



Council for the Registration of Schools Teaching Dyslexic Pupils

**Centre Academy London
Registration - Category SPS**

| | |
|------------------------|-------------------------|
| Date of visit: | Monday 10 November 2014 |
| Name of Consultant(s): | Mr Nick Rees |

| School Contact Details | Location/ status | Student Details | Special Needs | Assoc'/ exams |
|--|---------------------|--|-----------------------|---|
| Centre Academy London 92 St John's Hill Battersea London SW11 1SH Tel: 020 7738 2344 Fax: 020 7738 9862 Email: info@centreacademy.net Web: www.centreacademylondon.eu | City | 35 boys 10 girls Ages 9-19 | Dysc Dysl Dysp ADD | BDA, CIS, NASS, ADDISS, LISA, NASEN |
| | Ind Day | | | GCSE American High School Diploma |
| Comments: National Curriculum; entry by assessment. | | | | |

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.*

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

School Details

| | | | |
|--------------------|--|------|---------------|
| Name of school: | Centre Academy London | | |
| Address of school: | 92 St John's Hill, Battersea, London, SW11 1SH | | |
| Telephone: | 0207 738 2344 | Fax: | 0207 728 9862 |
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| Website: | www.centreacademy.net | | |

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

| | | | |
|--|---------------------------------|--|--|
| Name: | Ms Natalia Ambridge | | |
| Title (e.g. Principal): | Head of School | | |
| Head/Principal's telephone number if different from above: | | | |
| Qualifications: | MA, BA (Hons), PGCE QTS, PG DIP | | |

Consultant's comments

The Head is a qualified teacher and has been recently appointed.

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

| | | | |
|---|--|--|--|
| Name: | Mr David Anthony working with Mrs Leonie Fisher | | |
| Title (e.g. SENCO): | Mr Anthony is SENCo and Deputy Head of School Mrs Fisher is the Dyslexia and SEN Specialist Teacher | | |
| Telephone number if different from above: | | | |
| Qualifications: | Mr Anthony – BA (Hons) PGCE QTS, NASENCo (Awaiting confirmation) Mrs Fisher - MA (Ed), PG Certificate in Professional Studies in Education (Applied Linguistics), AMBDA, BA Cert SpLD | | |

Consultant's comments

The SENCO is suitably qualified and supported by an experienced and well-qualified SpLD teacher.



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1. Background and General Information

1. a) Dep't of Education Registration No.: 2126408

| Numbers, sex and age of pupils: | | Total | SpLD | Accepted age range |
|---------------------------------|--------|-------|------|--------------------|
| Day: | Boys: | 35 | | 9 - 19 |
| | Girls: | 10 | | 9 - 19 |
| Boarding: | Boys: | 0 | | |
| | Girls: | 0 | | |
| Overall total: | | | | |

Consultant's comments

Centre Academy is a small school with predominantly male pupils.

c) Class sizes – mainstream: Average class size: 5 students

Consultant's comments

Class size is appropriate for the type of establishment and for the learning profiles of the pupils.

d) Class sizes – learning support: School offers one-to-one support and small groups.

Consultant's comments

The academy has a flexible, individualised approach to teaching groups that is appropriate for a school exclusively teaching pupils with learning difficulties.

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

The Ofsted Report dated February 2012 reported that provision for the SMSC development of students was good and that particularly impressive was the encouragement of positive self-knowledge, self-esteem and self-awareness. Consequently, students who have had very negative experiences of education prior to joining Centre Academy start to realise their full worth.

There is a strong mentoring programme that starts each school day. The fact that a range of creeds and cultures is found amongst staff and students enables students to develop very positive attitudes towards other cultures in an atmosphere in which different backgrounds are appreciated and valued. Exceptionally positive relationships exist throughout the school. Students feel safe because they trust the adults and because there is a high emphasis on safeguarding. Students get on well together and confirm that there is no bullying, including cyber-bullying. The welfare and safety of students is the prime concern of staff, supported by good supervision arrangements.

It was recommended that staff are trained and regularly updated in an approved method of restraint that can protect staff and students from being hurt. Staff undertook and completed this training following the 2012 Ofsted suggestion.



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Independent
Schools
only

f) Current membership (e.g. HMC, ISA etc.):

BDA (British Dyslexia Association); CIS (Council of International Schools); National Private Schools Accreditation Alliance (US); NASS (National Association of Independent Schools and Non Maintained Special Schools); ADDISS (Attention Deficit Disorder Information and Support Services); NASEN (National Association for Special Educational Needs); LISA (London International Schools Association)

Consultant's comments

The Academy is a member of a number of suitable associations that can offer support and guidance. Centre Academy's application to the Independent Schools Association (ISA) is a member.

