



Council for the Registration of Schools Teaching Dyslexic Pupils

The Sheila Ferrari Dyslexia Centre Re- Registration - Category TC

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
The Sheila Ferrari Dyslexia Centre 494 High Road Woodford Green Essex IG8 0PN Tel: 020 8559 0708 Fax: Email: admin@tsfdc.org.uk Web: www.tsfdc.org.uk	Edge of town	@63 co-ed Ages: 6 -18+	Dyslexia/SpLD, Dyspraxia, Mild ASD	BDA
	Teaching Centre (Ind) Day			Support to school curriculum
Comments:				

Date of visit:

30th January 2018

Name of Consultant(s):

Anita Laws

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.

Centre Details

Name of Centre: The Sheila Ferrari Dyslexia Centre

Address of Centre: 494 High Road, Woodford Green, Essex, IG8 0PN

Telephone: 02085590708

Fax:

Email: admin@tsfdc.org.uk

Website: www.tsfdc.org.uk

Name and qualifications of Principal, with title used:

Name: Fay Cookson

Title (e.g. Principal): Head of Centre

Principal's telephone number if different from above:

Qualifications: QTS RSA Dip (SpLD) AMBDA

Awarding body: Cambridge and RSA

Consultant's comments

Fay Cookson is a highly experienced and successful leader. She leads a dedicated team of professionals who clearly share her vision and passion for the Centre, the work that it does and the way in which it supports the needs of pupils with dyslexia and their families.

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1. Background and General Information

- b) Average number of students by age range:

Over 18:	Male:	0
	Female:	0
Under 18:	Boys:	31
	Girls:	32
Overall total:		63

Consultant's comments

The Centre has built its excellent reputation over more than 30 years. The range of services that it provides and the results that it achieves are now well known within the local community and consequently the number of students that it supports remains consistent over time.

- d) Group sizes for under 18's Predominantly 1 to 1

Consultant's comments

The Centre is currently trialling paired lessons with two similar aged students who attend from the same school and travel to the Centre together. This model is still in the early stages of development and is indicative of the flexibility of the Centre and its response to an identified need from parents.

Otherwise, all tuition is carried out in 1 to 1 lessons.

Afternoon homework clubs are attended by a number of students. This takes place in small groups.

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

The Centre operates a holistic approach to student welfare which ensures that students' academic and emotional needs are met. This care and support is extended to parents/carers.

All staff at the Centre take their welfare role very seriously. Parents and students are made to feel extremely welcome and are treated with the utmost respect and consideration.

Tutors are friendly and highly approachable. In all of the lessons observed they had established a good rapport with their students who felt supported and valued. Students considered that their tutors know them well and do not judge them or their work. They were appreciative of the positive encouragement they get during lessons and the guidance and care that is shown, especially when they make mistakes. In view of this, those students who were questioned said they would feel comfortable in expressing any worries.

Time is allowed after lessons for staff to feed back to parents/ carers and allows for questions and concerns to be addressed.

Open communication with parents/carers and school is encouraged through the use of a Home/ School/ Centre Liaison Book. Tutors make notes about the content of lessons and summaries of particular strengths and

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achievements are celebrated.

Parents are further supported through the Parents' Forum, which meets regularly and is a source of 'information and support for many parents/carers'.

In addition to tuition, the Centre provides a range of additional services offered by highly qualified and experienced specialists. These may be accessed independently or may be arranged as part of a package of care provided by the Centre.

Appropriate safeguarding arrangements are in place and all staff are aware of their responsibility to act on any concerns.

- g) Please supply the following documentation:
- i. **Marketing material**, including staff list, please tick to indicate copy enclosed
 - ii. **Quality Assurance documentation**, please tick to indicate copy enclosed
 - iii. **Details of Fees**, please tick to indicate copy enclosed

Information
rec'd

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the centre

Please see Staff Handbook

Consultant's comments

The Sheila Ferrari Centre was established in 1982 when it first opened as a Dyslexia Clinic at Avon House School. As it grew, it became the Avon House Dyslexia Centre until 2013, when it was renamed in celebration of the work of its founder, Sheila Ferrari.

