



## Council for the Registration of Schools Teaching Dyslexic Pupils

### Blossom House School

### Registration – Category SPS

1. *Date of visit:* 11<sup>th</sup> March 2013
2. *Name of Consultant:* Fay Cookson

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
<b>Blossom House School</b> 8A The Drive Wimbledon London SW20 8TG Tel: 0208 946 7348 Fax: 0208 944 5848 Email: <a href="mailto:admin@blossomhouseschool.co.uk">admin@blossomhouseschool.co.uk</a> Web: <a href="http://www.blossomhouseschool.co.uk">www.blossomhouseschool.co.uk</a>	Village	126 boys 36 girls	Dysc Dysl Dysp ADD ASDP&S	NASEN NAS
	Ind Day	Ages 3- 19		GCSE
<b>Comments:</b> "Outstanding" Ofsted 2012. A specialist school for children with speech, language and communication difficulties.				

*Please note:*

- *Throughout this report details that 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.*

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Whittington,  
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3. a) **Name and address of school:** Blossom House School  
8A The Drive  
London SW20 8TG  
Tel: 0208 9467348  
Fax: 0208 9445848  
Email: [admin@blossomhouseschool.co.uk](mailto:admin@blossomhouseschool.co.uk)  
Web: [www.blossomhouseschool.co.uk](http://www.blossomhouseschool.co.uk)
- b) **Name and qualifications of Head/Principal, with title used:**  
Name: Joanna Burgess  
Title (e.g. Principal): Principal  
Qualifications: Dip.CST, MRCSLT, Dip.RSA, SpLD, PGCE  
Awarding body: RCSLT  
*Consultant's comments: Joanna Burgess founded Blossom House twenty four years ago. She is extremely well qualified in SpLD/Dyslexia and Speech and Language therapy and the school continues to thrive under her expert leadership.*
- c) **Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:**  
Name: Gemma Chapple  
Title (e.g. SENCO): SpLD Coordinator  
Qualifications: BSc Hons, MSc (Joint Professional Practice), PGCE, Dip SpLD, AMBDA, APC, Unicorn Maths and Irlen Certificate  
Awarding body: Hornsby Centre, BDA, Brighton University  
*Consultant's comments: Gemma Chapple has excellent qualifications for this role.*
- d) **Head/Principal's telephone number if different from above:**  
Tel: see above
- e) **Unit/Senior SpLD teacher's telephone number:**  
Tel: 07834 604629



## Background and General Information

4. a) **Recent inspections:** OFSTED March 2012 (rated outstanding)

*Consultant's comments: The recent OFSTED inspection described Blossom House as a school which provides an outstanding quality of education. Teaching and assessment are also described as outstanding, as is the progress which pupils make in their learning.*

Independent Schools only

- b) **Current membership (e.g. HMC, ISA etc.):** British Dyslexia Association, NASEN, Naplic, Patoss, Afasic, HPC, Sensory Integration UK and Sensory Integration International, NAS.

*Consultant's comments: The School benefits from membership of the aforementioned bodies.*

- c) **Department of Education Registration Number:** 315/6076

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

		Total	Dyslexic/ SpLD	Accepted age range
Day:	Boys:	126	16	3-19
	Girls:	36	3	3-19
Boarding:	Boys:			
	Girls:			
<b>Overall total:</b>		162	19	

This is the number of pupils with a formal diagnosis of dyslexia. As many of our pupils have difficulties in reading and writing, whether or not they have been specifically diagnosed with dyslexia, we have a whole-school referral system for 1: 1 support extra literacy with SpLD teachers.

*Consultant's comments: The number of pupils on roll has increased by 24 since the 2010 CReSTeD visit, with 19 pupils formally identified as dyslexic. A major change to the roll is the inclusion of post 16 provision.*

- e) **Class sizes – mainstream:** N/A

*Consultant's comments: lessons are taught in tutor groups/ability groups*

- f) **Class sizes - special needs:** 6 – 10 pupils in each registration group. Pupils are in smaller, ability-based groups for literacy, maths and communication therapy (Lower school) and in the Upper school all groups are ability-based.

