



## Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator:

CReSTeD, Helen Arkell Dyslexia Centre, 24 West Street, Farnham, Surrey, GU9 7DR

Email: [admin@crested.org.uk](mailto:admin@crested.org.uk)

### Re-registration Application Form Thames Christian School Category WS – Withdrawal System

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
<b>Thames Christian School</b> 12 Grant Rd, London SW11 2FR Tel: 0207 228 3933  Email: <a href="mailto:info@thameschristianschool.org.uk">info@thameschristianschool.org.uk</a> Web: <a href="https://www.thameschristianschool.org.uk/">https://www.thameschristianschool.org.uk/</a>	City	106 boys 64 girls	Mild to Moderate Dysl, Dysp. Aspg, High Functioning ASD Mild S & L difficulties. Each application is considered on an individual basis to determine if we will be able to meet their needs.	Dyslexia Guild, Patoss, BDA, ISA
	Ind Day	Ages: 11 - 16		GCSE
Comments: At Thames we see the individual first and work hard to create a learning environment that delivers positive outcomes.				

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.

Date of visit:

8<sup>th</sup> February 2023

Name of Consultant(s):

Fay Cookson

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

### School Details

Name of school:	Thames Christian School		
Address of school:	12 Grant Rd, London SW11 2FR		
Telephone:	0207 228 3933	Fax:	N/A
Email:	info@thameschristianschool.org.uk		
Website:	<a href="https://www.thameschristianschool.org.uk/">https://www.thameschristianschool.org.uk/</a>		

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

Name:	Stephen Holsgrove		
Title (e.g. Principal):	Dr		
Head/Principal's telephone number if different from above:			
Qualifications:	BSc. PhD, CEng, MBCS, CITP		
Awarding body:	CNAA		

#### Consultant's comments

Stephen Holsgrove is the founder of Thames Christian School. He is an inspirational leader; respected and well liked by his teaching team, his students and their parents. It is Stephen Holsgrove's passion and vision that have transformed Thames Christian School from its earliest foundation to the beacon of excellent education it has become today.

### Name and qualifications of Head of Specialist Provision or Senior SpLD teacher (KS4):

Name:	Sarah Leslie		
Title (e.g. SENCO):	SENDSCO KS4 and KS5		
Telephone number if different from above:			
Qualifications:	MA (2003), BA (Hons) 2:1 (1991), PGCE (July 1997), PgCert (2005) OCR Dip Level 7 SpLD (2006), Cert TESOL (2012)		
Awarding body:	UCL/Institute of Education, University of Kent, Open University, University of York, OCR, Trinity College London		

#### Consultant's comments

Sarah Leslie has excellent qualifications and a wealth of experience of working in the field of Dyslexia and SpLD. Her kind and caring approach, coupled with her expertise in providing tailor-made, individual teaching programmes and differentiation for a wide variety of learning

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differences, enables the students to fulfil their potential. She is responsible for SEND in KS4 and will be SENCO for the new Sixth Form from September 2023.

**Name and qualifications of Head of Specialist Provision or Senior SpLD teacher (KS3):**

Name: Pollyanna Purbrick

Title (e.g. SENCO): Mrs

Telephone number if different from above:

Qualifications: BA Hons (1995), PGCE (1997), OCR Level 5 Certificate for Teachers of Learners with Specific Learning Difficulties (2004), CCET (2017), Level 7 SpLD (2020), APC HCPC number: 0620/604SpLD(2020), AMBDA (2021),

Awarding body: Birmingham University, Cambridge University, Hornsby International Dyslexia Centre, Real Training, Dyslexia Action, British Dyslexia Association

**Consultant's comments**

Pollyanna Purbrick is an experienced SENCO with responsibility for KS3. Her impressive range of qualifications and previous experience make her the ideal person to be planning and delivering individual teaching programmes and strategies, for a wide range of learning differences. Her professionalism, combined with compassion and humour, encourages the students to become successful, independent learners.

The two SENCOs work together as an effective team. Parents and students were unanimous in praise of the help and support received and the teaching team appreciate the training and advice received from Sarah and Pollyanna.

