difficulties. Teaching is geared to the needs of students with SpLDs with advice from specialist teachers via IEPs. Specialist support lessons take place in the SfL building and a dedicated classroom at Lower School.

A significant number of students use word processors and also Dragon software for dictation. Phones and tablets are used to access the College FROG drive where resources are held centrally and may be accessed anywhere. This is particularly useful for prep which takes place in supervised, supported sessions at the end of each day in College as well as at home. Students may bring prep to support lessons for guidance and also may complete work in the Centre. There are daily clinics which provide subject specific support. Prep is recorded in prep diaries as well as being noted using the dictation tool on tablet or phone or similarly photographed from the teacher's interactive whiteboard. Varied ways of producing prep are used to allow success for children with literacy difficulties (presentations, filming, making etc).

There is a thriving Circus Skills group and Handwriting Skills group at Lower School for those with motor co-ordination issues and as some children with SpLD have co-occurring difficulties (Developmental Co-ordination Difficulties – Dyspraxia, Dysgraphia) these are another useful opportunity for progress and fun!

Consultant's comments

The detailed IEPs provide a valuable and high quality source of information regarding the individual educational requirements of pupils. Value was placed on the access pupils had to prep. time within the College.

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

- *Curriculum subjects*
- *Literacy support*

All teachers have access to IEPs containing very specific information about the child's strengths and areas of weakness so that lessons may be planned and delivered accordingly. Teachers are also experienced and skilled in teaching children with SpLDs and so they naturally teach in ways which support a whole variety of needs. They know the children, play to their strengths and support their weaknesses. There is open and useful dialogue among colleagues related to supporting children.

Criterion
3 & 4



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

With younger children, particular programmes may be used eg Miskin Phonics; as children progress, there is a move towards preparation for Middle School and GCSE study, so increasing use of study skill approaches, assistive technology and independent skills where possible become key in children's programmes. There is also flexibility to support the child's curriculum studies. By VI Form it may be the department simply supports the student in examination arrangements.

Consultant's comments

Eight lessons were observed during the visit. There was evidence of over learning in lessons. The use of open ended questions enabled ongoing assessment of the pupils' understanding and progression to occur. There was evidence of differentiated tasks which considered the different learning styles of the pupils. The lessons were well organised and the teachers had a good rapport with the pupils.

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

Information on each child's strengths, needs, current targets, teaching and learning strategies, own perceptions and parents' views is conveyed to staff at the beginning of the academic year and again after review in the Spring. Targets are written by specialist teachers in collaboration with English and Maths teachers as appropriate. All teachers read and sign these individual education plans twice-yearly to acknowledge they are taking the child's needs into account when planning lessons and setting work. IEPs are essentially a communication tool to convey information to all 'stakeholders': the child, parents, teachers, assistants, support teachers, pastoral staff. They are written collaboratively with children and English/Maths teachers and reviewed with children and parents. They contain 'care instructions', record key assessments and formal examination access arrangements. They are working documents.

Please indicate **two examples** enclosed



Consultant's comments

The IEPs provide an excellent working document regarding the pupil's strengths and weaknesses and targets. They give clear indications regarding progress made. Pupils are able to comment and set their own targets. Most parents commented they considered their points of view were valued. Some parents indicated they would welcome further engagement in the IEP process.

e) Records and record keeping:

Records are kept by individual teachers: lesson planning and recording as part of a child's learning programme; Period Grades (half-termly effort grades) and academic reports for each child. Departmental records include Taster Day reports, specialist teacher and educational psychologist reports; IEPs; specialist assessments including annual WRAT and twice yearly Access Maths scores; all assessments completed (TOWRE, DASH, CTOPP, WIATT, BPVS, WRIT etc); Form 8 and examination access arrangements; confidential summary reports detailing care and provision while at Ellesmere.

Consultant's comments

A wide range of records is kept. The recent ISI inspection indicates that parents receive progress reports each half term and longer reports at the end of the year. The IEPs also act as a record of the assessments undertaken. They are an accurate and up to date records of a pupil's attainment. Data



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

Criterion 3 f) results are part of a rigorous process of tracking progress and informing the need and appropriateness of interventions.
 For comment by consultants only: Review history and provision made for two pupils.
 The IEP provides one effective method to understand the nature and the progress of individual pupils. The Support for Learning department continually assess the provision for pupils and consider if targeted support is meeting the needs of individual pupils.

