



Council for the Registration of Schools Teaching Dyslexic Pupils

Thetford Grammar School Registration – Category WS

1. *Date of visit:* 18/6/13
2. *Name of Consultant(s):* Mrs R A McCarthy

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Thetford Grammar School Bridge Street, Thetford, Norfolk, IP24 3AF Tel: 01842 752840 Fax: 01842 750220 Email: hmsec@thetgram.norfolk.sc.uk Web: www.thetgram.norfolk.sch.uk	Urban	169 boys 146 girls	ASD, Dysc, Dysl, Dysp, S&L (mild)	SOH
	Ind Day	Ages: 3½ -18		GCSE GCE: AS A2
Comments: Thetford Grammar School is an inclusive community that values the creative growth of every individual: academic, physical, emotional, cultural and social. We are very careful to accept only those pupils who will benefit from the type of education we provide – academic but tempered with a deep knowledge of dyslexia and other learning needs. We firmly believe that with the appropriate level of support and encouragement all children are able to succeed.				

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.*

Old Post House,
Castle St,
Whittington,
Shropshire,
SY11 4DF
Tel: (free phone) 0845 601 5013
Or 01691 655783
Website: www.crested.org.uk
Email: admin@crested.org.uk



3. a) **Name and address of school:** Thetford Grammar School
Bridge Street
Thetford
Norfolk
IP24 3AF

Tel: 01842 752840
Fax: 01842 750220
Web: www.thetgram.norfolk.sch.uk

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

Name: Mr. G.J. Price
Title (eg Principal): Headmaster
Qualifications: MA PGCE
Awarding body: Oxon

Consultant's comments: Mr Price takes an individual interest in all the pupils at Thetford. He is particularly supportive of pupils who have a specific difficulty and he takes both a personal and a professional interest in the success of the Learning Support Department.

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

Name: Mrs Kate Jones
Title (eg SENCO): SENDCo
Qualifications: Details provided at time of application, deleted to protect the individuals privacy

Consultant's comments: Mrs Jones is well and appropriately qualified. It is to the school's advantage that she has an Assessment Practising Certificate as this enables her to assess pupils who are believed to have a specific difficulty. Mrs Jones is fully aware of the changing rules and regulations regarding access arrangements and teaching strategies.



Background and General Information

4. a) **Recent inspections:** ISI - 31 Jan 2012 to 03 Feb 2012
 “the provision of additional specialist learning support for all ages has improved since the previous inspection. It is of very good quality and much appreciated by the pupils. Individual and small group lessons are provided, and appropriate individual education plans are meticulously prepared and monitored.”
www.isi.net/schools/7179/

Consultant's comments: One of the reasons for this improved provision is that Mrs Jones is now employed as the school SENDCo rather than purely to deliver 1:1 learning support lessons (as she was previously). She is able to provide extremely good INSET and advice to mainstream staff, who value her input.

Independent
Schools
only

- b) **Current membership (eg HMC, ISA etc.):** SOH
- c) **Department of Education Registration Number:** 926/6126

- d) **Numbers, sex and age of pupils:**

		Total	SpLD (Dyslexia)	Accepted age range
Day:	Boys:	169	18	3 1/2 - 18
	Girls:	146	11	3 1/2 -18
Boarding:	Boys:	N/A	N/A	N/A
	Girls:	N/A	N/A	N/A
Overall total:		315	29	

Consultant's comments: The size of the school is a factor in its success. Pupils and teachers know each other and support each other. There is a genuine feeling of family here and the relationship between pupils and staff is a fine mixture of friendship and respect.

- e) **Class sizes – mainstream:** Group sizes rarely above 20 and staff pupil ratio is 1:8

Consultant's comments: Most classes observed were actually smaller than this and the size of classes is appreciated by pupils who feel that they are benefiting from almost individual attention.

- f) **Class sizes - special needs:** 1-to-1, pairs, small groups

Consultant's comments: On the day of the consultant's visit, most support lessons were 1-1 or paired. Work was very much tailored to need and it was good to see structured and multi-sensory lessons taking place. Pupils clearly enjoyed their lessons and had confidence in their teachers.



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

Pastoral Care arrangements are good. There is a clear route for parental communication and incidents are dealt with quickly and effectively. All pupils had teachers they felt they could confide in if they felt troubled and tutors had a good understanding of pupils' needs.