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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:	106	39	11 - 16
	Girls:	64	18	11 -16
Boarding:	Boys:	n/a	n/a	
	Girls:	n/a	n/a	
Overall total:		170	57	

### Consultant's comments

Pupil numbers are healthy and will increase from September 2023, when the School goes to three form entry and the new Sixth Form opens. This will not compromise the space of the newly opened School building, which has been designed to accommodate the increased intake and includes purpose built Sixth Form facilities.

c) Class sizes – mainstream:

Year 7A - 12  
 Year 7B - 12  
 Year 8A - 19  
 Year 8B - 18  
 Year 9A - 19  
 Year 9B - 19  
 Year 10A - 15  
 Year 10B - 17  
 Year 11A - 19  
 Year 11B - 20

### Consultant's comments

Class sizes ensure a high level of individual attention.

d) Class sizes - special needs: n/a

### Consultant's comments

1:1 specialist intervention takes place in designated teaching rooms.

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

The pastoral care support is described as 'sensitive' and received from 'caring, knowledgeable staff.' This is so for all students and particularly for those with SEND/SpLD. The latter receive 'holistic' support, 'individually from teachers and in some cases by dedicated LSAs.' The report states that 'students thrive in this caring environment.'

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Independent  
Schools only

- f) Current membership (e.g. HMC, ISA etc.):  
Dyslexia Guild, Patoss, British Dyslexia  
Association, Independent Schools Association

Consultant's comments

Membership of these bodies is appropriate

- 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:
- Prospectus (posted)
  - 6th form at Thames (posted)
  - 2020 - 21 - Achievement - (posted)
  - Staff list - as attached to email
- ii. **Recent Inspection report**
- iii. **Details of Fees and compulsory extras for SpLD pupils**

Consultant's comments

The School prospectus and the new Sixth Form information booklet are attractive and informative, without being overwhelming. The Achievement booklet celebrates the successes of students in a variety of fields. All the advertising material bears the motto Navigation for Life.

The most recent ISI Focused Compliance and Educational Quality Inspection took place in April 2022, soon after the School moved into the new premises in Grant Road. The report makes very positive reading, with all standards being met across Compliance and Education. The quality of the students' academic and other achievements and their personal development was described as 'Excellent.'

The fee policy is clear and concise. There are a number of convenient ways in which parents can pay fees. There is an additional charge for 1:1 lessons and extra classroom support.

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

Criteria  
1 & 2

2. a) Aims and philosophy of the whole school

- see Aims, Objectives and Values attached to email

Consultant's comments

The Aims, Objectives and Values statement sets out clearly the philosophy which underpins school life at Thames.  
The vision 'To equip a generation of compassionate and authentic young people so that they can fulfil the purposes God has for them' is genuinely refreshing in this modern age.

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Criteria  
1 & 2

The aims of the School are set out under five headings: Direction, The Journey, Individuality, Wisdom and Grounding.

The School's objectives are sevenfold and include: 'maintaining a genuine Christian ethos' and 'offering excellent and inspiring teaching.'

The school values are: Compassion, Respect, Courage, Openness, Proactivity and Diligence.

The upholding of these Aims, Objectives and Values was evident from observation and conversations which took place during the visit.

b) Please indicate copy of the whole school **Staff Handbook**

● See School Handbook attached to email

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**

All documents received

Consultant's comments

The school handbook is excellent.

The Special Educational Needs and Disability Policy adheres closely to DfE guidelines and directives. It is robust, comprehensive and addresses all SEND requirements. It is due for review in July 2023.

The SEND policy is supported 100% by the Board of Trustees, who have Governance Oversight, and also by the Senior Leadership Team.

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Criterion 4

d) Give specific examples of the whole school response to SpLD

The school was started in response to a need for a small mainstream school suitable for pupils with specific learning difficulties. The present Headteacher, who is dyslexic, founded the school having been unable to find a suitable school for his three dyslexic daughters.

The school's current size means that concerns about pupils with SpLDs can be discussed very easily and problems can be resolved.

ICT is used throughout the school with small Google Chromebooks used frequently in classes by all pupils.

Shared Google documents and presentations have made online learning a school wide process, which particularly supports those with SpLD.

The use of Satchel has helped pupils and parents/guardians keep track of homework.

In some cases, the school timetable is tailored to suit those with SpLD in discussion with parents. Some pupils study a reduced GCSE programme, and others may not study a second MFL in Year 7 or Year 8.