Since its conception, the aims and philosophy have grown with the Centre, as the aspirations of the leadership team have developed. While the sphere of influence within the community has spread, the original aim -to provide an improved quality of life for students with dyslexia/ SpLD- remains constant.

This fundamental aim, along with additional supplementary goals and expectations are shared within the staff handbook and are clearly at the heart of everything that takes place within the Centre.

Criteria
1 & 2

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

Information
rec'd

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

- i. **Admissions Policy/Selection Criteria**
- ii. **Identification and assessment**

Information rec'd

Consultant's comments

The staff Handbook is comprehensive and easy to use. It contains a range of policies that are clearly written and ensure that staff, parents and students are protected.

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Parents state that the admission process is 'easy and professional.' Students can be referred by parents/carers or school, subject to parental consent. Students over the age of 18 years can self-refer. Parents, who are often nervous and apprehensive, are 'reassured by the warm response they receive when making enquiries and by the knowledgeable yet pressure free way that the admissions process, fees and lesson arrangements are explained.'

Some students already have a diagnosis of dyslexia and come with a Specialist Teacher or Educational Psychologist assessment report. Others may attend initially for assessment and subsequently continue at the Centre for tuition.

The Centre offers a range of assessments including Specialist Teacher Assessments which are carried out in-house by suitably qualified and experienced staff. Educational Psychologist, Occupational Therapy and Speech & Language Assessments are carried out by arrangement.

Irrespective of the type of assessment, great care is taken to ensure that parents/carers fully understand the outcome of the process and the implications for their child.

The qualitative and quantitative data obtained from assessment is used by Centre staff to plan individual programmes for the students.

g) Types of specific learning difficulties supported:

Dyslexia/SpLD, Dyspraxia, Mild ASD

Consultant's comments

The Centre has a very clear admissions criteria in terms of the range of needs that it can accommodate. This ensures that the support provided is closely matched to the individual needs of its clients and that the high quality of its provision is not adversely affected.

3. Teaching and Learning

Criterion
3 & 4

3. a) How is the week organised?

The Centre is open from 7.45 am till 6pm Mon – Fri and from 9am till 1pm on Saturdays. Holiday sessions by arrangement.

Consultant's comments

The Centre provides a flexible and practical approach. Lessons take place before and after school and throughout the day as required by parents.

- b) Details of arrangements for pupils under 18, including homework:
Lessons are available before, during and after the school day. They are timetabled after careful consultation with parents/schools so that disruption to the curriculum is minimal. Each session lasts for 50 minutes.
Home/Centre/School link books are maintained. Homework tasks are given at the discretion of the teacher. Time is allowed at the end of each session for feedback to parents should that be needed.

