



## Council for the Registration of Schools Teaching Dyslexic Pupils

### Knowlhill School

### Registration– Category DSP

1. *Date of visit:* 14<sup>th</sup> November 2013
2. *Name of Consultant(s):* John Lewis

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
<b>Knowlhill School</b> School Lane Pirbright Surrey Gu24 0JN Tel: 01483 797 032 Fax: 01483 797 641 Email: <a href="mailto:info@knowlhill.org.uk">info@knowlhill.org.uk</a> Web: <a href="http://www.knowlhill.org.uk">www.knowlhill.org.uk</a>	Village	36 boys 16 girls	Dysl Dysl Dysp ADD P&S	NASEN
	Ind Day	Ages 7-16		GCSE SAT CLAIT- ITC
<b>Comments:</b> National Curriculum; Occupationa;/Speech & Language Therapists; Emphasis on Technology; Instrument Enrichment Programme				

*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.*
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Or 01691 655783  
Website: [www.crested.org.uk](http://www.crested.org.uk)  
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3. a) **Name and address of school:** The Knowl Hill School  
Pirbright  
Surrey  
GU24 0JN
- Tel: 01483 797032  
Fax: 01483 797 641  
Email: info@knowlhill.org.uk  
Web: www.knowlhill.org.uk
- b) **Name and qualifications of Head/Principal, with title used:**
- Name: James Dow-Grant  
Title (e.g. Principal): principal  
Qualifications: MA Ed, PGCE, I.E. Dip, Cert Spld, Cert. Prof Studies (E801), Adv. Dip. Prof Studies. PATOSS  
Awarding body: MA. Ed (OU), PGCE (Liverpool), Cert. Prof St (OU) Cert .Spld (Middlesex), Adv Dip Prof St (Q.U.B)

*Consultant's comments: Mr. Dow-Grant is an experienced and appropriately qualified principal and has been at Knowl Hill for approximately 19 years.*

- c) **Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:**
- Name: (Fran Aslin  
Title (e.g. SENCO): SENCO + Deputy Head  
Qualifications: BA, PGCE, PGCPSE, AMBDA  
Awarding body: BA (Trent) , PGCSE (E801) (OU), AMBDA (B.D.A)

*Consultant's comments: Mrs Aslin is experienced and well qualified. She is a dynamic and innovative SENCO and Deputy Head, with an in depth knowledge of specific learning difficulties.*



## Background and General Information

4. a) **Recent inspections:** OFSTED

*Consultant's comments: The school was last inspected by Ofsted in May 2012. A judgement of good was made for the overall quality of education, how well the curriculum and other activities meet the range and interests of the pupils, how effective teaching and assessment are in meeting the full range of pupils' needs and how well pupils make progress in their learning. The quality of pupils' moral social and cultural development and behaviour was also judged to be good. The overall welfare, health and safety of pupils was rated as satisfactory.*

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- b) **Current membership (e.g. HMC, ISA etc.):** BDA, NASEN,

*Consultant's comments:*

- c) **Department of Education Registration Number:** 9366554

- d) **Numbers, sex and age of pupils:**

		Total	SpLD (Dyslexia)	Accepted age range
Day:	Boys:		36	7-16
	Girls:		16	7-16
Boarding:	Boys:	Nil		
	Girls:	Nil		
<b>Overall total:</b>		67	52	

*Consultant's comments: The school is operating around its maximum capacity*

- e) **Class sizes – mainstream:** n/a

*Consultant's comments:*

- f) **Class sizes - special needs:** 8 max

*Consultant's comments: Teaching groups are a manageable size, allowing individual tuition and help to be given to each pupil. A second member of staff provides additional support in some classes.*

DSP4  
SPS5

- g) **Aims and philosophy of the whole school:** The staff aim to achieve the following:

To help the pupils develop lively, inquiring minds, the ability to question and debate rationally and apply themselves to task and physical skills.

To help pupils acquire knowledge and skills which will allow them, where possible, to return to mainstream education.

To help pupils to use language and number effectively.

To instil respect for religious and moral values and tolerance of other races, religions and ways of life.

To help pupils to understand the world in which we live and the inter-dependence of individuals, groups and nations. To help pupils develop lively, inquiring minds, the ability to question, debate rationally and apply themselves to task and physical skills.