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).
- ii. Recent Inspection reports
- iii. Details of Fees and compulsory extras for SpLD pupils (if applicable)

Information
Provided

Consultant's comments

- i. The prospectus is detailed and informative focusing on the academic programmes, the range of staff, activities and events, values and ethics as well as the Mission Statement. The staff list is comprehensive listing the position held and qualifications gained.
- ii. Ofsted, February 2012 Judgements:
 - The quality of education**
Overall quality of education – good
How well the curriculum and other activities meet the range of needs and interests of the pupils – good
How effective teaching and assessment are in meeting the full range of pupils' needs – good
How well pupils make progress in their learning – good
 - Pupils' spiritual, moral, social and cultural development**
Quality of provision for SMSC development – good
The behaviour of pupils – outstanding
 - Welfare, health and safety of pupils**
The overall welfare, health and safety of pupils – good
 - Compliance with regulatory requirements**
Ensure the policy on first aid fully meets requirements and is implemented. Make the following information available, educational and welfare provision for EAL pupils and academic performance during the previous year including public examinations and the safeguarding children policy.
Ensure that the complaints procedure sets out clear timescales, there is an independent member on the panel, all complaints are recorded and that documentation is confidential.
All of the above have been implemented.
 - What the school could do to improve further**
Use the data to ensure that pupils have opportunities to access both the GCSE and the Foundation Studies pathways best suited to



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- individual needs and learning profiles and ensure that staff are trained and regularly updated in an approved method of restraint.
- iii. Fees information is transparent. There are different fee structures for the lower/middle and upper schools. There is also a separate structure for statemented students. Fees are inclusive of all services and support, including speech and language therapy (SALT), occupational therapy (OT), Counselling and one-to-one reading and other subject specific instruction. Fees also include all materials and textbooks, with the exception of certain Art books and large anthologies that become the property of the student.

All recommendations were implemented following the 2012 Ofsted. Centre Academy now fully meets the regulatory requirements, the whole curriculum was restructured, as was the assessment procedure. There is regular analysis of data, with the school responding immediately to any anomaly. Since 2013 several pupils have been identified as being considered exceptionally gifted in mathematics with the lessons now appropriately challenging for these pupils. Those pupils were offered the opportunity to attend the Masterclass courses for Secondary schools at the Royal Institution. Centre Academy feels that they acknowledge and cater for students with dual exceptionality very effectively.



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2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school
- Centre Academy is an independent, co-educational international school committed to providing excellence in education for students with learning difficulties and also for highly advanced students whose interests are best served in a non-traditional environment. We are dedicated to providing a supportive and nurturing programme for all our students, ages 9 – 19 (exceptions may be made), so that each may achieve his/her full academic potential within the National Curriculum, the High School Diploma or other appropriate programmes. We instil within our students an appreciation of those values we believe essential for an effective education: honesty, trust, respect, civility and compassion. We also promote understanding within our culturally diverse student population by emphasising community as well as individual responsibility. Finally, we are committed to the belief that excellence in education can best be achieved when a partnership exists between school, student and family.

Consultant's comments

The aims and philosophy of Centre Academy are clear and are understood by pupils, parents and staff. The different strands of education, care, SMSC and partnership are emphasised in the prospectus and in the latest inspection report.

Criteria
1 & 2

- b) Please indicate copy of Staff Handbook Information
Provided
- c) If not within SH, please provide copies of policy statement(s) with regard to SpLD pupils outlining:
- i. Policy for SEN/SpLD
 - ii. Support for policy from Senior Management Team
 - iii. Support for policy from governors Information
Provided
 - iv. Admissions Policy/Selection Criteria
 - v. Identification and assessment

Consultant's comments

- i. The SEN Policy is comprehensive reviewed annually. It focuses on the identification of need, details the graduated approach to support at school and at home and how the support is monitored and evaluated.
- ii. It is clear from the type of school and in the documentation that SMT support the SEN policy.
- iii. The school has a proprietor and a small group of governors, who support the aims and philosophy of the academy.
- iv. The admission policy is detailed and is reviewed annually. It takes particular care to ensure that the student and the school are an appropriate fit.

