



Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator:
 CReSTeD, Helen Arkell Dyslexia Centre, 24 West Street, Farnham, Surrey, GU9 7DR
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**Frewen College
 Re-registration Application Form
 Category DSP – Dyslexia Specialist Provision**

Date of visit:	7 th October 2025
Name of Consultant(s):	Helen Farley

School Contact Details	Location/ status	Student Details	Special Needs	Assoc/ exams
Frewen College Brickwall, Rye Road, Northiam, East Sussex, TN31 6NL Tel: 01797 252494 Fax: Email: office@frewencollege.co.uk Web: www.frewencollege.co.uk	Rural	72 boys (ages 7-19) 36 girls (ages 7-19)	Dysl, Dysp, S & L	ISA, BSA, BDA
	Ind Day Bdg	Boarding from age 9		A level BTEC GCSE
Comments: Separate Preparatory School. Speech and Language, and Occupational Therapists on site. Emphasis on Literacy, ICT, outdoor activities and Art. Strong pastoral support.				

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:	Frewen College		
Address of school:	Brickwall House, Northiam, TN31 6NL		
Telephone:	01797 242494	Fax:	
Email:	office@frewencollege.co.uk		
Website:	www.frewencollege.co.uk		

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

Name:	Mark Loveday		
Title (e.g. Principal):	Headmaster		
Head/Principal's telephone number if different from above:			
Qualifications:	BA (Hons) QTS, Dip SpLD (Level 7), NPQH, CPT3A		
Awarding body:	University of Worcester, DfE, OCR, Real Training		

Consultant's comments

Mark Loveday has significant breadth of experience and knowledge and provides a clear vision for the school; each child is important and is known well. The aspirations going forward embody the ethos and mission of the school to be well educated, happy and self-confident and generous in spirit. He understands the school is on a journey and this is embodied in the **Frewen in 5** plan outlining all strategic priorities reflecting the ethos and aims of the school.

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

Name:	Natalie Carpenter		
Title (e.g. SENCO):	Head of Learning Support		
Telephone number if different from above:			
Qualifications:	BA(Hons) PGCert Level 7 Dyslexia Action, CPT3A, PGCert SEND, MDG		
Awarding body:	APC Dyslexia Guild		

Consultant's comments

Natalie Carpenter, while new to the post, is well qualified and knowledgeable and has worked at the school for some years, therefore knows the school well. This includes working collaboratively with the SLT to ensure that pupils make sound progress and grow in confidence within the school as well as transitions as part of onward educational journeys.

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1. Background and General Information

1. a)	Dep't of Education Registration No.:	845/6002		
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range
	Day:	Boys:	62	
		Girls:	31	
	Boarding:	Boys:	10	
		Girls:	5	
	Overall total:		108	

Consultant's comments

The numbers at the school have maintained consistency since the last report. The school numbers regarding boys and girls reflects the national statistics for diagnosis for SpLD.

- c) Class sizes – mainstream: Max. 10 students per class, although this is often smaller.

Consultant's comments

Of the 9 lessons observed pupils numbers ranged from 3-8

- d) Class sizes – learning support: Class staff are dyslexia trained (BDA), and Learning Support department hold additional L5 and L7 qualifications (Cert or Dip SpLD), Therapy staff- appropriately qualified and registered. TAs and Therapy assistants overseen by qualified Specialist Teachers or Therapists.
1:1 or small group.

Consultant's comments

As a specialist school all lessons provide curriculum support, this was observed as adjustments in teaching and provision of a support teacher

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

Ofsted boarding inspection 20th March 2025 indicate,
'The residential special school provides effective services that meet the requirements for good.'

ISI inspection 31st October to 2nd November 2023

Section 3: Pupils physical and mental health and emotional well-being indicate,

'Staffs' nurturing approach enables pupils to feel valued as individuals. Pupils benefit from staff guidance, which enables them to regulate their feelings and to balance their emotions throughout the day. As a result, pupils acquire a variety of strategies that helps them to develop self-knowledge and self-confidence.'

The report further states that student's views are at the heart of the school.

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Independent Schools only

- f) Current whole membership(s) e.g. HMC, ISA etc: ISA, BSA, BDA
- 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 [Independent Dyslexic, Dyspraxia & Dyscalculia School](#)
Staff list attached
- ii. **Recent Inspection reports**, please indicate copy enclosed or provide link to view reports via the internet [Frewen College inspection reports](#)
- 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 [Frewen College - Fees](#)

Consultant's comments

The staff list is visible to parents on the Website and clearly indicates which staff teach English. All are suitably qualified and have followed the level 3 course, the staff list only specifies those who have gone forward to the Level 3 qualification.