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

A-Level (GCE) and VCE	No. of pupils Years 12 & 13	Number entered	Percentage grade A-E	Average point score per pupil	Average point score per exam entry
Whole School	136	544 awards	87.3%	191.39	AS 110.33 A2 199.15
SpLD Pupils	32	73.5 awards	87.7%	AS 330.00 A2 630.91	AS 166.99 A2 220.31

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	87	86.6%	82.5%	99.5%
SpLD Pupils	18	73.6%	61.1%	100%

Key Stage 2	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School	31	26 R 23 W	0	22	0	28	2
SpLD Pupils	16	13 R 11 W	0	9	0	16	0

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

h) Any other relevant information, e.g. details of any other examinations taken, literacy/numeracy assessments:
 Students with SpLD perform particularly well in English Speaking Board examinations, gaining a significant number of Merit Plus and Distinctions which contribute to their confidence in communication skills. (data available).
Consultant's comments
 The school uses staffing to provide a wide range of subjects. Pupils value the ability to take a range of examinations.



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

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

Each support teacher has a specialist teaching room with computer and iPad and a range of multi-sensory resources in order to provide for students' individual programmes. A number of programmes are used at Ellesmere – the DILP, Multisensory Learning and most recently the Misken synthetic Phonics Programme for KS2 and Fresh Start for KS3. These materials and shared approaches across mainstream literacy and Support for Learning lessons (Ditty, spelling, reading and work books, friezes and sound charts) have helped reinforce learning as all involved are using the same approaches. One EAL teacher is trialling the resources. The Misken Phonics programme, (detailed in the British Dyslexia Association Year Book 2012) is providing a bridge between mainstream and specialist teaching with specialist teachers using their expertise to personalise as appropriate. Results from this initial six months of the project are positive in showing progress.

Consultant's comments

The range of resources available to staff is a positive and reflects the ethos of the College that individuals are valued and enabled to achieve their full academic potential. There are several well-resourced Support for Learning rooms. The older pupils considered the flexible access to the Support for Learning staff and resources very helpful.

Criterion 5.2 b) ICT:

The College has a vibrant FROG drive: interactive virtual learning environment geared to individual learning. Increasingly children have devices upon which to access these materials which are increasingly personalised. Children with SpLD are encouraged by Year 7 to be using technology (laptop, tablet, phone) for the additional support it affords. They are encouraged to learn to touch type and for those needing a scribe, to use Dragon voice recognition software so there is independence. Text Help is being considered to support reading; alongside Dragon, it may be used independently in examinations when appropriate. Emphasis is on each child writing, typing and dictating so that there is choice and capacity to use what is appropriate in the move to independence. Word Shark, Number Shark and Nessy are used to aid learning as is MyMaths and SumDog. Apps provide useful reinforcement activities in lessons when appropriate.

Consultant's comments

There is a wide variety of ICT available to support the pupils' learning. Pupils indicated a positive response to the FROG drive.

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

Students' access arrangement applications are begun in Year 9 and continue through to VI Form with assessments made by trained assessors and applications managed within the department. All teaching staff are aware of students' arrangements via IEPs and central lists. Arrangements are tailored to children's preferences and negotiated with each child for each exam within each exam series. (Data available.)

Consultant's comments

Access arrangements are applied for using the current JCQ regulations.



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Criterion 5.4

d) Library:

The library is a study room and also houses a very large selection of reading books, some of which are linked with the Accelerated Reading programme. These books are rated and scaled so students working on the programme (Year 3 – 8) have access to the right skill and interest level with an online quiz on each book with percentage scores to motivate and to enable teachers to track reading progress. Support for Learning teachers use the same books when reading with children. There is a mini library at Lower School operating the same approach. There is a library of Kindle devices which may be borrowed and a Kindle Club to support reading. The library is also an IT room and has a video library and Dragon installed on a number of computers for dictation. There was a very successful Bookzilla project recently which brought books to life for all students and enabled children with SpLD to access and respond to literacy-based activities in creative ways.

[Consultant's comments](#)

6. Details of Learning Support Provision

DU 6.3

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

Advice for teachers and parents (consultations on Open Days and parents' meetings as well as informal dialogue), specialist assessment, specialist support, study support and mentoring, hub for examination access arrangements and provision for those with SpLD. Haven. Powerhouse of learning.

[Consultant's comments](#)

The Learning Support Department can be accessed through both formal and informal means. Conversations with most parents/guardians, and the recent ISI report, indicate a very positive relationship. Most parents indicated the Support for Learning Department were very helpful during periods of transition.

DU 6.5 & 6.6

b) Organisation of the Learning Centre or equivalent:

As well as individual teaching rooms, there is an IT and independent study room with seven online computers and a selection of books. There is an admin office with admin assistant. There is a water fountain to maintain hydration so the brain is ready to study.

[Consultant's comments](#)

The Learning Centre was well organised with Miss Manion having an excellent overview of activities happening there. The pupils who were interviewed enjoyed working in the Learning Centre. They considered the independent room to be a particular positive asset of the Learning Centre.

DU 6.6

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

Yes. The Head of Department works in collaboration with the Academic Deputy so that there is close liaison on underpinning principles and provision for individuals which may be unique and tailored to need.

[Consultant's comments](#)

The Head of Support for Learning is valued by the senior leadership team and is on both academic and pastoral committees.