*Consultant's comments: The pupils demonstrate that the school successfully achieves its aims. The staff bring out the best in each individual by good general and specialist teaching, effective pastoral care and excellent relationships with the pupils.*

- h) ***For completion by consultants only: Pastoral care arrangements, as relevant to SpLD (dyslexia) students, based on Ofsted/ISI report: The school has all the required policies in place. Pupils are well supervised at all times. A qualified counsellor is available when needed.***



## Staffing and Staff Development

DSP, SPS,  
DU 7;  
SC, WS 18;  
MS 21

5. 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 staff have a range of qualifications appropriate to their roles in the school.*

DSP, SPS 8

- c) **Do all English teachers and teachers of literacy skills have nationally recognised qualifications in the teaching of Dyslexic (SpLD) children (except A level English)?** not all

*Consultant's comments: All but two members of staff have nationally recognised qualifications. One of the two is about to complete a relevant course and the other has considerable experience in teaching literacy skills to children with dyslexia.*

DSP, SPS 9

- d) ***For completion by consultants only: Do all members of staff demonstrate the ability to meet the needs of dyslexic (SpLD) pupils within their departments?*** All staff have a thorough understanding of the strengths, weaknesses and learning styles of each pupil. Many appropriate teaching strategies were observed during the visit including the use of ICT for making notes and recording work. Sensitive questioning, allowing pupils to demonstrate their knowledge and understanding, was a feature of all lessons. A warm, friendly relationship was evident in all lesson and this, combined with well structured and purposeful teaching, is key to the progress made by the students.



## Policy and Philosophy with Regard to Dyslexic (SpLD) Pupils

Criteria 1  
& 2

6. a) **Policy statement with regard to dyslexic (SpLD) pupils including:**
- **Identification and assessment**
  - **Support for policy from Senior Management Team**
  - **Support for policy from governors** Yes. The school exists for children with Dyslexia/ Specific learning Difficulties. The school has a whole school approach to the problems of its dyslexic pupils. Specialist programmes apply to all pupils. Each pupil has Individual Education Plans prepared by the specialist staff; each pupil follows a multi-sensory programme for literacy skills given in small groups or individual basis each day..

*Consultant's comments: Knowl Hill was founded in 1984 in order to provide an appropriate education for pupils with dyslexia. It has suitably qualified and experienced staff, an appropriate curriculum to meet the needs of pupils with specific learning difficulties, a wide range of resources to deliver the curriculum and directors who bring considerable expertise to the management of the school.*

- b) **Admission policy / selection criteria:** All pupils have to have dyslexia as part of their profiles. Pupils with other co-occurrent problems associated with this, such as poor self esteem, ADD/ADHD, SLI, Dyspraxia etc. are also accepted.

Our admission process starts with a visit to the School by Parents, who would be expected to bring with them their child's Educational Psychology Report or Statement of Educational Need. After full discussion and a tour of the school the child is then invited to attend for a two day visit. The child would then spend the days in their class group and may be seen by the Speech & Language Therapist and possibly the Occupational Therapist, before a place is offered. In some instances half term assessment places are initially offered. The first day of each term is dedicated solely to new pupils if applicable.

*Consultant's comments: The school has a thorough admissions policy ensuring the child will benefit from the education provided by the school as well as Knowl Hill being able to meet the pupil's needs.*

Criterion 3

- c) **Give specific examples of the whole school response to dyslexia (SpLD):** As the school has a whole -school policy catering for children with Dyslexia / SpLD, all programmes and therapies are available to all. SPLAT sessions (Specific Language & Therapies) are run for pupils particular issues are targeted.

*Consultant's comments: The range of expertise in the school ensures that, in addition to the broad curriculum delivered by well qualified teachers, a range of therapies are available should they be required.*



## School Organisation

7. a) **How is the week organised?** ? School is divided into Lower School (Years 3 – 7) and Upper School (Years 8 – 11). The school day runs from 9.15 a.m. to 3.10 p.m. and from 3.10 p.m. to 3.45 p.m. pupils have the opportunity to join after school clubs, such as football, art, textiles, photography, chess, dance and movement and English master class etc  
*Consultant's comments: The length of the school day appears to meet the needs of the pupils.*
- b) **Details of arrangements for dyslexic (SpLD) pupils, including prep / homework:** All pupils in the school have use of laptops and desktops in every area of the school and connected to the school server by wireless + LAN system. 3 afternoons each week the school runs a supervised prep club available for all age pupils but compulsory for year 10 and 11 who are not required by other subject teachers.  
*Consultant's comments: The school has a clear homework policy, fully supported by the pupils and parents.*



