



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

Slindon College Re-registration Category DU – Dyslexia Unit

Date of visit:	24/05/2016
Name of Consultant(s):	Nick Rees

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Slindon College Slindon House Slindon Arundel Sussex BN18 0RH Tel: 01243 814320 Fax: Email: registrar@slindoncollege.co.uk Web: www.slindoncollege.co.uk	Village	77 boys	Dysc Dysl Dysp ADD	ISA
	Ind, Bdg, Wk Bdg, Day	Ages 11-18	ASD P&S Speech and Language	BTEC GCSE
Comments: All pupils follow GCSE subjects; the school is small and specialises in SpLD, especially dyslexia and ASD children.				

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.

School Details

Name of school:	Slindon College		
Address of school:	Top Road, Slindon, Arundel, West Sussex, BN18 0		
Telephone:	01243 814320	Fax:	
Email:	headmasterspa@slindoncollege.co.uk		
Website:	www.slindoncollege.co.uk		

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

Name:	Mr David Quick
Title (e.g. Principal):	Headmaster
Head/Principal's telephone number if different from above:	
Qualifications:	BSc (Hons) PGCE PGC SEN NPQH
Awarding body:	Hatfield Polytechnic, University College Swansea, NCSL, Middlesex University

Consultant's comments

Mr Quick was appointed in 2014 and since the previous CReSTeD inspection in 2013. He is suitably well qualified.

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

Name:	Mrs Lita Brittain
Title (e.g. SENCO):	SENCo
Telephone number if different from above:	
Qualifications:	Qualifications: BA (Hons) BTEC SEN Level 4 Learning Support Certificate Adv Dip SpLD Level 5
Awarding body:	Portsmouth University, Edexcel, City & Guilds, The College of Teachers

Consultant's comments

Mrs Brittain is an established and suitably qualified SENCo.

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1. Background and General Information

1. a) Dep't of Education Registration No.: 938/6094

Numbers, sex and age of pupils:		Total	SpLD	Accepted age range
Day:	Boys:	51	28	11-18
	Girls:	0	0	0
Boarding:	Boys:	26	19	11-18
	Girls:	0	0	0
Overall total:		77	47	

Consultant's comments

Slindon College is a small nurturing college largely for boys with SpLD. A small number attend as they are vulnerable and are more likely to thrive in a small college environment. There has been a reduction in student numbers since 2013 when there were 88 students.

c) Class sizes – mainstream: Maximum of 10

Consultant's comments

An acceptable size of class for teaching students with SpLD.

d) Class sizes – learning support:

Consultant's comments

Students are usually withdrawn for 1-1 lessons/therapy once or twice a week. This may include literacy, numeracy, organisation, SEAL, occupational therapy, sensory integration and speech and language therapy.

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

ISI Boarding Inspection October 2013 reported that the school met all of the national minimum standards for boarding schools 2011 other than to ensure that a written record is kept of all complaints, and of whether they are resolved at the preliminary stage or proceed to a panel hearing (NMS 18).

ISI Inspection October 2015 reported that the pastoral care was excellent. It strongly supported the school motto for pupils to believe in themselves, be inspired and so succeed. A network of staff support the pupils and the relationship between staff and pupils is excellent. Meals were nutritious and there was a good range of extra-curricular activities. The school guards against cyber-bullying and has developed an approach to minimise the risk of bullying which include a no-contact rule and encouragement to tell a teacher about any concerns. The spiritual, moral, social and cultural development of the pupils was also deemed to be excellent.

f) Current membership (e.g. HMC, ISA etc.): ISA, ISBA, BSA, AGBIS, CReSTeD

Consultant's comments

The school is a member of a number of supportive and informative associations.

Independent Schools only

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

Information provided

Consultant's comments

All the above information was available, informative and clear.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria 1 & 2

2. a) Aims and philosophy of the whole school

Slindon College is totally dedicated to pupils with SpLDs. It aims to ensure that every aspect of its academic and wider curriculum, including learning support, is enabling pupils to realise their full potential as students and as Individuals'. Identification and assessment details are clearly set out in our SEN policy document endorsed by the school's senior leadership team and governing body.

Consultant's comments

Slindon College is a specialist college largely for students with a range of SpLD including Dyslexia. The SEND documentation was revised in November 2014. It includes the 'local offer' that Slindon College provides. It may be useful to include more detail on the wave 1-3 intervention. It is only mentioned once in the SEND Policy and could not be found in the 'local offer'.

