



## 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)

### Ramillies Hall Re-registration Category DU – Dyslexia Unit

Date of visit:	25/02/16
Name of Consultant(s):	Carol Hodgson

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
<b>Ramillies Hall School</b> Ramillies Avenue Cheadle Hulme Cheshire SK8 7AJ Tel: 0161 485 3804 Fax: 0161 486 6021 Email: <a href="mailto:enquiries@ramillieshall.co.uk">enquiries@ramillieshall.co.uk</a> Web: <a href="http://www.ramillieshall.co.uk">www.ramillieshall.co.uk</a>	Edge of town	90 co-ed	Dysc Dysl Dysp	ISC
	Ind Day	Ages 4-16		GCSE BTEC Functional Skills and Entry Level

**Comments:** Fully inclusive, nurturing environment. Specialising in providing individualised learning pathways for our pupils.

*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:	Ramillies Hall School		
Address of school:	Ramillies Avenue, Cheadle Hulme. SK8 7AJ		
Telephone:	0161 485 3804	Fax:	0161 486 6012
Email:	study@ramillieshall.co.uk		
Website:	www.ramillieshall.co.uk		

<b>Name and qualifications of Head/Principal, with title used:</b>			
Name:	Diana Margaret Patterson and Denise Anthony		
Title (e.g. Principal):	Joint Heads		
Head/Principal's telephone number if different from above:			
Qualifications:	(DP) BA, PGCE 1-3	(DA) BA Hons, Cert in Counselling BSL	
Awarding body:	(DA)University of Manchester, Sussex University,	(DA) Hull University	
<b>Consultant's comments</b>			
Miss Patterson is an experienced Head, having been in role since 1984, she was joined by Mrs Anthony in January 2016. Mrs Anthony has been Head of Learning Support at Ramillies since 2009. Both Heads are passionate about supporting pupils with SEN in the school.			

<b>Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:</b>			
Name:	Elaine Griffiths		
Title (e.g. SENCO):	SENCO		
Telephone number if different from above:	As above		
Qualifications:	BA, MA, MRes, PGCE, NPQH, SpLD, AMBDA, CCET		
Awarding body:	OU, Manchester Met and Manchester University		
<b>Consultant's comments</b>			
Mrs Griffiths is highly qualified in Specialist Teaching and Assessment. She joined the Learning Support Team in January 2016 and works closely with another SENCo Anne Luckcock. Since joining the Department she has been in a non-teaching role, working towards streamlining their policies, procedures and records.			



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## 1. Background and General Information

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

Numbers, sex and age of pupils:		Total	SpLD	Accepted age range
Day:	Boys:	61	29	4 - 16
	Girls:	11	2	4 - 16
Boarding:	Boys:	-	-	
	Girls:	-	-	
Overall total:				

### Consultant's comments

Numbers have remained relatively stable since the last inspection.

c) Class sizes – mainstream:

Maximum of 15, but most class sizes are currently 10.

### Consultant's comments

Classes observed contained between 5 and 9 pupils and support staff, ensuring each individual was able to access the level of support needed.

d) Class sizes – learning support:

Learning support classes - 1:1, 1:2, 1:3, 1:4

### Consultant's comments

All Learning Support Classes observed were 1:1 due to pupil absence. These lessons were fully focussed on remediating the needs of the children being taught.

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

The most recent ISI report is from June 2015 and was an emergency inspection at the request of the DfE. With regard to Pastoral Care the inspectors stated: 'Pupils feel happy at the school. They enjoy being taught in small groups and feel that teachers know how to help them with any problems or to explain things to them. They are kind to each other. They are aware of the rules in place to help them keep safe, and they feel safe in school. They state that bullying is almost non-existent and that any issues that might arise are resolved quickly. They would go to any teacher with a concern, recognising that "everyone knows about everything".'

The ISI inspection was followed on 27th January 2016 by an Ofsted inspection designed to ensure that the concerns raised with regard to safeguarding during the ISI inspection had been addressed. The inspectors stated 'This inspection found that the school has implemented its action plan fully in order to meet the independent school standards.'

f) Current membership (e.g. HMC, ISA etc.):

### Consultant's comments

The school's membership of the Independent Association of Prep Schools ceased in December 2015 and, as a result, the school is now subject to inspection by Ofsted rather than the Independent Schools Inspectorate.

