



Council for the Registration of Schools Teaching Dyslexic Pupils

Millfield School Re-registration Category DU Dyslexia Unit

Please refer to the guidelines when completing this form and, if possible, limit your application to a maximum of 11 pages (excluding Summary, which is for internal use).

Date of visit:		13.10.2016		
Name of Consultant(s):		Mr Nick Rees		
School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Millfield School Butleigh Road, Street, Somerset, BA16 OYD Tel: 01458 442291 Fax: Email: office@millfieldschool.com Web: www.millfieldschool.com	Rural	Boys & girls 1258	Dysc, Dysl, Dysp, ADD, P&S, ASD	HMC, BSA, AGBIS
	Ind Bdg Day			GCSE, GCE: AS/A2
Comments: Our aim is to develop each child's individual abilities and talents and a balanced, all-round education is at the heart of our philosophy.				

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 consultant's to enter comments, in which case the field will be /left blank.

School Details

Name of school: Millfield School
Address of school: Butleigh Road, Street Somerset BA16 OYD
Telephone: 01458 442291 Fax: 01458 447276
Email: office@millfieldschool.com
Website: www.millfieldschool.com

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

Name: Mr Craig Considine
Title (e.g. Principal): Headmaster
Head/Principal's telephone number if diherent from above: 01458 444238
Qualifications: BAppSc, DipEd, MEd, MACE

Awarding body: MAppSc RMIT, DipEd — Melbourne University. Med — Charles Stuart University

Consultant's comments

Mr Considine is an experienced, suitably qualified and established Headmaster. He is keen to continue developing the integration of learning support throughout the school and to 'score' higher than Good for teaching at the next ISI inspection.

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

Name: Mrs Pearl Barnes
Title (e.g. SENCO): Head of Learning Support/SENCO
Telephone number if different from above: A/A
Qualifications: MA(Ed) SEN, BSc(Hons), PGCE, PG Cert Ed, CPT3A
Awarding body: MA- Plymouth University
BSc- Portsmouth University
PG Cert Ed — Edge Hill University
PGCE — Exeter University

Consultant's comments

Mrs Barnes took up her present post in September 2016. She is experienced and has the appropriate qualifications. She is hoping for greater opportunities to share the knowledge of the LSC staff with all teaching and pastoral staff.

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1. Background and General Information

1. a)	Dep't of Education Registration No.:	9336022		
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range
	Day:	Boys: 178	81	13-19
		Girls: 140	39	13-19
	Boarding:	Boys: 592	239	13-19
		Girls: 348	96	13-19
	Overall total:	1258	455	

Consultant's comments

A significant number of pupils attending Millfield have a specific learning difference.

c) Class sizes - mainstream: 2-14

Consultant's comments

This is appropriate due to the high proportion of pupils with SpLD.

d) Class sizes—learning support: 1-12 pupils
Including a number with one-to-one support

Consultant's comments

A flexible approach to group sizes depending on the type and level of support required. It is refreshing to see that the school doesn't rely on 1-1 support as pupils also learn well with their peers.

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

ISI Inspection November 2015. The school provides highly elective support and guidance for pupils pastorally. The network of support is highly valued by the pupils especially the peer mentoring by older pupils in their houses. The relationships between the pupils and their teacher and among the pupils themselves are warm, mutually supportive and respectful. Rewards and sanctions are applied consistently and with due regard to those with SEND. A very small number of parents felt that bullying was not dealt with effectively with a minority of pupils feeling that the school didn't listen to their views.

Independent
Schools
only

f) Current membership (e.g. NMC, ISA etc.): NMC, BSA, AGBIS

Consultant's comments

These are supportive and informative associations.

g) Please supply the following documentation:

- i. **Prospectus**, including staff list
- ii. **Recent Inspection** reports,
- iii. **Details of Fees and compulsory extras for SpLD pupils** (if applicable)

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Consultant's comments

- i. the website and the prospectus is easy to navigate and is comprehensive
- ii. the recent ISI report, November 2015, reported most categories as being excellent
- iii. fees and compulsory extras for SEND — the fees are clearly laid out. There is a charge for additional 1-1 support. Most support is included and integrated into the school day in small groups.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 2

2. a) Aims and philosophy of the whole school

For individual pupils to achieve their full potential and be the best that they can be. For pupils to be fully engaged and supported throughout their time within the school and offered a bespoke package of education. The school aims to promote independent minded pupils to develop confidence and maturity, making the most of their futures and succeeding in all walks of life.