The school, as part of its strategic plan, is a beacon of practice in the field of Dyslexia and has provided links of videos, having worked with BDA and PATOSS and continues to aim to be a world leader.

Recent ISI report 2023 took place under the previous Head and all standards were met.

Fees for additional support are clear and provided on the website, indicating what is covered by overall fee, stipulate what additional therapies and extraction sessions will incur for a parent.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria 1 & 2

2. a) Aims and philosophy of the whole school
- Frewen College is a coeducational independent day and boarding school for students aged 7-19 specialising in dyslexia and co-occurring SpLDs. The central aim of the school is to enable each pupil within the school to fulfil his or her potential. All pupils who enter the school are diagnosed as having dyslexia (except Prep Plus +) and associated co-occurring specific learning difficulties. Each pupil is seen as an individual with unique talents and abilities and the development of these is central to the education we provide, enabling all students to live our mantra and values: **aspire, believe, and achieve**. We are a community, in which respect for the individual is at the core of our philosophy. Each member of the community, whether pupil or adult, has an important role to play within the society of the school. It is an understanding of these responsibilities and privileges which allows each of us to contribute

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fully to the community of the school.
By providing a unique combination of strategies, curricular and pastoral, Frewen College strives to provide the best possible education for every pupil who attends. The aspirational education we provide allows each pupil to thrive and reach their fullest potential, leaving Frewen with the qualifications and skills required for an ever-changing world.
Please find attached – strategic vision document

Consultant's comments

The aims and philosophy of the school are distinct and evident as seen during class observation, visit to the school community and the pupil feedback.

During observations the key aims to aspire, believe and achieve were seen through confidence during lessons when indicating if information had been understood, students being able to say they didn't understand or were unsure, teachers responded skilfully guiding and forging positive routes to gaining the knowledge provided respect and value for the students. All interactions seen between students and staff (including SLT) were respectful, caring, kind and supportive.

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

Consultant's comments

All policies are robust; they are clear and indicate the level of support from governors and SMT.

The admissions policy is clear for parents and provide a system whereby there is a reassuring level of investigation of needs to ensure they can be met; for those who have significant needs the school is developing a report system for parents to take forward to more appropriate settings.

Criterion 4

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

An understanding of the needs of children with specific learning difficulties underpins all our shared aims and values. Students' needs are recorded, and communicated, and their provision and progress monitored.

All teaching staff undergo Dyslexia training to Level 3. They also receive training in other needs from our in-house therapists including – speech, language, and communication, motor coordination, visual perception to ensure transdisciplinary support is provided in all classes.

In addition to this, there are timetabled reading sessions, where students read individually or in small groups with their tutor in order to develop their literacy. All Prep and Senior School students have daily literacy sessions, not only taught discretely but planned and applied for use across a creative curriculum which facilitates embedding of skills in a multi-sensory learning environment.

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Our Learning Support Department is overseen by our Head of Learning Support, which includes a team of onsite professionals: Speech and Language, Occupational Therapy, a specialist Physiotherapist, Level 7 specialist teacher assessors, and specialist TAs, who work with students 1:1 or in small groups.

Assistive technology is available and used, where appropriate, throughout the school in the form of reader and voice recognition software, laptops, reading pens etc. The school is currently looking at moving to pupil held devices from September (rather than department based) to support school/home/school working. Keyboard skills are also taught.

The curriculum is cumulative, cyclical, interleaved, and multisensory to support whole brain learning methods. Non negotiables are used in all classrooms (see attached). Learning boxes in classrooms take into account sensory motor needs, and include writing slopes, wobble cushions, kick bands, fidget gadgets etc.. Movement breaks are also built into classroom learning.

We have a whole school focus on literacy this academic year, ensuring all subjects are fully embedding core skills into all lessons. Strategies such as pre and post tutoring of core vocabulary, morphology, and phonetics support student development.

self-esteem assessment which helps inform the level of support required. The class teacher plays a major role in delivering pastoral support, but students may also access the help from our Student Support and Family Liaison Officer who may then make further recommendations for psychotherapy from one of our freelance team members of fully qualified play/art/talking therapists. This is mirrored in the senior school and is in addition to the usual pastoral role of the tutor

Consultant's comments

The whole school approach reflects the school as a specialist setting to support the needs of learners who are dyslexic as a primary need.

