



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

### Kingham Hill School Re-registration Category DU – Dyslexia Unit

Date of visit:	12 <sup>th</sup> October 2016
Name of Consultant(s):	Helen Ackers

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
<b>Kingham Hill School</b> Kingham Chipping Norton Oxfordshire OX7 6TH Tel: 01608 658999 Fax: 01608 658658 Email: <a href="mailto:admissions@kinghamhill.org">admissions@kinghamhill.org</a> Web: <a href="http://www.kinghamhill.org.uk">www.kinghamhill.org.uk</a>	Rural	176 boys 125 girls	Dysc Dysl Dysp	SoH BSA
	Ind Bdg Day	Ages 11-18		GCSE GCE: AS/A2
<b>Comments:</b> Remarkable success, both in confidence and results for those of our pupils with SpLD				

*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.*

<b>School Details</b>			
Name of school:	Kingham Hill School		
Address of school:	Kingham, Chipping Norton, Oxfordshire, OX7 6TH		
Telephone:	01608 658999	Fax:	01608 658658
Email:	<a href="mailto:secretary@kinghamhill.org">secretary@kinghamhill.org</a>		
Website:	<a href="http://www.kinghamhill.org.uk">www.kinghamhill.org.uk</a>		

<b>Name and qualifications of Head/Principal, with title used:</b>	
Name:	Nick Seward
Title (e.g. Principal):	Headmaster
Head/Principal's telephone number if different from above:	
Qualifications:	BEng Aeronautical Engineering, Imperial College London BA Theology, Durham MA Theology, Durham Diploma in Ministerial Studies, Durham
Awarding body:	Imperial College, London and Durham University
<b>Consultant's comments</b>	
The Headmaster has a strong commitment to inclusive education. He sees the Greens Department as a key aspect of the School.	

<b>Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:</b>	
Name:	Tim Martin
Title (e.g. SENCO):	Head of Greens (SEND Coordinator)
Telephone number if different from above:	
Qualifications:	BA (Hons) Sport Studies and Education PGCE Certificate in Psychology Testing and Access Arrangements (CPT3A)
Awarding body:	University of Northampton CPT3A – Real Training
<b>Consultant's comments</b>	
Tim Martin has a good overview of the provision provided both in the Greens department and the wider school. He has a commitment to continue to build upon his existing strong knowledge and understanding. He strongly values the team who work with him in the Greens Department.	

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## 1. Background and General Information

1. a) Dep't of Education Registration No.: 931/6004

Numbers, sex and age of pupils:		Total	SpLD	Accepted age range
Day:	Boys:	75	25	11-18
	Girls:	47	1	11-18
Boarding:	Boys:	101	12	11-18
	Girls:	78	9	11-18
Overall total:		301	47	11-18

### Consultant's comments

The ISI report (2014) considered the pupils achieve well and make good progress. It found the provision for those pupils with SEND was excellent. The observed teaching indicated that teachers met the individual needs of pupils enabling them to make good progress.

c) Class sizes – mainstream: 15-20

### Consultant's comments

Small class sizes enable teachers to provide individual help to pupils with differing learning needs.

d) Class sizes – learning support: 1:4

### Consultant's comments

The majority of lessons are in small groups however individual one to one support can be provided in agreement with the Greens Department. Lessons are timetabled according to the pupil's individual needs.

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

The ISI report (2014) indicates that all staff are aware of the needs of SEND pupils and that SEND pupils are supported well within lessons. Pupils with SEND are supported sensitively by staff who understand their individual needs.

f) Current membership (e.g. HMC, ISA etc.): BSA, Society of Heads

### Consultant's comments

The school is inspected by ISI and the New England Association of Schools and Colleges.

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

ii. **Recent Inspection reports**, please indicate copy enclosed or provide link to view reports via the internet

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

Information provided

Independent Schools only

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#### Consultant's comments

The school has well qualified staff. Staff in the Greens Department have additional qualifications to enable them to teach pupils with specific learning difficulties to a high standard. There is a commitment from the Headmaster to continue to enable staff to access future training to further strengthen the breadth of knowledge and understanding of the Greens Department.