*Consultant's comments: This is an ideal arrangement and appears to work very well in practise. Individual needs are successfully addressed and monitored in these small groups.*

DSP4  
SPS5

- g) **Aims and philosophy of the whole school:** BH is a specialist school for pupils aged 3 – 19 years with speech, language and communication difficulties. Opening in 1989, the school is run on the philosophy that children need both 'language to learn' and 'to learn language' through exposure to a range of experiences that enable them to master other skills; and that self-esteem and confidence are crucial to success. Although many of the children have some associated difficulties such



as fine motor problems or poor organisation skills, they are all within the broadly average range of cognitive ability. Pupils follow the National Curriculum although some areas will need modification to take account of specific learning difficulties.

Aim: to provide an integrated programme of learning in a caring and highly supportive environment. Self-esteem and confidence are crucial to success, and many of our children arrive here with a very poor self-image and little belief in any ability they do have. A positive behavioural approach encompasses every part of school life. We strive to help our pupils to work towards becoming active and functioning members of society, to the best of their individual abilities.

*Consultant's comments:*

- h) ***For completion by consultants only: Pastoral care arrangements, as relevant to SpLD (dyslexia) students, based on Ofsted/ISI report: The recent OFSTED report describes the school as an 'inclusive and welcoming environment.....which promotes tolerance and harmony.' Arrangements for welfare, health and safety of students is 'good.'***



## 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: Members of staff are well qualified to deal with the range of needs presented by the students. The body of expertise at Blossom House is excellent, as is the dyslexia/SpLD awareness amongst the staff.*
- DSP, SPS  
8
- c) **Do all English teachers and teachers of literacy skills have nationally recognised qualifications in the teaching of Dyslexic (SpLD) children (except A level English)?**  
All literacy/English teachers are either in training, scheduled to be trained or trained to minimum OCR Cert. Level 5, as follows:  
  
Staff have the Unicorn Maths qualification which is accredited by the BDA.  
  
*Consultant's comments: the on-going commitment to in-house training of teachers/TAs, to at least OCR Level 5, is commendable and benefits the school as a whole.*
- DSP, SPS  
9
- d) ***For completion by consultants only: Do all members of staff demonstrate the ability to meet the needs of dyslexic (SpLD) pupils within their departments?*** This was clearly demonstrated throughout the day, both in and outside the classroom, from a range of subject teaching and activities observed.



## 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 N/A**

### SpLD policy – Aims and Objectives

- To identify and assess the specific needs of the children as early as possible, ensuring there is careful monitoring and assessment of pupils throughout their schooling.
- To encourage confidence and raise self-esteem by providing a caring and well organised whole-school environment.
- To ensure appropriate progress is made by pupils according to their individual potential.
- To encourage the parents and pupils to participate in and support the process.
- To provide extra Literacy and/or Maths support and input where necessary to target underlying areas of need.

### Assessment

- Diagnostic assessments identify a pupil's specific strengths and weaknesses and inform the individual learning programme aimed at targeting the pupil's needs in order of priority.

See SpLD policy for more detail.

We have a whole-school approach to meeting the needs of dyslexic pupils as well as those who have literacy difficulties associated with their language and memory difficulties. This is strongly supported by the Principal and Leadership Team, which consists of a range of different onsite professionals, including SpLD trained staff at both OCR level 5 and 7. The majority of our pupils have oral language difficulties as well as motor co-ordination needs and therefore many have written language difficulties. Many of our pupils have 'dyslexic-type' profiles; however, their primary need is speech and language difficulties.

1:1 extra literacy and maths is provided on a need-led basis and co-ordinated by the SpLD Coordinators, Gemma Chapple/Niki Winterbottom. This input works alongside the small group literacy and maths teaching. Access arrangements are sought for all levels of qualification offered in KS4 and 5. Our teaching methods, programmes and resources are highly multi-sensory. We make effective use of specialist software to support pupils with SpLD type difficulties. Pupils undertake multi-disciplinary baseline assessment when they begin attending BH (literacy, maths, SLT and OT). This helps to identify particular need. The Heads of Houses disseminate information and diagnoses based on prior paperwork as well as informing staff when new information is passed on by parents or off site professionals. Pupils are formally tested on an annual basis in preparation for their Annual Review, with analysis of the results provided by the teacher. Formative assessment is carried out on a daily basis using the teacher's planning targets. These are moderated in half termly moderation meetings with the literacy and maths teams and inputted to the programme



B Squared. GAP analysis is carried out using this programme by the primary and secondary curriculum co-ordinators.