Consultant's comments

All documentation associated with AEN fully supports the aims of the school.

Criteria
1 & 2

- b) Please indicate copy of the whole school **Start 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

- i. Detailed and comprehensive, one of the most informative read
The SMT fully support the AEN and this is apparent in the documentation
- iv. Admissions is transparent and easily understood
- v. Comprehensive identification and assessment guidelines with on-going intervention involving all departments

Criterion 4

- d) Give specific examples of the whole school response to SpLD
The school fully embraces pupils with SpLD. Each department has an AEN Department Rep who acts as a conduit for disseminating information, training, advice and ideas to support pupils with a range of learning differences.

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Class sizes are kept small to allow for differentiation and personalised learning opportunities. Whenever a specialist assessment takes place, the details are summarised and recommendations shared with all teachers through the intranet. In some instances, a case conference may also be held which involves all the staff in a team around the child approach, to discuss specific needs and how to overcome them.

Consultant's comments

The school, its systems and procedures relating to AEN are well organised and include contributions from all departments and all personnel.

- e) Number of statemented pupils: 4

Consultant's comments

There are a very small number of pupils with EHCP's considering the number of pupils with SpLD.

Independent
SCHOOLS
only

- f) Types of statemented needs accepted:

Speech, language and communication needs, hearing impairment, social and communication needs

Consultant's comments

This is an appropriate range of SpLD to be accommodated for a DU school.

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:
- Many pupils come to School with an Educational psychologist assessment. The SENCO is involved with the admissions process to work with parents and child to provide the most appropriate support at the outset. All new pupils who have an identified learning need are interviewed to determine the suitability of the school in meeting the individual needs of the pupil. The SENCO also meets regularly with the Prep School SENCO to ensure a smooth transition from Year 8 to Year 9. All pupils on school entry are screened using the LUCID Literacy screener, (Y9, new Y10 and all Y12) and concerns are followed up with further assessment and discussion with the Group Tutor. All new staff receive induction training in how to identify pupils with learning needs. There is a referral form on the school intranet for any teacher to refer a pupil. Pupils themselves can refer and parents can refer for assessment. All pupils are assessed using the MiDyrs assessment in Y9 which provides ability scores and target grades.
- Consultant's comments**
- This is a comprehensive and well thought through process involving internal staff and pupils and external agencies.
- b) Give details of what action you take when children are identified as at risk of SpLD
- If a pupil is identified as at risk of SpLD the school would contact the pupil's parents, following an initial assessment in school, to recommend a full diagnostic assessment. This would be conducted through a specialist assessor who is closely associated with the school. Once the assessment has taken place, the SENCO speaks directly with the specialist assessor over the most appropriate support strategies and any access arrangements, which may be necessary.

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Any recommendations made by the specialist assessor will be cascaded to all the teachers and staff involved in the care and education of the pupil. A case conference may also follow.

Consultant's comments

The process is clear and inclusive of parents, staff and pupils.

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

The assessment is conducted through a specialist assessor (one of 4 who work closely with the school) in the school. There would be a detailed conversation following the assessment as to how best to support the individual needs of pupils. All Specialist Assessors are either HCPC registered or hold a Specialist SpLD Practising Certificate.

Consultant's comments

The school has access to a number of suitably qualified professionals with a wealth of experience to provide an appropriate assessment.

4. Teaching and Learning

4. a) How is the week organised?

Lower school: The pupils are allocated a study support teacher in place of a modern foreign language. The support teacher is specialist trained in SpLD and will support the pupils for 5 pp 2 week in study skills. Pupils also access English through LSC and are taught by teachers with a specialist interest in SpLD. Pupils are taught in small groups and/or 1:1

Sixth Form: Pupils are organised into groups and allocated a study support teacher with a specialism in SpLD. They are offered one lesson (55mins) per week in their timetable. Workshops are available every lunchtime for students with AEN to attend where an English and study support specialist are available to help with prep or other work.