Criteria 1 & 2

- b) Please indicate copy of the whole school **Staff 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**
 - ii. **Support for policy from Senior Management Team**
 - iii. **Support for policy from governors**
 - iv. **Admissions Policy/Selection Criteria**
 - v. **Identification and assessment**

Information provided

Information Provided

Consultant's comments

All the above information was available, informative and clear. More detailed information on the wave 1-3 intervention would aid understanding.

Criterion 4

- d) Give specific examples of the whole school response to SpLD
Lessons are modified in pace and context to meet the individual needs of the pupils.

Consultant's comments

A number of strategies are used throughout the school to meet the needs of the students with SpLD. Pupils are also grouped according to ability and

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Independent Schools only		taught in small groups and withdrawn for 1-1 lessons. There may be a therapeutic element to some of the withdrawal sessions.
	e)	Number of statemented pupils: 54 Consultant's comments A significant number of the students have a statement or an EHCP.
	f)	Types of statemented needs accepted: Dyslexia, ADHD, High functioning autism, Dyscalculia, Dyspraxia - Mild Asperger's syndrome Consultant's comments The full range of specific learning difficulties are accepted by the college.

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: All students are assessed at application stage to ensure that their needs can be met at the school. Each pupil also has an interview with the SENDCo and Headmaster where needs are assessed academically and socially and taster days are put in place to ensure the school can meet the needs of pupils. Consultant's comments Slindon College has a clear procedure to follow for the initial assessment of prospective students.
		b)	Give details of what action you take when children are identified as at risk of SpLD Monitor progress across the curriculum (school tracker), provide assessments and if necessary an Educational Psychologist would be consulted in consultation with parents. The school also contacts the pupil's previous schools for information. Consultant's comments Most students at the college have a diagnosis of SpLD. Some student's diagnosis may be more complex and vary in severity.
		c)	Give details of how children in your school can access a full assessment for SpLD Pupils are assessed annually using WRAT 4 testing School tracker across the curriculum Individual provision maps Meeting with staff and parents to identify needs Statements of Educational Needs / EHCP Consultant's comments Information on a students specific learning difficulty and progress can be tested using a range of tests, educational psychologist assessments and through other means of information.

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4. Teaching and Learning

Criterion
3 & 4

4. a) How is the week organised?
See attached timetables
Consultant's comments
The timetable covers a full curriculum, excluding Music, but extra-curricular activities include peripatetic music.
- b) Details of arrangements for SpLD pupils, including prep / homework:
All students have literacy and numeracy time each for twice a week in the mornings. The whole school has daily reading for 20 mins each morning. These are in specific ability groups. Lessons are modified in pace and context to meet the individual needs of pupils, there is a shared LSA in most classes and some pupils have a one to one LSA if identified in their statement or EHCP.
Consultant's comments
There is a range of strategies employed so that the students learn effectively. Multisensory teaching and independent learning in a calm environment is promoted.
- c) Lesson preparation and delivery to meet the needs of SpLD pupils for:
 - Curriculum subjects
 - Literacy supportLesson Plans will be available on the day for the lessons to be observed.
Consultant's comments
Most lessons were planned with the individual pupils needs as a focus. All had a practical element. A significant number of pupils share or have their own LSA. Approximately 1/3 of the students receive additional literacy support and 1/3 received additional SALT support.
- d) Use of provision maps/IEP's (or equivalent):
See attached
Please indicate **two examples** enclosed
- Information provided**
- Consultant's comments**
The individual provision map includes dates, outcome, wave1, wave2, wave3 and any additional provision and notes. It is largely bullet pointed to aid readability. It would be useful to have some more information with regard to the wave 1-3 interventions. Students also have an Individual Learning Plan.
- e) Records and record keeping:
Information is all kept securely and this includes the SEND register, all provision maps, WRAT 4 testing and statements/EHCP's and annual review paperwork. All this information is available to all staff.
Consultant's comments
Student's records, including their progress, are well documented.
- f) For comment by consultants only: Review history and provision made for two pupils.
The individual provision map of the two male students included their start date and any review dates. There was a section on expected outcomes e.g. to engage in social activities, wave1, wave2, wave3 indicated the various levels of support received. Additional provision included access to the SENDCo for one student to voice concerns. Notes included a summary

Criterion 3

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Criterion 3	and/or helpful information regarding the type and complexity of the SpLD the student had been diagnosed with. It is largely bullet pointed to aid readability. It would be useful to have some more information with regard to the wave 1-3 interventions. Individual Learning Plans set out targets and achievements.						
	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	6	4	100 %	80 (c)	80 (c)		
SpLD Pupils	2	1	100 %	80 (c)	80 (c)		
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	24	48%	48%	100%			
SpLD Pupils	11	33%	33%	100%			
Key Stage 2	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School							
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							
Dyslexic Pupils							
	h) Any other relevant information, e.g. details of any other examinations taken, literacy/numeracy assessments: BTEC, GCSE, AS, A Level, Functional Literacy skills, ASDAN, AQA unit awards. Consultant's comments Slindon College do not have any students of KS1 or KS2 age although a small primary class is operating from September 2016. Most study for GCSE and A level as well as for vocational qualifications.						