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

- 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**
 - iii. **List of known SpLD pupils in school**

Information
Provided

7. Staffing and Staff Development

- Criterion 7 7. a) Qualifications, date, awarding body and experience of all learning support staff:

Details of staff qualifications were provided at the time of application, names and specifics are not published to protect the identity of individuals.

Consultant's comments

The Support for Learning Staff are well qualified with experience and understanding relevant to their roles at the College. Teachers hold nationally recognised qualifications and access a range of CPD. They show an enthusiasm for their roles within the Learning Support Department and the College as a whole.

- DU 7.4 c) Are the majority of lessons within the Unit taught by those having nationally recognised qualifications in the teaching of SpLD pupils? (Exceptionally, an experienced teacher undergoing training may be sufficient.)

Yes. It is a strong, highly qualified and experienced team which is committed to continuing professional development as evidenced by membership of and involvement with national and local professional organisations: BDA, PATOSS, Dyslexia and SpLD Trust, the British Psychological Society, CReSTeD, Optimus Education, Shropshire DA, Cheshire and Shropshire PATOSS.

- MS Only f) Whole school staff development in relation to Dyslexia Awareness and Inclusion strategies e.g. IDP (Inclusion Development Programme):
Ellesmere is rooted in the principle of inclusion and follows inclusive practices as part of the culture.

Consultant's comments

- 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?

The observed members of staff used a variety of approaches to meet the needs of the SpLD pupils within their departments.

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:

Six parents of pupils were contacted. The majority of the parents contacted expressed strongly the positive relationships they had with the College and the positive outcomes their children have experienced at the College. The feeling that their child's individual needs were acknowledged and met at the College were most favourably expressed. The majority of parents especially praised the differentiation of lessons in the Lower School. One parent considered this could be further enhanced in the Middle School. Feedback regarding their children's progress and consideration of the appropriateness of additional support was regarded by the majority of parents as a positive. One parent commented their child's progress at Ellesmere was, "As good as our dreams ever hoped they could do." One parent expressed they would welcome further feedback from the College and one parent considered provision could be enhanced by further involvement of teaching assistants within the classroom setting. One parent reflected that there was a lack of clarity regarding the admissions process; however the SEND policy does identify a graduated process undertaken when applying for a place in the school.

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

The pupils who were interviewed during the visit all praised the College and the relationship with the staff. They explained they felt happy and safe at the College and felt that their individual needs were respected and were met. They enjoyed being at the College and had high praise for Miss Manion and her staff in the Learning Centre. They considered the College provided them with a 'great education' in a positive environment that helped them develop a positive mind-set. The individualised approach of the College 'works like a dream' commented one pupil. The pupils explained they were able to make suggestions to further improve the College. They considered their ideas were valued by the Head Master and his staff. The pupils, when asked, indicated they valued their teachers and felt the teachers worked hard and tried to help them. The younger pupils especially liked the 'fun' lessons as these were memorable and helped them to learn. The VI form pupils commented upon their appreciation of the ongoing preparation for examinations from the Learning Support staff. Also they appreciated how staff helped them to prepare for the next stage in their academic or work lives when they left the College.



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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)	Yes
2. The Senior Management Team and, in the case of schools, Governors, fully support the provision for SpLD pupils.	Yes
3. The impact of the provision for SpLD pupils is measured (a system to regularly monitor provision for pupils and to assess their achievements).	Yes
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.	Yes
5. In Addition:	
5.1 Resources for learning appropriate to the level of need.	Yes
5.2 IT provision relevant and of high quality, including up-to-date and regularly used programs for SpLD pupils.	Yes
5.3 Access arrangements for all examinations sought as needed. Assessments for access arrangements must comply with Joint Council for Qualifications guidelines .	Yes
5.4 Specific structured, cumulative and multi-sensory teaching materials to address literacy with SpLD pupils.	Yes
5.5 An annual report for parents on the progress of pupils, who exhibit SpLD.	Yes

Criteria	DU
6. Specific to the Category of School or Centre: -	
6.3 A Unit or Centre providing specialist tuition on a small group or individual basis, within the school environment.	Yes
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.	Yes
6.6 The Head of Unit will have Head of Department status, and must have an input into curriculum design and delivery.	Yes
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.	Yes
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.	Yes



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Summary of Report including whether acceptance is recommended:

Ellesmere College is a welcoming, friendly and caring school.

The College considers both the academic and pastoral education of pupils in order to develop happy, confident and well-rounded individuals.

The College provides a very good standard of education for its SpLD learners. The Support for Learning staff have high levels of understanding and knowledge of SpLD. Teachers are aware of the needs of SpLD learners in their classrooms and the observed teachers differentiated their lessons appropriately. Pupils who were interviewed, appreciated the dedication of the staff. The majority of parents contacted considered that Ellesmere College provided an excellent education for their children.

All categories for re registration are met. The College meets the criteria to be re-registered as DU.