Consultant's comments

There is flexibility and a range of support options depending on the needs and the age of the pupils.

- b) Details of arrangements for SpLD pupils, including prep / homework:
Prep is differentiated by teachers according to the individual learning needs of pupils, as all teachers are aware of the individual learning needs from information cascaded through the school intranet. .

Consultant's comments

There are clear guidelines on how to support pupils with AEN on issues regarding Prep.

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

Curriculum subjects: all teachers are aware of the individual learning needs of pupils and differentiate accordingly. The iSAMS data base is used for sharing information about individual needs following the assessment by a specialist assessor.

Criterion
3 & 4

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There are subject-specialist within the LSC who work on an individual basis with pupil. Pupils with SpLD are encouraged to attend departmental workshops. Each department also offers subject-specific study support for 6^h form students.

All GCSE English lower sets are taught through the LSC teachers, who have a specialist interest and experience in SpLD. Care is taken to ensure pupils are correctly placed within sets that meet their individual needs and appropriate challenge. This is managed through regular review and tracking pupil progress through pupil progress meetings.

Consultant's comments

The AEN department provide all staff, especially academic departments with relevant and helpful information of all aspects of supporting SpLD pupils in class e.g. tailoring work to individual needs, building on strengths and weakness, new staff induction and what to do if you have removed all barriers to learning but still no pupil progress. There is a clear flowchart to follow for a LSC referral.

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

All pupils who access study support receive an IEP, which is developed in partnership with the pupil at the beginning of the year. It is reviewed and evaluated accordingly. Some pupils access the support of a speech and language therapist based upon assessment and concerns raised by staff and her assessment of their individual difficulties.

Please indicate **two examples** enclosed

Consultant's comments

The IEP's for study support are accessible and communicate the target, and the strategy/resources. They include a review date and evaluation from both pupil and teacher.

e) Records and record keeping:

All pupils are tracked and monitored in line with the whole school policy. Records are kept of performance within each lesson. English teachers share information with study support teachers. All pupils have a specific LSC file for their work. Notes of lessons are kept and parents are reported to regularly on the progress of their son or daughter. Parents are always welcome to contact the teacher and SENCO at any time.

Consultant's comments

The information kept on each pupil is useful, informative and detailed. The information is keenly shared amongst the staff and parents are kept fully informed. It is challenging for staff to read and take on board all the relevant information due to the size of the school and the number of pupils each teacher is in contact with.

Criterion 3

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

Pupil files are well-ordered and comprehensive and include educational psychology reports, IEPs, pupil profile, reports, history of difficulties and assessments. The files are readily accessible from the SENDCO.

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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 Years 12 & 13	Number entered	Percentage grade A-E	Average point score per pupil	Average point score per exam entry
Whole School	551	250	99.16	268.08	94.13
SpLD Pupils	214	113	98.69	243.36	89.87

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	230	80.35	80.00	98.70
SpLD Pupils	126	70.76	65.87	97.62

Key Stage 2	No. of Year 6 pupils entered	English		Maths		Science	
		L4•	A/D	L4+	A/D	L4+	A/D
Whole School	N/A						
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	N/a						
Dyslexic Pupils							

- h) Any other relevant information, e.g. details of any other examinations taken, literacy/numeracy assessments:
 There are a range of qualifications and courses available within the school, including BTech Diploma and Leith's Cookery courses. There are also Equine resources and a range of sporting activities on offer.

Pupil progress is tracked through standardised assessment, including WRAT reading comprehension, Vernon's Spelling, Touch typing/typing speed, free writing, Edinburgh Reading Test and the Steve Chin Maths assessment. This enables teachers to track and monitor pupil's progress within study support. Pupils with AEN are offered the opportunity of a reduced programme for GCSE in order to provide the time they need to develop their skills within Literacy and Language. They are offered study support within the timetable. Hence most pupils with SpLD will not be entered for the full set of GCSEs unless their performance demonstrates a capability to do so.