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

Criterion 5.1	5. a)	General resources for teaching SpLD pupils: To be produced during visit Consultant's comments Slindon College is well-equipped to teach students with SpLD. There are also specialist rooms for occupational therapy, sensory integration, and SALT as well as rooms for additional literacy support.
Criterion 5.2	b)	ICT: We use Nessy, Word Shark, Number Shark and My Maths. Most classes have Interactive White boards. SEN have Ipads and laptops or/and Fizzbooks are used in some lessons. There are 2 computer suites in the school. Consultant's comments Slindon College has a good range of ICT available to the students with two rooms of computers and IWB or computer screens in most classrooms. A few students use laptops.
Criterion 5.3	c)	Details of access (special examination) arrangements requested and made for SpLD pupils: Form 8's. Tests including WRAT 4 and Dash are used and all kept in a secure cupboard. Exam access arrangements in place for students include: Reader, Scribe, Language Modifier, Prompts, Extra time and students having an individual room/space to take their exams. At times the school has been required to use 12 rooms at the same time; all appropriately staffed Consultant's comments Examination access arrangements are applied for each year as necessary e.g. scribe, additional time. An external assessor is used as part of the application process.
Criterion 5.4	d)	Library: We use the Renaissance Reading Scheme Consultant's comments The library is resourced to a good level. There are plans to redevelop the library next year.

6. Details of Learning Support Provision

DU 6.3	6. a)	Role of the Learning Support Department within the school: To assess the pupils on entry and on-going assessment to ensure the needs of SEND/ EHCP are met. To plan and provide provision maps and support and provide resources where required. Also to support teachers across the curriculum to provide multi-sensory teaching. Consultant's comments Slindon College promotes an integrated approach to the teaching and learning of students with SpLD.
DU 6.5 & 6.6	b)	Organisation of the Learning Centre or equivalent: In the Additional Educational Needs Hub there are Occupational Therapists, Speech and Language Therapists and teachers with SpLD qualifications. We also have oversight of the LSA's in the school.

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<p>DU 6.6</p>	<p>Consultant's comments It is useful for students and staff to have access to this range of expertise on the staff. Staff plan and work together so that the various approaches are integrated throughout the school where practical.</p> <p>c) Does the Head of Unit have Head of Department status and input into curriculum design and delivery? The SENDCo is a member of the SLT</p> <p>Consultant's comments This is useful and practical for a college where the majority of the students have an SpLD diagnosis.</p> <p>d) Supporting documentation, please indicate enclosed:</p> <ul style="list-style-type: none"> 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 	<p>Information provided</p>
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7. Staffing and Staff Development

<p>Criterion 7</p>	<p>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.</p> <p>Consultant's comments The 1:1 learning support staff listed above, including therapists, are suitably qualified. Some of the Learning Support Assistants are also qualified teachers.</p>	
<p>DU 7.4</p>	<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.) Yes</p> <p>f) Whole school staff development in relation to Dyslexia Awareness and Inclusion strategies e.g. IDP (Inclusion Development Programme): The school organises a rolling programme of INSET, appraisal and staff development.</p> <p>Consultant's comments There is a departmental improvement plan 2015-2016 to improving standards and achievement, improving the quality of teaching and learning, improving the effectiveness of leadership and management and ensuring personal development and well being. The plan has success criteria, action, target date, resources and timescale and monitoring and evaluation. It would be useful if the departmental improvement plan covered a range of more than one year e.g. 3- 5 years.</p> <p>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? Eight part lessons were observed during the day. The students ranged from Year 7-Year 11. Some were whole class lessons with a maximum of 8 students covering maths, humanities, cookery and science whilst others were 1:1 lessons in literacy. All lessons were well prepared and made reference to</p>	

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the individual needs of the students either verbally or in writing. Students had considerable access to the teacher and to LSA's. All teaching rooms were well-organised, uncluttered with minimum distraction. All observed classes were calm and quiet with students engaged and working independently or in groups. All lessons had a multi-sensory or practical aspect e.g. foam letters, pictorial cue cards, equipment to make a parachute, cooking, cutting and sticking. Students were making progress and encouraged to question. All lessons therefore met the criteria.

