



Council for the Registration of Schools Teaching Dyslexic Pupils

CReSTeD, Helen Arkell Dyslexia Centre, 24 West Street, Farnham, Surrey, GU9 7DR
Email: admin@crested.org.uk

The Elms School Registration Application Form Category WS – Withdrawal System

Date of visit:

15 March 2022

Name of Consultant(s):

Ros McCarthy

School Contact Details	Location/ status	Student Details	Special Needs	Assoc/ exams
The Elms School The Green, Colwall, Herefordshire, WR13 6EF Tel: 01684 540344 Fax: Email: office@elmsschool.co.uk Web: www.elmsschool.co.uk	Rural	90 boys 68 girls Ages 3-13 (Bdg from age 8)	Case by case basis	ISA, IAPS, BSA, AGBIS
	Ind, Bdg Wk, Bdg Day			

Comments: Set in rural Herefordshire, The Elms nurtures and inspires a life-long love of learning for every child by providing a superb range of opportunities and facilities. Academic teaching and learning stand shoulder to shoulder with sport, drama, art, design technology, equine and farm facilities.

The Elms is proud of its excellent teaching staff who seamlessly support all learners to engage in every lesson. The team of Level 5 & 7 specialist teachers delivering 1:1 sessions are invested in each child to achieve that all-important incremental progress.

The School was rated excellent by ISI in November 2021.

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.*

School Details

Name of school: The Elms
Address of school: The Green, Colwall, Herefordshire, WR13 6EF
Telephone: 01684 540344 Fax:
Email: office@elmsschool.co.uk
Website: www.elmsschool.co.uk

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

Name: Mr Chris Hattam
Title (e.g. Principal): Headmaster
Head/Principal's telephone number if different from above:
Qualifications: BA Honours
Awarding body:

Consultant's comments

Mr Hattam came into Education via working in the Probation Service with young offenders. He then worked as a teacher and Housemaster before moving to The Elms. There is familial incidence of dyslexia, so he has both personal as well as professional experience of neurodiversity and he is deeply concerned to ensure that all pupils at The Elms obtain the greatest benefit from their time there.

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

Name: Mrs Joanna Vizor
Title (e.g. SENCO): Head of SEND
Telephone number if different from above:
Qualifications: BA Honours, PGCE, Level 2 Counselling, AMBDA and APC
Awarding body: Staffordshire University, University of Gloucestershire, CPCAB, British Dyslexia Association

Consultant's comments

Mrs Vizor is extremely well qualified and experienced. She works closely with all school staff- not only teachers- to ensure best outcomes for Elms pupils.

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1. Background and General Information

1. a)	Dep't of Education Registration No.:	6001		
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range
	Day:	Boys: 80	16	3-13
		Girls: 59	1	3-13
	Full Boarding:	Boys: 10	1	8-13
		Girls: 9	0	8-13
	Overall total:	158	18	

Consultant's comments

Some children with SpLD are too young to board full-time. Flexi-boarding has been limited due to Covid but the majority of children have some experience of boarding. The maximum capacity for the school is 190, but there is a determination that class sizes must remain the same. The total on the SEND register is now 24.

- c) Class sizes – mainstream: 1:5 to 1:14

Consultant's comments

As was observed on the day of the visit.

- d) Class sizes - special needs: 1:1

Consultant's comments

Numbers make this totally possible and pupils gain from the individual attention they receive.

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

ISI visited The Elms in November 2021. All areas were rated as 'Excellent', including Pupils' Personal Development. Inspectors noted that 'Pupils demonstrate well developed self-confidence, self-awareness and resilience: they are accepting of their strengths and areas they need to improve and are well prepared for life. The report also commented on the excellent quality of support provided by teaching staff and specialists and the sensitivity of targeted support in lessons.

Independent Schools only

- f) Current membership (e.g. HMC, ISA etc.): ISA, IAPS, BSA, AGBIS

Consultant's comments

A wide range of memberships.

- 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 [SEA Generic Leaflet \(unifyschools.co.uk\)](http://SEA.Generic.leaflet(unifyschools.co.uk))

Information received

ii. **Recent Inspection reports**, please indicate copy enclosed

or provide link to view reports via the internet

Information received

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iii. **Details of Fees and compulsory extras for SpLD pupils** (if applicable), Please indicate copy enclosed Information received

or provide link to view information via the internet [SEA Generic Leaflet \(unifyschools.co.uk\)](http://SEA Generic Leaflet (unifyschools.co.uk))

Consultant's comments

The online prospectus is clear and informative. Fees are in line with other schools that offer small classes and individual attention. Few prep schools are able to offer the range of activities and opportunities available at The Elms.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria 1 & 2 2. a) Aims and philosophy of the whole school
 The children develop to their full potential academically and emotionally from whatever their starting point through deep pastoral care, unique relationships with outstanding staff and through the safe environment that underpins all that is offered at The Elms.