*Consultant's comments: At Blossom house the utmost care is taken to identify the learning profile/ specific learning differences of each student and to implement effective teaching strategies to meet their needs. The policies pertaining to SpLD and assessment are well constructed and rigorous. These policies and the philosophy regarding dyslexic/SpLD students are strongly supported by the SMT.*

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

Following initial phone discussion, usually with parents, about the child's needs, parents are invited to attend the school with their child for an initial 45 minute informal assessment with the Principal and the SLT who co-ordinates the Key Stage. During this time the child will be seen by one of the school's speech and language therapists. If the school feel the child may be appropriate then they will then be invited back for a 3 day assessment. Following this visit, observations and feedback will be sought across the disciplines (teachers, OTs, LSAs, SLTs) in order to support the Principal in the decision making.

A range of assessments are carried out while the child is on the trial period including speech and language, literacy and maths. Where up to date information is not available, literacy and maths baseline assessments may be administered. An Educational Psychologist will be called in to carry out a formal cognitive assessment where necessary.

Pupils are usually accepted if their primary difficulty is in the area of speech and language and/or communication and their cognitive ability is within the broadly average range. Many of our pupils have associated co-morbid conditions and may well have an additional diagnosis. These include Dyslexia, Dyspraxia, Autistic Spectrum Disorder, ADD, ADHD, Hearing Impaired, Semantic Pragmatic Disorder and some pupils have medical problems.

*Consultant's comments: The admissions procedure works well in practice. Parents spoken to were impressed by the care taken by the school to ensure its suitability for the needs of each student.*

Criterion 3

**c) Give specific examples of the whole school response to dyslexia (SpLD):**

- In-house inset and ongoing SpLD training in phonological awareness, phonics, speech and language, occupational therapy and Irlen awareness training.
- Multi-sensory approach to learning.
- Direct, regular communication about issues regarding specific pupils via internal email, in person or via multi-disciplinary meetings.
- The teacher/therapists awareness and use of appropriate resources and modification of worksheets e.g. text, font type (Arial, Verdana, Helvetica, Comic Sans), size (not less than 12pt), spacing (between words and lines), layout, pictures, bullet points, large writing spaces, enlargement of worksheets
- All staff have access to the IEPs and know which pupils have dyslexia or SpLD-type profiles via Individual Current Provision Forms in shared access files.
- Pupils have regular access to laptops & ReadWrite Gold and staff are trained to support them.
- Touch typing lessons where needed.
- OT related equipment such as 'slanting boards' used by specific individuals in lesson.



- 11 of our staff are trained to OCR level 5 in SpLD and 22 staff in the Unicorn Maths Programme which is accredited by OCN.
- Lots of extra-curricular activities e.g. sports, clubs, art, dance.
- Events such as Dance Week, Gym and Dance Shows, which give opportunities for pupils to show their strengths in non-academic areas.
- Understanding and acceptance by staff that pupils may have additional extra needs and equipment for lessons, or maybe withdrawn at times for extra support.
- Range of qualifications at various levels including Art & Design (GCSE and ELC), Creative Arts (ELC), English (GCSE and ELC0, Food Technology (ELC), History (ELC), Hospitality and Catering (GCSE), ICT (OCR Nationals), Maths (GCSE and ELC), PE (ELC), PSE (ELC), Photography (GCSE), Product Design (GCSE), Resistant Materials (ELC), Science (GCSE and ELC). In our Post 16 provision students study for Workskills (BTech), The Duke of Edinburgh Award, COPE/ASDAN, Functional maths and literacy, Sports Leadership and the Young Enterprise Scheme, and PSHE (school work).
- Modified papers and access arrangements applied for and used as necessary in all external qualifications and internal continual assessment.
- High interest low reading level library books (e.g. Barrington Stoke).
- All classrooms have an Interactive Whiteboard.
- Wide range of multi-sensory teaching resources and guides.
- Differentiated worksheets and homework, e.g. to enable pupils to show understanding whilst allow for writing and reading difficulties.
- We are an Irlen Screening Centre.