Continuous Professional Development presentations and discussions take place on Tuesdays after school, and these cover a range of topics, including SpLDs.

Consultant's comments

The ethos and design of the school, the teaching, lesson planning, timetabling, the use of ICT and the adaptability of the curriculum, combine to provide a safe and stimulating environment in which all students can thrive. This is especially true for those with learning differences.

e) EHCP pupils:

3

Consultant's comments

The School is currently supporting 3 students via EHCPs

Independent Schools only

f) EHCP needs accepted:

Mild to Moderate Dyslexia, Mild to Moderate Dyspraxia, Aspergers, High Functioning ASD, mild Speech and Language difficulties. However, each application is considered on an individual basis to determine if we will be able to meet their needs.

Consultant's comments

The School will accept students whose education is managed via an EHCP after careful consultation and consideration and only if it is deemed that the student's needs can be met by the school. This is an entirely fair and honest approach and in the best interest of any student.

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### 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:

Our admissions process helps us to identify pupils who have or are at risk of SpLD. Parents are asked to disclose any diagnosed SpLD on the admissions application form. For a place in year 7 there are official application days where pupils are asked to complete a group Science challenge and a group DT challenge. They also sit an entrance assessment test which is not a selective test but is used to help the school assess their ability and inform us of the areas in which children may need additional support. The pupils and parents/guardians are asked for a 30 minute interview which includes a discussion of any additional needs. Any pupils applying outside the official application dates for any year group go through the same application process. However, instead of a group DT and Science challenge, they are invited into school for 3 taster days, after which information is gathered from all staff. The interview process then takes place.

On admission, children are monitored by teachers and the SENDCo. Year 7, and any students applying mid year, also complete additional assessments using MidYiS and Lucid EXACT to help identify any specific areas of weakness.

#### Consultant's comments

The School operates a rigorous process of identification regarding students at risk of SpLD. Early identification, during the admissions process, ensures that that the correct interventions are in place when a student joins the School.

The assessment procedure is exceptionally thorough and provides the opportunity for the student, their parents/ carers and the school to see whether Thames is indeed the best fit.

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

(Taken from SEND policy attached)

- Most pupils with SEND are identified before joining the school and have specialist reports which will have identified their needs.
- All pupils entering Thames are initially screened.
- Members of staff who identify pupils as a cause for concern bring it to the attention of the SENDCo giving reasons for their concern.
- The SENDCo gathers more information from other members of staff, looking at the tracking data, referring back to the Provision map (if relevant) etc.
- The SENDCo contacts parents/guardians to discuss the concerns and seek consent before carrying out any more assessments.
- The SENDCo will advise if a comprehensive diagnostic assessment is recommended.
- The SENDCo will communicate to staff and the parents/guardians what has been decided and/or the outcome of any additional assessments.
- The outcome of a diagnostic assessment could result in the pupil being placed on the SEND register.



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- If it becomes apparent that the needs of a pupil are beyond what the school can reasonably provide the school reserves the right to terminate the agreement.

#### Consultant's comments

The SENDCOs are well qualified to carry out further diagnostic assessment, identify SpLDs and devise individual learning programmes to meet the needs of the students as they progress through the School.

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

The majority of those with SpLD join the school with a full assessment for SpLD. We ask that the report is written within 2 years of joining the school. If a full assessment is needed, we provide parents with a list of Educational Psychologists (we do not recommend anyone in particular) and details of the PATOSS website where specialist assessors are registered. Full diagnostic assessments are not carried out in school.

#### Consultant's comments

If further investigation is needed it is the School's policy to ask parents to seek advice from an educational psychologist where appropriate. If the parents decide to go ahead with a full educational psychological assessment they are responsible for the funding. The report will be their property but, generally speaking, they will share it with the school so that the recommendations can be followed when a teaching plan is being created.

## 4. Teaching and Learning

4. a) How is the week organised?

The school timetable is organised into 6 periods of 1 hour - 8.30 am-3.55 pm. There is a 20 minute break mid morning and a 55 minute break for lunch.

Lunchtime and afternoon school clubs are 1.25 - 1.55 pm and 4.05 - 4.45 pm.

The day is organised into 4.5 days of subject lessons with Friday afternoon devoted to co-curricular clubs. After school enrichment clubs run Mon-Thur, alongside a supervised homework class for up to 1 hour.