Consultant's comments

The children who were observed and who spoke very readily to me were clearly happy, fulfilled and felt themselves well supported and cared for.

Criteria 1 & 2 b) Please indicate copy of the whole school **Staff Handbook (SH)** enclosed Information received

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 | Information received |
| ii. Support for policy from Senior Management Team | N/A policy ratified |
| iii. Support for policy from governors | N/A policy ratified |
| iv. Admissions Policy/Selection Criteria | Information received |
| v. Identification and assessment | Information received |

Consultant's comments

The SEND policy clearly sets out the requirements of and changes in the Code of Practice for Special Educational Needs. It details how these requirements are fulfilled at The Elms and provides links to other useful policies. It is informative and succinct.

Criterion 4 d) Give specific examples of the whole school response to SpLD
 The Elms strives for early identification and rigorous support of all needs across all the year groups.

Children with identified SpLD can expect to have a range of strategies that they develop confidence in using e.g. text mapping for whole text overviews and talking tins to capture one sentence at a time. Individuals can expect to use these strategies across the curriculum to support their independence and learning.

Teachers have regular CPD, utilise in-house expertise and identify their learning needs to best support all of their students.

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The Head of SEND attends Early Years and Pre-Prep weekly meetings to support colleagues and identify the next steps for pupils. The Head of SEND also attends weekly whole staff meetings and Pastoral meetings.

Consultant's comments

There is a great deal of collaborative working and sharing of experience and good practice that benefits staff as well as pupils. Jo Vizor provides vital INSET and information to parents, staff and children.

- e) Number of statemented / EHCP pupils: 1

Consultant's comments

This child is making impressive progress that exceeds expectations and is celebrated in school.

Independent Schools only

- f) Types of statemented / EHCP needs accepted:

The is purely on a case by case basis. The Elms is a mainstream school.

Consultant's comments

The admissions policy is thorough.

3. Identification and Assessment

- Criterion 1 3. a) Give details of how you identify pupils in your school who have or are at risk of SpLD and when this takes place in the admissions process:

Prospective Pupils

Parents are invited into school to look at the facilities and talk with Mrs Hattam, our registrar. There is a detailed admissions form which asks parents if there have been any interventions in a previous setting. Reports and comments are requested from previous settings. Parents are offered the opportunity to talk to the Head of SEND if they believe their child is or is at risk of being included on the SEND register for any reason. These consultations have been maintained via Zoom through the pandemic. In addition, children are invited to have at least one settling session in school prior to registration. The Head of SEND will observe the child in class and when engaging with peers as well as collating evidence of interactions with other members of staff throughout the session. Where there are professional reports already in place, these are requested prior to registration and an Individual Provision Map is drawn up to show what support would look like at The Elms. This gives clarity of both sides and promotes open discussions before moving forward.

Current Pupils

The Elms is a close community of nurturing staff championing each individual learner. They invest time in learning how each learner learns. Concerns are often raised across the board and early intervention is encouraged.

In the year of joining the school, the children will be tested twice in English and Maths using the PT Series which gives a standardised score in both subjects. In all other years, the children are tested annually. From the age of 4, children are also tested using the GL Assessments online CATs. All children from Year 2 use Star Reader assessment on the Accelerated Reader

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program at least every term. This gives a standardised score. Any anomalies are investigated.

Parents are encouraged to speak to the form tutors, Director of Studies, Headmaster and/or the Head of SEND if they have any concerns about their child.

Teachers are encouraged to speak to the Director of Studies, and/or the Head of SEND if they have any concerns about a child. This concern is then requested in writing to enable a trail of response.

Book scrutiny and class observations conducted by the Head of SEND may also instigate a discussion about a child with the staff body.

If investigations show that a child is or is at risk of being included on the SEND register, parents are asked to join the Head of SEND to discuss how the school and home can work to support the child going forward.

Consultant's comments

The fact that all children are carefully observed and data obtained is thoroughly examined makes a tight net that would be very difficult for a child to slip through. When concerns are raised, in-class interventions are expected and are evaluated as a first step.

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

There are several layers of support implemented.