Staffing and Staff Development

DSP, SPS,
DU 7;
SC, WS 18;
MS 21

5. 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: Learning Support staff work under the guidance of Mrs Jones and all have done-or are about to do-courses to enhance their understanding of special needs..

SC, WS 18

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

Consultant's comments: Yes. The majority of teaching is carried out by Mrs Jones. Mrs Ballard is about to undertake further training.



Policy and Philosophy with Regard to Dyslexic (SpLD) Pupils

Criteria 1
& 2

6. a) **Policy statement with regard to dyslexic (SpLD) pupils including:**

- **Identification and assessment**
- **Support for policy from Senior Management Team**
- **Support for policy from governors**

Thetford Grammar School is an inclusive community and our aim is to provide an education that to the best of our abilities can cater for all children, who meet the requirements of our entrance procedures. We recognise that some individuals will have particular needs which we will endeavour to address. We seek to do this by:

- Ensuring that the school have appointed a SENCO who holds a nationally recognised qualification in the teaching and assessment of Dyslexic pupils
- Identifying pupils` educational needs on entry, through baseline testing and an assessment of learning characteristics
- Ensuring that all staff are aware of the needs and characteristics of all pupils in the school, highlighting those with particular issues
- Producing where necessary I.E.P.s to support the learning of a pupil and suggest appropriate teaching strategies
- Making available the opportunity for individual lessons with a specialist teacher, invoiced separately to parents / guardians. The current cost for 1:1 support is £23 for 40 minutes in the Junior School and £25 for 40 minutes in the Senior School
- Providing all staff with relevant INSET

Consultant's comments: Pupils are identified and supported with meticulous care.

b) **Admission policy / selection criteria:**

Entry to Main School and the Junior Department is by examination and interview. Goldcrest pupils do not sit a selective examination, although children will have to show they are ready for the level of schooling provided at a short interview with the Head of the Junior School.

Main School - The main examination for entry into Main School in September is held during the previous January.

Junior Department - For entry into the Junior Department, pupils will be tested when they visit the School for a day.

Other Entry Times - Where places are available, pupils may enter the school during the course of the academic year. The necessary assessment arrangements will be made on application.

Examination Format - The examination consists of three papers – a Verbal Reasoning Test and papers in English and Mathematics. Testing at Junior level makes use of standardised tests but the school provides its own papers for entry at 11 and above. There will also be an interview with the Headmaster or Head of Junior School, usually on the same day.

Sixth Form - Entry into the Sixth Form is usually dependent on having gained five or more respectable GCSE passes, with evidence of interest and ability in the field chosen for Sixth Form study. In the case of direct-entry to the Sixth Form, an offer will be made following an interview and the taking-up of school references. Scholarships are based on interviews, references and written papers. Prospective Sixth formers and their parents are invited to attend an



Open Evening.

Arrangements for Pupils already diagnosed with Dyslexic difficulties – If a pupil is known to have dyslexic difficulties then an initial visit day will be arranged to allow students to spend time in their current year group and give Mrs Jones the school SENDCo the opportunity to meet with them. The aim of this is to ensure that:

- The school feels confident that students will be able to access the level of schooling on offer to them
- The school feels confident that it will be able to provide an appropriate level of support individually and where necessary through in-class additional adult support
- The pupil is comfortable with their surroundings
- The pupil, and their parents, have the opportunity to discuss possible support programmes. It may for example at senior school level be suggested that a pupil may study a reduced number of GCSEs in order to benefit from additional small group support in the key areas of English, Maths and Science as well as individualised support in areas of need specific to individual pupils. Following an initial visit day senior school pupils will either be recommended to join the main examination day in January or scheduled another visit day during the course of which their entrance exams will take place. For many dyslexic students the stress of an examination morning can be particularly high and the latter option is often recommended. In the case of dyslexic students applying to join the Junior School a place may be offered after an initial visit day or a second visit recommended. The aim of assessment is always to ensure that places are only offered to dyslexic students that have the academic potential to cope with the demands of the school curriculum with the level of support that can be offered.

Consultant's comments: Pupils are selected carefully and it is part of the ethos of the school that pupils who attend Thetford should be able to take advantage of the education that is on offer and should be supported so that they can achieve to the very best of their ability. All teachers are very much aware of their responsibility in this respect.