Independent Schools only



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

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

**Consultant's comments**

The Prospectus is a colourful and informative document which stresses the inclusive nature of the school and the emphasis placed on teaching to the strengths of each individual. There is information about the curriculum, small class sizes, extracurricular activities and the overarching emphasis on meeting the needs of each child.

Junior School Fees - £2780 per term (Reception to Year 6)

Senior School Fees - £3000 per term (Years 7,8 and 9)

Senior School Fees - £3066 per term (Years 10 and 11)

Specialist support fees depend upon the amount of support required as agreed with parents. 1:1 support is £30 per session, 1:2 is £15 and directed TA support in lessons is £14.28 per lesson.

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

Criteria  
1 & 2

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

The aims and philosophy of the school are framed in our whole school Policies, Development and Curriculum Plans which are implemented by all staff on a daily basis.

We provide a supportive environment, with appropriate challenges for our children. We aim to develop in pupils a positive attitude to learning and a strong sense of achievement. We value perseverance and commitment to complete tasks that may be challenging and provide the support and structure pupils need to achieve their aims.

Self-esteem and self-confidence are built through structured social skills lessons, but are constantly referenced throughout the curriculum. Praise for achievement is vital and is reinforced through the Merit System and certificates presented in Assemblies.

We encourage pupils to adopt a positive attitude to learning and in our Community lessons, inform them how to be good citizens by considering the wellbeing of others. On Holocaust Memorial Day, we had a special assembly to remember the plight of the Jews in World War II and had an actual survivor from the Holocaust to talk to the children about their experiences. We try to educate the whole person, developing empathy and social justice alongside academic ideals. Moral and teamwork play an important role in school.

In terms of external academic examinations, pupils study a range of GCSE subjects and also have the opportunity to follow alternative pathways, such as Functional Skills and entry Level Qualifications. This ensures that all pupils have the opportunity to leave school at the age of 16 with formal qualifications and a great sense of success.



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

<p>Criteria 1 &amp; 2</p>	<p>Consultant's comments</p> <p>Supporting the development and education of children with SEN is important throughout the school. There is a whole school awareness of SpLD as well as other associated difficulties which can be seen through successful teaching methods, a desire to develop effective recording and provision even further and a passion for continuous improvement of educational and pastoral care. Education is of the whole child and not just their SEN and this can be evidenced through the monitoring of academic progress as well as the personal development commented on by both parents and pupils</p> <p>b) Please indicate copy of the whole school <b>Staff Handbook (SH)</b> enclosed <span style="float: right;">Yes</span></p> <p>c) <b>If not within SH</b>, please enclose copies of whole school <b>policy statement(s) with regard to SpLD pupils</b> outlining:</p> <ul style="list-style-type: none"> <li>i. <b>Policy for SEN/SpLD</b></li> <li>ii. <b>Support for policy from Senior Management Team</b></li> <li>iii. <b>Support for policy from governors</b> <span style="float: right;">Information Provided</span></li> <li>iv. <b>Admissions Policy/Selection Criteria</b></li> <li>v. <b>Identification and assessment</b></li> </ul>
<p>Criterion 4</p>	<p>Consultant's comments</p> <p>The Handbook is a useful document for staff reference containing all relevant information. It informs staff of the school's commitment to Quality First Teaching - 'All children have access to the full Curriculum, and emphasis should be placed on building confidence and self esteem. This is achieved by Quality First Teaching. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.' All teachers are expected to plan lessons with highly individualised differentiation.</p> <p>The SEN policy outlines school's aims and objectives with regard to the education of children with SEN, clearly stating that 'Pupils who have special educational needs should be supported wherever necessary to achieve full access to the whole school curriculum...through a range of access technologies including skilled staff, specialist equipment and resources.' It makes clear that pupils, parents/guardians will be fully involved in this. The Senior Management team fully support the SEN policy. There is no board of Governors.</p> <p>Pupils are accepted into the school if it is felt that their needs can be met by the school and if it is felt that the school is the appropriate placement for that child.</p> <p>d) Give specific examples of the whole school response to SpLD</p> <p>We aim to maximise the academic, social and emotional education of our children by providing individual learning plans and tailoring the curriculum to meet their needs. We build on the strength of each child by scaffolding their learning, structure work into manageable chunks and assessing progress constantly in order to ensure retention.</p> <p>Multisensory methods are used throughout the school in all curriculum areas and learning is reinforced by overlearning and repetition. Specialist multisensory teachers also provide individual and small group multisensory lessons to enhance literacy and numeracy skills in a fully resourced centre.</p>



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

Assistive technology is used widely throughout the school and includes programmes such as Claro Read and Dragon software. Multisensory equipment, visual resources and timetables and kinaesthetic methods are used on a regular basis.