*Consultant's comments: It would be difficult to identify an area of the school which is not dyslexia friendly. The teaching, curriculum, time-table, resources and general organisation make the school an ideal setting for students with dyslexia and co-existing learning differences/needs.*



## School Organisation

7. a) **How is the week organised?**

School begins at 8:50 and ends at 3.30 for years 1-9 and 3.40 for years 10 & 11 (for GCSE timetabling)

The school day is organised into 6 x 45 minute lessons each with a 2 min learning break in the middle where children do Brain Gym/O.T exercises, thus also increasing the 'primacy' and 'recency' effect for memory and learning. Note years 10 & 11 have 7 lessons per day. The timetable is weekly; reception have a half day on Fridays.

Morning break is from 10.45 – 11.00

Lunch is from 12.30 – 1.15

*In addition:*

All children receive Speech and Language Therapy group teaching:

Primary children receive x 4/5 weekly Speech, Language & Communication group sessions

Secondary: 2 life skills group sessions plus PSHE session (up to 4 including Study Skills/Functional Life skills)

Primary have 1-2 O.T. based sessions a week 'Fine Motor Skills' and 'Movement' sessions).

Secondary have integrated O.T input via the learning breaks.

Extra 1:1 or group SLT, O.T, SpLD literacy or maths and Psychotherapeutic Arts Therapies are provided if specified on the statement or on a needs-led basis where not specified.

In addition an SLT is attached to each group and provides either 'in class' support for individuals, pairs or small groups, or 'out of class' support.

*Consultant's comments: The timetable is well constructed and suitable for students with SpLD/Dyslexia. Of particular note are the Learning Breaks built into all the lessons.*

- b) **Details of arrangements for dyslexic (SpLD) pupils, including prep / homework:** All pupils are assessed for the range of access arrangements at the end of Year 9 e.g. reader, oral language modifier, scribe (human or computer), extra time etc. Study Skills lessons are worked into the curriculum, use of planners to aid organisation/revision/homework.

*Consultant's comments: Homework arrangements for dyslexic (SpLD) students are completely satisfactory. Appropriate examination access arrangements are put in place to give each student the best possible opportunity to fulfil their potential.*



## Identification and Assessment

Criteria 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:** Pupils' files are read on entry to the school by the Head of House/office staff who transfer their diagnosis and statement needs into their pupil files where it is shared/accessed by the relevant staff. Baseline testing is carried out early on, and further assessment for each annual review. Further concerns about a pupil's literacy/maths are flagged up by the subject teachers/group leaders/assistants or sometimes Heads of House, and the SpLD Coordinator is in turn informed via face to face, telephone or email communication.

*Consultant's comments: The assessment process is thorough and clearly identifies the needs of the students, thus informing appropriate teaching style. This assessment procedure helps to ensure that hidden learning differences, which may co-exist with primary difficulties, are not overlooked.*

- b) **Give details of what action you take when children are identified as at risk of dyslexia (SpLD) from screening:**  
The SpLD Coordinator will liaise with the person who raised the concern and any other relevant staff to gain the full picture in order to advise appropriate support. This may be in the form of extra 1:1 SpLD sessions, support from an assistant, modified/adapted support in lessons, parental input (e.g. reinforcement work), suggestions for resources or teaching methods or group change.

*Consultant's comments: The SpLD Coordinator liaises effectively to ensure students' individual learning programmes are appropriate and effective and delivered across the curriculum.*

- c) **Give details of how children in your school can access a full assessment for dyslexia (SpLD):** This would be decided with the SpLD Coordinator and Principal and either carried out in school by the SpLD Coordinator or a referral to an external assessor may be made.

*Consultant's comments: Internal or external referrals provide professional assessment for dyslexia/SpLD.*



## 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**
- Use of clear fonts like: comic sans, Arial, Tahoma when using both laptops and completing worksheets.
  - Written instructions to be short, simple and concise.
  - Use of pictures, bold, italics, colour to highlight important information
  - Multiple choice
  - Cloze procedure
  - Worksheets on computer (can type up answers onto electronic copy in central resources rather than write it by hand)
  - Multisensory / kinaesthetic teaching to support learning
  - For young children struggling to secure sound to letter correspondence – use of cued articulation / Makaton signing to support sound to letter correspondence and understanding of key vocabulary.