Criterion 3

- c) **Give specific examples of the whole school response to dyslexia (SpLD):**
'Appropriate specialist support enables pupils with SEND to make good progress and achieve well' (ISI-2012)
- It is the aim of the school to provide staff that are dedicated to supporting all students to fulfil their potential whether diagnosed as dyslexic or otherwise. We aim to ensure that our teaching environment is dyslexia friendly. Lessons are differentiated by task, degree of support and expected outcome. All teaching is planned to provide learning that is structured, cumulative and where appropriate offers suitable opportunities for overlearning. At the beginning of each school year there is a staff meeting at which the SENDCo provides information about new and existing dyslexic pupils and makes clear their strengths, weaknesses and needs. Monitoring and input continues throughout the school year via weekly staff meetings, one to one meetings with form tutors and individual education plan reviews with staff, parents and pupils. Wherever deemed necessary on-going support is also provided through additional teaching assistant time to help the dyslexic children within class and further small group and one to one sessions with English, Maths, Science and Learning Support department staff.
- ISI
"Pupils in the junior school make very good progress, responding well to challenging work that is carefully matched to their differing needs and ability levels."



“In the junior school, much care is taken to prepare different tasks to encourage all pupils to achieve at an appropriate level.”

‘A number of pupils who receive individual learning support improve to such an extent that they no longer require it’

Consultant’s comments: Some excellent lessons were observed. Teachers were enthusiastic, knowledgeable and well prepared. Lessons were all interactive and inclusive. Pupils who had a specific need were extremely well supported and were able to enjoy their learning. A superb History lesson was observed where groups of pupils role-played the various agencies involved in the Wall Street Crash.

A lesson on poetry was beautifully constructed and gave all pupils a chance to shine; a delightful English lesson was observed where pupils were preparing for a debate on Capital Punishment and were learning how to summarise and pick out key points from a text without even being aware that they were doing anything as formal as that. All teachers observed were aware of their pupils’ needs and all lessons were a delight to attend.

A lesson in Goldcrest was a tremendous example of how multi-sensory phonics teaching can be used to enable all pupils to acquire literacy skills. Children learning in this way have a head start in learning. Mainstream staff were most positive in their support of Mrs Jones and the LS Department and credited her with the improvements noted by the ISI report and with the increase in their own knowledge of dyslexia and other difficulties experienced by pupils.



School Organisation

7. a) How is the week organised?

Senior School week: Monday to Friday 8.45am to 4.00pm

Senior School: After School Care 4.00-6.00pm

8 Lessons per day – 40 minutes each

Junior School: Monday to Friday 8.45am to 3.45pm

8 Lessons per day – 6 x 40 minutes, 1 x 35 minutes & 1 x 20 minutes plus 10 minutes reading time per day

Goldcrest: Monday to Friday 8.45am to 3.40pm

5 x 40 minutes, 2 x 30 minutes & 1 x 25 minutes

EYFS to Year 6: Before School Care 8.00 to 8.45am

EYFS to Year 6: After School Care 3.40/45 to 5.30pm

Consultant's comments: There are also 'twilight' sessions for several subjects which can lead to pupils taking on further examinations. These are very successful thanks to the commitment and enthusiasm of both teachers and pupils.

Within the Junior School some Learning Support lessons of one hour can be broken into two sessions of 40 minutes and twenty. This gives a high degree of flexibility to timetabling.

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

Differentiation of homework activities is encouraged throughout the School.

All pupils in the Junior School are expected to read every day. All staff recognise the demands a full day at school can have on a dyslexic child. As a result some Dyslexic pupils in the Junior School are allocated specific time to complete Learning Support homework and class based tasks are reduced accordingly. Teaching assistant support is available twice a week as part of after school care during homework club. In addition teaching staff are always available to assist during after school care time in the library.

Some Dyslexic pupils in the Senior School who are studying a reduced number of GCSEs are also provided with additional help in support lessons either through specific help with subject specialists or via more general teaching assistant support as deemed appropriate. Staff in the senior school also operate additional support sessions during lunchtimes or after school and pupils needing reinforcement and revisiting are encouraged to attend.

Consultant's comments: The level of individual support offered at Thetford Grammar is exceptional, as is the willingness of teachers to give their time to those needing something extra- for whatever reason Differentiation of class activity as well as homework was observed to be taking place as the norm.