Pupils are assessed each year to allow for access arrangements in external examinations and readers, scribes and software are provided according to stipulations. For internal examinations, the same principles apply and pupils may have rest breaks, separate rooms, readers etc as required.

Speech and Language therapists, Occupational Therapists and Physiotherapists visit pupils in school and our own Teaching Assistants have the skills and training to follow through with the programmes.

Pupils have the opportunity to discuss difficulties with mentors on a regular basis and records of these meetings are passed to the SENCO to inform reports and Annual Reviews.

Training of staff is ongoing (list attached for 2016). TAs have regular meetings with the SENCO to discuss concerns and also to share examples of good practice.

**Consultant's comments**

Communication between teaching and support staff in the school is good and ensures that all are aware of the needs of individual pupils, through briefings and on the intranet. Staff training is regular and relevant to the differing needs of pupils in the school, delivered by both outside agencies and specialist teaching staff. The implementation of the Quality First Teaching strategy ensures that all teachers are delivering well differentiated lessons. 1:1 teaching is undertaken by Specialist teachers and TAs show a good understanding of the difficulties and learning needs of the pupils they support. The teaching is underpinned by informed pupil support forms designed to highlight the needs of SEN pupils across the curriculum. Regular testing and monitoring of National Curriculum levels further enables teachers to monitor progress and highlight any additional interventions needed.

- e) Number of statemented pupils: 37

**Consultant's comments**

9 Local Education Authorities place pupils at Ramillies with more than half of the Statements/EHCPs being for Dyslexia, Dyscalculia, Dyspraxia or SpLD. Other Statements cover pupils on the Autistic Spectrum, with ADD, ADHD, Cerebral Palsy and SALT needs.

- f) Types of statemented needs accepted:  
ASC, Dyslexia, Dyspraxia, Cerebral Palsy, Emotional and Social

**Consultant's comments**

Pupils with needs which can be supported by the school are accepted.

Independent Schools only

**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:

**Prospective Pupils -**

Children with Dyslexia, Dyspraxia, ADHD and Aspergers are admitted in to our school and within these groups there may be a wide ability band.

Evidence from the following sources is considered:





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

Educational Psychologist recommendations and Standardised Scores  
School Reports – NC grades and comments  
Speech and Language/OT/Physiotherapy Reports  
Evidence from Parents  
Statements/ EHCP

WRAT, COPs, LASS 8-10, LASS 11-15

In addition, prospective pupils have a three day (or more) trial, to ensure that we are able to provide for all the pupil's needs.

We also take into account the needs of the cohort the pupil will join so that resources and staffing can accommodate all needs.

#### **Pupils In School -**

WRAT is used to assess all pupils each Autumn Term. This information is tracked to show improvements/ dips. Subject teachers provide National Curriculum data which is also monitored for progress. GCSE/ Functional skills teachers assess according to stipulated criteria. All this information is monitored, alongside the daily observations of teachers in the classroom.

#### **Consultant's comments**

There is a thorough identification and assessment process in which all the professionals involved with the child, parents and the child themselves are involved. Interventions and support are put into place following a graduated plan which is reviewed and updated on a regular basis following ongoing specialist assessments and, if necessary, specialist teaching or support.

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

If concerns about a pupils are raised, we use our graduated approach – ensure that differentiated quality first teaching is in place. Written samples are collected and teachers meet with the SENCO to discuss how best to support the pupils. All assessment data will be scrutinised and any external/family influences will be taken into account. Medical needs will be assessed and hearing/eye checks will be recommended.

If progress is still limited, we will provide structured multisensory support in small groups and the parents may be advised to consult an educational psychologist.

Following a formal assessment, the recommendations of the Educational Psychologist will be circulated to staff and a structured plan will be implemented to support the pupil. This will be monitored on at least a termly basis.