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

Criteria  
1 & 2

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

At Kingham Hill School approximately 20% of the pupils come here because they have a learning difficulty which mainly falls into the categories of dyslexia, dyspraxia, dyscalculia, Aspergers and ADHD. The main purpose of the SpLD Department (known as Greens) is to offer specialist teaching, particularly in Year 7-9 and subject specific support, with study skills in Year 10-13 so that pupils can follow the mainstream curriculum with success.

All pupils on entry to the school are assessed using the MiDYiS test and DASH free writing. For those with an already diagnosed learning difficulty, Educational Psychologist reports are often submitted along with initial application. The recommendation/results of an Educational Psychologist report, assessment day results, previous school reports and discussion with parents all factor in the decision of progressing with the application to the school. Trying to build an accurate picture of the prospective pupil is crucial to understanding the level of support needed and the provision we have. If pupils currently at the school become a cause of concern, the communication between all staff is excellent and Greens will further investigate.

The Senior Management Team and the Governing Body fully supports this inclusive approach. All pupils who apply for a place at Kingham Hill are discussed at SMT level to ensure a successful outcome. The SEND Governor is a regular visitor and support to the department.

#### Consultant's comments

The inclusive nature of Kingham Hill School is evident in the strong desire of staff to educate SEND pupils in the most effective manner. This is reflected in the SEND policy which indicates a graduated response to SpLD provision within the school.

Criteria  
1 & 2

### b) Please indicate copy of the whole school **Staff Handbook (SH)**

Information  
provided

### c) **If not within SH**, please enclose copies of whole school **policy statement(s) with regard to SpLD pupils** outlining:

i. **Policy for SEN/SpLD**

ii. **Support for policy from Senior Management Team**

iii. **Support for policy from governors**

Information provided

iv. **Admissions Policy/Selection Criteria**

v. **Identification and assessment**

Admission policy/selection criteria and Admissions policy/selection criteria:  
The admission process for all pupils is by standardised assessment tests and an interview. All prospective pupils are assessed cognitively using MidYis and

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	<p>a single online reading test is taken. There are assessment days throughout the school year, but also individual time and dates can be added at the wish/need of the parent or prospective pupil. To ensure that KHS is appropriate, taster days and possible visits to current school occur. If the pupil has an Educational Psychologist report, this is reviewed and summarised for the Headmaster to read. Governors have set the limit of pupils with SpLD accessing Greens as 25% of the year group. Pupils with a known SpLD usually complete their assessments within the department, so observations can be made. The Head of Greens (with support from the department) will give a recommendation to the Headmaster on whether the school can meet the needs of the prospective pupil. This is then used as part of the decision as to whether to offer the pupil a place at the school.</p> <p><b>Consultant's comments</b> The school limits its intake of pupils with a known SpLD to 25% per year group.</p>
Criterion 4	<p>d) Give specific examples of the whole school response to SpLD</p> <p>Members of staff have access to documentation used within Greens and also available through i-Sams. This includes:</p> <ul style="list-style-type: none"><li>- Classroom Strategies for pupils</li><li>- Access Arrangements</li><li>- Individual Plans (if required)</li><li>- Current testing scores (if required)</li></ul> <p>Information of specific pupils is discussed at Grades Meetings (every 4-5 weeks) and Head of Department meetings. Case conferences can be called if a pupil is a particular cause for concern.</p> <p>Head of Greens spent a week in each department last year, observing teaching, giving feedback and supporting the teaching team. Individual teachers are encouraged to visit and communicate with Greens teachers to discuss needs of a pupil if necessary. New teachers take part in an Induction programme, which outlines the department and the workings of this in school.</p> <p><u>INSETS 2014-2016:</u> Making Sense of Autism – Autism Education Trust Text Help Refresher Edukey - Learning Plans training <u>In-house delivery:</u> Top 10 Classroom Strategies for pupils with SpLD SEND Classroom Observations Ways to support pupils in the classroom</p> <p><b>Consultant's comments</b> The school has in place many effective strategies and policies to ensure an effective whole school response to the needs of pupils with specific learning difficulties. The Head of Greens communicates effectively with teaching colleagues to enable that pupil individual learning needs are met.</p>
	<p>e) Number of statemented pupils: 2 pupils with an Education, Health and Care Plan (EHCP)</p> <p><b>Consultant's comments</b></p>