- e) Number of statemented / EHCP pupils: 94 (91 naming Frewen, 3 not naming)

Consultant's comments

The systems for EHCP management of cases within the school is well resourced and effective. All parents have access to a full reporting system that provides an in-depth overview of the child's holistic progress. The school is to review merging and maintaining the systems due to the significant number of EHCP; thereby all parents would have access to outcomes and review regardless of EHCP or fee paying pathway.

Independent Schools only

- f) Types of statemented / EHCP needs accepted:

Consultant's comments

The school has a clear admissions process through which the primary need should be SpLD, acknowledging co-occurring conditions within an individual profile.

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:

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All students in the senior school have a diagnosis of Dyslexia (entry criteria). In the Prep School, some will have a diagnosis, whilst others may have 'literacy difficulties' and will follow our diagnostic pathway via our L7 specialist teacher assessors using SASC diagnostic criteria and assessment reporting. Please see attached innovative Prep Plus + model.

All applications follow a 5 stage process – see attached admissions policy- which includes a minimum of 3 evaluation days (and 2 nights, if boarding).

Consultant's comments

The admissions policy is clear, robust and in depth to ensure all needs are identified and therefore if the school can meet those needs.

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

All students have a SpLD – for co-occurring, undiagnosed needs we would monitor and assess (as appropriate) using our onsite specialist staff: specialist teachers, OT and SaLT. Enabling diagnostic pathways to be followed or onward referrals made (in consultation with parents).

Consultant's comments

As a specialist setting where significant assessment is undertaken to ensure a student will make progress, however as there is acknowledgement of co-occurring there are identification and further assessment through in house and external specialists.

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

Dyslexia – this can be completed inhouse via our L& specialist teacher assessors following SASC guidance.

OT- sensory assessments

SaLT – salt assessments, SLCN etc..

Onsite specialists would monitor, assess, and review alongside early conversations with parents in terms of possible onward referrals e.g. ADHD, Dyspraxia/DCD etc..

Consultant's comments

There are clear pathways for assessment within the school.

4. Teaching and Learning

4. a) How is the week organised?

In the Prep School, students are taught by one class teacher. Literacy & numeracy are delivered each morning, and pupils then cover other subjects throughout the week. The class is supported by a TA who also delivered interventions, for example precision teaching and reading with students.

Our Prep Plus+ students have a model where subjects like literacy, numeracy and humanities are delivered by a specialist teacher in a small group environment. They then come across to the senior school site to access subjects like science, DT, Food, music and PE with equipment, also gaining experience of working in a DT workshop and Science lab. Please see Prep Plus + brochure for more details.

In the senior school students have 8 x 40-minute lessons a day, as well as a 30-minute tutor time. At KS3 students will access all core and foundation subjects, apart from MFL (although this can be offered as an enrichment subject). At KS4 students will continue with English, maths and science along

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with three option subjects (Art, Drama, DT, Food, Geography, History, IT, Music, PE). In English we decide on the most appropriate pathway for students, with some students taking GCSE English Literature and Language, GCSE English Language or the Functional Skills Pathway.

From September 2025 Personal Development (PSHE) is delivered by form tutors on a Friday afternoon. This allows us more opportunity for outside speakers as well as provide form tutors the opportunity to develop their knowledge and understanding of their tutees, thus triangulating our pastoral care.

School Day:

8.50 – tutor time

8.55 – lesson 1

9.35 – lesson 2

10.15 – tutor time

10.45 – Break

11.00 – lesson 3

11.40 – lesson 4

12.20 – lunch

13.10 – lesson 5

13.50 – lesson 6

14.30 – break

14.40 – lesson 7

15.20 – lesson 8

15.55 – tutor time

This structure allows students regular check in's with their tutor throughout the day, as well as adequate breaktimes to manage cognitive load and reset.

Our Sixth Form provision works in partnership with Bexhill College, which allows access to a range of different Lv 2 & 3 subjects. Some students will also study Lv 3 courses here at Frewen College, with A Level Art and Lv 3 Digital Skills being offered in house for the first time since September 2025. Where required, students will continue to study towards their GCSE English and/or Maths qualifications. These are delivered on site by our specialist teachers.

Enrichment clubs run three nights per week (MTW), offering students opportunities to join clubs such as archery, gardening, art etc... The school is also in the process of setting up a Combined Cadet Fore (CCF), Royal Navy section.