All pupils have a Wellbeing class (PSHE) with their form group on Mondays.

There is an assembly on Monday and Thursday mornings and timings of the first lesson are therefore slightly altered on these days, particularly when there are visiting speakers.

Each year group has 4 hours of formal sports lessons per week.

#### Consultant's comments

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The well-thought-out timetable is effective for the students and teaching staff. Sufficient breaks are provided, and short learning breaks take place between double periods. Timetables are exhibited on screens around the building. The timetable is interesting and varied and the after school enrichment clubs and supervised homework sessions are particularly valuable additions to the School day.

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

Homework is set on Satchel, an online system which pupils and parents can access through a protected website. This removes the issue of lost homework diaries. It also enables teachers to track pupils' progress in the completion of and achievement through homework tasks.

A homework class runs Monday to Thursday after school until 5 pm. Pupils attend voluntarily, unless they are behind with work - in which case pupils are encouraged to attend. During this time, pupils are able to go and see subject teachers if needed.

There are subject clinics that run throughout the week, after school or at lunchtime, for pupils who need help and advice.

LSAs and the SENDCos are able to see the homework set so can support pupils on a 1:1 basis with planning, time management, and the homework itself. It is also possible for them to see whether the homework is differentiated to a suitable level and offer an alternative homework when necessary.

*Consultant's comments*

These arrangements have been carefully thought out and there is a great deal of support on offer which helps to reduce the stress which homework can often bring to students and parents alike.

Criterion  
3 & 4

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

- Curriculum subjects
- Literacy support

Curriculum planning takes into account the needs of those with SpLD. GCSE exam board choices are carefully selected so that they take into account the needs of those with SpLD. Differentiation is expected throughout the school. See Teaching and Learning Policy and Curriculum Policy attachments

Literacy support - please see the Thames Whole School Literacy Strategy. There is a whole school approach to supporting literacy through form time, designated reading times and throughout the different curriculum subjects. There is ongoing liaison between the SEND Department and English teachers, as well as across subject areas, particularly with regard to those students having 1:1 lessons. SEND teachers work flexibly to support the individual needs of their pupils, drawing on a range of stimulating resources. There is a new Library and this is open for quiet reading three lunchtimes per week. There is also a Library club. In the library there is a large collection of books published by Barrington Stoke, a dyslexia friendly publisher.

Pupils who require additional support for literacy through Additional Targeted Provision, have 1-1 lessons with a specialist teacher, usually once a week for one hour, though in some cases they have 2 one hour lessons a week.

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#### Consultant's comments

Class lessons observed across the key stages included: Drama, RS, English, Art, Woodwork /Textiles, Spanish, History, Maths and Chemistry.

Detailed lesson plans were provided with evidence of differentiation to meet the needs of students with learning differences and different abilities.

The lessons took place in light, spacious classrooms, all of which had state-of-the-art equipment. The use of IT to enhance teaching was evident in most lessons and students were able to use their Chromebooks for personal and collaborative learning.

The teaching in all lessons was lively and vibrant. Teachers were able to give individual support where needed and good humour prevailed throughout.

Students were given choices and encouraged to reflect on previous learning; the class interaction was very good.

Quotes from teachers during lessons:

“Does anyone need me?”

“Be encouraged.”

“Keep the questions coming....”

“Remember, this is a journey. If you want to come on this journey I will support you.”

The encouragement offered to the students was impressive. One teacher described a wrong answer as ‘ a little incorrect’ and gave the student a chance to self-correct. Students in one class were given advance notice of questions they would be asked.

Two 1:1 specialist lessons were observed; one in preparation for English GCSE and the other supporting maths. The individual sessions were well planned and delivered, giving the students ample opportunity to ask questions and to have information and instructions repeated. Students were encouraged to make choices and to try a variety of learning techniques. These lessons provide a valuable opportunity for students with Dyslexia/SpLD to receive specialist input and to experience success.

The overall impression of the teaching at Thames is of well- planned, well-supported and exciting learning journeys, which the students own and enjoy.