Consultant's comments

It is commendable that the school offers qualifications other than the standard GCSE and A level and that progress is tracked using a range of standardised tests.

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

- Criterion 5.1 . a) General resources for teaching SpLD pupils:
Millfield has a specialist centre within the mainstream school with teaching in small teaching rooms. All rooms are equipped with an interactive whiteboard. All pupils have an i-Pad, which can be synced with the whiteboard. Lessons are multisensory and engaging using a range of learning styles and resources. Across the school classrooms are small and contain a wide range of ICT. Pupils are provided with personalised resources, such as: covered overlays, different sized font or coloured paper, appropriate positioning within the classroom, or other personalised modifications. Some pupils have access to a stress ball or other implement to enable them to concentrate. In addition, many tables are 'whiteboard style' and enable pupils to write directly onto the table.
Consultant's comments
The centre is extremely well equipped and makes good use of technology to stimulate learning and promote independence.
- Criterion 5.2 b) ICT:
All rooms are equipped with an interactive whiteboard. All pupils have an i-Pad, which can be synced with the whiteboard. There is a high level of ICT available across the school with a range of APPS to improve performance. Laptops are available during exams, where appropriate and are encouraged to be used for prep and during internal exams, as the pupil's normal way of working.
Consultant's comments
The school promotes the use of technology throughout the school with each pupil having to provide their own personal i-pad or equivalent. The school also has an abundance of resources available to both staff and pupils.
- Criterion 5.3 c) Details of access (special examination) arrangements requested and made for SpLD pupils:
Access arrangements include:
All arrangements meet JCQ Regulations.
25% extra time, scribe, reader, small group room, separate invigilation, prompt, enlarged or modified papers, rest breaks
Consultant's comments
A full range of access arrangements are applied for to ensure that pupils with SpLD are not disadvantaged in their examinations.
- Criterion 5.4 d) Library:
There is a resources room for the LRC. The library has a large range of reading material for pupils with additional needs.
Consultant's comments
The amount of reading material of both fiction and non-fiction is impressive as is the library itself. There are plans to make the library more accessible for those with physical disabilities. There is a good selection of books of high interest but lower reading ability for pupils with weaker reading.

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6. Details of Learning Support Provision

DU6.3 6. a) Role of the Learning Support Department within the school:

The LSC offers a two-fold role. It provides education for all pupils in the lower English sets at Year 9 and GCSE. It also provides education for all re-take English classes. In addition, study support provision is provided for pupils with an additional educational need. This is to enable the development of Literacy across the curriculum and focusses upon skills such as skimming and scanning, note-taking, revision skills, spelling, punctuation and grammar and exam techniques.

The LRC also support teachers across the whole school by offering training and advice through the role of AEN Department reps, meeting on a regular basis. The SENCO is fully involved across the school with all Year leaders, team leaders, Group tutors, HoD's and has regular access to the senior leadership team.

Consultant's comments

The LSC plays a central role in the teaching of the pupils, providing both teaching staff and pupils the necessary support they require. The SENDCO is keen to develop this role further, sharing knowledge with all teaching and pastoral staff.

DU
6.5 & 6.6

b) Organisation of the Learning Centre or equivalent:

There is the Head of LSC who oversees the English curriculum for the lower English sets and the administration of exam access arrangements. She also oversees the study support on offer, organising timetables and deciding upon the most appropriate groups. There is a range of support on offer, including small groups and one-to-one tuition by specialist teachers. There is a Head of LSC English who oversees the LSC English curriculum, in addition to a Head of LSC Study Skills for the lower school and upper school.

Consultant's comments

The LSC, which was totally refurbished in 2016 to a very high standard is well-run with staff having clear roles and responsibilities.

DU 6.6

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

The SENCO is also Head of the Learning Support Centre and has a high level of involvement over the design of the English curriculum in partnership with the Head of English and the Head of LSC English. There is also collaboration with the maths department who have an SEN Maths specialist employed within their department

Consultant's comments

The role of SENDCO is well established and recognised throughout the school as an integral part of the school hierarchy. There is a new SENDCO who is reviewing the roles and responsibilities. The department produces a SDP with targets for the academic year e.g. closer links with mainstream English. The LSC hold regular review meetings to check that previous actions have been met and this feeds into the latest SDP.