Criterion 4

- d) Give specific examples of the whole school response to SpLD
- Centre Academy's commitment to differentiation and dialogue reflects the whole school response to dyslexia. We provide education programmes that are carefully differentiated throughout the school and that use a wide range of multi-sensory teaching strategies, which are both additional to and different



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from those found in most mainstream and independent schools. As our SEND Policy documents indicate, all our staff have a responsibility to make themselves aware of the needs of all dyslexic students in their classes and to meet the needs of these students through their lesson plans, differentiation, and choice of teaching methods. Staff are encouraged to sign up to the Dyslexia-SpLD Trust website; not only does this provide self assessment opportunities but it gives staff access to recommended resources that could further enhance their knowledge and understanding of dyslexia. In addition, the BDA and NASEN websites are extremely useful tools for accessing resources to support and meet the needs of dyslexic students.

Staff have a responsibility to support each other when managing the learning needs of dyslexic students. This includes having regular team meetings about specific pupils, using the dyslexia and other specialists within the team in key and supportive roles, contributing to individual and group provision maps, and maintaining an appropriate dialogue with parents regarding a child's progress. In addition, it is important to note that the entire staff, led by the Head of School, holds a brief meeting at the beginning of each school day to discuss the progress made by, and challenges faced by, individual students. Weekly Strategy Meetings are also held to discuss in depth a specific student or group.

All teachers within the school have access to the secure shared drive and the Provision Maps for each individual student. The shared drive also contains results of all formal testing conducted at the school. Teachers use this assessment data in their preparation and planning. Assessment data is used to inform access arrangements, or prompt further investigation by teaching staff. The shared drive also provides staff direct access to the annual review documents for all Statemented students, as well as all curriculum reports for all students.

Teachers are required to keep a 'dyslexia friendly' audit checklist for their classrooms. Regular classroom audits take place by the SENCo and the Senior Leadership Team to ensure lessons are a nurturing and suitable environment for learning.

Regular INSETs occur throughout the year, and include internal and external speakers. The school promotes the sharing of good practices and invites staff to present their different areas of specialisms. Recent INSETs include Autism, the use of Academic Language, the new SEND Code of Practice, and dyslexia within the classroom.

Teachers are encouraged to embrace the use of technology, and all Upper School students have direct access to a laptop. Students are supported in using their computers through the Touch, Type, Read and Spell programme, coordinated by the Occupational Therapist. Typing speeds are carefully tracked and monitored. For the majority of students, word processing is considered the 'normal way of working'.

Speech and Language and Occupational Therapy play a key role in the School's approach to meeting the needs of its students. During planning, delivery and assessment of curriculum, teachers have an awareness of the SaLT and OT needs of their students. Through whole staff and small group meetings, the therapists are able to share strategies and tools in helping to



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meet the needs of students. The SaLT and OT take an active part in the construction of the Provision Maps, ensuring difficulties and support is communicated to all staff.

The School operates a clear mentoring system to ensure all students are supported both emotionally and academically. The mentors ensure strong lines of communication are built between the School, parent and child. As well as the mentors, the school operates onsite counselling, available to all students. As well as meeting students individually, the counsellor is involved in managing students' anxieties around examinations. The counsellor also runs a weekly 'girls only' meeting to discuss issues of friendship and growing up. This was facilitated in direct response to parental requests and student requests for a forum for girls to meet together as there are fewer girls in each class. The counsellor is available two and a half days per week.

Spelling and vocabulary development play an important role within the school. All Middle School and Foundation Learning students have direct access to specific periods for the development of spelling strategies and the acquisition of vocabulary. These sessions are delivered by the SaLT who is currently undertaking the SpLD Diploma.

Consultant's comments

Centre Academy is proactively integrating suitably tried and tested teaching strategies into their practice. The School promotes the use of differentiation and of multi-sensory techniques across the curriculum with teachers and therapists working in partnership and meeting frequently to discuss pupil's progress or challenges. They have a flexible approach that allows for a high level of individualisation. The use of assistive technology is promoted when appropriate and regular dyslexia friendly audits of classrooms take place.

- e) Number of statemented/ EHCP pupils: 40 students have Statements of SEN from 11 London Boroughs across London.

Consultant's comments

A high number of the student population has a statement of SEND or ECHP.

- f) Types of statemented needs accepted:

Centre Academy accept students who, in our judgement, will be able to profit from our programmes, both academically and socially, and who will also be able to interact successfully with students already at the School. We do not generally accept children who have shown primary behavioural, social and emotional difficulties, as we do not have the facilities in house to support this type of need.

Consultant's comments

This is appropriate and conforms to the overall admission policy.