In the evening, **boarders** receive support with homework as well as accessing a range of enrichment activities. At weekends trips are organised to a range of destinations including: water parks, shopping trips, cinema trips, escape rooms, swimming etc.. Once every half term (six across the year), boarders have a Big 6 activity which includes activities such as: theme parks, Trips to London, Theatre trips etc..

Consultant's comments

The week is organised with pupil need at the forefront and provides a holistic broad curriculum with enrichment activities.

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

All students at Frewen College have an SpLD, therefore our curriculum is designed to support their needs.

Timetables:

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- One week timetable
- Pictorial timetables available where necessary
- Printed copies of timetables available in tutor rooms.

Core support in lessons:

- Non-negotiables established in spring term 2025 ensuring that all staff are adapting resources in line with dyslexia best practice.
- A multi-sensory, whole brain approach to learning.
- A whole school focus on literacy is set out in the school's SDP, with this year focusing on delivering reading across the curriculum.
- Teaching of vocabulary in lessons, using suggested strategies from the Speech and Language team.
- 3 x tutor sessions each week focus on teaching reading.
- Learning boxes are available in each room allow students access to 'tools' to help concentration and learning e.g. fiddle toys, wobble cushions.
- Most classroom-based staff have completed their Level 3 training in dyslexia and the aim of the school is to support all staff in completing this.

Targeted & Specialist support:

Many students also have targeted and/or specialist support detailed on their EHCP plans. This can include:

- TA led interventions for literacy support including reading and precision teaching.
- TA led interventions for social communication
- Specialist teacher interventions
- Speech and Language sessions
- Occupational Therapy.

These teams regularly feed into the school's CPD programme ensure that staff are familiar with the strategies and can implement these into the classroom. Mostly recently OT and SALT support whole school training on reading leading interactive sessions on supporting visual stress and reading and using SALT led strategies to teach subject specific vocabulary. These are further supported with 10 minutes CPD briefings delivered weekly.

Homework:

Opportunities for homework are provided across the school to provide opportunities for students to overlearn and embed their classroom-based learning. We have a gradient approach to this to build up the time students spend on homework as well as their resilience to working at home.

In Yr 7 students have English & Maths homework weekly and a half-termly project. These take approximately 30 minutes per subject.

In Yr 8 students have English, Maths and Science homework weekly with a half-termly project. These take approximately 30 minutes per subject.

In Year 9 student have homework in English, Maths, Science and other foundation subjects including History, Geography, Art & DT.

In Year 10 & 11 students have homework of up to an hour in all their examination subjects.

Our boarding students have an hour of prep time each weekday evening to support with the completion of homework task, and boarding staff will also help with this. If a student doesn't have homework then they will read with a member of staff.

Many subjects also offer additional support with homework and learning, for example the maths department often have lunchtime drop sessions for students, with subjects like Art, DT and Science offering afterschool

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enrichment clubs. As we build up to exams, we also offer additional exam booster sessions for students.

Consultant's comments

The level of homework is gradient to the academic year they are in and is well supported; students said teachers have a positive and supportive approach and students feel if they need additional support, they can and do ask for help.

Criterion
3 & 4

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

Curriculum:

Also see above.

With the exception of MFL languages students at Frewen College offer a full 'mainstream' curriculum.

Pupils at the Prep School receive daily English and Literacy teaching which incorporates phonics, reading, spelling and writing. They follow the structure of the Twinkl phonics scheme but adapt flexibly to meet the needs of the pupils in their classes. English lessons are planned to address and support the needs of the pupils from their starting points, in order to close the gap between them and their mainstream peers. The curriculum is designed to ensure that there is a broad coverage of skills, differentiated and adapted to meet the needs of each learner, while targeting the development of key literacy skills to build confidence and enable pupils to fulfil their full potential.

At KS3 students curriculum offer is:

7x English lessons – delivered daily

5x Maths lessons – delivered daily

5 x PE/Games lessons

4 x Science lessons

2x Art, DT, Drama, Food Geography, History, IT, Music, Personal Development.

1 x RE lesson

At KS4 students will select their options:

7x English lessons – delivered daily

6x Maths lessons – delivered daily

6x Science lessons

5x lessons per option subject

3x games

2x Personal Development

1x study skills

As detailed above we do have a whole school focus on literacy with all subjects supporting the development of reading in their subject areas, including the teaching of vocabulary. Lessons also have a whole-brain multi-sensory approach.