#### **Consultant's comments**

There is a robust process which is followed to ensure that appropriate interventions are put in place for children identified as at risk. The school believes that the introduction of Quality First Teaching in its small class setting will provide the support needed for all children consistently and form a solid base of support from the outset. An improved testing and assessment scheme is being formulated using PIVATS which will enable the teachers to be even more precise when describing progress and also enable slower learners to more effectively show progress.

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

Parents can consult an Educational Psychologist, can contact Dyslexia Action, or can be assessed by Elaine Griffiths (CCET and a member of the Psychological Society)



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

#### Consultant's comments

Having only started at Ramillies in January - Elaine Griffiths has yet to be called on to perform a full assessment for a pupil in the school. This is a good in house resource for the future.

## 4. Teaching and Learning

### 4. a) How is the week organised?

Monday to Friday: Classes, assembly and registration from 8.40 to 4.00pm.  
Prep and organised extra-curricular activities from 4.30 – 5.50pm  
Breaks 10.50 to 11.30am; 12.45 to 1.55pm; 4.00 to 4.30pm.  
Length of lessons: one hour in Senior School; 40 minutes in Junior School.

#### Consultant's comments

There are a good variety of extracurricular activities available.

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

Pupils can attend Prep to complete homework and there is also an opportunity for them to attend the Learning Support Department for selected lunch breaks to complete work. These classes are supervised by teaching staff, who help children as required.

#### Consultant's comments

The support within the LSD and after school is appreciated by the pupils. SpLD pupils also can be allocated a TA to support them in class personally or have access to a general TA in class. Pupils commented that they had a good relationship with their TAs and felt their work with them was very beneficial.

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

- *Curriculum subjects*
- *Literacy support*

Schemes of work are produced by each teacher in accordance with the syllabus and weekly lesson plans are available so that they can be scrutinised and monitored regularly. In addition, all Teaching Assistants prepare weekly planning sheets and fill in target monitoring sheets. Tutors provide on-going records of achievement which feed into annual reviews. Targets and differentiated programmes are incorporated into lesson plans.

#### Consultant's comments

The introduction of Quality First Teaching with its emphasis on differentiation for all pupils ensures that teachers are delivering lessons taking the needs of all pupils into consideration. All teachers observed were aware of the individual needs of pupils within the lessons and were seen to design their lesson delivery accordingly, with sensitivity and skill. Class lessons observed involved frequent changes of activity, pair and group work, taking into account the difficulties of the children and good use of TA support to enable this.

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

Provision Maps are used for all children requiring additional support. They are checked regularly to ensure that all extra provision is being provided. Pupil Targets are monitored by the Learning Support Department but are formulated by subject/ form tutors. These are an ongoing record of achievement and are a valuable resource for Annual Review. Teaching

Criterion  
3 & 4





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

Assistants record their views in relation to target in green folders which are available in classrooms.

Please indicate **two examples** enclosed

**Consultant's comments**

Although the provision map system used by the school has been working, they recently introduced a more detailed provision map system with SEN pupils having maps for all lessons. This scheme has had success in ensuring that pupils and teachers are focused across the curriculum on specific targets, but is proving very time consuming to moderate and update and is currently up for review. The introduction of this system reflects the school's ongoing process of improvement.

**e) Records and record keeping:**

Policies, Pupils profiles, Provision Maps, Assessment data, timetables, Access Arrangements etc are all stored on the intranet and can be accessed by all members of staff. Daily events are recorded by individual teachers, Google Calendar keeps staff informed of parent meetings and events and there is a weekly staff bulletin produced each Friday for staff detailing key events in the following week.

**Consultant's comments**

Mrs Griffiths has been working on improving the systems for progress monitoring and recording since starting in January. The school has good systems for doing this and annual testing provides evidence of progress and is used for monitoring. PIVATS will be introduced so that a more detailed and precise evidence based method of monitoring progress across the curriculum can be used to inform teaching and reporting.

Criterion 3

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

Pupil Support forms are also backed up by one page Pupil Profiles - an at a glance summary of need, in addition pupils contribute their own views. Support forms are detailed for each subject area with SMART targets, areas of need and review information.