Consultant's comments

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Criterion
3 & 4

- Parents are grateful for the flexibility that the Centre offers and the fact that staff at The Centre are keen to work with schools and parents to minimise the disruption to the students' general education.
- The fact that students are able to attend throughout the day enables the Centre to cater for more students than would otherwise be possible due to the limitations of classroom space within the building.
- c) Lesson preparation and delivery to meet the needs of under 18's:
- *Curriculum subjects*
 - *Literacy support*
- We work with SENCOs and CTs from all our contact schools. Most of the team have QTS and are able to support curriculum subjects. School homework, revision and project work can be incorporated into the lessons in addition to literacy support and study skills.
- Consultant's comments*
- Most of the lessons carried out within the Centre are literacy based and are taught by specialist dyslexia teachers.
- Students' needs are clearly well understood by Centre staff, provision is highly individualised, appropriate and effective.
- Suitably qualified and experienced teachers use assessment data to formulate highly individualised programmes which reflect the interests and specific needs of the students that they teach.
- In all lessons observed teachers created a purposeful yet supportive environment where students were encouraged to interact and take an active role in the lesson. The rapport between students and staff was exemplary. Students were obviously relaxed and enjoying their lessons, even when the tasks set were initially challenging. Careful and explicit instruction was observed in all lessons which enabled students to access the tasks provided. Teachers were well prepared and used a range of resources and activities to engage their learners. Multisensory techniques were employed, including the use of ICT which was observed in all lessons. Work presented built on that of previous lessons and provided opportunities for students to practise. or extend their learning.
- d) Use of provision maps/IEP's (or equivalent):
- Where possible IEPs or provision maps are provided by our contact schools. We are often asked to provide specific targets for IEPs and attend IEP review meetings when invited. The IEPs are the property of the contact schools and therefore not enclosed but can be viewed on the day of the visit.
- Please tick to indicate **two examples** enclosed
- Information rec'd
- Consultant's comments*
- The staff are keen to work with schools and will endeavour to liaise with school staff when possible.
- IEPs produced by school staff are supported by work carried out at the Centre where appropriate.
- e) Records and record keeping:
- A file is kept for each student, containing initial assessment reports, parent questionnaires, additional reports, lesson plans (including evaluations) and

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		<p>progress assessments. Archives and registration forms are kept and there is an electronic data base of students. These are covered by our Data Protection Policy (Please see Staff Handbook)</p> <p>Consultant's comments</p> <p>A range of records were viewed during the visit. These included lesson planning, lesson observations/ notes, ongoing informal assessments, samples of students' work, a home/ school/ Centre liaison book and annual reports for parents/carers.</p> <p>While staff are encouraged to record their lesson planning and observation notes in a format that is most informative and useful for them, there is consistency in the expectations of what is recorded, when this is done and how the information is used to inform future planning and keep parents/ carers fully notified of their child's progress.</p>
Criterion 3	f)	<p>For comment by consultants only: Review history of provision made for two pupils.</p> <p>Students attending the Centre enjoy lessons and look forward to their lessons.</p> <p>They are fully engaged in their learning, have opportunities to suggest areas of need or specific topics that they feel would be beneficial to them in their learning and are encouraged to make suggestions for ways that they can be better supported.</p>
Criterion 3	g)	<p>Impact of provision – assessment summary</p> <p>Consultant's comments</p> <p>Specialist standardised assessments are used on an annual basis, the outcomes of which are used to monitor progress. Standardised scores are tabulated and shared with parents/ carers.</p> <p>Assessment data, parental and student comments reflect the fact that students make good progress both academically and emotionally as a result of the teaching that they receive.</p>
	h)	<p>Any other relevant information, e.g. details of any other examinations taken, literacy/numeracy assessments:</p> <p>As part of the service offered by the Centre we carry out a high number of Specialist Teacher Assessments, Educational Psychological Assessments, including Access arrangements (Form 8) for examinations and DSA. Written reports and follow up sessions are provided for parents and older students.</p> <p>Consultant's comments</p> <p>Parents and schools appreciate the additional services provided in terms of range of assessments that are available at the Centre.</p> <p>Reports written by Centre staff are detailed and great care is taken to ensure that parents/carers understand the findings and recommendations made.</p> <p>Several parents who come to the Centre initially for assessment, go on to use the Centre to access specialist tuition.</p>