In order to support the literacy needs of our students, all literacy-based provision related to cognition and learning is part of Frewen's Core Offer.

Upon entry and annually thereafter, pupils are assessed by our Level 7 team, using the WRAT5 in order to track progress using standardised assessment scores. Targeted intervention is planned using this data, in conjunction with data gathered from the GL assessments (e.g. NGRT, NGST) and in liaison with subject teachers and tutors and overseen by the specialist teaching team/Head of Learning Support.

Intervention is delivered on a needs basis and may target the following;

- Phonological awareness

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- Phonics/word reading and decoding skills/strategies
- Whole text reading/comprehension/active reading strategies
- Spelling
- Higher order reading/writing
- Study skills

Within the learning support department, therapy assistants and teaching assistants run targeted 1:1 and small group intervention, the impact of which is documented via the IEP and reviewed on a termly basis. Support is planned flexibly, and staff liaise regularly to ensure that intervention remains appropriate and purposeful, and adjustments made as necessary.

We have a dedicated team of both Speech and Language Therapists and Occupational Therapists who work with students from Prep up to Sixth Form. Primarily, their work focuses upon specified and quantified provision within the EHCP, but in addition they work closely with the wider staff team to ensure that staff are well supported to implement strategies and resources within the lessons, offer staff training, liaise with parents and contribute to IEP's, provision mapping and the annual review cycle.

Furthermore, where indicated, pupils have access to Art Therapy and Psychotherapy which is provided by specialists on an associate basis. Head of Learning Support and Deputy Head Academic work closely with tutors to ensure that targeted reading opportunities are incorporated into tutor time on at least a thrice weekly basis. Individualised activities are planned support the development and progress of reading and literacy skills of all pupils.

The specialist teaching team are currently in the process of writing and developing a bespoke phonics, reading and spelling scheme to support the needs of pupils in KS3 (and KS4 where appropriate). The scheme will be delivered by the English Team, again on a targeted basis, to ensure that all pupils are consistently receiving the most appropriate support to meet their developing literacy needs.

In addition, as part of wider outreach work, the Head of Learning Support is qualified to carry out diagnostic dyslexia assessments and produce reports as per the SASC guidance.

Consultant's comments

During observed lessons subject areas seen were: maths, English, art, D&T, History; science, IT, art and literacy; tutor time

The most vital adaptation was the interactions and time given by staff to individual student need to enable and support access fully to the curriculum delivery, all lesson reflected the knowledge of individual profiles, this was especially evident in the respect and guidance of the tutor session where students felt confident in being able to express what they could and could not understand in a mental maths activity.

This was further evidenced in D&T where the respect and care and engagement between the students and staff provided an environment where there was student engagement and development of confidence,

There was evidenced of the use of different revision tools such as cornel note taking or mind mapping or use of online systems, indicating space for the use of personal individual approaches rather than teacher led.

Giving time and space for answering of questions and investigation of ideas,

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all staff were approachable and affable.

The responses and critical thinking was encouraging and used any mistakes positively, such as allowing expanded thinking about logos in IT.

In all books, seen key words and terminology was emphasised and supported through colour and clear definitions.

Lessons observed gave time for thinking but had pace and expectation with stretch. Without exception all pupils in all lessons were engaged both independently and with support. Support staff supporting this independent approach whilst scaffolding where necessary.

There was a wide use when appropriate of concrete resources, such as number lines, alphabet strips, literacy reinforcement through colour, clear links on Teams to resources for additional re enforcement; mirroring of interactive whiteboard on individual computer screens to avoid having to read at distance and reduce copying load.

The individual student approach was reinforced by a student in art being able to present and explain confidence in exploration of ideas and risk taking, reflecting the student led approach.

Many of the observed lessons exceeded the criteria.

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

Head of Learning Support has oversight of the whole school provision map, detailing provision for each pupil and tracking changes related to provision. This feeds into the annual review cycle to ensure that pupil needs remain central to the process.

Every pupil in the school has an Individual Education Plan (IEP) which, where appropriate, details outcomes set on their EHCP.

Teaching and therapy staff are responsible for ensuring that SMART targets are set and reviewed on a termly basis and show clear progression towards achieving the EHCP outcomes.

Therapy staff produce annual reports for pupils on their caseloads to feed into the annual review cycle to ensure that provision remains appropriate and targeted.