## Identification and Assessment

Criterion 1  
DSP &  
SPS 6

8. a) **Give details of how you identify pupils in your school who have or are at risk of dyslexia (SpLD), and when this takes place in the admissions process:**pupils have to have an EP /Statement before joining the school, so diagnostic/screening assessment for dyslexia is not necessary. However, both Dyslexia Screener and the Dyslexia Portfolio are available for use by either the Principal or the SENCO.  
*Consultant's comments: The school requires a detailed report from suitably qualified professionals as part of the admissions procedure.*
- b) **Give details of what action you take when children are identified as at risk of dyslexia (SpLD) from screening:**part of whole school provision  
*Consultant's comments: The school has appropriately qualified staff should an assessment be necessary.*
- c) **Give details of how children in your school can access a full assessment for dyslexia (SpLD):**children have this already when they join the school  
*Consultant's comments: As above.*





## Teaching and Learning

Criterion 3,  
MS & DU  
12; MS &  
SC 17; MS  
& WS 19

9. a) **Lesson preparation and delivery to meet the needs of dyslexic (SpLD) pupils for:**

- **Curriculum subjects**
- **Literacy support**

Whole school WORD Aware for vocabulary development. Junior school taught in ability grouped rotation system for concentrated phonics, reading, comprehension and spelling work. All pupils have access to laptops or computers with BDA recommended programmes.

*Consultant's comments: All lessons are carefully planned in both curriculum subjects and literacy support. The IEP's are used to help in the planning of lessons and are key documents in all subjects. Pupils are carefully placed in the appropriate small groups for specialist literacy teaching. The movement of students between groups takes place whenever necessary.*

*The school uses information technology and a wide range of teaching programmes in most areas of the curriculum and this is integrated into the schemes of work and in planning each lesson.*

b) **Use of IEP's:**

Individual IEPs are produced for every child and updated termly. Targets from the IEPs are recorded in a pupil's planner termly.

*Consultant's comments: The excellent IEP's contain a wealth of information giving all staff teaching and supporting the students clear insight and guidance when preparing lessons and dealing with individual children.*

c) **Records and record keeping:**

Case conference informs targets setting of PLT targets on IEP. All teachers keep running records of progress and report this to parents termly. PIVATS and GOAL on line assessments twice yearly

*Consultant's comments: Well organised and accessible records are maintained for each student.*

Criterion 3

d) ***For comment by consultants only: Two case studies of dyslexic pupils (proforma provided to Heads for use if required)***



Criterion 3

e) **Impact of provision – assessment summary:**

<b>GCSE</b>	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	8			
Dyslexic (SpLD) Pupils	8	35.4	12.51	87.5

f) **Any other relevant information, e.g. details of any other examinations taken, Reading and Spelling age assessments:**

All pupils are assessed twice a year by teachers, online assessments for NC levels and by SENCO for Reading, Spelling, Number ages.

*Consultant's comments: The school carries out regular standardised testing to monitor the progress made by each pupil. Testing is used when planning the next stage of each student's education.*

g) **Details of access (special examination) arrangements requested and made for dyslexic (SpLD) pupils:**

Pupils are tested by the SENCO in Year 10, who then prepares a report online to the examination boards, copies of which are sent to parents. Some pupils will qualify for Extra Time, Amanuensis, Prompt, Separate Invigilation, Reader, Computer use, Rest breaks, Transcription.

*Consultant's comments: All appropriate access arrangements are obtained by the school. A range of recommended tests are used for this purpose.*

h) *For completion by consultants only: **Dyslexic (SpLD) pupils' responses regarding their school and teachers:** In addition to informal chats to students throughout the day, life at Knowl Hill was discussed with a group of six pupils for approximately thirty minutes.*

*They all spoke highly of the school, often contrasting it with the negative experiences they had in previous establishments. They felt that the care they received from the staff along with the excellent teaching focused on remediating their specific difficulties was key to their happiness at the school. They all felt they were given opportunities to develop their talents and strengths through a range of curricular and extra curricular activities.. They also stated that the small size of the school was also key to its success although one student felt that he missed the opportunity to be a part of some sports teams for his age group. Although they lived in a wide geographical area they did not find travelling to and from school to be an issue.*



## Facilities and Equipment for Access to Teaching of Dyslexic (SpLD) Pupils

### 10. a) **General resources for teaching dyslexic (SpLD) pupils:**

Pupils have access to desktop PCs, laptops, Ipads and Ipacs in various areas of the school. Touch typing sessions are provided for all pupils. Classrooms are carpeted, well-stocked and individualised with tables and carrel desks where wanted. Specialist software is provided such as Nessy, Units of Sound, Wordshark, Numbershark, Inspirations mind mapping, Earobics, Phenomena, Brainbuilder are all available and used.