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

Provision Maps are drawn up for all pupils who have an identified SpLD or disability/difficulty, and IEPs are drawn up for all pupils who have an EHCP. Provision Maps and IEPs detail the strengths and difficulties of the pupil, as well as the teaching strategies that will help support the learning of the pupil. IEPs also include specific targets. Pupils who have an identified learning need are supported through Quality First Teaching and, if a higher level of support is required, through Additional Targeted Provision.

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Two example provision maps are attached to the email, as well as an IEP. Teachers have a link on the document to the pupil's access arrangements

Please indicate **two examples** (attachment to email)

Rec'd

Consultant's comments

These are very useful working documents. The students' own evaluation of their areas of difficulty are especially helpful when interventions are being planned. Targets are relevant and achievable, charting the students' progress and informing towards the next steps to be taken.

e) Records and record keeping:

Records are kept of MidYis Scores (carried out on entry), and the SEND Department tests Year 7 and 9 using GL Assessment EXACT. Some Year 8 are also tested using the EXACT if it is felt that a closer eye needs to be kept on their progress. These are used for screening and monitoring and for supplementary evidence for access arrangements.

Pupils are assessed in subject departments at regular intervals and teachers keep detailed online markbooks. Progress is monitored and then reported 3 times per year (once in a full, detailed report and twice in a short form report). End of Year examination results are kept and sometimes used to inform discussion with parents about progress to decide if their child may benefit from repeating the year.

In KS3, all school assessment results are collated for each child with SEND or for any children causing concern. The results of all other in-school assessments are also included, to provide an overview at a glance of how the student is progressing. This can then lead to further discussions with the parents, teachers and the pupil themselves, with the aim to help the pupil make the best possible progress.

Mid-year school subject reports are given in full detailed format for Year 9 to assist subject choices for GCSE, and for Year 11 to give them a full report before their GCSE examinations. Full detailed format reports are issued for Year 7 and Year 8 in the summer.

Records of all reports and assessment results are stored online securely, and teachers can access these at any point.

Consultant's comments

Record keeping is as described. It is orderly and efficient and provides vital information regarding the progress of and planning for each student.

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Criterion 3

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

The history of provision provided shows detailed analysis of the planning and interventions in place for the students and how this impacts their learning journey. Seeing their progress monitored is a very positive step for the students and for the teachers and helps to inform further interventions. Both students were seen to be making good progress as a result of the support received.

Criterion 3

- g) Impact of provision – assessment summary (only fill in the Key Stages relevant to your school):

A-Level (GCE) and VCE. BTEC	No. of pupils Years 12 & 13	Number entered	% grade A-E	BTEC % D*- D	Average point score per pupil	Average point score per exam entry
Whole School	n/a					
SpLD Pupils	n/a					

GCSE & BTEC	No. of pupils inc'd in the Year 11 timetable, regardless of age	GCSE % A* - C Grade 9-4	GCSE % 5+ A* - C Grade 9-4	GCSE % 5+ A* - G Grade 9-4	BTEC % D*- D	BTEC % M	BTEC % P
Whole School	2020 18 2021 25 2022 30	91% 96% 65%	99% 100% 82%	100% 100% 98%			
SpLD Pupils	2020 6 2021 8 2022 16	96% 99% 70%	100% 100% 44%	100% 100% 97%			

Key Stage 2 (if applicable)	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School	n/a						
SpLD Pupils	n/a						

Key Stage 1 (if applicable)	No. of Year 2 pupils entered	English		Maths		Science	
		L2+	A/D	L2+	A/D	L2+	A/D
Whole School	n/a						
Dyslexic Pupils	n/a						

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- h) Any other relevant information, e.g. details of any other examinations taken, literacy/numeracy assessments: EXACT - GL Education, WIAT-III UK-T, CTOPP2, DANS

Consultant's comments

Exam results overall are promising, given the disruption to students' lives caused by the Covid pandemic and distanced learning. With the School settling into the new building, and the advent of a Sixth Form with A Level subjects on offer, the academic outlook is very favourable.

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

- Criterion 5.1    5.    a) General resources for teaching SpLD pupils:  
There are small, individual teaching rooms for 1-1 teaching. There are also two SEND Offices, both of which are also used for teaching by the SENDCo KS3 and the SENDCo KS4 and KS5.  
General materials:  
Twinkl  
Barrington Stoke novels  
literacy materials for key stage 3 and key stage 4  
SWAP cards  
Alpha to Omega programme resources  
revision cards  
worksheets for literacy/numeracy  
handwriting resources  
a variety of reference books  
ACE dictionary  
coloured overlays

Consultant's comments

The School is exceptionally well resourced for the teaching of Dyslexic/SpLD students.