Initially, speaking to the child, speaking to parents, observing the child, book scrutiny, looking at historical data (if available) and speaking to the child's teachers creates a holistic picture.

We look to ensure that the child is accessing learning and putting further support in e.g. scaffolding, key vocabulary, access to appropriate reading material.

We analyse their history of access to good, rigorous teaching of phonics and ask that eyesight and hearing tests are repeated.

If the holistic data and the academic data indicate SpLD, parents will be offered the opportunity to discuss further testing and 1:1 sessions with the Head of SEND.

Consultant's comments

Very careful consideration is given regarding the most appropriate way forward for each child.

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

The Head of SEND is a Level 7 assessor. Reputable local Educational Psychologists and The Helen Arkell Centre is also signposted to parents.

Consultant's comments

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Parents are offered a choice and advice as to which direction to take is provided.

4. Teaching and Learning

4. a) How is the week organised?

Monday to Friday lessons are delivered between 8.40am and 4.50pm (earlier finishes in Early Years and Pre-prep). Children have Sport/Games daily.

Consultant's comments

On Saturdays "STEAM" (Science, Technology, Engineering, Arts and Mathematics) projects are undertaken, with some very inventive results.

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

Classes are small and all provisions for children on Monitoring and the SEND register are identified on a secure, online system. This ensures all children have the best opportunity to access learning at the first point of contact and with their peers.

Children requiring specialist teaching have access to Level 5 and Level 7 tutors for 1:1 sessions. This is taken within the normal timetable.

Prep is limited to Year 7 and 8 and after school sessions are offered daily with a teacher present to support. Work can be submitted via Microsoft Teams in most cases if a child works best on a laptop.

Consultant's comments

Care is taken to timetable 1-1 lessons so that subjects where pupils with specific learning difficulties can shine are not missed.

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

- Curriculum subjects
- Literacy support

All Medium Term and Short Term plans have SEND, EAL and G&T support identified. Individual's needs are identified on the secure, online system. The Head of SEND supports staff to tailor provision accordingly for SEND, EAL and G&T.

Individual Provision Maps are detailed with SMART targets. Tutors are encouraged to be creative and responsive to the needs of each individual. Progress is annotated onto printed IPMs and at the end of the half term, they are RAG rated and annotated digitally to be shared with parents.

Consultant's comments

Lessons observed were all interactive and multi-sensory, with individual needs accounted for. Pupils were engaged and happy to express opinions to each other or to the class as a whole.

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

Year group provision maps for English and Maths from Year 1 to Year 8 are created, annotated and handed over to the next teacher every year.

Individual Provision Maps are detailed with SMART targets and reviewed every six weeks. These are written and/or approved by the Head of SEND. All staff have access to them and in-class provision and targets are taken from the Year Group provision map and indicated on the IPM in a maroon colour.

Tutors are encouraged to be creative and responsive to the needs of each

Criterion
3 & 4

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individual. Progress is annotated onto printed IPMs and at the end of the half term, they are RAG rated and annotated digitally to be shared with parents.

Please indicate **two examples** enclosed

Information received

Consultant's comments

The Individual Provision Maps (IPMs) are relevant to mainstream teachers and so they work across mainstream and SEND. They are detailed and specific; they are very much working documents and are meant to be used or included in lesson planning. There is a 'red, amber, green' traffic light system (RAG) to indicate progress in targets. Examples were enclosed for two pupils.

e) **Records and record keeping:**

The SEND register is a working document and recorded on the secure, online system.

IPMs are reviewed every 6 weeks. YGPMs are reviewed annually.

All discussions with parents are followed up with an email summary for clarity on both sides.

Consultant's comments

The Year Group Provision Maps indicate which pupils are making 'accelerated' progress (and why), which pupils' progress is 'steady' (and why) and which are making slow progress (and why). (These are also colour coded). This provides very useful data for teachers and parents. Jo Vizor also produces subject progress maps that provide a wealth of information.

Criterion 3

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

Detailed information is given about the targets, achievement criteria, strategies, resources, progress (RAG), and review, with comments about what has gone well and what needs further development. The provision made and the techniques used provide clear evidence of appropriate and valuable teaching strategies for each child.

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						
SpLD Pupils						

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	We do not have children taking GCSE						
SpLD Pupils							

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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	We do not use these descriptors or sit SATs						
SpLD Pupils							

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	We do not use these descriptors or sit SATs						
Dyslexic Pupils							

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

PT series (English and Maths) – annually
 Accelerated Reader (Reading Comprehension) – termly
 CATs (Year 4-8) - annually

[Consultant's comments](#)

LAMDA, Tetrathlon, Life Guarding, Musical Examinations and Equestrian exams are also taken by those who are involved in those activities.