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Independent  
Schools  
only

- The ISI report (2014) comments that provision for pupils with statements meet their individual needs and fulfils the requirements of their statements. Mr Martin demonstrates a clear understanding of the pupils needs and can access external agencies when required.
- f) Types of statemented needs accepted:  
Kingham Hill School is a non-selective school and prospective pupils are considered on an individual basis. Dependent on the severity of need and whether the school has the ability and adequate support to support the individual academically and pastorally.
- Consultant's comments**  
Applications to the School are considered on an individual basis. The School makes informed decisions to consider if it can meet the needs of pupils.

### 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:

All pupils on entry to the school are tested with MidYis and a single word reading test to establish a cognitive level and reading age. They may also complete the 20 minute DASH free writing assessment. Many pupils who access Greens will have an Educational Psychologist report which will help and guide the support on offer.

Any pupil that attends Greens (particularly in Year 7-9) will be assessed within the first 2 weeks of lessons. This will comprise of the WRAT, DASH and sometimes LUCID exact to help give an overall profile. This will be in addition to the Educational Psychologist report.

Any pupil, once at the school, who gives cause for concern is referred to greens for further testing. This includes the tests mentioned previously and others if needed. Once this process is complete, there is a meeting held with parents, teachers and the pupil and decisions are made as to whether further support and intervention is required. Pupils can be referred to Greens at any point throughout the academic year and re often discussed at grade meetings.

**Consultant's comments**

The identification process is outlined in the SEND policy. The Greens Department have a breadth of knowledge and understanding to enable them to identify pupils. A strength of this process is the ongoing discussions between the Greens Department and the staff in the wider school to gain a detailed view of pupils.

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

As mentioned, the first steps are to try and build a more accurate profile of their difficulties. This will involve the testing previously discussed, observations in the classroom, discussions with teachers, parents and the pupil in question. If the assessment gives a clear enough picture of the pupil and support can be given within the school, this will take place as required. If however, it appears a more detailed assessment is needed by an Educational Psychologist, this is then arranged. KHS uses Lisa Wheeler, who will come to the school to carry out the assessments.

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#### Consultant's comments

The Greens Department has established links with an Educational Psychologist. They value the contributions made by teaching staff during this identification process.

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

As mentioned, if it is felt a more detailed assessment is required, contact is made with the Lisa Wheeler (Educational Psychologist). Many of our pupils will come with an Educational Psychologist report and some of our pupils are from military families and these are organised through Dyslexia Action.

#### Consultant's comments

## 4. Teaching and Learning

4. a) How is the week organised?

The school week is Monday to Friday 8.45am – 4.40pm. Length of lessons are 35 minutes, but usually occur as 'doubles' and are of 70 minutes in length. 8 lessons per day, with 38 lessons per week. Sport and Activities take place usually from 3.30pm-4.40pm.

#### Consultant's comments

The school has an appropriate timetable to enable the school to meet the needs of pupils. There is a wide variety of additional activities available to pupils. Some SpLD pupils are members of the schools 'Octagon' programme which offers the opportunity to undertake extended projects involving independent thought and research.

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

SpLD pupils are withdrawn from their mainstream lessons. The number of lessons is dependent on the pupils needs and decided after consultation with parents and the pupil. The 'usual' pattern is the pupil in Year 7-9 will not do a Modern Foreign Language and in Year 10/11, will choose one less GCSE to study and have Greens as part of the timetable.