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

7. Staffing and Staff Development

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

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

Consultant's comments

A significant number of staff have a specialist qualification or are studying for one.

- 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.)

DU 7.4

The majority of study support lessons are taught by teachers with a specialist SpLD qualification at Level 5 or 7. There are currently 2 members of staff completing the SpLD certificate.

- f) Whole school staff development in relation to Dyslexia Awareness and Inclusion strategies e.g. IDP (Inclusion Development Programme):

MS Only

Induction training provided at the outset of the Autumn Term. Whole school INSET and updated information on differentiation. Training through AEN Department reps is cascaded to staff.

Consultant's comments

Induction for all new start and on-going INSET to increase and develop knowledge of SpLD and strategies for teaching is well established at the school.

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?

Six lessons were observed with the largest class size of 8. All teaching rooms were tidy, clean, well lit and ventilated. Window blinds could be lowered or raised by a flick of a switch to change the mood and ensure that any projection could be seen. Pupils are allowed access to water and to the toilets during lessons. Seating was appropriate with most pupils sitting at individual desks facing the teacher. One teacher was using a horseshoe format. Displays were appropriately sparse focusing on information and learning strategies with classrooms providing a distraction free environment.

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The lessons were all well planned, following the Millfield format that includes pupil profiles and delivered at a good pace. Learning objectives were normally displayed. They were informative, instructional and most had a practical element involving collaborative work on the whole-wall whiteboard, writing with coloured pens on the table tops or with technology e.g. researching on i-pads. It was clear that staff had an awareness of the pupils in their classes with SpLD and had prepared their lessons accordingly.

There is a whole-school reward system through iSAMs where teachers can add a note to file, or commendation. The highest accolade is a Headteacher commendation. A number of pupils were on report/support books designed to motivate pupils to do better.

Staff were all dressed professionally and the pupils in school uniform.

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

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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 by phone prior to the consultants visit.

All parents reported that their expectations for the school had been delivered and that they were extremely happy with the additional support. Their children were happy, comfortable and had come far academically as had a greater understanding of their needs. The majority stated that their children had started at the school with low self-esteem. Communication between home and school was excellent. A couple of parents thought that their child could receive an additional session as their timetables were light that year. The school is excellent at facilitating the pupils to overcome their differences to achieve.

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

Two meetings were held with 14 pupils, boys and girls, ranging from Year 9 to U6. The pupils had attended Millfield between 0 and 5 years. They all appreciated the support they received at the school, having had different experiences previously. They appreciated the small classes, the level of ICT and the workshops for English and Maths. They were happy with the boarding but commented that staff didn't understand their difficulties with organisation. They felt that the teaching staff were helpful, fair and good focusing on what they needed to make them more independent and confident especially in the AEN and English departments. Some reported that other subject teachers understood their issues less well. A few would like opportunities for more 1-1 sessions.

Report Summary

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

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	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.	✓
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.	✓
6.6 The Head of Unit will have Head of Department status, and must have an input into curriculum design and delivery.	✓
7. Qualifications of Teaching Staff: -	
7.1 The Head of Learning Support (or equivalent) should be a qualified teacher holding a nationally recognised qualification for the teaching of pupils with SpLD. Exceptions may only be allowed after special reference to the Council.	✓
7.4 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.	✓

Report Summary

Summary of Report including whether acceptance is recommended:

Millfield rightly deserves to retain their DU status with CReSTeD. The grounds and the school are impressive and superbly cared for providing an enriching environment in which to learn. The atmosphere is welcoming and calm overall. The school is extremely well resourced to support pupils with specific learning differences and the classrooms, especially the recently refurbished ones, are clean, well lit, ventilated and distraction free. The staff are well-organised, industrious and reflective about their teaching and the additional support provided for the pupils in their care. Consideration could be given to ways of reducing paperwork to allow staff, both teaching and pastoral time for training to focus on teaching and learning for pupils with different learning styles. Staff and pupils are proud of their school and are happy there. Parents are delighted with the provision and feel that their children have made progress, are supported pastorally as well as for their learning differences.