



## Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator: Liz Crossley  
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### Re-registration Application Form Category TC – Teaching Centre

Date of visit:

6<sup>th</sup> May 2017

Name of Consultant(s):

Fay Cookson

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
<b>Mitchells Dyslexia Facility</b> 5 Cowdray Close, Rustington, West Sussex BN16 3SU <b>Tel:</b> 01903 785951 <b>Fax:</b> <b>Email:</b> <a href="mailto:annatreby@aol.com">annatreby@aol.com</a> <b>Website:</b> <a href="http://www.mitchellsdyslexiafacility.co.uk">www.mitchellsdyslexiafacility.co.uk</a>	Town	Under 18: 18 boys 27 girls	Dysc Dysl Dysp ADD ADHD	BDA PATOSS
	Day	Over 18: 5 Male 9 Female		Support to school curriculum
<b>Comments:</b> A dyslexia facility to offer the opportunity to individuals of all ages and abilities to realise their academic potential through specialist intervention and incorporating a multi-sensory approach and the utilisation of weekly one-to-one sessions to aid effective lifelong learning.				

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

## Centre Details

Name of Centre:	Mitchells Dyslexia Facility		
Address of Centre:	5 Cowdray Close, Rustington, West Sussex, BN16 3SU		
Telephone:	As above	Fax:	
Email:	As above		
Website:	<a href="http://www.mitchellsdyslexiafacility.co.uk">www.mitchellsdyslexiafacility.co.uk</a>		

## Name and qualifications of Principal, with title used:

Name:	Anna M. K. Treby		
Title (e.g. Principal):	Mrs.		
Principal's telephone number if different from above:			
Qualifications:	MSc in Dyslexia		
Awarding body:	University of Southampton		

### Consultant's comments

Anna Treby, the sole practitioner at Mitchells Dyslexia Facility, is an exceptionally well qualified and very experienced dyslexia specialist.

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.

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## 1. Background and General Information

- b) Average number of students by age range:

Over 18:	Male:	5
	Female:	9
Under 18:	Boys:	18
	Girls:	27
Overall total:		59

### Consultant's comments

A wide range of ages is catered for during the week. The timetable is well-structured, with lesson times allocated to suit the age and needs of the students.

- e) Group sizes for under 18's ALL 1:1

### Consultant's comments

The 1:1 teaching ensures that individual needs are met with plans tailored to each student's learning profile and style.

- f) For completion by consultants only: Pastoral care arrangements

Great care is taken to make sure that students are safe and comfortable. Other DBS checked adults are onsite whilst teaching takes place. Should the need arise parents/carers are contacted and any emotional/behavioural concerns discussed. If a disclosure is made by a student the practitioner follows accepted safeguarding procedure.

- h) Please supply the following documentation:

- |  |                          |                      |
|--|--------------------------|----------------------|
| i. <b>Marketing material</b> , including staff list, please tick to indicate copy enclosed<br>or provide link to view reports via the internet | <input type="checkbox"/> | Information received |
| ii. <b>Quality Assurance documentation</b> , please tick to indicate copy enclosed<br>or provide link to view reports via the internet         | <input type="checkbox"/> | Information received |
| iii. <b>Details of Fees</b> , please tick to indicate copy enclosed<br>or provide link to view information via the internet                    | <input type="checkbox"/> | Information received |

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

Criteria 1 & 2

2. a) Aims and philosophy of the centre

See Information Pack

### Consultant's comments

The information pack is clear and concise and a true reflection of what is provided by the Facility.

Criteria 1 & 2

- b) Please tick to indicate copy of **Staff Handbook** (SH) enclosed

Information received

- c) If not within SH, please enclose copies of **policy statement(s) with regard to**

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SpLD pupils outlining:

i. Admissions Policy/Selection Criteria

Information received

ii. Identification and assessment

Information received

Consultant's comments

Students can self-refer or be referred by parents/carers or other professionals.

Students may already have been identified as having specific learning differences. However, the practitioner is qualified to assess students and to provide assessment reports. Lessons will be based upon the findings of specialist assessment.

f) Types of specific learning difficulties supported:

Dyslexia, Dyscalculia, ADHD, ADD, Aspergers

Consultant's comments

Although the majority of students who attend the Facility have dyslexic difficulties, the practitioner is able to address the aforementioned needs and does so to good effect.