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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: We have a wide range of resources, photocopiable material and games. We make every effort to keep these resources up to date and cutting edge. Consultant's comments Resources are centrally stored and easy to access. It is evident on examination that the resources are well used and that teachers feel that they are appropriate to the needs of the students that they teach.
Criterion 5.2	b)	ICT: Each teaching station has a PC with internet access. Programmes include Wordshark, Numbershark, Nessy, Kidspiration and a unique Touch Typing programme developed by our Psychologist. Teachers also use iPads with students and digital voice recorders and readers. Reading Pens are available. Consultant's comments All lessons observed made use of ICT at some point in the lesson. Pupils were clearly familiar with the programmes that they were using and enjoyed the opportunity to work in this way.
Criterion 5.3	c)	Details of access (special examination) arrangements requested and made for SpLD pupils: We provide assessment for access arrangements for many local schools/colleges and universities by request. Our reports are designed to be practical and give a professional opinion as to suitable access arrangements based on test results. We provide Form 8s when requested. Consultant's comments Schools are highly appreciative of the services that that Centre provides in terms of assessment for Access Arrangements.
Criterion 5.4	d)	Library: We have a good variety of fiction and non-fiction, including dyslexia friendly books e.g. Barrington Stoke. Consultant's comments A small library is available for students which contains a range of dyslexia friendly material. Throughout the Centre books are displayed in an interesting way and serve to encourage students to read for pleasure.

5. Details of Learning Support Provision

TC 6.1 /6.4	5. a)	Role of the centre: To provide support via specialist 1:1 tuition for dyslexic/SpLD students, to help them realise their learning potential. The ultimate aim is for them to become successful independent learners and to find the learning process rewarding and enjoyable. We also offer support to parents/carers/teachers. Consultant's comments
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TC
6.5 & 6.7

b) Organisation of the Learning Centre:

Teachers use a variety of assessments, observations and reports by other professionals to ensure that the needs of individual students are clearly identified. Lessons are tailored to individual needs and take place in a caring and supportive environment.

The Centre quite rightly, prides itself on the range of services it provides for students, parents and schools and the various and many links that it has with the community.

The Head of the Centre is a full time, senior management post, whose role, in addition to teaching, is to line manage the teaching team, all of whom are self-employed and part time. The Head has a part time PA and part time receptionist. The Centre moved a year ago, one house along the road into a self-contained unit over three floors. The rooms are purpose built and fully resourced. There is a dedicated assessment room, 6 individual teaching areas, office, play therapy/ meeting room, kitchen area and two toilets.

Consultant's comments

The Centre is located on a busy main road and is easily accessible via public transport.

The building itself is inviting and well maintained.
Rooms are of adequate size, are well lit and generally clutter free.

The Head sets high expectations for all and sets the tone through the way that she models the attitudes and qualities that she expects of others. Staff are very carefully selected by the Head who considers not only the experience and qualifications of potential candidates but also their passion and commitment for the work that they do. This ensures that all staff, whatever their role, buy into the ethos of The Centre and are an advocate for the work that the Centre does and the students with whom it works. With such a shared commitment comes a sense of teamwork, and a visible sense of pride in the project. The resulting atmosphere within the building is extremely positive and welcoming.

The Centre is well managed.
The fact that teaching staff are part time and self-employed works well for the Centre as it enables considerable flexibility in terms of the timing of lessons.

d) Supporting documentation, please tick to indicate enclosed:

- iii. Safeguarding policy (or equivalent) enclosed
- iv. Daily Timetable
- v. List of SpLD pupils in centre

Information
rec'd

6. Staffing and Staff Development

Criterion 7 6. 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 here to protect the identity of individuals.

Consultant's comments

All professionals who work with students are suitably qualified in their specific

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	<p>field.</p> <p>There is a wide range of expertise within the staff and an evident mutual respect between colleagues.</p> <p>Collaboration between members of staff is actively encouraged. This is particularly helpful in supporting staff development and the sharing of ideas and resources etc.</p> <p>The work of Dyslexia Matters in training specialist teachers (level 5) and assessors (level 7) at the Centre provides an additional value; providing the opportunity for staff to demonstrate their skills to novice specialists and to engage in meaningful discussion/ debate with likeminded professionals.</p>
TC 7.4	<p>c) Are the majority of lessons within the Unit taught by those having nationally recognised qualifications in the teaching of SpLD pupils? (Exceptionally, an experienced teacher undergoing training may be sufficient.)</p> <p>All the lessons within the Centre are taught by fully qualified teachers.</p> <p><i>Consultant's comments</i></p> <p>Specialist dyslexia tutors all have at least level 5 qualifications although several have the higher Diploma (level 7). Additionally, many have Qualified Teacher Status.</p> <p>This ensures that they all have the knowledge and understanding to provide high quality teaching and learning for the range of learners that they teach. During lessons observed, all tutors demonstrated excellent subject knowledge and most importantly were able to impart this in a manner that was most appropriate for their students.</p>
Criterion 4	<p>g) For completion by consultants only: Do all observed members of staff demonstrate the ability to meet the needs of SpLD pupils?</p> <p>Absolutely.</p>