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					
SpLD Pupils					

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	11	71%	50%	80%
SpLD Pupils	7	30%	29%	57%

Key Stage 2	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D



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

Whole School	7	NA	NA	NA	NA	NA	NA
SpLD Pupils	2	NA	NA	NA	NA	NA	NA
Key Stage 1	No. of Year 2 pupils entered	English		Maths		Science	
		L2+	A/D	L2+	A/D	L2+	A/D
Whole School	None						
Dyslexic Pupils	None						

h) Any other relevant information, e.g. details of any other examinations taken, literacy/numeracy assessments:  
 Functional Skills, Entry Level  
 Consultant's comments  
 GCSE percentages do not give a clear picture of achievement - pupils are also entered for Functional Skills, BTEC, City and Guilds and ASDAN awards to best fit their needs and this has an effect on GCSE percentages. This effect is even more pronounced due to small cohort sizes.

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

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

General Resources

In Classrooms:

English – five Minute Box

Read ,Write, inc

Reading Schemes – Bangers and Mash, Ginn 360, Longman Reading World

Reading Books – Wellington Square Extra, Barrington Stoke

Maths – Rapid Maths Intervention Scheme, My Maths, Five Minute Box,

Assorted Dictionaries

Equipment – Practical Maths and Literacy equipment, CD players, videos, DVDs, Kindles, computers with software, Alphasmart, S-pens (right and left handed), triangular pencils and pens, coloured overlays and tinted paper, reading windows, ACE Dictionary, pencil grips and writing slopes

Library:

The Library is fully stocked with an exciting range of fiction and non-fiction books and reference materials. It is a beautiful and calming resource, used by all children in the school.

ICT:

Language – Claro Learning Access Suite, Wordshark, Speaking Starspell, Units of Sound, DI reading Pack Player, Fuzz Buzz Level 1, Simple Spelling, Serious Spelling, Clicker 5, Dragon Dictate, Text Help, Touch Typing software,  
 Maths – Numbershark, Simple Fractions, Talking Tables, Serious Sums, Time, My Maths

Mind Mapping – Inspiration



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

Interactive Whiteboard, Smartboard

Learning Centre

Dyslexia Institute Literacy Programmes plus support materials

Beat Dyslexia Activity Pack,

Alpha to Omega Activity Pack

Cambridge Language File

Phonological Awareness Materials

Toe by Toe

Hickey Multi-sensory Course

Motor Skills United Course

Thinking Skills \_ Brill the Brave, Headworks, Somerset Thinking Skills, Brain Games and Mindsports

Social Skills – Socially Speaking by Alison Schroeder, Social Behaviour Cards, Social Stories (LDA) Talk About Series, Talk About (Black Sheep)

Comprehension – 5 and 10 minute Thrillers (books and Tapes), Directions, LDA separated Comprehension Skills, Rapid Readers

Stile – Phonics, Spelling, Grammar, Punctuation, Comprehension, Money and Time

Reading Schemes – Fuzz Buzz, Rapid Readers, Wellington Square, Barrington Stoke, Catch up Literacy Programme

Reading Books – Trend, Trend Facts, Fun with Phonics, Momentun (Facts in easy form) and Super Phonics.

Maths – Starmaths, Maths Made Easy, Real Life Maths, Dyslexia Institute Maths Programme.

Equipment – Plastic and wooden alphabet pieces and numbers, multi-link blocks, NUMICON, geared clocks, fraction shapes and games, Cuisenaire rods and rulers. HTU counting frames, Stile trays

Games – Happy Puzzle games (primary and secondary children

Testing- COPs Baseline, COPs Lass Junior, Lass 11-15, Cognitive Abilities Test,

WRAT 4, WRIT, Aston Index, Phonological Awareness, NARA, Salford

Sentence, Assessing Reading Difficulties, Dyslexia Portfolio, Diagnostic Reading Analysis

#### Consultant's comments

The pupils benefit from a wide range of teaching resources designed to help those with SpLD. In addition, the Consultant observed teachers using resources they had designed themselves.