*Consultant's comments: A wide range of appropriate teaching resources is available for all members of staff. Computers are available for all pupils and are widely used.*

### b) **Library:**

Class readers and sets of reading books for lessons are provided in various areas of the school and a reference book area is available in the Hall. Raz-kids Online provides reading to be done at home with quizzes available for every book/every level. Grades and results can be emailed to the teacher as well as providing instant feedback for the child.

*Consultant's comments: A good range of fiction and reference books are present throughout the school.*

### c) **ICT:**

Desktops, Laptops and Ipads are used throughout the school. Most rooms have a dedicated printer too.

*Consultant's comments: ICT is well used by pupils and staff. The school is committed to the provision of up to date technology to enhance the education of its students.*



## Statement of Special Educational Needs

11. a) **School policy:**

The school aims to provide appropriate education to enable children to achieve whatever they are capable of, given that the pupils have a variety of levels of difficulty and co-occurrences.

*Consultant's comments: The school offers places to pupils following thorough assessment and observation of each child.*

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Schools  
only

b) **Types of stated needs accepted:**

Dyslexia, Dyspraxia + cooccurrences.

*Consultant's comments: The school is clear about the types of learning difficulties it is resourced for.*

c) **Number of stated pupils:**

*Consultant's comments: The school has vast experience in the necessary procedures to maintain statements of special educational needs.*



## Parents' Feelings About the School, in Particular, its Response to Dyslexic (SpLD) Pupils

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only

12. Schools should provide, with the documentation, a list of the names of all known dyslexic (SpLD) pupils in the school. From this the consultant will select 12 names and schools will be asked to contact the parents (CReSTeD will provide an explanatory letter) for their permission to give their phone numbers to the consultant. The consultant will then contact 6 of these parents before the visit takes place to discuss their feelings about the school.

For completion by consultants only: **Parent Contacts:**

The parents contacted were very happy with all aspects of the education their child received at The Knowl Hill School. The common elements praised by the parents were the building of self-esteem and confidence, the improvement in their child's particular difficulties, the caring relationships between staff and pupils and the strong links between school and home. They also commented that their children looked forward to going to school, something which was not the case before they attended Knowl Hill.



14. *For completion by consultants only: **Summary of Report including whether acceptance is recommended:** The Knowl Hill School is a welcoming, friendly and caring school where every member of staff and each pupil are valued and respected. It provides a high standard of education for its pupils by identifying and nurturing the talents and creativity of each child. It successfully develops well rounded, happy and confident individuals. The school has a well qualified, dedicated and experienced staff who work together as an effective team. Children and parents are very happy with the education they receive in the caring and nurturing environment. It is recommended that The Knowl Hill School continues to be registered as a Dyslexia Specialist School.*

In October 2013 the CReSTeD Council agreed an update to the criteria, the application for re-registration was completed prior to the new criteria's publication. To help parents review the information contained in this report the criteria as it applied is shown below:-

<b>Consultant to tick relevant boxes when criteria are observed to have been met:</b>	
<b>Criteria</b>	<b>DSP</b>
1. The school implements a thorough and rigorous process for identifying dyslexic (SpLD) children.	<input checked="" type="checkbox"/>
2. The Senior Management Team and Governors fully support the provision for dyslexic (SpLD) pupils.	<input checked="" type="checkbox"/>
3. The impact of the provision for dyslexic (SpLD) pupils is measurable.	<input checked="" type="checkbox"/>
4. The school is established primarily to teach pupils with Dyslexia (SpLD).	<input checked="" type="checkbox"/>
6. Assessment for admission to the school should include a report from an Educational Psychologist or a Specialist Teacher who holds an Assessment Practising Certificate.	<input checked="" type="checkbox"/>
7. The Head of Learning Support (or equivalent) should normally hold a nationally recognised qualification for the teaching of dyslexic (SpLD) pupils.	<input checked="" type="checkbox"/>
8. As a minimum, all English teachers and teachers of literacy skills will have nationally recognised qualifications in the teaching of dyslexic (SpLD) children. In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion.	<input checked="" type="checkbox"/>
9. All members of staff demonstrate the ability to meet the needs of dyslexic (SpLD) pupils within their own departments.	<input checked="" type="checkbox"/>