SpLD pupils are expected to complete prep, the same as other pupils, but occasionally with some differentiation required. To support SpLD pupils with prep, there is a prep session held Monday-Thursday from 5-6pm. This is run by a member of the Greens teaching team. Boarding pupils are able to access members of the Greens staff in the evening if needed, often meeting in a boarding house for support.

Pupils are able to use various means of support and software. For example, 'Text Help' (networked on all the computers), laptops and voice activated if needed in these prep times. This must fall into their normal way of working.

#### Consultant's comments

The ISI report (2014) indicates that a flexible approach enables the pupil's individual curriculum to be matched to their needs. Those pupils who were interviewed valued this flexible approach to the curriculum. They also valued the support they had from the Greens Department in relation to the completion of prep work.

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

- *Curriculum subjects*
- *Literacy support*

Criterion  
3 & 4

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Across the curriculum, subject teachers are expected to demonstrate an understanding and differentiation if needed for SpLD pupils in the classroom. This is reflected in their planning and preparation for classes and forms part of the appraisal process. An ethos of peer support and peer observations are a large part of KHS and Greens teachers will support and observe if needed. Regular inset sessions are put on for classroom practice and strategies. Pupils who access Greens are placed in age appropriate groups with the most appropriate member of staff to meet their needs. Each pupil has a Learning Plan and this will outline targets and outcomes. These are reviewed termly with the pupil and parental contribution is available if needed. For Year 7-9 pupils, Greens will target specific intervention programmes and follow clear strategies to support learning. From Year 10 upwards, the emphasis shifts to study skills, subject specific support and coursework guidance. These pupils will still have a Learning Plan with targets.

#### Consultant's comments

Four lessons were observed during the visit. A multi-sensory approach to learning was evident in lessons. The use of open ended questions enabled ongoing assessment to occur of the pupils understanding and progression. The observed lessons were well organised. All the teachers observed had a good rapport with the pupils.

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

With the introduction of new software – Learning Plans are created for the individual in the start of the Michaelmas term and reviewed on a termly basis. This is a 'live' document and can be regularly altered to meet the need of the pupil. These are shared with parents/guardians to create an open line of communication. The Learning Plans are based on assessments carried out within the department, Educational Psychologist reports, consultations with previous schools and includes full discussion with the individual pupil and parents.

Please indicate **two examples** enclosed

x

#### Consultant's comments

The Learning Plans provide an effective working document for the Greens Department and the teaching staff at the school. Parents who were contacted during the period of this visit indicated they considered their point of view was valued by the school.

- e) Records and record keeping:

All pupils who access Greens support have a file which comprises of their history of need, testing scores, Educational Psychologist reports and any other relevant documentation. These are kept in a locked filing cabinet in the Greens office.

Google Docs is used to also keep information, as well as i-sams for the pupils MidYis scores and copies of Educational Psychologist reports. Summaries of these are kept online for recommendations if needed.

#### Consultant's comments

A wide range of records is kept. The records are updated on a regular basis.

Criterion 3

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

The Learning Plans provide an effective method to understand the nature and progress of individual pupils. The Greens Department are reflective practitioners who continually consider if targeted support is meeting the needs of individual pupils.



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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 Year 13	Number entered	Percentage grade A-E	Average point score per pupil	Average point score per exam entry		
Whole School	24	24	100%				
SpLD Pupils	2	2	100%				
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	39	83%	80%	99%			
SpLD Pupils	13	65%	62%	99%			
Key Stage 2	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School							
SpLD Pupils							
Key Stage 1	No. of Year 2 pupils entered	English		Maths		Science	
		L2+	A/D	L2+	A/D	L2+	A/D
Whole School							
Dyslexic Pupils							
	h) Any other relevant information, e.g. details of any other examinations taken, literacy/numeracy assessments:						
	<p><a href="#">Consultant's comments</a>  <a href="#">The Greens Department monitor the progress of pupils carefully.</a></p>						

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

- Criterion 5.1 5. a) General resources for teaching SpLD pupils:
- Greens is well resourced with a wide range of materials and online programmes. At present there are 8 computers available for the pupils to use. However, the school has asked each pupil to provide their own device. For example, pupils can have Text Help programme installed on their own device/ The department is divided into 4 teaching areas and is well suited to meet the needs of the individual pupil. There is also a reading area, where pupils are encouraged to use. We are situated next to the library and use this frequently with the pupils.
- As separate office is used for administrative purposes, as well as being used for assessments if needed.
- A large storage area is also used for additional resources and files of previous pupils.