### 3. Teaching and Learning

Criterion  
3 & 4

3. a) How is the week organised?

13 hours a day, 7 days a week

Consultant's comments

The very full timetable includes visits to students' homes and a local school and college.

b) Details of arrangements for pupils under 18, including homework:

After School sessions and evenings and weekends

Consultant's comments

The Practitioner arranges sessions according to the circumstances and needs of the students.

c) Lesson preparation and delivery to meet the needs of under 18's:

- Curriculum subjects
- Literacy support

Complements lessons at School and liaises with School for Specialist Intervention.

Consultant's comments

The good liaison between the Practitioner, parents and school/colleges means that lessons are totally relevant to current learning needs. Curriculum support is seen as an important part of the overall plan for each student.

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

None enclosed due to confidentiality.

Please tick to indicate **two examples** enclosed

Information  
seen

Consultant's comments

Individual Learning Plans seen during the visit incorporated achievable targets and were useful working documents, with input from the students.

e) Records and record keeping:

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Notes taken during each session and a six weekly review carried out with each student.

Consultant's comments

Record keeping at the Facility is well organised and efficient. The review documentation is meticulous. Students have input to these reviews, which is invaluable for forward planning and meaningful target setting.

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

Unique student files provide useful evidence of progress and forward planning. Measurable progress was evidenced.

- g) Impact of provision – assessment summary

Annual progress checks / tests undertaken for each student.

Consultant's comments

The Facility is well equipped with test materials. The Practitioner is able to conduct annual progress checks, which provide feedback regarding the successes of the students. The checks inform forward planning so that the learning is cumulative.

- h) Any other relevant information, e.g. details of any other examinations taken, literacy/numeracy assessments:

Assessment reports utilised if due prior to sessions with me.

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

- Criterion 5.1 4. a) General resources for teaching SpLD pupils:

Books and resources appropriate for academic year, plus ICT to complement effective learning.

Consultant's comments

The Facility is well resourced with fiction and non-fiction reading material and educational games.

- Criterion 5.2 b) ICT:

IPad and Apps as well as specialist software – Dragon, Inspiration etc.

Consultant's comments

Students have access to a computer and iPad and apps, computerised programs and use of the internet regularly form part of the sessions.

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

As required as am a qualified Assessor

Consultant's comments

The Practitioner's specialist assessments, using standardised tests, provide useful evidence for examination access arrangements.

- Criterion 5.4 d) Library:

Extensive.

Consultant's comments

An excellent selection of books is available to the students.

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## 5. Details of Learning Support Provision

TC 6.1 /6.4	5. a) Role of the centre:	To offer one-to-one specialist intervention at a time and place conducive to study to aid effective learning for individuals of all ages and abilities.	Consultant's comments	The Facility not only offers all of the above but succeeds in providing them.
TC 6.5 & 6.7	b) Organisation of the Learning Centre:	Just me – still!!	Consultant's comments	The Practitioner has an amazing capacity to provide excellent specialist tuition to a large number of students with a wide variety of needs.
	d) Supporting documentation, please tick to indicate enclosed:	iii. Safeguarding policy (or equivalent) enclosed	Information received	
		iv. Daily Timetable	Information received	
		v. List of SpLD pupils in centre	Information seen	

## 6. Staffing and Staff Development

Criterion 7	6. a) Qualifications, date, awarding body and experience of all learning support staff:	Certs enclosed.	Consultant's comments	The Practitioner is extraordinarily well-qualified and has many years' experience of working in the area of Learning Support.
DU/TC 7.4	c) Are the majority of lessons within the Unit taught by those having nationally recognised qualifications in the teaching of SpLD pupils? (Exceptionally, an experienced teacher undergoing training may be sufficient.)	Yes	Consultant's comments	Qualifications have been verified.
Criterion 4	g) For completion by consultants only: Do all observed members of staff demonstrate the ability to meet the needs of SpLD pupils?	A number of lessons were observed during the visit. The sole Practitioner demonstrated excellent rapport with all the students. Lessons were well-prepared, appropriately paced and incorporated all the elements required for students who experience specific learning differences, especially the use of humour. Teaching and learning was seen to be taking place throughout the lessons. Students were encouraged to take responsibility for their learning and opportunity was given for independent activities. A variety of ways of recording work were used, including the use of IT. Lesson materials were interesting and attractive. The Practitioner's ability to change teaching style to match the learning styles of the diverse age/ability range of the students was particularly impressive.		