Identification and Assessment

Criterion 1
DSP &
SPS 6

8. a) **Give details of how you identify pupils in your school who have or are at risk of dyslexia (SpLD), and when this takes place in the admissions process:**

TGS welcomes pupils who have a diagnosis of dyslexia, whilst still being able to cope successfully with the curriculum offered at the school. Support may be provided in the classroom situation alongside that provided for others or may involve an individual programme for which the pupil is withdrawn from the normal programme offered.

IDENTIFICATION

1. A pupil may enter the school formally stated by the LEA.
2. The school will be aware of a situation when the child joins the school, on the basis of a previous school report or documentation provided by the parents with the joining papers or through direct correspondence with the school.
3. A situation may emerge or develop while the child is a pupil of the school.

Consultant's comments: Good tracking of all pupils' progress is a factor in TGS's success in identifying pupils who might need a degree of support. Mainstream teachers are very supportive of Mrs Jones' department and aims. Paperwork regarding pupils progress within the LS Department is immaculately kept, as is information made available to mainstream staff.

- b) **Give details of what action you take when children are identified as at risk of dyslexia (SpLD) from screening:**

Where there is a specific identifiable need or a concern this is reported by a child's form teacher or, in the case of senior students, a subject teacher to either the Head of Juniors or Head of Year. This concern will be discussed with the Special Needs Coordinator (SENDCo) Kate Jones. An initial 40 minute meeting is then likely to take place between the student and the SENDCo. Feedback will take place and suggestions for monitoring, support or further assessment will follow. If a full diagnostic assessment is thought necessary this will take place either during the course of a full morning session or over a number of 40 minute periods dependent on the age and capabilities of the student in question. This can only follow parental contact and should be with parental permission. Such an assessment for which there will be a parental cost will focus on spoken and written language skills and sequential memory ability in relation to general ability level.

For children receiving ongoing 1:1 learning support, weekly sessions are available within the school day on either a 40 minute or hourly basis (fee-paying Juniors = £23/40minutes & Seniors £25/40minutes). Multi-sensory programmes usually focus on some or all of the following: phonics, reading, spelling, written expression, punctuation, sequencing & organisation, auditory & visual sequential memory, mathematical principles, number concept & language.

Heavy emphasis is placed on the importance of liaison with teaching staff and parents. Regular communication is encouraged with class teachers, Heads of English and Maths Departments, Head of the Junior School and the Headmaster. Where appropriate, a written record should be placed in the pupil's file for future reference.



Ongoing term-time dialogue with Junior School parents is by means of a workbook that accompanies each child home following every weekly session. Equipment will also be loaned to encourage back-up support from parents in order to maintain and reinforce remedial therapy strategies in use. Extra tuition in the holidays may also be organised to assist mutual understanding of taught techniques and to avoid long gaps in remedial therapy which by definition needs to be offered as consistently as possible [fee-paying]. Reassessment in Junior School will take place at either the conclusion or onset of the academic year to ensure the teaching programme continues to meet individual needs. Reassessment in Main School will also be offered at these times in order to provide an updated performance profile which is compared with the previous set of test scores. Progress reports and copies of Individual Education Plans (IEPs) will be circulated and updated at least twice per academic year.

Consultant's comments: Parents commented positively about the speed of communication from the school in general and the LS Department in particular. TGS also has a visiting Speech and Language Therapist and pupils are lucky to have access to such a service. She is able to advise the LS Department regarding intervention for pupils with S and L difficulties as well as providing direct support.

Identification of pupils with specific difficulties is swift and effective.

- c) **Give details of how children in your school can access a full assessment for dyslexia (SpLD):** The SENCo holds an APC and is able to carry out full diagnostic assessments. This can only follow parental contact and should be with parental permission. Such an assessment for which there will be a parental cost will focus on spoken and written language skills and sequential memory ability in relation to general ability level.

Consultant's comments: This arrangement is a beneficial one for parents and the cost is most reasonable.