Independent
Schools
only



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3. Identification and Assessment

Criterion 1
DSP &
SPS 6.9

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:

Identification and assessment takes place on multiple levels, from monitoring lesson objectives, observation and through to end of year examinations such as the GCSEs. All teachers have a responsibility to monitor the progress of each individual in their class. As a school, we conduct annual assessments during the first half term of each academic year, additional to baseline curriculum assessments completed by individual teachers. These assessments include for all students:

- Wide Range Achievement Test 4 (WRAT4)
- British Picture Vocabulary Scale 3 (BPVS3)
- Clinical Evaluation of Language Fundamentals 4 (CELF 4)
- Beery VMI - Developmental test of visual motor integration
- Hodder Access Mathematics Test (Up to 16yrs)
- Hodder Group Reading Test 2nd Edition (Up to 16yrs)

Where a concern has been raised, the following assessments are used (depending on the area of difficulty):

- Comprehensive Test of Phonological Processing (CTOPP)
- Pearson Sensory Profile
- Test of Visual Perceptual Skills
- Detailed Assessment of Speed of Handwriting (DASH)

A Graduated Approach to SEN Support

The needs of students at Centre Academy London have already been identified before their acceptance at the school, especially those supported by a Statement of SEN or Educational, Health and Care Plan (EHCP). Those without a Statement of SEN or EHCP are supported with a recent Educational Psychologist Assessment and Report, completed prior to admission to the school. The school's level of response to a student's needs, in the first instance, is guided by the Statement of SEN, EHCP or from the outcomes of any professional or formal assessment conducted. The school recognises that some students will require provision over and above that normally accommodated, supplemental to earlier testing and diagnoses. A review of the Statement of SEN / EHCP occurs at least once a year.

Teachers are responsible and accountable for the progress and development of students in their class, including where students access support from specialist staff. High quality teaching, differentiated for individual students delivered by experienced SEN teachers, is the first step in responding to students who have or may have SEN. Additional intervention and support is not used to compensate for the lack of good quality teaching, and teachers are supported through continual professional development and direct support from specialist teachers and staff within the school community to ensure they offer all pupils the highest possible level of teaching.

Where a student has been identified as having additional SEN not described in the reports outlined above, we will take action to remove barriers to



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learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as 'the graduated approach':

Consultant's comments

This is a most comprehensive process. The assessment policy is a helpful document and is due for review in 2017.

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

Assess

In identifying a student as needing SEN support the class or subject teacher, working with the SENCo, will carry out a clear analysis of the student's needs. This will draw on the teacher's assessment and experience of the student, their previous progress and attainment, as well as information from those professionals already working with the student. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. The school will work closely with the information already known about the student, including Statements of SEN and EHCPs, educational psychologist reports, occupational and speech therapy assessments. The school takes concerns raised by a parent seriously and will be recorded and compared to the schools' own assessment and information on how the student is developing.

Centre Academy reviews its assessment regularly to ensure support and interventions are matched to need and barriers to learning are identified and overcome.

Plan

Where it is decided to provide a pupil with SEN support, the parents will be informed. A plan is constructed by the classteacher and SENCO and the Provision Map will be updated to reflect this. The Provision Map will be shared with the parent and student when amended. Interventions and support provided will be selected to meet the outcomes identified for the student, based on reliable evidence of effectiveness and will be provided by staff with skills and knowledge in that area. The school will draw upon parental involvement to reinforce or contribute to progress at home.

Do

The class or subject teacher will remain responsible for working with a student on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the student. Where specialist staff are involved in working with the student, their work will be linked to classroom teaching and learning. Throughout the intervention or support, progress will be monitored closely to assess the impact of any provision.

Review

The effectiveness of the support and interventions and their impact on student progress will be reviewed. Short-term interventions will be reviewed throughout, and reassessment will take place. Provision Maps are reviewed



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and published three times a year to effectively measure progress and embrace the four-part cycle of the graduated approach. Where a student has an EHCP or Statement of SEN, the local authority, working with the school will review the plan at least every twelve months.

Consultant's comments

All students attending Centre Academy have SEN needs that are well documented prior to the student starting at the school. The practice indicated above would be used if a student exhibited any additional learning difficulty having already been accepted at the school.

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

The children who are statemented will already have undergone a full assessment with an Educational Psychologist. As a school, we carry out the assessments outlined above on a yearly basis. Data, pupil observation, parental feedback are all used to help inform 'next steps'. If there is an anomaly and the SENCo together with Head feel that further assessment is needed a suggestion will be made to parents to obtain a full Educational Psychologist's report.