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Criterion 5.2	<p>Consultant's comments</p> <p>There is a wide range of resources available for Greens staff to access. Staff are familiar with these resources and effectively make decisions as to which resources would best meet pupil needs. The flexibility of the teaching spaces enable a variety of learning activities to take place.</p> <p>b) ICT:</p> <p>There are two main ICT rooms in the school. However, pupils are encouraged to use their own devices as wireless internet is good at the school. Google Docs are used within most lessons and classrooms and sharing of work is simple with this introduction. The digital literacy coordinator is supportive of the pupils using devices and being organised in their e-folders. Support is given in Greens and in the library if this is needed.</p> <p>Consultant's comments</p> <p>During the visit effective use of ICT was observed in whole class lessons and in lessons taking place in the Greens Department. Teachers in the Greens Department made informed choices regarding the use of ICT in lessons to maximise their impact on pupil progress. Pupils spoke positively of their ability to use laptops to access the curriculum during lesson times.</p>
Criterion 5.3	<p>c) Details of access (special examination) arrangements requested and made for SpLD pupils:</p> <p>All pupils accessing Greens from Year 9 are assessed for Access Arrangements using LUCID Exact along with other testing means. Applications are made online and are kept in the Greens office and on i-sams in the Exams section. Form 8's are completed and evidence to support 'normal way of working' is held in the office if needed within an inspection. The following arrangements have been made for pupils at Kingham Hill in the last few years: Reader, Scribe, Extra time, Separate room, prompter, rest breaks, word processor, read aloud, computer reader.</p> <p>Consultant's comments</p> <p>Mr Martin in the Greens Department demonstrated an informed knowledge of access arrangements.</p>
Criterion 5.4	<p>d) Library:</p> <p>With a brand new library opened in August 2016, the pupils have an amazing and vibrant place to learn and read. The librarian is also the digital literacy coordinator and supports the pupils with many initiatives that engage and benefit the pupils. The librarian is able to guide pupils with SpLD to the appropriate books (Greens also has a wide selection of appropriate books) and helps to excite and engage these pupils into reading.</p> <p>Consultant's comments</p> <p>During the visit it was observed that pupils enjoyed and made effective use of the library. The librarian is enthusiastic and knowledgeable of the resources in the library.</p>

## 6. Details of Learning Support Provision

- DU 6.3      6. a) Role of the Learning Support Department within the school:
- Greens is an integral part of Kingham Hill School. Greens look to support and develop pupils in their learning, giving strategies to support them in the

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DU 6.5 & 6.6	<p>classroom and beyond. Pupils will predominantly come out of a language and attend in small groups (maximum of 1:4 ratio), to enable underpinning teaching, tools and strategies to be delivered by specialist teachers. As a boarding school, this is sometimes delivered outside of the 'normal' timetable. Greens staff offers advice, observations and communications to the teaching staff. This enables to classroom teachers to have full support in enabling the pupil to reach their potential.</p> <p>Prospective parents are attracted by the additional support that is offered within the school.</p> <p><b>Consultant's comments</b> The Greens Department forms an integral part of Kingham Hill School. It was greatly valued by staff and the pupils interviewed during this process.</p>
DU 6.6	<p>b) Organisation of the Learning Centre or equivalent: Greens is located in the heart of the school. It is above the English department and next to the Library. There is enough space to meet the needs of the pupils in a 1:4 teaching group.</p> <p><b>Consultant's comments</b> The Greens Department is well organised with Mr Martin having a very effective overview of the provision happening there. All the pupils who were interviewed enjoyed working in the Greens Department</p>
DU 6.6	<p>c) Does the Head of Unit have Head of Department status and input into curriculum design and delivery? Yes. This is also shared with the Specialist teachers within the department, predominantly, Helen Evans and Antonia Rankine.</p> <p><b>Consultant's comments</b> The Head of the Greens Department is valued by the senior leadership team.</p>
DU 6.6	<p>d) Supporting documentation, please indicate enclosed:</p> <ul style="list-style-type: none"> <li>i. <b>SEN Development Plan (or equivalent) enclosed</b></li> <li>ii. <b>Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff</b></li> <li>iii. <b>List of known SpLD pupils in school</b></li> </ul> <p style="text-align: right;">Information provided</p>