### **Specific Secondary Tips**

- Use of laptops instead of writing
- Use of access arrangements e.g. teacher or assistant to act as a reader/scribe/olm for weaker readers or writers
- Alternative methods of recording e.g. oral recount, drawing and drama
- Spelling bank of key vocabulary
- Reduced output expectation by giving less written questions to answer
- Simplified worksheets with reduced text to read
- Mnemonics for vocabulary reinforcement and sequences of information
- Readwrite Gold Text-to-speech software



*Consultant's comments: Lessons observed, during the visit, were well planned and executed. Detailed lesson plans included differentiated success criteria and individual IEP targets. In all lessons students reflected on previous learning and were engaged throughout. The Year 1 lesson was delightful, containing 'good listening, good looking, good sharing' and stars were awarded for 'good thinking'. The visual content of the lesson was excellent and the whole session was delivered in a clear, lively manner. In the Year 11 Literacy lesson the content and pace were excellent, as was the interaction between teacher and students. The topic was clearly presented and differentiation was carefully planned. IT and visual content were used to good effect. The lesson was full of humour and positive feedback was given to the students. The Year 6 Numeracy lesson also demonstrated excellent teaching, using a highly visual approach and enjoyable practical activities. The 1:1 session, observed in the Movement room, demonstrated multisensory teaching/learning at its best and highlighted the way in which the multi-disciplinary team meets the needs of individual students. Shorter visits to other classes and discussions with teachers and pupils, including some from the post 16 provision, served to show that teaching is of a consistently high standard, across the curriculum and throughout the Key Stages.*

- b) **Use of IEP's:** IEPs are written each term with targets links to the pupil's statement objectives. Pupil-friendly IEPs are displayed in classrooms and pupils are supported in being an integral part of assessing their progress on these SMART targets.

*Consultant's comments: IEPs are useful and well used working documents. They are readily available and used in lesson planning to good effect.*

- c) **Records and record keeping:** B-Squared, annual reviews and standardised testing, 1:1 SpLD assessments and review of targets kept on file by 1:1 SpLD teachers overseen by the SpLD Coordinator.

*Consultant's comments: Records appear to be well kept and up to date. The SpLD Coordinator is well organised and keeps colleagues apprised of all relevant information.*

Criterion 3

- d) **For comment by consultants only: Two case studies of dyslexic pupils (pro forma provided to Heads for use if required)** These are very detailed, useful documents which clarify the learning differences, needs and progression of the students.



Criterion 3

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

<b>A-Level (GCE) and VCE</b>	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	N/A				
Dyslexic (SpLD) Pupils	N/A				

<b>GCSE</b>	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	13	0	0	61%
Dyslexic (SpLD) Pupils	5 (+others with SpLD/dyslexia-type profiles)			40% (+ others)

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

We have trialled the SATs in the past at KS 2 & 3 and found them to be inappropriate and unsuitable for our pupils at these ages. Some of our pupils will not be ready for the GCSE curriculum by year 10 and instead will be entered in at either Entry Level or Functional Skills. Year 10 and 11 are also taking some modular exams which we felt were best suited to their learning needs. We also offer the Duke of Edinburgh, Sports Leadership and COPE/ASDAN awards. We will have results for this year's GCSEs, ELCs etc in August.

Annual Review and Access Arrangements tests, for example: Neale, DRA, Edinburgh 4 Reading Test, WRAT 3, DASH, Access Reading Test, Helen Arkell Spelling Test, WAIT 11 (educational psychologist version) CELF, CCC (Children's Communication Checklist), Adolescent Coping Scales, SSRT

SS

BPVS

Ravens

MIRA

HAST

Parallel Spelling Test

Non Word decoding Test

PHAB

Digit Span

Letter and word chains

North Parker phonological awareness test

Dyslexia institute sound linkage test

(of phonological awareness/processing)

*Consultant's comments: Examination results are promising and should be viewed in light of the broad range of SpLD students catered for. Those not*



*taking GCSEs are able to sit Entry Level Examinations. 'A' Level results will be available at the next CReSTeD visit, as a consequence of the post 16 provision, which is now in place at Blossom House.*

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

All our pupils are screened for access arrangements. At present our dyslexic or SpLD-type profile pupils in year 10 & 11 have one, some or all of the following: *oral language modifier(OLM), reader, read aloud, use of an overlay, scribe, word processor (laptop), transcript and all have 25% extra time, prompter, supervised rest breaks and modified papers.*

An example of this is: Currently, a Yr 11 student (diagnosis of dyslexia) has: a reader, oral language modifier, a scribe up to 25% extra time, rest breaks, a transcript where necessary and a prompter.