Consultant's comments

As the majority of students are statemented there is less demand for assessments. However, it is useful to have a system in place for re-assessments should one prove necessary.



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4. Teaching and Learning

4. a) How is the week organised?

Please see attached timetable sample

Students take part in a variety of lessons that vary from 45- 55 minutes. In some instances some groups have one double lesson per week that means there is sufficient time to determine how students apply specific skills taught in class. These sessions allow the students to be taught for a duration where concepts can be reviewed and modelled while having movement breaks if needed.

Consultant's comments

This is a suitable arrangement for the type of establishment, the age of the students and for the subjects they are studying.

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

The school has a set of guidelines entitled 'Indications of Dyslexia in Primary and Secondary Schools – Supporting needs in the classroom'. These guidelines suggest how classroom teachers can support the needs of students with dyslexia or literacy difficulties in their respective subjects.

Students are provided with in-class Dyslexia and Literacy Support as well as One-to-One Sessions through various age appropriate multi-sensory activities e.g. TTRS; the ACE Spelling Dictionary; ACE Spelling Activities; Reading, Writing and Punctuation Activities both online and printed.

Regarding Prep / Homework, there is a member of staff on duty who can assist students with their homework should they have difficulties. Alternatively, students do have access to their respective subject teachers whose homework they may have difficulty with for specific assistance. In addition, students have access to the Dyslexia Specialist / Literacy Co-ordinator and the Speech and Language Therapist should this be required.

Consultant's comments

Arrangements for pupils with SpLD are integrated throughout the academy as all the pupils have specific needs. The arrangements for prep/homework are helpful and important support mechanisms for students.

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

- *Curriculum subjects*
- *Literacy support*

The student seating plan is constructed with care taking into account how each student can best focus in the learning environment, for some this will be closest to the board and the teacher.

Lessons are developed to challenge as well as build on the students pre-existing strengths and knowledge so that they feel encouraged and that there are no gaps in their knowledge.

Students are encouraged to apply the Literacy / Spelling Strategies taught in English lessons and One-to-One sessions across the curriculum thereby emphasising that literacy skills are applicable in all subjects. By emphasising the importance of consistency, automaticity can hopefully be achieved with some students.

Consultant's comments

Criterion
3 & 4



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

All lessons are planned to include differentiation, a multi-sensory element, review and consolidation. In the majority of lessons use of differentiation and multisensory elements were in evidence and enjoyed by the students e.g. decorating cupcakes. Water and drinking cups were available to the students. Classroom organisation e.g. seating plans is also considered. The development of literacy is encouraged throughout the curriculum with most teachers talking for an appropriate amount of time before involving the students in active learning. Students were given opportunities to speak and listen and took turns politely. Behaviour throughout was excellent as was their motivation. Some lessons used activities that required cooperative work. Other sessions required the students to work independently and to show initiative; this they did well. Key words and specialist vocabulary were reinforced throughout the lesson. A word of the week 'commemorate' was displayed along with the definition throughout the school and merits given for correct usage. Monthly newsletters are well-designed and informative with pictures of students and their work and of school events and trips. There is also a school magazine with students directly involved in its production.

All teaching rooms are clean and tidy, with good ventilation and lighting. Decoration is in good order and most of the floors have been recently carpeted. Displays focus on providing information and tips for learning. The environment is therefore distraction free. Some rooms had the students targets displayed on the wall and in one the teacher had also displayed his targets e.g. ensure my handwriting is neat on the board!

The majority of teachers, and some pupils, made good use of ICT with visual presentations including video clips etc. A number of pupils used a laptop word-processor to record their work.

Student engagement was at a high level with lessons of a good pace with the lesson objectives being met. Homework was given in an organised manner with understanding checked. Homework is also available on the school's learning platform.

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

The targets listed on the Provision Maps are based on each student's individual profile, in-class observations and the intervention required. The provision maps therefore serve as a whole-school approach with realistic targets for each individual student to achieve.

Acknowledging areas of difficulties ensure that a whole school approach is taken in supporting the students in using strategies daily throughout their natural learning environment so that a student is more likely to generalise the skills and address the difficulty.

Please indicate two examples provided

Information
Provided

Consultant's comments

The Provision Maps are in three sections.

The first section includes, name, DOB, year group, class, LA information and the mentor as well as a pupil specific profile and the diagnosis and related difficulties.

The second section is the weekly provision and intervention with both the frequency and the size of the group indicated.