Teaching and Learning

Criterion 3,
MS & DU
12; MS &
SC 17; MS
& WS 19

9. a) **Lesson preparation and delivery to meet the needs of dyslexic (SpLD) pupils for:**
- **Curriculum subjects**
 - **Literacy support**
 - 'Pupils in the junior school make very good progress, responding well to challenging work that is carefully matched to their differing needs and ability levels'. (ISI-2012)
 - All lessons are planned to meet the learning needs of all our dyslexic pupils and staff are expected to use a variety of teaching methods that incorporate auditory, visual and kinaesthetic approaches to support different learning strategies. Differentiation is expected - even within small groups - both in terms of tasks/worksheets and expected outcomes.
 - Literacy support is provided in a variety of ways e.g. Teaching assistant input, differentiated reading material & worksheets (suitable font size, style and line spacing), use of word banks and writing frames, ICT support packages such as Read Write Gold and Dragon Dictate are also used by some pupils
 -
- Consultant's comments: As has already been noted, mainstream lessons observed were extremely well differentiated and structured. Support lessons were also a delight to observe, with an easy relationship noticed between pupil and teacher.*
- There is an extremely wide range of teaching resources available and it was good to see them in use.*
- b) **Use of IEP's:**
- All pupils receiving learning support have an Individual Education Plan. These are always available in the SEN Handbook. A copy is also kept in individual learning support books. As far as possible all learning support pupils are involved in reviewing their own targets and creating future targets. IEP targets relate mainly to one to one and group support sessions but some also relate to work carried out in whole class situations. IEPs are reviewed at least twice yearly and parents are invited to be part of the review procedure.
- Consultant's comments: IEPs are useful documents and 'pen portraits' are also available to teachers to aid their understanding of pupils. Detailed information is easily available to staff and they make use of it. Parents as well as pupils feel included in the review and IEP process.*
- c) **Records and record keeping:**
- Junior School pupils are assessed twice a year using NFER Progress tests in Maths & English. NC levels are recorded for all pupils. An annual VR test is also administered. Senior School pupils are assessed using MIDYIS in Years 7 and 9 and again in Year 12 through ALIS testing. The progress of all senior school pupils is also monitored by internal exams during October and May. The Head of Junior School or appropriate Head of Year meet to discuss the results and these are used to inform future planning and ensure teaching continues to meet the needs of all pupils. Parents receive three full reports and three half-term reports reporting effort and attainment grades. All assessment information is stored centrally and is therefore available in paper or electronic form.



Consultant's comments: Very careful records of progress are kept and exam access arrangements are also immaculately kept. Literacy development is tracked as well as other specific needs. Files are readily available to those who need them. Mrs Jones is well versed in changes to access arrangements.

- Criterion 3 d) **For comment by consultants only: Two case studies of dyslexic pupils (proforma provided to Heads for use if required)**

Case studies provided at time of inspection, not shown to protect individual identities

- Criterion 3 e) **Impact of provision – assessment summary** (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	15	15	100	373	106
Dyslexic (SpLD) Pupils	3	3	100	260 2 of the 3 Y13 students exceeded their predictions by 60 points	87

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	37	93	93	100
Dyslexic (SpLD) Pupils	6	88	100 According to MIDYIS scores pupils achieved up to 0.8 value added	100

Key Stage 2	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School	17	17		17		N/A	
Dyslexic (SpLD) Pupils	1	1		0 (1@3A)		N/A	

Key Stage 1	No. of Year 2 pupils entered	English		Maths		Science	
		L2+	A/D	L2+	A/D	L2+	A/D
Whole School	5	5		5		N/A	
Dyslexic Pupils	0	0		0		N/A	



f) **Any other relevant information, eg details of any other examinations taken, Reading and Spelling age assessments:**

Junior School pupils are assessed twice a year using NFER Progress tests in Maths & English. NC levels are recorded for all pupils. An annual VR test is also administered. Senior School pupils are assessed using MIDYIS in Years 7 and 9 and again in Year 12 through ALIS testing. The progress of all senior school pupils is also monitored by internal exams during October and May. All Year 9 pupils are offered an opportunity for exam access screening and staff also meet to ensure pupils likely to be eligible are encouraged to take part in the screening.

Learning support pupils are reviewed at appropriate intervals during their support programmes using a variety of assessment tools including the WRAT4, DASH, Access Reading Test, DRA and CTOPP in order to monitor their progress and ensure their teaching programmes continue to meet their needs.