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:

Seven parents were contacted prior to the visit. A number of parents contacted mentioned that their other children had attended the college in the past and that they had a long history of supporting the school. Some parents had been more involved than others but they all felt that the college had done much to support their children and their families. A massive support, exceptionally happy, a good positive journey, has huge potential and a necessary local resource as well as a jewel of a nurturing environment and an absolute Godsend were a few comments made in support of the college. They largely reported that if there had been an issue, as nothing in life is perfect, it had been dealt with quickly with a willingness to do better and to their satisfaction. One parent felt that communication could be improved with direct e-mails to staff and that the Portal was clumsy to use. Availability of assisted technology for students in the school and the lack of music were mentioned. Another parent was unsure how integrated and joined-up the provision and support was between the therapists, withdrawal sessions and whole class teaching. A few parents reported that the improvements in their child's academic and social development had outpaced expectation and that they felt that their children had a brighter future having attended an environment such as Slindon College. The SENDCo was highlighted as ensuring that the school remained at the top of SpLD support. Most parents felt that the college understood the needs of the students in every way and that recently introduced structures and after college activities were supporting the students in becoming more organised, active and healthier individuals.

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

Eight students were spoken with during the day. They were day and boarders. Some had recently started at the school and others had been there for a number of years. They were all polite and articulate in their views of their college.

All students had a very good understanding of why they attended Slindon College. It was to support their learning, especially their literacy, in a way that

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their previous school could not. They unanimously felt well supported both in class and in any withdrawal session/therapy. They felt the LSA's were helpful in explaining what they could not understand and to act as scribes to record their thoughts. They felt reassured and had grown in confidence and self-esteem. Lessons were felt to be as practical as possible. Extra –curricular activities were enjoyed and welcomed as it kept the students busy. They all felt that they had made progress and were very happy at the college.

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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)	X
2. The Senior Management Team and, in the case of schools, Governors, fully support the provision for SpLD pupils.	X
3. The impact of the provision for SpLD pupils is measured (a system to regularly monitor provision for pupils and to assess their achievements).	X
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.	X
5. In Addition:	
5.1 Resources for learning appropriate to the level of need.	X
5.2 IT provision relevant and of high quality, including up-to-date and regularly used programs for SpLD pupils.	X
5.3 Access arrangements for all examinations sought as needed. Assessments for access arrangements must comply with <u>Joint Council for Qualifications guidelines</u> .	x
5.4 Specific structured, cumulative and multi-sensory teaching materials to address literacy with SpLD pupils.	X
5.5 An annual report for parents on the progress of pupils, who exhibit SpLD.	X

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.	X
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.	X
6.6 The Head of Unit will have Head of Department status, and must have an input into curriculum design and delivery.	X
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.	X
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.	X

Report Summary

Summary of Report including whether acceptance is recommended:

Slindon College is a specialist college largely for students with a range of SpLD including Dyslexia. It is small and nurturing. A significant number of the students have a statement or an EHCP. The staff include qualified learning support teachers and therapists as well as a large number of learning support assistants linked to an individual student. The existing Head was appointed in 2014 and is in the process, with the staff, of developing the college for the future.

A recent ISI inspection (October 2015) was most complimentary about the college.

Multisensory teaching and independent learning in a calm environment is promoted. Students had considerable access to the teacher and to LSA's. All teaching rooms were well-organised, and uncluttered. Students were making progress. All lessons met the criteria.

The majority of parents felt that the college had done much to support their children and their families. They largely reported that issues had been dealt with quickly. A few would like greater communication so as to understand better how the college operates. A few reported that the improvements in their child's academic and social development had outpaced expectations. Most parents felt that the college understood the needs of the students in every way and that recently introduced structures were welcome. The overwhelming feeling was of respect and thanks.

All students had a very good understanding of their needs. They unanimously felt well supported. They felt the LSA's were helpful. They had grown in confidence and self-esteem. They all felt that they had made progress and were very happy at the college.

At the basic level Slindon College provides enhanced learning opportunities through additional 1:1 teaching of literacy, numeracy and study skills and therapy, including OT, sensory integration, SALT and SEAL for the students with SpLD. Most of the students attending the college are in this category. A reregistration at DU status is therefore recommended.

However, the college offers so much more with an integrated approach across the college for all the students, in subjects and throughout the staff and therapists. The college is also starting a primary department in September 2016 for students on the autistic spectrum and applying for autism accreditation. The two English teachers do not as yet have the necessary qualification although they are in the process of studying with an on-line SpLD course. One of the teachers has considerable experience in the field of SpLD. They often team teach with other teachers who do have the necessary qualification. Consideration should be given at this stage or in the future to registering as a SPS college as the college is offering a broader range of support than is usual for DU accreditation.