The third section refers to the individual SEN targets and the outcomes of the



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intervention.

These provision maps are accessible by all staff on the school database.

e) Records and record keeping:

Sessions are recorded on file listing initial observations of students and how subsequent teaching approaches are informed.

Notes on the students are written at the end of each session (1:1 and groups; spelling and social skills). These are filed away and for the reference of the professional. Students are observed in each class on their participation, comprehension, attitude and work completed both in class and at home.

Consultant's comments

Record keeping is thorough with notes taken on participation, comprehension, attitude and progress. The notes are kept to support future planning and assessment.

Criterion 3

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

Two pupil files were looked at in greater detail. The files included notes of the initial visits and any related assessment to the offer of a place. Included in the files were any correspondence with Local Authorities and parents.

Information regarding personal information e.g. contact and medical details is stored on a computer database for easy access by all staff as well as all assessments and standardised scores tracked for the past two years.

The Provision Maps, recently introduced to replace IEPs, are also on the computer system. Comprehensive and thorough reporting for the Annual Reviews and reports for parents, three times a year, that include a national curriculum level as well as an attainment and effort grade for each subject are all computer generated.

Criterion 3

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

Consultant's comments

Students study for a range of GCSE and other examinations e.g. BTEC and High School Diploma. Grades at GCSE vary from year to year with most students obtaining grades from A to G. As the annual cohorts are small any statistical analysis would be invalid and unreliable.

| GCSEs (of students entered) | % of A* to C | % of A* to G |
|--------------------------------|--------------|--------------|
| 2011/12 | 10% | 97% |
| 2012/13 | 78% | 100% |
| 2013/14 | 62% | 100% |

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

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

The school uses a wide range of resources across the curriculum. Every classroom is fitted with a projector and whiteboard, and all GCSE students are issued with their own laptop. All other students have access to desktops or laptops during lessons. Each student has dedicated touch-typing classes using the Touch, Type, Read and Spell program. Students have access to other software packages such as Word Shark, Number Shark, SpellingCity, Mathletics and Spellodrome. The school has a wide selection of reading books, including a selection specifically aimed at those children with dyslexia. The school also makes use of reading books and resources from publishers such as Barrington Stoke and Rising Stars. Class teachers make homework assignments available to students and families via the online system, www.showmyhomework.com.

Consultant's comments

The resources are extensive and appropriate for this type of establishment. Equipment to support learners e.g. a seating wedge to support posture was also observed.

Criterion 5.2

b) ICT:

All students at Centre Academy are timetabled for ICT classes. All students at Centre Academy have at least one-and-a-half hours each week of ICT; in many instances, some students have considerably more. All of our students are taught touch typing, word processing and related skills; they are tested each term for speed, accuracy and knowledge of applications.

All GCSE students are issued with their own individual laptop to use for lessons and Prep. KS3 students and those on the BTEC programs of study have access to laptops when required. Students have individual accounts for Touch, Type, Read and Spell (TTRs), which is coordinated and lead by the occupational therapist (OT). Every student has one timetabled session per week and a fortnightly typing session with the OT.

Students have access to ICT resources during Prep time to complete homework or conduct research.

Consultant's comments

The use of assistive technology is encouraged at the academy. All GCSE students have their own laptop word-processor, with other students given access to the ICT suits and banks of class-based laptop word-processors.

Criterion 5.3

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

All Special and Access Arrangements are established and arranged in accordance with strict guidelines through the main examination boards including OCR, EDEXCEL and AQA. They are overseen, by the SENCO and Examinations Officer, and inspected annually. Occasionally, Access Arrangements are specified by an external source, such as a local authority Educational Psychologist. The school ensures that Access Arrangements reflect normal practice within the curriculum.

Consultant's comments

This is an appropriate arrangement to ensure that the students receive the necessary access support available.



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Criterion 5.4

d) Library:

The school's library is made available to all members of the school community. It contains a range of books to cater for all interests and reading abilities.

In addition to the library, the school has access to audio books, which students can listen to during Prep or Reading for Pleasure sessions.

The Literacy Coordinator and SENCo has a range of books aimed specifically for dyslexic readers and those who find reading challenging.

Consultant's comments

The Library is centrally located in a separate room on the ground floor that can also be used for study. There is a good range of both fiction and non-fiction books that are easily accessed by the students. There are a selection of books with lower reading ability and a higher interest level for those students who find reading challenging. There are excellent displays of student art and craft.