Please indicate **two examples** enclosed

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Consultant's comments

The IEP follow a traditional format which will be reviewed following the updated provision mapping within the school, of specialist provision overall this allows for more pertinent, useful and targeted information to add to existing information which maps need, interventions and progress.

e) Records and record keeping:

As a school we use a range of assessment tools, for example:

GL assessments (CAT4, NGRT, NGST) and will be rolling out the NGMT & PASS assessments as well. These are used to identify areas of difficult for students allowing to target their interventions according – both inside the classroom and where appropriate through targeted and specialist interventions.

The results of these outcomes are kept securely in the GL database & SIMS and access for staff on our secure SharePoint.

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For curriculum assessments staff use the Pearson Steps at KS3 and GCSE / BTEC/ A Level criteria at KS4 & KS5. This information is captured half-terminly and discussed in pupil progress meetings with subject leader identifying any student who needs additional support. This is also discussed with Middle Leaders and the Deputy Head Academic. This information is kept with our SIMS database.

On a termly basis subjects and tutors will report to parents. Identifying progress and areas for development.

In addition to formal school reports, staff also contribute to termly IEPs and the Annual Review documents for those students with an EHCP.

Consultant's comments

The assessment, both formal and informal, of students provides rich data to inform IEPs and annual reviews, record keeping and sharing of information, this being key to the adaptations seen in classrooms and identified on IEP and further interventions as required. The flow of information is seamless, current and relevant.

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

The school uses IEPs and the provision maps to tailor individualised learning for each student; this is evidenced in the history of provision. Interventions and support, indicating how they are targeted and reviewed to provide all supporting students the knowledge and information to ensure progress and support is relevant, appropriate and working.

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. 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	29	2 (completed Lv 3 courses)		50%	100	33.3%
SpLD Pupils	29	2 (completed Lv 3 courses)		50%	100	33.3%

GCSE & BTEC	No. of pupils inc'd in the Year 11 timetable, regardless of age	GCSE % A* - C Grade 9-4	GCSE % 5+ A* - C Grade 9-4	GCSE % 5+ A* - G Grade 9-4	BTEC % D*- D	BTEC % M	BTEC % P
Whole School	19	71%	63%	99.2%	0	20%	80%
SpLD Pupils	19	71%	63%	99.2%	0	20%	80%

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	N/A						
SpLD Pupils	N/A						

Key Stage 1	No. of Year 2	English	Maths	Science
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(if applicable)	pupils entered	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:

Consultant's comments

The school is currently reviewing assessment both formal and informal to enhance the rich data pool available to monitor students' progress, any need for intervention is implemented and tracked for positive outcomes, further supporting the triangulation of student progress.

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

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

Frewen College is a specialist dyslexia school, therefore all resources are for students with dyslexia and SpLD, All students have access to: Learning Boxes, specialist teaching, assistive technology, whole school literacy support, Learning Support, therapists (as required), smaller class sizes. We have specialist teaching facilities for: Art, ceramics, Science, Music, Drama, DT, Food and Technology, Therapy rooms.

We also have a dedicated Sixth Form Centre and Prep School.

Our sporting facilities include: 2 hard courts, sports fields, and a swimming pool.

Our Prep School has an outdoor activity area to support gross motor development.

Consultant's comments

The school is well resourced overall for example dedicated Sixth form, Prep School and therapy rooms. The sporting facilities are as stated, and students visit a nearby hall for indoor sports such as basketball.

Criterion 5.2

- b) ICT:

The school has a variety of ICT and assistive technology to support students' learning. These range from departmental laptops, to reading pens, text to speech and speech to text options, Low level memory aids such as talk tins or talking postcards.

Our ecosystem: Office 365 – ensures all students have access presented in a consistent format, e.g. accessing teaching group resources through Teams as a frontage.

We have a dedicated ICT suite, with monitor screen sharing facilities.

Subject specialist software is on computers in subjects such as music, DT, Art etc..

Both boarding houses have access to technology, ensuring accessibility and contact with family.

All ICT has cyber security and safeguarding filtering software, with alerts being raised with the IT manager and DSL.

As a school we are moving toward pupil held devices from Sept 2026 and are in the process of finalising the hardware.

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Consultant's comments

Criterion 5.3

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

Exam Access Arrangements at Frewen are individualised and bespoke based upon pupil need and normal way of working. Reasonable adjustments are made in order to level the playing field, not to provide an unfair advantage. Most pupils at Frewen have an EHCP, therefore a Form 9 is produced. In some cases, a Form 8 is required, which requires some assessment, carried out by the level 7 qualified teachers.