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:

Eight parents were spoken to prior to the visit. One representative from the Parent Forum was interviewed at the Centre during the visit.

Parents whole heartedly praised the work of the Centre and all of its staff in their various capacities. They greatly appreciate the expertise of the staff and the hard work that is put into ensuring that their children not only enjoy lessons but do well as a result of them.

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When asked how she found out about the Centre, one mother explained 'Everyone around here knows about the Centre. It has a good reputation so when I decided to get help for my child, I knew exactly where to come.'

Having made the decision to seek help, many reported that they were grateful for the attention that they were given especially during the admission process but also commented on their sense of relief that they were talking to professionals who not only understood the needs of their children, but who saw them in a positive light.

They liked the fact that they could talk to tutors about their children and found the Home/ School/ Centre Liaison Book useful as they could see what their child had done in the lesson.

Several shared their experiences of frustration at seeing their child 'flounder in the system' and were keen to report that their children 'had grown in confidence' since attending the Centre.

One parent said that her child 'does not enjoy school as he finds it really hard but loves going to the centre. He gets on very well with his teacher who is patient and presents things in a way that he can understand.'

Another stated that 'The Centre is well run. The teachers do an amazing job. Everyone works together. It has a warm feeling when you walk in- I tell everyone what a fantastic place it is.'

The Parents Forum is seen by several parents as a source of valuable information and support. The fact that it provides an opportunity for parents to meet other parents who have had similar experiences is both reassuring and energising. It helps them to understand and validate their feelings but also helps them to understand the issues that their children are facing every day.

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

Three students were spoken to during the visit.

The first student had recently started at The Centre and was just beginning to 'find her feet.' Her first comment was that she 'had only been coming for a short time but that she looked forward to her lessons.' She liked her tutor as 'she is kind and helps me with my work.' She also stated that 'Everyone looks after me and makes me feel special.'

The two other students had been attending the Centre for at least 1 year. They were interviewed together and were keen to talk about their experience both before and since they started to attend the Centre. Both explained that they had been struggling in school and had lost their confidence as a result of feeling that they couldn't keep up with their peers. One student said that she 'considered the Centre to be a safe place where she could be herself, where she was allowed to make mistakes without getting told off and could admit to not understanding.'

Both were adamant that their self-confidence and recent academic successes were entirely down to the teaching that they had received at the Centre and the relationships they have with staff. 'The teachers are amazing;

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the lessons are sometimes hard but the teachers know how to make it interesting and they are on your side- they want you to do well!

Both of these students had been chosen by the Centre to be 'Dyslexia Ambassadors' and were proud to have been awarded this status. They explained very eloquently what this involved and how they were using their experience to spread the word about dyslexia in their schools- something nether felt they would have had the confidence to do a year ago!

In addition to pupil interviews, 28 pupil questionnaires completed between September and October were analysed.

All students, without exception said that they liked the Centre and thought that it was helping them.

In response to the question 'What do you like best about it?' comments included -

- everyone is friendly
- using pictures to help my memory
- it's fun
- using 'word shark' (x2)
- the learning games
- my teacher (x5)
- everything
- we do something new every week
- it's different to school
- you get more done

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. 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	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

Summary of Report including whether acceptance is recommended:

The Sheila Ferrari Dyslexia Centre offers high quality specialist provision for students with dyslexia and other specific learning difficulties.

The Centre meets all of the criteria for registration and exceeds these in several areas.