## 7. Staffing and Staff Development

Criterion 7	<p>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.</p> <p><b>Consultant's comments</b> The staff in the Greens Department have a wide variety of experience and understanding. There is a commitment from the Headmaster to enable staff to access additional training.</p>
DU 7.4	<p>c) Are the majority of lessons within the Unit taught by those having nationally recognised qualifications in the teaching of SpLD pupils? (Exceptionally, an experienced teacher undergoing training may be sufficient.) Yes – specialist teaching is carried out with members of staff holding nationally recognised qualifications, especially at Year 7-9. Year 10 upwards looks into study skills and subject specific support where needed.</p>
Criterion 4	<p>g) For completion by consultants only: Do all observed members of staff</p>

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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 SpLD pupils.

## **8. The experience of parents & pupils regarding the school, in particular, its response to SpLD pupils**

Independent  
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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:

Six parents were contacted. The parents spoke very positively of the school and the positive outcomes their children have experienced at the school. Parents considered that the school did value their point of view and they considered they did have opportunities to meet with staff. One parent considered that although the opportunities to meet staff were adequate this could be further enhanced if parents requested to meet with staff on an individual basis. Parents spoke of the school's ability to meet their child's individual needs. One parent commented that the school viewed their "whole child" rather than considering them as "just a dyslexic pupil". One parent commented upon the growth in their child's self-esteem and confidence since they started at the school. Another parent reflected that although they considered the school to be a "fantastic school" that on occasion there was too much prep set for their child.

- 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 spoke highly of the Greens Department and the commitment of the Green's Staff. All agreed that they had adequate opportunities to meet with the Greens Staff if they required additional help. The pupils who were interviewed considered the Greens Department staff to be "so helpful". Another commented "they are fun". They commented upon the "great equipment" in the Greens Department.

The interviewed pupils valued the small class sizes at Kingham Hill School. They especially valued lessons where teachers provided effective marking checklists. This enabled them to have a clear understanding of their teacher's expectations during lessons. They enjoyed practical lessons as they found this form of learning fun and very memorable.

They considered that the majority of staff at the school understood their individual needs.

Some pupils did consider that prep took too long to complete in some year groups but that the Greens Department were always available to provide additional help and support.

All the interviewed pupils stated they would recommend their school to other learners

# 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 <a href="#">Joint Council for Qualifications guidelines</a> .	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

# Report Summary

Summary of Report including whether acceptance is recommended:

Kingham Hill School is a welcoming and caring school.

The school provides a very good standard of education for its SpLD learners. A strength of the school is its learning support unit known as the Greens Department. Staff are aware of the individual needs of SpLD learners in their classrooms. The teachers who were observed differentiated their lessons well and enabled all learners to access the curriculum. Pupils who were interviewed showed great pride in their school and all indicated they would recommend their school to other learners. Parents who were contacted considered that their children were progressing well at Kingham Hill School. They valued the Greens Department and the dedication of the staff in the Greens Department.

The Headteacher considered the Greens Department to be an integral part of his school and showed a positive commitment to the Greens Department and the continuing professional development of the Greens Department staff.

All categories for re registration are met. Kingham Hill School meets the criteria to be re-registered as DU.