Consultant's comments: Progress is good for all pupils. Tools for assessment are appropriate and up to date.

g) **Details of access (special examination) arrangements requested and made for dyslexic (SpLD) pupils:**

All parents of Year 9 pupils are offered the opportunity to be tested for Access Arrangements during the summer term. In addition senior school staff are encouraged to report any on-going difficulties that may suggest a need for an access arrangement to the school SENDCo. The tests carried out by the SENDCo include: Single Word reading tests for accuracy, Reading Tests for comprehension and speed of reading/processing, Spelling Test and Test of handwriting speed. Where appropriate tests of phonological and visual processing speed are also administered. These provide the necessary information to apply for extra time, a reader, or scribe set down by the JCQ Access Arrangements. They also ensure that students who may benefit from rest breaks or may perhaps need a transcript of a final exam paper have these facilities available to them. All applications are made on line by the Examinations Officer and the results and tests are kept in individual pupil files kept within the main school office and also within the learning support department.

Consultant's comments: Progress for all pupils is good and that of dyslexic pupils cannot be faulted.

- h) *For completion by consultants only: **Dyslexic (SpLD) pupils' responses regarding their school and teachers:** 8 pupils ranging from Year 6 to Year 12, who are, or have been, supported by the Learning Support department came to talk about TGS and their support there. All were extremely appreciative of the help and support they received from their teachers. Some had been to other schools and much preferred TGS 'Staff are nicer here and in lessons they are much more involved in helping me to learn'; 'Teachers understand what we're going through'. They also felt that they were able to support each other well; and they commented very favourably on their Support lessons 'More 1 to 1 support helps me- having a reader helps too' They were confident in expressing their opinions and it was very evident that they were happy to discuss dyslexia and how it affected them without any feeling of discomfort. They were a credit to TGS and to Mrs Jones and their teachers- there is obviously no problem about being dyslexic at TGS.*



Facilities and Equipment for Access to Teaching of Dyslexic (SpLD) Pupils

10. a) **General resources for teaching dyslexic (SpLD) pupils:**

Lessons in the Junior School take place in a designated well- resourced teaching rooms within Junior House. Within the Seniors individual learning support takes place in a small self-contained designated classroom. Both rooms contain a variety of multi-sensory materials, practical equipment, computer software and a variety of text books and reading books from several reading schemes and also to support the Senior School schemes of work. From September 2013 the individual and group learning support in the Senior school will take place in two designated classrooms that will form a new Learning Support area designed to enhance provision and status within the school. All Learning support pupils will have regular access to use these facilities during times of private study and will be supervised by a staff member from the Learning support department.

During whole class teaching Interactive white boards are widely used throughout the school to enhance learning. In addition ICT is used whenever possible. Individual departments are also able to provide differentiated text books to support dyslexic learners. The use of subject word banks is encouraged both as hand-outs and as display materials. Teaching assistant time is divided to support staff to differentiate for dyslexic learners where additional support is appropriate.

Consultant's comments: An extremely wide range of resources was seen and was in use, from multi-sensory programmes to typing programs and games. Displays in classrooms were useful too, involving key words and mathematical terms. Good to see a Geography lesson where pupils were working on memory strategies that they could use for key facts. The LS Department has a wide-ranging effect at TGS.

b) **Library:**

There are 2 main library areas, available for use by all students, with a part-time Librarian overseeing provision and providing guidance across all year groups. In addition, the Senior School has its own reading resource area within the English department. At the beginning of each academic year all pupils new to the Senior school are issued with a library welcome booklet. The librarian has spent considerable time over the past 4 years removing out of date books and replacing them with more up to date reading material. Kindles have also been purchased to make reading more accessible and enjoyable for individual pupils. In addition a great deal of time has been invested in introducing a new cataloguing system and a library skills programme for Years 7 and 8. Future plans include extending this provision through Key Stages 2, 3 & 4.

Consultant's comments: Two wonderful libraries were seen, with an excellent range of books- from graphic readers and high interest/low reading age books in the Junior Library to the Senior Library that is housed in the oldest part of the school and is equally interesting. The librarian is enthusiastic about her work and many of the pupils are keen readers.

Departments also have libraries and the two sixth formers who showed me round the school discussed the books they had read with enthusiasm.



c) **ICT:**

All pupils have access to a wide range of ICT resources. There are two main computer suites within the school as well as a small pre-prep ICT suite and several computers within departmental areas. Pupils are able to use dyslexia friendly software such as Read Write Gold and Dragon dictate is also used regularly by individual pupils. Many of the teaching rooms are equipped with an interactive whiteboard Teachers have recieved training about changing background colour and most suitable colours/types of font to select when working with dyslexic pupils. Digital cameras and other ICT resources such as video conferencing are also are available via the new VLE for use by children and teachers.