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

7. a) Centres should provide, with the supporting documentation, a list of the names of all known SpLD pupils (under 18). 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 centre.

*For completion by consultants only: Parent Contacts:*

A number of parents were contacted before the visit and several were spoken to on the day. They were unanimous in their praise of the Practitioner, Anna Treby and the difference she has made to their children since they have been attending Mitchells Dyslexia Facility. This applies not only to their learning but also to their confidence levels. Several families had sent a second or subsequent child to Mitchells, on the strength of the positive results achieved by the first. Parents found that the Practitioner was helpful and accommodating and appreciated the ease of communication between the Centre and home and, where appropriate, the school or college attended by their child. The Practitioner's energy, commitment and willingness to go the extra mile for the students were all commented upon. The Practitioner was described as 'brilliant' and parents could not thank her enough for the impact her support of their children has had on family life. One parent commented "My daughter has excelled since being at Mitchells, we have seen such a difference in her" and another said "I don't know what we would have done without Anna."

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

Several students were spoken to on the day of the visit. It was clear from their collective response that they love coming to Mitchells and are very happy with the teaching they receive from the Practitioner. One said "Anna really helps me to understand." A GCSE student reported how tuition at Mitchells had helped her to improve her grades. Another student had seen how tuition had helped her brother and, although not dyslexic herself, had asked to attend the Centre too and benefitted greatly from it. All the students found the lessons fun and wanted to thank Anna for supporting them so well.

# 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.

Criteria	ALL
1. 1. The school or centre implements a thorough and rigorous process for identifying children with Specific Learning Difficulties (SpLD)	√
2. 2. The Senior Management Team and, in the case of schools, Governors, fully support the provision for SpLD pupils.	√
3. 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. 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. 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 <a href="#">Joint Council for Qualifications guidelines</a> .	√
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	TC
6. Specific to the Category of School or Centre: -	
6.1 The school/centre is established primarily to teach pupils with SpLD which may include other difficulties.	√
6.4 A Unit or Centre providing specialist tuition on a small group or individual basis, independent of 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.	√
6.7 The Centre is organised by a qualified teacher who designs both content and delivery of teaching materials and lessons.	√
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.	√
7.2 The teacher in charge should hold a nationally recognised qualification for the teaching of SpLD pupils. 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

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Summary of Report including whether acceptance is recommended:

Mitchells Dyslexia Facility is situated in the Practitioner's home, in a quiet close, in Rustington, West Sussex. The teaching takes place in a well -furnished and appropriately resourced garden room, which is bright and comfortable. Anna Treby, the sole practitioner at Mitchells, is a highly qualified Dyslexia Specialist. Although she teaches a very full time table, each lesson is carefully planned to meet the needs of individual students. Record keeping is meticulous and regular reviews of students' progress take place. Liaison with parents/carers, adult students, schools and colleges is very good. Fees are set at a reasonable level, All parents, carers and students spoken to were thoroughly satisfied with their experience of Mitchells Facility.

Appropriate Health and Safety measures and Safeguarding procedures are in place. Special mention should be made of Anna Treby's mother who is on site to provide adult back up and also of the student who carries out clerical duties; both of whom help the Facility to run smoothly and efficiently.

Mitchells Dyslexia Facility should be congratulated on helping so many students who have specific learning difficulties/differences. Anna Treby is inspirational and richly deserves the Kallikids Best Educational Provider Award 2016. This unique facility provides an excellent, much needed specialist support service in the area.

It is recommended that Mitchells Dyslexia Facility should retain its CReSTeD accreditation in the Teaching Centre (TC) category.