The specialist teacher assessors have developed robust systems for collecting and collating teacher evidence to support applications for a range of EAA while ensuring that JQC regulations are consistently adhered to.

The specialist teacher assessors liaise regularly with teaching staff and offer at least annual training to ensure that all staff are kept up to date with developments and changes. They too complete annual update training to ensure best practice.

Access Arrangements include;

- 25% extra time
- Reader/computer reader/reading pen
- Use of a word processor (spell check not enabled)
- Scribe/speech to text/use of a word processor (spelling and grammar check enabled)
- Supervised Rest Breaks
- Prompter

Some of our students qualify for up to 50% extra time and in rare cases, up to 100% extra time.

Other EAA have included;

- Alternative rooming arrangements
- Timetable Variation
- Noise cancelling headphones
- Focus tools

Consultant's comments

Access arrangements are appropriate and current to meet the guidelines of JQC.

Criterion 5.4

- d) Library:

The Prep school have a library area as well as book corners in the classroom.

In the senior school the main library is in the school's auditorium. This academic year we have a number of room changes, including bringing our English department into the main teaching block. The plan is to create a cosy and comfortable 'book nook' to help support the school's vision to foster a love of reading amongst our students.

Consultant's comments

The library is under review, a new reading area within an updated English department is planned for this coming year. This will provide a cosy reading area easily accessible to students.

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6. Details of Learning Support Provision

DSP 6.1 6. a) Role of the Learning Support Department within the school:

The learning support department is comprised of;

- Level 7 dyslexia specialist teacher/assessors
- HCPC qualified Speech and Language Therapists
- Occupational Therapists
- Paediatric physiotherapist
- Therapy support assistants
- Pupil Support and Family Liaison
- SEND and reviews manager

Each team within the department has responsibility for a caseload of students within the school (see above for details around EHCP provision)

There is a targeted, rolling programme of CPD which links closely to the school development plan. Head of Learning Support and Deputy Head Academic, work closely to plan and implement this strategic programme of CPD to ensure that staff are supported to keep abreast of changes and developments and to maintain best classroom practice.

Consultant's comments

The provision and use of specialists within the school is seamless and effectively mapped. Communication channels with teaching staff providing consistent information to ensure appropriate teaching adjustments and targets.

b) Organisation of the Learning Centre or equivalent:

The Head of Learning Support manages and oversees provision mapping across the school. The provision map is an organic working document, into which the learning support team have regular input to ensure that provision remains appropriate and targeted.

We are moving towards a graduated approach for support - Frewen Core, Frewen Targeted, and Frewen Specialist model, which outlines the support available at each level under the broad headings of;

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health
- Sensory and Physical

The level of provision is based upon;

- Specified and quantified provision within the EHCP
- Information gathered through the admissions process (include standardised assessments, professional reports and other observations)
- Referral from staff

Consultant's comments

The head's vision of ensuring transdisciplinary, holistic support is underpinned by the appointment of a Head of Learning support. As a specialist school the Learning Support department is integral to all the staff understanding individual pupils and their needs, thus maintaining and responding to needs so that provision is supporting and developing the pupil to make excellent progress and achieve to their full potential is the primary role of this department.

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

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.

Yes – The Head of Learning Support is a senior middle leader and sits on the middle leadership team and works in close collaboration with the other middle leaders and the senior leadership team to support and inform high quality dyslexia practice.

Consultant's comments

Yes, the Head of Learning Support has input into curriculum design and delivery, collaborating with middle leaders and the senior leadership team to ensure the school provides high quality dyslexia practice.

d) Supporting documentation, please indicate enclosed:

vi. **SEN Development Plan (or equivalent) enclosed**

vii. **Timetables of teachers or teaching assistants for SpLD, but not the whole school/all staff**

viii. **List of known SpLD pupils in school**

SDP- will go through on visit-

TA

All

7. Staffing and Staff Development

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

L7 Specialist Teacher Assessors – SpLD – APC Reg

L5 specialist teacher

OT and SaLT – HCPC registered

Tas – Level 3 dyslexia

Consultant's comments

All learning support staff are well qualified and experienced within the field of SpLD and SEND.

DSP 7.3

b) Have all English teachers and teachers of literacy skills undertaken training and participated in development activities to enhance their understanding of SpLD? The school's CPD programme should promote and support staff to achieve SpLD accreditation. (In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion.)