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

6. Details of Learning Support Provision

SPS 6.2

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

To inform all staff of current changes within education e.g. the new SEND Code of Practice.

The SENCO conducted a whole-school inset explaining what the new SEND Code of Practice means for all teachers. Emphasis was placed on Assess, Plan, Do and Review.

The Dyslexia Specialist / Literacy Co-ordinator conducted a whole school inset based on having attended the BDA's Conference 'SEN Reform and Implications'. Emphasis was placed on the effective tracking of student progress, how provision can be improved, that all schools must have regard the principles underpinning the new SEND Code.

Consultant's comments

This practice of INSET and sharing knowledge ensures that all staff are aware of new developments and regulatory requirements.

- b) Organisation of the Learning Centre or equivalent:

The school does not have an independent Learning Centre. However, each specialist within the school has their own place to work with students and conduct assessments.

Consultant's comments

The whole academy is geared towards teaching students with SpLD. There are separate rooms for speech and language therapy, occupational therapy and for counselling.

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

The SENCO, who is also the Deputy Head of school works closely with the Head teacher in designing an appropriate curriculum for learners. The SENCO also designs and leads the Foundation Learning Programme for learning working at Entry Level and Level 1.

Consultant's comments

The SENCO has a senior position within the academy and an appropriate level of input into curriculum design and delivery.

- d) Supporting documentation

vi. SEN Development Plan (or equivalent)

vii. Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff

Information Provided

viii. List of known SpLD pupils in school



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

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

The dyslexia and SEN specialist teacher is suitably qualified as is the SENCO and the therapists.

DSP/SPS
7.3

b) Do all English teachers and teachers of literacy skills have nationally recognised qualifications in the teaching of SpLD children (except A level English)?

Yes (or are working towards)

Consultant's comments

There are four main English teachers plus one teaching spelling and vocabulary. The teacher who teaches spelling is working towards the Level 7 SpLD qualification. This will be completed by December 2015. One is a fully qualified and experienced SEN/SpLD teacher. One experienced teacher is studying for an MEd in Special Education. Another experienced teacher, who has the SENCO qualification, is studying for an MA in Special and Inclusive Education. A further teacher, who is employed on a fixed-term supply basis, is experienced in SEN but has no SpLD qualification. This teacher's curriculum planning is overseen by the SEN/SpLD qualified teacher. The qualified SALT teaches spelling and vocabulary.

MS Only

f) Whole school staff development in relation to Dyslexia Awareness and Inclusion strategies e.g. IDP (Inclusion Development Programme):

Yes, regular insets on Dyslexia, SEN inclusion, data recording and analysis and Autism training.

Consultant's comments

Centre Academy takes on-going professional development seriously with internal INSET for the entire staff and with targeted staff attending external courses as appropriate.



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

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

Independent
Schools
only

8. a) Schools should provide, with the supporting documentation, a list of the names of all known SpLD pupils in the school. CReSTeD will provide an explanatory letter to be sent to parents of all those named informing them of the visit and seeking their permission to give their contact details to the consultant. The consultant will randomly select names from the list to discuss their experiences as parents in relation to the school.

For completion by consultants only: Parent Contacts:

Nine parents were contacted by phone prior to the visit. All parents spoke highly of the provision at Centre Academy and mentioned that they were impressed and love it! They reported that their children enjoyed attending and had made progress. Their and their child's experience throughout had been more positive than in their previous schools. A number of parents commented on the very good speech and language therapy and socialisation provision and that generally the pupils are supported very well. Parents felt that reports were very individualised and that it was obvious that the multi-disciplinary team worked really well. They felt that the staff were accommodating and responsive to the pupils' needs and were absolutely fantastic and that their children had blossomed and grown academically and socially. They felt the advice and support when looking at further education placements was informative and useful.

One parent thought that with a new head there would be a greater push on the academics, which they thought, would be a good move. A few parents felt that the environment held a few pupils back due to all pupils having learning needs. A parent felt that although liaison and communication was very good between home and school, and that nothing was too much trouble, greater emphasis on supporting and correlating practices and procedures for the pupils at home and school would enhance the learning process. The school responded to this by implementing 'Show My Homework' which allows parents to track homework on a daily basis. They can see what has been set for each class, the amount of time that should be spent on the homework and the date to hand in the homework. The school have also introduced Coffee Mornings to give parents the opportunity to interact with other parents and staff informally. They felt that at the present time home is treated as home and school as school. Another parent felt that they would appreciate greater consultation with regard to the choosing of GCSE options for their child. A further parent thought the school coped very well integrating their child but a transition meeting with the previous school may have meant that they hit the ground running from the start.