*Consultant's comments: Appropriate access arrangements are sought and implemented for each student*

h) *For completion by consultants only: **Dyslexic (SpLD) pupils' responses regarding their school and teachers:** On this occasion, three students ( two from Year 7 and one from Yea 11) were chosen to give their views regarding their school and teachers. They scored the school highly because it is 'really helpful and very different from mainstream schools.' Teachers were described as patient because they explain things in a way you can learn.' They liked the small class sizes, the 1:1 help and the visual timetables. They described learning breaks as particularly useful and enjoyed sessions in the Movement Room. All three liked the tally reward system but felt the awarding of tokens is not always accurate. They enjoy the clubs on offer at Blossom House and would like an animation club added to the list. Overall the group was full of praise for their school and teachers and particularly for the Head.*



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

10. a) **General resources for teaching dyslexic (SpLD) pupils:**  
Access to laptops/computers, SpLD software and assistive technology, visuals, video, alternative reading schemes, and general resources as listed below:

Homemade resources: flashcards, card games, board games - there will be a wide variety made by individual teachers.

BHS homemade and adapted worksheets

Blossom House letter sound visuals, alphabet lines and flashcards.

The active Literacy Kit: wooden vowel blocks in bag x 5 sets, wooden letters (upper & lower case) and feely bags

Complete phonics set of coloured magnetic foam letters (Smart Kids)

Which Phonics programme

Which Phonics 'sound' cards

Complete set teaching tubs (objects with phonic sounds)

Plastic magnetic letters sets upper & lower case

Black Sheep Press worksheets

Writer's Wordstore

Alpha to Omega stages 1-3

Beat Dyslexia workbooks and worksheets

Easylearn Phonics spelling books/worksheets

SWAP cards (complete phonics set)

SMART KIDS chutes and cards

Get Writing- creative book making

IWB – A wide range of resources made by individual teachers to support learning

### **Other Multi-sensory resources:**

gel boards

water drawing set

magnetic whiteboards.

sets FIMO, air-drying clay, terracotta clay

Trays (for sand, salt/lentils..)

cross bow education HFW words dry wipe sets (basic & advanced)

Stile sets

mixed coloured overlays

reading rulers mixed colours

eye level yellow reading rulers

Tracking worksheets/workbooks

Listening books subscription

Cursive handwriting starting from the baseline.

Sequencing Cards

STILE – Comprehension, Spelling

### **Maths:**

Unicorn maths programme, resources, CD and worksheets

Cuisenaire rods

Numicon

A huge arrange of 3D/tactile objects for counting, grouping, calculating.

### **Science:**

A huge range of 3D/tactile objects for teaching concepts/processes

*Consultant's comments: There is an impressive range of resources and materials available to cater for the learning differences of the students.*



b) Library:

The primary library is a designated room in the primary area of the school; there are tables and seating, and there is a visual system for organising all books. Pupils are encouraged to borrow books on a regular basis. The secondary library is in one teaching room and readily accessible. Contains high interest books of all levels which appeal to boys and girls.

Secondary:

Variety of high interest low level reading books including:  
Barrington stoke individual and group readers  
Rising Stars: Superscripts, Extra-ordinary files group readers  
5 minute thrillers (kept in English resources)

Primary:

Synthetic phonics readers  
Read write Inc  
Dandelion Readers  
Jelly and Bean

Other reading schemes:

Storyworlds  
Oxford Reading Tree

Variety of dictionaries  
Thesauruses  
Alpha to Omega  
Violet Brand remedial spelling  
Developmental Dyspraxia  
Assorted reference books for teachers  
Phonographix/ Reading Reflex

*Consultant's comments: Space limitation means that the Primary Library is currently housed in a small area. It is, however attractive and user friendly and is well stocked with suitable, colour coded, reading material. It contains the overflow of the Secondary fiction section.*

c) **ICT:**

Two computer suites, two trolleys of laptops (30), interactive whiteboards in every classroom, headphones, software (see list below). Digital cameras and video recording equipment. Most Year 11 pupils are working for OCR Nationals in ICT (the remaining 3 pupils achieved Entry Level OCR last year).