The majority of our teachers and classroom-based staff have completed Level 3 training in dyslexia delivered by the BDA.

In addition, we have cycle of Continued Professional Development which links to the school's development plan. This comprises of INSET days at the start of each term, followed up with weekly Thursday staff CPD meetings to allow staff to further develop the training from INSETS. We also have a weekly CPD briefing which is the opportunity to revisit key concepts from the INSET training. Our specialist teachers, SALT & OT teams input into this training to ensure a trans-disciplinary approach running through our practice.

The implementation and impact of training is reviewed through our Quality Assurance processes, including regular learning walks and classroom observations. This in then informs the ongoing CPD cycle and SDP.

Consultant's comments

The school has provided appropriate and pertinent additional CPD records that indicate that all English staff have significant support in building and implementing knowledge around the needs of dyslexic learners.

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

All staff will undertake the level 3 course; not all will go on to gain the qualification. See grid below provided by the Headteacher.

L3 - training but no qualification	L3 training and qualification	L5 or L7
5	21	5
Outstanding	2 new staff 2 staff not completed last cycle - due to absence/days off	

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?

All observed members of staff demonstrated significant ability to meet the needs of SpLD students 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.

For completion by consultants only: Parent Contacts:

Parents were full of praise for the care and progress their children had made since joining the school, citing the confidence and ease with which they now attend school in comparison with previous schools. Parents praised overall the admissions process; the criteria has changed emphasis with dyslexia being the primary need and this was commented on by one parent. Parents talked about the phenomenal difference in their child due to it being "the right place", most had no negative views regarding the school. Communication was identified by most parents as being fantastic and continuing to improve, going from strength to strength with any queries dealt with appropriately and promptly, with the school seen as very responsive.

One parent commented on the skills and knowledge of everyone in the school and how they presented as an elite team.

Most parents praised the new vision and approach of the new Head, expressing the improvement in communication, structure and the re-introduction of school uniform. A few parents were less sure of this re-introduction and highlighted the speed of transition to the new approach, having joined the school some time prior to this renewed approach. The school is fully aware this is an ongoing process and will take time.

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

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

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

Pupils were universal in their praise of the school, identifying the whole school as friendly, and felt staff helped them learn, they commented on everyone has Dyslexia and this meant to them that they felt less isolated. They all commented on how the teachers adapted to their learning and as the classes are small they were able to help individually. They stated that the school had built their confidence, the environment was one where they were comfortable straight away, allowing them to open up and learn and make friends. They commented that in a small school they were able to get to know the other pupils easily and know them well.

They commented that lessons adapted by using concrete resources such as air clay and individual letters to make words and support spelling; they felt they were pushed but in a supported way and felt they could ask for help; they praised teachers who supported learning by doing physical things; they felt encouraged to experiment and take risks in their learning, and how strategies such as scribing supported their progress; they commented on how being messy and making mistakes helped them to be able to learn and understand how to make progress in their work.

Overall, they all said that the teachers know them as students and know how to support them to be able to learn,

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 should include a report from an Educational Psychologist or a fully qualified specialist teacher assessor.	✓
7. Qualifications of Teaching Staff: -	
7.1.i. The teacher with oversight for the teaching and learning of pupils with SpLD should hold an appropriate qualification and is a senior member of staff who has a post of responsibility. Exceptions may only be allowed after special reference to the Council.	✓
7.3 All English teachers and teachers of literacy skills will have undertaken training and participated in development activities to enhance their understanding of SpLD. The school's CPD programme should promote and support staff to achieve SpLD accreditation. 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:

The school has a Head with clear vision and is on a journey with staff and parents. The admissions process has tightened, and this has provided greater clarity and surety, however, has unsettled a few parents, which the school are fully aware of, this is also relevant to the re-introduction of uniform.

The percentage of the school body with an EHCP is significant, the school is aware of the need to redesign processes to align the pathways of EHCP and fee paying to have the same process of objective setting, monitoring and review.

Whilst a few English teachers did not have the qualification of level 3 (grid within the report) the additional CPD information clearly indicated relevant and pertinent training providing evidence of teachers being prepared, informed and trained by specialists regarding the adjustment of teaching.

The level of awareness of individual need and adaption of teaching by all staff observed was exceptional and exceeds the criteria.

Therefore, I recommend reregistration without hesitation for 3 years.

Recommended for either Registration / Re registration:

Consultant to tick relevant box

YES	NO
✓	