Note: Although applications to JCQ are not required at the age of pupils here (criterion 5.3) evidence for future applications is gathered.

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

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

In Class Provision

Talking tins
 Laptops
 Text scaffolding
 Pre-learning of key vocabulary
 Teaching assistant

[Consultant's comments](#)

[There is no shortage of useful and appropriate resources.](#)

- Criterion 5.2

- b) ICT:

Children from Year 5 to Year 8 have their own laptop.
 Children in Early Years to Year 4 have access to a suite of chromebooks.
 There are 5 iPad in school.
 Talking tins are available in most classrooms.
 Interactive whiteboards in every classroom.
 Online support with touch typing, phonics, word classes, composition, dictation, text reading and calculations are readily used as tools to support learning.

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Criterion 5.3	c)	<p>Consultant's comments</p> <p>The Elms has made the move from desktops to individual laptops, and the process has been rolled out from Year 5 onwards. There may be some adjustments to be made for Year 4 pupils and this is being considered.</p> <p>Details of access (special examination) arrangements requested and made for SpLD pupils:</p> <p>JCQ requirements are adhered to for formal school assessments. Regularly, readers, scribe, use of laptop and extra time are identified accommodations. A few children require a separate room to complete their assessments in to support their emotional needs or comorbid diagnosis of ADHD.</p>
Criterion 5.4	d)	<p>Consultant's comments</p> <p>Careful data is kept about relevant access arrangements that is passed to the schools that pupils move on to. This must be much appreciated, as pupils' history of need is already documented.</p> <p>Library:</p> <p>The library is equipped with a range of Barrington Stoke books. Children access books according to colour bands. These colours are identified using the Star Reader assessment tool in the Accelerated Reader system.</p> <p>Consultant's comments</p> <p>The library is a large, comfortable room with sofas as well as tables and chairs for working. Chess sets are in evidence and are well used during breaks or lunchtimes. An exciting range of books is available, and all are colour coded according to Accelerated Reader. It is a very attractive space and clearly well used. All children have a lesson there.</p>

6. Details of Learning Support Provision

WS 6.8	6. a)	<p>Role of the Learning Support or Department within the school:</p> <p>The department is for the benefit of all children on the monitoring and SEND register. One to one sessions target specific areas of need and are reviewed every six weeks. Pastoral support is also offered.</p> <p>The Head of SEND will liaise with parents, external agencies, staff, the headmaster and the child to ensure that best provision is made and communicated.</p> <p>Regular observations and book scrutinies are conducted to ensure children are regularly accessing learning in class.</p> <p>Data is collated and analysed by the Head of SEND.</p> <p>Consultant's comments</p> <p>The information that Mrs Vizer collects is fully used so that all children can benefit from it. She is also responsible for the gifted and talented programme and ensures that data for children on this register is used to their advantage. The work done by Jo Vizer and her team permeates the school in a great many ways, and Jo ensures that this is the case.</p>
	b)	<p>Organisation of the Learning Centre or equivalent:</p> <p>Head of SEND is responsible for Level 5 and 7 tutors for SpLD, Teaching assistant and EAL tutors.</p>

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Consultant's comments

Although teaching rooms are not close to each other, there is still collaboration between teachers and resources are equally good. A lesson observed in 'The attic room' was a model of good pace, good resources well used and positive encouragement for effort as well as for progress.

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

Yes.

Consultant's comments

Mrs Vizor is an influential presence in many areas of The Elms. Her knowledgeable advice is valued and teachers told me that no matter how busy she is, she will always reply to questions with detailed and practical answers.

She requires all teachers in the school to be familiar with techniques to support their students, and to have used them, so that Learning Support is not a first port of call. She supports teachers to use such techniques in the INSET she provides.

She is very much part of curriculum design and delivery.

- d) Supporting documentation, please indicate enclosed:

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

Information received

Information received

Information received

7. Staffing and Staff Development

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

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

Consultant's comments

This is a very well qualified and experienced team. Jo Vizor considers her Counselling qualification to be the most valuable of those she holds and I can understand its importance in a world where children are increasingly suffering from anxiety.

- 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.)

All specialist teachers have level 5 or level 7 qualifications.

Our teaching assistant supporting a SpLD-heavy Year 3 class is PGCE trained. The class teacher is Level 5 trained in addition to her PGCE.