Consultant's comments: Excellent and up to date facilities are available to pupils and teachers.



Statement of Special Educational Needs

11. a) **School policy:** The School accepts children with statements if their needs can be met.

Consultant's comments: Care for such pupils at TGS would be of the highest standard.

Independent
Schools
only

- b) **Types of stated needs accepted:**

We welcome all children who can make the most of the opportunities that we offer and can reach their full potential in the caring environment of Thetford Grammar School. As such, we welcome pupils with special educational needs such as; dyslexia, dyscalculia, dyspraxia, mild Speech and language difficulties and ASD; if we feel able to provide them with the level of support that they require. Although we are more than happy to provide additional support and tailor an individual's curriculum we do not, however, have the facilities to offer an intensive treatment programme that would require a totally individual curriculum.

We advise parents of children with special educational needs to discuss their individual child's requirements with the school before proceeding with an application.

Consultant's comments: TGS is perfectly correct to limit their intake to those whose needs they know they can meet.

- c) **Number of stated pupils:**

The school currently meets the needs of 2 students with statements relating to ASD. None of these students require individual academic support and pastoral needs are met by form teachers and Heads of Year.

Consultant's comments: Those with social difficulties but high academic potential would do well here, as would bright dyslexic or dyspraxic pupils. The supportive nature of the school is of great benefit to high achieving pupils with a specific difficulty.



Parents' Feelings About the School, in Particular, its Response to Dyslexic (SpLD) Pupils

Independent
Schools only

12. Schools should provide, with the documentation, a list of the names of all known dyslexic (SpLD) pupils in the school. From this the consultant will select 12 names and schools will be asked to contact the parents (CReSTeD will provide an explanatory letter) for their permission to give their phone numbers to the consultant. The consultant will then contact 6 of these parents before the visit takes place to discuss their feelings about the school.

For completion by consultants only: **Parent Contacts:** Six parents were contacted and all were positive in the extreme. They felt that not only did mainstream staff support their children successfully but Mrs Jones' Department was doing a very important job very well. They all commented on the fact that their child's support was particular to their child. 'TGS treats each child as an individual'. They commented on the fact that the LS Department gave them help on how to work with their children at home. They pointed out to a man how much their children had benefited from Learning Support 'It's brought him on in leaps and bounds', 'Absolutely wonderful- especially Kate Jones' 'Thrilled with the results he has got so far...had been written off by his previous school'. 'She's getting the right help; there's light now at the end of the tunnel' 'We are in a privileged position' And perhaps most telling, 'he is happy'.. All would recommend the school to other parents of dyslexic children ' I would praise Thetford completely'

14. *For completion by consultants only:*
Summary of Report including whether acceptance is recommended:

Acceptance is most certainly recommended.

Thetford Grammar is meticulous in providing carefully individualised teaching and care for those pupils who have a specific difficulty. Thetford is also very careful to accept those pupils who will benefit from the type of education it provides- academic but tempered by a deep knowledge of dyslexia and other learning needs. Parents and teachers commented on the family atmosphere of the school and that is evident to any visitor.

This school deserves recognition for the excellent job it does on behalf of all of its pupils.

In October 2013 the CReSTeD Council agreed an update to the criteria, the application for re-registration was completed prior to the new criteria's publication. To help parents review the information contained in this report the criteria as it applied is shown below:-

Consultant to tick relevant boxes when criteria are observed to have been met:	
Criteria	WS
1. The school implements a thorough and rigorous process for identifying dyslexic (SpLD) children.	<input checked="" type="checkbox"/>
2. The Senior Management Team and Governors fully support the provision for dyslexic (SpLD) pupils.	<input checked="" type="checkbox"/>
3. The impact of the provision for dyslexic (SpLD) pupils is measurable.	<input checked="" type="checkbox"/>
18. The majority of teachers providing literacy support hold a nationally recognised qualification in the teaching of dyslexic (SpLD) pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher undergoing training satisfies this criterion.	<input checked="" type="checkbox"/>
19. There is provision for individualised lessons on a withdrawal basis, and these staff communicate with mainstream teachers regarding the dyslexic (SpLD) pupils.	<input checked="" type="checkbox"/>