Should they be needed pupils have access to SALT and OT through outside agencies

Criterion 5.2

b) ICT:

ICT:

Language – Claro Learning Access Suite, Wordshark, Speaking Starspell, Units of Sound, DI reading Pack Player, Fuzz Buzz Level 1, Simple Spelling, Serious Spelling, Clicker 5, Dragon Dictate, Text Help, Touch Typing software,

Maths – Numbershark, Simple Fractions, Talking Tables, Serious Sums, Time, My Maths



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

Mind Mapping – Inspiration  
Interactive Whiteboard, Smartboard

**Consultant's comments**

Pupils are able to access an IT suite as well as make use of their own laptops during lessons. Use of up to date assistive technology is encouraged and training in its use is given. Interactive Whiteboards are widely used. Classrooms have computers available, where the software for literacy and numeracy support is appropriate.

Criterion 5.3

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

At GCSE application is made for special arrangements (reader, amanensis, use of laptop, rest breaks etc) as appropriate. Extra time is also allowed. Our own Learning Support Staff are qualified to endorse applications for special arrangements, taking into account relevant supporting evidence.

For internal examinations, use is made of readers, scribes, laptops, extra time as appropriate. In Years 7, 8, 9, getting pupils accustomed to such special arrangements is regarded as an important part of preparations for GCSE.

**Consultant's comments**

Appropriate Access arrangements are sought and reflect the way in which pupils ordinarily work in school.

Criterion 5.4

- d) Library:

Library:

The Library is fully stocked with an exciting range of fiction and non-fiction books and reference materials. It is a beautiful and calming resource, used by all children in the school.

**Consultant's comments**

The library is a very pleasant, colourful working room. There are computers with access to the internet and equipped with assistive technology. There is also a TV. There is a good selection of appropriate reading material for lower reading age to chronological age. Pupils are actively encouraged to read and rewarded in Assembly for having read 5 and 10 books. Shelves are labelled and books colour coded by subject to make finding books easier. There are many references to individuals in the school on the walls and on the shelves. Pupils see the job of Librarian as something to be proud of and to aspire to. The library is a teaching room and one of the English teachers is also responsible for its day to day running.

## 6. Details of Learning Support Provision

DU 6.3

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

The Learning Support Department is central to the school. It is comprised of the Head of Learning Support and Joint Head teacher Denise Anthony, Elaine Griffiths SpLD SENCO, Ann Luckcock SpLD SENCO, Ralph White SpLD Learning



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Support teacher, Claire Finnis Maths Learning Support and eight well qualified Teaching Assistants.

Consultant's comments

A large percentage of the pupils in the school have SEN so the LSD's work is central to the school. Baseline information provided on every child and disseminated to teaching and support staff ensures that all staff involved with the pupils are kept up to date. Teaching Assistants work with all teaching staff and are very knowledgeable about the needs of individuals. Mrs Anthony in her role as Head of Learning Support and joint Head Teacher ensures that the Unit and its work continues to remain pivotal in the school.

DU  
6.5 & 6.6

b) Organisation of the Learning Centre or equivalent:

The teaching assistants are assigned children in various year groups. They assist with the breaking down, chunking of tasks and provide emotional and academic assistance on a daily basis. They liaise with parents and carers, complete home-school link books and provide advice to help with homework etc.

The Learning Support teachers are all part-time and children are timetabled to receive support at times to suit both the children and the teachers. The Learning Support teachers also provide advice and training for staff on a regular basis.

Consultant's comments

All 1:1 teaching within the unit is delivered by Specialist Teachers and when Mrs Griffiths widens her role to include teaching this will be a further invaluable addition to the Specialist provision. Teaching Assistants are well qualified and would further benefit from professional SpLD qualifications.

DU 6.6

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

The Head of Learning Support (also The Joint Head Teacher) and the SENCO are involved in curriculum design and assessment methods. They meet regularly with the Middle Management and Senior Management Teams to ensure that Curriculum content reflects the National Curriculum.

Consultant's comments

New initiatives such as the introduction of more detailed Pupil Support forms and Quality First Teaching have been implemented by the joint Headteachers.