- Criterion 5.2    b) ICT:

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1:1 allocation of Chromebooks dedicated for use by all pupils  
Google Chrome - school curriculum sites – shared documents and presentations.  
Online homework site - Satchel  
Keyboards  
Headphones  
Mouse etc for easy manipulation rather than click pad on chromebook.  
Varied online learning interactive resources e.g Nessie, Memrise, Duolingo  
Read+Write  
Speechify  
Orbit Note  
Voice typing on Google Chrome  
Trialling Reading Pens  
Dienes Numicon  
cuisinaire rods  
fiddle toys  
noise-cancelling headphones  
Seneca  
Hegarty maths

Consultant's comments

ICT is top of the range and used to good effect in all subjects, by all students.

Criterion 5.3

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

These are assessed and applied for by the SENDCo who has access to all history of need and is a specialist assessor, using Lucid Exact to screen group, and individual assessments using DASH, WRAT4, CTOPP 2, TOMAL-2, SpaRCS etc, WIAT-III-T

Separate appendix is supplied with the details of the exam access arrangements used in school – most often Extra Time, Use of WP, Reader, Scribe, Prompter, Rest Breaks, Separate Room, etc, which are then applied for. Regular updates in the Selecting and Administering of Assessments, and also annual update training for JCQ Exam Access Arrangements Assessing and Applications is undertaken.

Consultant's comments

Access arrangements are put in place in good time for students to benefit from practising and getting used to them before examinations. Students spoken to are familiar with their access arrangements and feel confident with their use.

Criterion 5.4

- d) Library: there is a newly stocked Library with a range of non-fiction and fiction texts. This is used for Library lessons, book borrowing and lunchtime reading, as well as for a quiet study space for pupils who have dedicated study periods on their timetable. The Library is supervised by teachers through a duty rota for these times, and the English Department brings individual classes for Library sessions. There is a large selection of Barrington Stoke books - a dyslexia friendly publisher.

Consultant's comments

The purpose-built library is well stocked and gradually taking shape. Students are encouraged to use this facility. It is hoped that a librarian will be appointed

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in the near future, in order to maximise the benefit of this excellent addition to the School.

## 6. Details of Learning Support Provision

WS 6.8

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

The Learning Support Department is central to the life of the school in supporting the subject teachers to teach inclusively. The Department ensures that all the Provision Maps are kept up to date after reading all internal and external reports. This ensures that the subject teachers can keep their personalised learning records as detailed and relevant as possible.

Some pupils receive additional targeted provision, either through 1:1 lessons, support from an LSA or from an occupational therapist or speech and language therapist. This is coordinated by the SENDCo. There is close liaison between the English Department and the Maths Department and the 1:1 teachers. 1:1 lessons increasingly focus on supporting wider literacy outcomes, supporting skills needed for success in subjects – so progress in subjects such as English is monitored to help inform 1:1 work.

The SENDCos manage the 1:1 teachers and the LSAs, helping to ensure that they feel a valued part of the team and part of the school. The LSAs have a one hour training session each week. All relevant information regarding students they work with, is passed on to them, to ensure that they can work with the students as efficiently and effectively as possible.

There is very strong liaison as part of the Pastoral Team as often there can be overlap between the departments

#### Consultant's comments

The Learning Support Department is at the heart of the School, both geographically and in the work it does to support students and teachers alike. Staff feel well-supported by the department Heads in the training they receive, and for the help given with interventions and planning for students with additional learning needs.

The well qualified, specialist teachers offer the best in targeted learning, using multi-sensory teaching techniques, which provide the students with learning skills and strategies, which can be taken back to the classroom.

Students who receive learning support enjoy their 1:1 sessions and spoke highly of their teachers and of the confidence gained through their teaching.

### b) Organisation of the Learning Centre or equivalent:

Several small 1:1 rooms dedicated to learning support for individuals or small groups, with the two SEND offices as the main base, and there is a resources and archive room.