Consultant's comments

To have mainstream teachers who are level 5 qualified in teaching pupils who are neurodiverse is a great benefit to the school as well as the SEN Department (where qualifications are excellent). The Montessori-trained teachers in Early Years use multi-sensory techniques and resources as well as directed discovery learning that continues through the school. The early

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Criterion 4	<p>input in Early Years may well help pupils to find learning strategies that prevent more severe difficulties developing, and the techniques used continue into support lessons.</p>
g)	<p>For completion by consultants only: Do all observed members of staff demonstrate the ability to meet the needs of SpLD pupils within their departments?</p> <p>All teachers observed were fully aware of their pupils' needs, whatever they might be, and catered for them with understanding and sensitivity. All lessons observed involved interaction between pairs, groups or pupils and teachers. All pupils were engaged by their lessons and none was reluctant to express an opinion or indeed say "I don't know".</p>

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

Independent Schools only	8. a)	<p>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.</p>
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For completion by consultants only: Parent Contacts:

Six parents were contacted and all were fully positive and appreciative about The Elms in general and support for their children in particular. One parent felt that the Early Years teachers were worthy of particular praise, "they are fantastic", and loved the fact that Jo Vizor bases her speech and language work around their daughter's passion for all things horsey. They commented, "We looked at so many schools; we absolutely love the Elms." Another parent had moved from the USA in order to put their child into The Elms, and because his literacy difficulties were not recognised in their State, he was unable to read. Jo Vizor went into their home to teach their child twice a week during August, so that he was better able to cope when he began school in September. They are delighted by his progress and the fact that he now asks, "Can I read to you?"

Another said, "Provision from the school is fantastic, he feels good about himself now. Jo's lesson is his favourite – along with Maths!"

All commented on how happy their children are here, "the rapport with the staff is wonderful. The way that children mix so well and don't stick to their age groups; that they are mixed years in lunch is great. I trust the teachers here." Advice for their next school is individual- it isn't just a matter of where siblings are."

They were particularly happy with the frequent communication they received from the school and the SEN Department, which is way above and beyond what is required.

All commented on the "family feel" of the Elms, and all would recommend it to other parents. Their appreciation of the support team was heartfelt.

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

Six pupils came to talk to me, and their thoughtful answers and the confidence with which they were expressed were impressive. They were all happy at The Elms and liked their teachers. They all felt supported and commented that, "our teachers are really fun", "my teachers help me a lot", "before when we were writing stories, mine were really rubbish- but now I can use my i-pad, and I can write stories!" "French is fun, we do good games" (not a comment I hear often). A favourite subject for most was 'Topic' and RSHE and all subjects received honourable mention, including the support for learning they received and the way it is taught. All had a teacher they would talk to if they were worried about something and they were confident that if there was any problem, it would be dealt with.

They got on well together, explained their voting system for the student council with some enthusiasm, loved the opportunities for sport- the swimming pool was given special mention, as was the farm and the animals they could help with. Those who had tried flexi-boarding liked it and the food at school got a thumbs up.

The fact that many teachers bring well-trained dogs into their classrooms has a calming effect on all pupils and these dogs are much loved. They provide opportunities for pupils to move around in the classroom and pupils find their presence comforting.

All pupils I met in the school were polite and articulate. These six were tremendously good company and left me laughing.

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 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	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:

One of the differences between The Elms and other schools I have visited is that all staff are held in equal esteem; all are part of the House system, whatever their role: cleaners, dinner ladies, the Farm Manager and all those involved with the children. This emphasises the family atmosphere and the result is evident in the courtesy shown by pupils to each other and to adults in general.

The Forest School that I observed in action is an important part of school life, as is the school farm. The children feel it a privilege to be allowed to 'walk the goats', and there are always opportunities for 'movement breaks' that involve the animals or a visit to the vegetable garden. There is a manege for riding and it was lovely to see the ponies in their stables. The setting of the school, at the foot of the Malvern Hills, is fine, and the pupils enjoy being outdoors here. Sports and music as well as science and technology facilities are excellent, and the school is comfortable and well cared for. The 17th Century schoolroom is still in use, but is surrounded by buildings from later dates, including attractive relatively new additions.

I enjoyed seeing a woodwork lesson in action and the pride children were taking in their work. Not only were support lessons multi-sensory, but so were the mainstream lessons observed. The school is impressive in every aspect and is fully recommended for acceptance by CReSTeD.

Recommended for either Registration / Re registration:

Consultant to tick relevant box

YES	NO
✓	