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**

Information  
Provided



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

## 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. <i>Consultant's comments</i> All Learning Support Staff are well qualified and their qualifications vouched for by Miss Patterson. Mrs Anthony is very experienced on issues relating to SEN, having worked in the school since 2009 and works closely with the Specialist Teachers / SENCos in the running of the Department.
DU 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.) All lessons in the unit are taught by staff experience with SEN and with SpLD qualifications and experience.
MS Only	f)	Whole school staff development in relation to Dyslexia Awareness and Inclusion strategies e.g. IDP (Inclusion Development Programme): See training schedule attached. <i>Consultant's comments</i> INSET and training from visiting consultants takes place. The training covers a variety of topics relevant to teaching children with SpLD including a training day for Differentiation within the classroom, supporting pupils with ASC and ADHD.
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? In all lessons observed, both in the unit and in mainstream classes, teachers were aware of the needs of individuals and differentiated appropriately. A variety of techniques were used to keep pupils engaged during hour long lessons. Tasks were changed regularly with differing demands on the pupils to maintain attention. Within classes, pupils were divided into groups so they worked with peers with similar difficulties. Staff were sensitive to the needs of individuals and adjusted their teaching techniques to fit showing a good knowledge of their pupils. In one to one lessons and in full classes, multisensory techniques were used and pupils were encouraged to use strategies designed to help overcome difficulties or improve study skills, such as using highlighters on text or using interactive reading on computers. Specialist teachers observed delivered well paced and planned lessons and their interaction with individuals showed a very good knowledge of that person and the appropriate strategies to use with them. Over learning was evident and this Consultant observed teacher and support assistants adjusting their work to incorporate requests and suggestions from the pupils.





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

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

Independent  
Schools  
only

8. a) Schools should provide, with the supporting documentation, a list of the names of all known SpLD pupils in the school. CReSTeD will provide an explanatory letter to be sent to parents of all those named informing them of the visit and seeking their permission to give their contact details to the consultant. The consultant will randomly select names from the list to discuss their experiences as parents in relation to the school.

For completion by consultants only: Parent Contacts:

All parents contacted praised the school highly for both the academic and social progress their children had achieved, in particular, their confidence. All cited small classes and the excellent support from the Learning Support Department as being reasons for the progress they saw in their children. They said their children were happy to go to school.

The nurturing quality of the school and the staff's preparedness 'to go the extra mile' were mentioned. Several parents said that they particularly appreciated the family atmosphere of the school and the pastoral care. One parent commented that their child was looked after by all staff not just the teachers, but the Canteen staff and Secretary as well.

All parents praised the school's response when contacted and the support they had received in their concerns or queries.

'Absolutely brilliant.'

'Anything you need, they are there.'

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

This Consultant met with 6 pupils over the lunch period in the Library. All pupils were happy to discuss their school and were polite and helpful. Those who had come to Ramillies from other schools have seen big improvements in their own abilities in Spelling, Reading and Maths and they stated their parents had also done so. They felt that they were supported and helped with their difficulties, they like the small class sizes and all had more than one member of staff they could name who they would go to if they felt they had a problem.

They all agreed that there was no bullying 'because everyone here has been bullied before.'

All were happy at the school.

# Report Summary

For completion by consultants only:

Please remember: this is an extract of the overall criteria listing, only those relevant to the category are listed below. Consultants should be able to mark all criteria as observed before making their final recommendation.

Consultant to tick relevant boxes when criteria are observed to have been met:

Criteria	ALL
1. The school or centre implements a thorough and rigorous process for identifying children with Specific Learning Difficulties (SpLD)	✓
2. The Senior Management Team and, in the case of schools, Governors, fully support the provision for SpLD pupils.	✓
3. The impact of the provision for SpLD pupils is measured (a system to regularly monitor provision for pupils and to assess their achievements).	✓
4. There is an awareness by all members of staff of the necessity to adjust their teaching to meet the needs of SpLD pupils and this will be evident across the curriculum.	✓
5. In Addition:	
5.1 Resources for learning appropriate to the level of need.	✓
5.2 IT provision relevant and of high quality, including up-to-date and regularly used programs for SpLD pupils.	✓
5.3 Access arrangements for all examinations sought as needed. Assessments for access arrangements must comply with <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	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.	See Comments
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:

Ramillies is an effective school, with expertise in the care and support of pupils with SEN. Small class sizes, well qualified specialist teachers and experienced, flexible teaching staff enable pupils to make good progress both socially and academically. There are effective systems in place for identifying and monitoring progress and continuing development of these systems. The family atmosphere ensures pupils feel safe and nurtured and parents feel welcome.

It is recommended that the re-registration is approved.