#### Consultant's comments.

The designated rooms in the Learning Support department are calm spaces in which students can concentrate without distraction. The department is located centrally in the building and is well-resourced to meet the learning needs of the Students who attend for 1:1 specialist sessions.



The left-hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

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

Both SENDCOs have a joint head of department role and are influential in the school. They provide INSET on SpLDs and inform staff of any webinars or online courses. They have weekly meetings with the Head. Please refer to Curriculum Policy and Teaching and Learning Policy.

Consultant's comments

Yes, as described. The influence of the SENDCOs is received warmly throughout the School.

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

All docs. Rec'd

## 7. Staffing and Staff Development

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

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

Consultant's comments

The Head confirmed the qualifications of these members of staff. They are a well-qualified, experienced team.

WS 7.5

- d) Do the majority of teachers providing literacy support hold a nationally recognised qualification in the teaching of SpLD pupils? (Exceptionally, an experienced teacher undergoing training may be sufficient.)  
Yes

Consultant's comments

Yes

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?

The left-hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

All observed members of staff show an awareness of the needs of individual students and demonstrate their ability to meet these needs, through a variety of teaching strategies. The SENDCOs and Head of Teaching and Learning are to be congratulated on the dissemination of information, which enhances teaching across the curriculum.

## **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.

See list of parents who have agreed to be contacted attached

For completion by consultants only: Parent Contacts:

A number of parents of Students in different Key stages were contacted, either by phone or email, prior to the visit. Some had had previous experience of State education and some of independent, specialist schools. The overall feeling from parents was one of relief that their children are now in a setting where their needs are understood and catered for, with kindness and expertise. The words 'caring,' 'compassion' and 'understanding' were used to describe parents' experience of the School. One parent said the Dr Holsgrove has a real heart for his students and the Learning Support team and SENDCOs came in for particular praise; being 'outstanding' and 'brilliant.' There were 'no negatives' with regard to the Dyslexia provision.

Students who had experienced difficulties at previous schools were now described by parents as 'engaged, enthusiastic, achieving well and 'very happy' at Thames.

Communication with the School is described as generally very good and problems are dealt with as they arise.

Parents described the school as adaptable e.g with regard to allowing students to drop an additional language in order to concentrate on English studies.

Parents made special mention of how effective the online teaching had been during lockdown. They are delighted with the wonderful facilities of the new building and the prospect of a Sixth Form, which in many cases means not having to struggle to find a new school post sixteen.

The overall feedback was very positive with parents saying they planned to send a second child to the school and had recommended Thames to other parents of children with learning differences.

'We have received massive support and can't fault the School.'

The left-hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

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

A group of students from KS3 and KS4, in addition to many students spoken to throughout the day, were happy to share their thoughts and experiences of school life at Thames.

The students feel well-supported and that their teachers are very observant, which means they understand the needs of the students. All the students think the new building is amazing and that the resources, particularly ICT, are very good. Those who have individual tuition spoke highly of the Learning Support teachers and of the support given in class.

The group were happy with the opportunities on offer at the School and are enjoying the additional sport and more outside space. They were particularly pleased at the prospect of being able to stay on into the new sixth form. All would score the school highly out of ten and would recommend it to friends. On their wish list would be a revival of the School Council and to have a school dog.

The left-hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

# 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	WS
6. Specific to the Category of School or Centre: -	
6.8 There is provision for individualised lessons on a withdrawal basis, support staff communicate with mainstream teachers regarding the SpLD pupils.	√
7. Qualifications of Teaching Staff: -	
7.5 The majority of teachers providing literacy support hold a nationally recognised qualification 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:

Thames Christian School is now housed in a purpose-built block with good access to transport. The building is eco-friendly, spacious, light and airy and boasts excellent facilities for all curriculum subjects.

The Head's commitment to providing the best of education for each individual student permeates throughout the School. The belief at Thames that 'success in life is about more than academic achievement' is borne out by the staff, students and parents, with 'trust, respect and self-responsibility' being central to the School's ethos.

The teaching team is well-qualified, enthusiastic and empathetic and their expertise encourages students to become successful, independent learners.

Thames should be a blue-print for all schools aiming to meet the needs of mainstream students alongside those with additional learning needs.

I have no hesitation in recommending acceptance under the CReSTeD WS Category.

Recommended for either Registration / Re registration:	YES	NO
Consultant to tick relevant box	√	