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

Four students participated in a group discussion about the provision at their academy. They were all male and ranged from Year 7 to Year 13. Most had been at the academy for a number of years with one student having attended for almost one year.



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

All students spoke highly of their school and especially of their teachers. They felt that they had made progress particularly with their reading, comprehension and spelling. The SALT provision was seen to be amazing! One was delighted that he at last knew his times-tables and another reported that his target was to talk less and not to interrupt! They all knew what their targets were. They also stated that the students at this school were more friendly and supportive than in their previous schools. The lessons were a mixture of fun and making you work hard although the teachers were a little too strict for the liking of some!

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.

| Criteria | ALL |
|---|-------------------------------------|
| 1. The school or centre implements a thorough and rigorous process for identifying children with Specific Learning Difficulties (SpLD) | <input checked="" type="checkbox"/> |
| 2. The Senior Management Team and, in the case of schools, Governors, fully support the provision for SpLD pupils. | <input checked="" type="checkbox"/> |
| 3. The impact of the provision for SpLD pupils is measured (a system to regularly monitor provision for pupils and to assess their achievements). | <input checked="" type="checkbox"/> |
| 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. | <input checked="" type="checkbox"/> |
| 5. In Addition: | |
| 5.1 Resources for learning appropriate to the level of need. | <input checked="" type="checkbox"/> |
| 5.2 IT provision relevant and of high quality, including up-to-date and regularly used programs for SpLD pupils. | <input checked="" type="checkbox"/> |
| 5.3 Access arrangements for all examinations sought as needed. Assessments for access arrangements must comply with Joint Council for Qualifications guidelines . | <input checked="" type="checkbox"/> |
| 5.4 Specific structured, cumulative and multi-sensory teaching materials to address literacy with SpLD pupils. | <input checked="" type="checkbox"/> |
| 5.5 An annual report for parents on the progress of pupils, who exhibit SpLD. | <input checked="" type="checkbox"/> |

| Criteria | SPS |
|---|-------------------------------------|
| 6. Specific to the Category of School or Centre: - | |
| 6.1 The school/centre is established primarily to teach pupils with SpLD which may include other difficulties. | <input checked="" type="checkbox"/> |
| 6.9 Assessment for admission to the school/centre should include a report from an Educational Psychologist or a Specialist Teacher who holds an Assessment Practising Certificate. | <input checked="" type="checkbox"/> |
| 7. Qualifications of Teaching Staff: - | |
| 7.1 The Head of Learning Support (or equivalent) should be a qualified teacher holding a nationally recognised qualification for the teaching of pupils with SpLD. Exceptions may only be allowed after special reference to the Council. | <input checked="" type="checkbox"/> |
| 7.3 As a minimum, all English teachers and teachers of literacy skills will have nationally recognised qualifications in the teaching of SpLD pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion. | <input checked="" type="checkbox"/> |

Report Summary

Summary of Report including whether acceptance is recommended:

Centre Academy is a small and friendly inner city specialist academy for pupils with specific learning difficulties. Although the school serves primarily pupils with ASD the majority have Statements of Educational Needs and have co-morbidity with other specific learning difficulties e.g. dyslexia/dyspraxia. A small number of students have moderate learning difficulties.

All parents spoke highly of the educational and pastoral provision at Centre Academy and that their children enjoyed attending and had made progress. The experience had been more positive than in their previous schools with very good communication and willing and responsive staff being key.

Students liked their school and appreciated the support that they received from their teachers and therapists. They reported that lessons were fun and that behaviour was good and that they were friends.

The academy is clean and tidy, with good ventilation and lighting. Decoration is in good order with floors recently carpeted. Displays are minimal and focus on providing information with the school environment therefore being distraction free. The inclusion of student work in key areas would promote student self esteem and provide useful and interesting information for visitors on what is being studied and at what level.

I am assured that Centre Academy consider professional development as important. It is due to staff changes that a number of recently appointed staff are studying for a specialist qualification. The school offers comprehensive CPD opportunities and there are regular performance management reviews. All the post-graduate level, qualifications are funded by the school.

The School Development Plan includes a focus on careers advice, to set up a new school student council, the implementation of the SEND reforms and there are also well-advanced plans to demolish an older building to the rear of the academy and replace it by summer 2015 with improved and enlarged facilities.

I recommend that Centre Academy retain the SPS category as this fits their aims and philosophy well.