SpLD software and assistive technology:

Site licence for: ReadWrite Gold Text Help, WordShark 3s, NumberShark 4, Clicker 5  
1 x Dragon Naturally Speaking Version 9\* currently not used  
1 x Nessy Games player  
1 x Units of Sound  
1 x Lucid Memory Booster  
Grid player  
(programs with individual licenses are used in small groups and children are rotated)

*Consultant's comments: IT is used extensively and effectively throughout the school.*



## Statement of Special Educational Needs

11. a) **School policy:**

Each pupil has a Head of House who has responsibility for their therapeutic and educational programme, and who ensures that all their needs are being met. The pupil's needs and provision is documented in their 'current provision' file on the network. The Heads of House chair the annual review meetings and ensure the statements are up to date and accurately reflect the child's needs. The child's statement objectives are recorded in an accessible format and linked in with their I.E.P targets in their I.E.P documents kept in their pupil files. The Heads of House are involved in communication with the staff, parents and all professionals connected with that child.

Independent  
Schools only

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

Pupils are usually accepted if their primary difficulty is in the area of speech and language and/or communication and their cognitive ability is within the broadly average range. Many of our pupils have associated co-morbid conditions and may well have an additional diagnosis. These include Dyslexia, Dyspraxia, Autistic Spectrum Disorder, ADD, ADHD, Hearing Impaired and Semantic Pragmatic Disorder. Some pupils may also have medical problems.

*Consultant's comments: The School will accept students who it is felt will benefit from the wide range of specialist provision on offer*

c) **Number of stated pupils:** 144

*Consultant's comments: Approximately 90% of the students have Statements of Special Educational Needs. Blossom House is experienced in supporting Statements from a number of LEAs.*

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

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:** Parents contacted were unanimous in their praise of the school, the Head, the team of teachers, therapists and LSAs. All described the staff as caring, approachable and good communicators, who deal with questions and problems quickly and efficiently. One parent of a seven year old with complex needs could 'honestly say a year of intensive work had made an enormous amount of difference' to her child. It was felt that the school has a very honest approach and provides a safe, nurturing environment. Another parent commented that her son, who had 'given up on reading,' now felt it was 'something he could do', which has had a dramatic effect on his self-esteem and 'unleashed his potential'. Another parent described the post 16 provision as 'brilliant.' The general consensus of opinion was that parents felt able to relax because their children's needs are being met. One mother summed up her feelings about the school with the words 'Thank God for Blossom House.'*

14. *For completion by consultants only: **Summary of Report including whether acceptance is recommended:** Blossom House continues to provide an excellent education, meeting the needs of students with specific learning difficulties and differences, including dyslexia. Under the expert leadership of Joanna Burgess, the staff teaches and nurtures the students in a comfortable environment, allowing them to fulfil their potential. Post 16 provision is a welcome addition to the school's services. Blossom House is a school where students make measurable progress and where they blossom in a variety of ways. There are no negative comments to be made. It is recommended that Blossom House retains its SPS accreditation on the CReSTeD register.*

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	SPS
1. The school implements a thorough and rigorous process for identifying dyslexic (SpLD) children.	✓
2. The Senior Management Team and Governors fully support the provision for dyslexic (SpLD) pupils.	✓
3. The impact of the provision for dyslexic (SpLD) pupils is measurable.	✓
5. The school is established primarily to teach pupils with SpLD which may include other difficulties.	✓
6. Assessment for admission to the school should include a report from an Educational Psychologist or a Specialist Teacher who holds an Assessment Practising Certificate.	✓
7. The Head of Learning Support (or equivalent) should normally hold a nationally recognised qualification for the teaching of dyslexic (SpLD) pupils.	✓
8. As a minimum, all English teachers and teachers of literacy skills will have nationally recognised qualifications in the teaching of dyslexic (SpLD) children. In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion.	✓
9. All members of staff demonstrate the ability to meet the needs of dyslexic (SpLD) pupils within their own departments.	✓