



Council for the Registration of Schools Teaching Dyslexic Pupils

Laidlaw Hall Registration - Category TC

Date of visit:	9 th February 2015
Name of Consultant(s):	Fay Cookson

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Laidlaw Hall Dukes Meadows, Dan Mason Drive, Chiswick, W4 2SH Tel: 020 8487 9517 Fax: Email: support@laidlawhall.co.uk Web: www.laidlawhall.co.uk	Urban in rural location	Boys: 23 day 30 after school	Dysc Dysl Dysp ADD ADHD ASD SALT	
	Ind Day	Girls: 12 day 15 after school		Support to school curriculum
Comments: Laidlaw Hall is a warm and welcoming place where your child will be supported and nurtured. Children may attend for as little as one hour or as much as full-time and anything in between depending on need and requirement. Our motto is "Caring, Learning, Growing" and this summarises our ethos.				

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.credited.org.uk
 Email: admin@credited.org.uk



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

Centre Details

Name of Centre:	Laidlaw Hall		
Address of Centre:	Dukes Meadows, Dan Mason Drive, Chiswick, W4 2SH		
Telephone:	020 8487 9517	Fax:	n/a
Email:	support@laidlawhall.co.uk		
Website:	www.laidlawhall.co.uk		

Name and qualifications of Principal, with title used:

Name:	Jane Lort		
Title (e.g. Principal):	Head of Team		
Principal's telephone number if different from above:	As above		
Qualifications:	BA (Hons), PGCE, SpLD Hornsby Certificate, also Professional Development courses: OT, SLT, Dyscalculia (Unicorn)		

Consultant's comments

Jane Lort is an enthusiastic, well-qualified practitioner. The teaching team and students benefit from her experience and leadership qualities.



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1. Background and General Information

b) Average number of students by age range:

Over 18:	Male:	1
	Female:	1
Under 18:	Boys:	23(daytime) + 30 (after school)
	Girls:	12(daytime) + 15 (after school)
Overall totals:		35(daytime) + 45 (after school)

Consultant's comments

There is a wide range of ages and key stages represented within the group of students attending Laidlaw Hall. Approximately 35 students attend full or part time during the school day and a further 45 are accommodated in after school sessions. It is also possible for students over the age of 18 to attend sessions.

e) Group sizes for under 18's Between 1 and 3

Consultant's comments

Most of the teaching is delivered in a 1:1 setting. Where appropriate, students are taught in pairs or small groups.

f) For completion by consultants only: Pastoral care arrangements

Laidlaw Hall is a registered provider of childcare on non-domestic premises. An OFSTED certificate of registration was granted on 06/08/14. The Safeguarding and Child Protection Policy is thorough. All staff are DBS/CRB checked and there are two or more teachers/adults in the classroom at all times.

h) Please supply the following documentation:

- i. Marketing material, including staff list, please tick to indicate copy enclosed
- ii. Quality Assurance documentation, please tick to indicate copy enclosed Information Provided
- iii. Details of Fees, please tick to indicate copy enclosed



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2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the centre
We aim to increase confidence and self-belief; break down barriers to learning – demystify. Encourage self-discovery and autonomy and fulfil potential.

Consultant's comments

Laidlaw Hall provides a setting which offers 'flexible, specialist education for pupils experiencing difficulty at school', using a 'concerted, united approach'. Its aims and philosophy are highly appropriate for students with SEND.

Criteria
1 & 2

- b) Please tick to indicate copy of Staff Handbook (SH) Information
Provided
- c) If not within SH, please enclose copies of policy statement(s) with regard to SpLD pupils outlining:
- i. Admissions Policy/Selection Criteria Information
Provided
 - ii. Identification and assessment

Consultant's comments

Laidlaw Hall welcomes any child whose specific needs can be met to the highest standard. Qualified staff, including an Educational Psychologist, carry out assessments, which lead to tailor-made teaching programmes. Provision is also made for older students and those wishing to be entered for GCSE and A Level examinations.

- f) Types of specific learning difficulties supported:
Dyslexia, Dyscalculia, Dyspraxia, Speech and Language difficulties, ASD, Asperger's.

Consultant's comments

Laidlaw currently provides support for all of the above. Support is available for those with a wide range of needs, including those without an assessment of SpLD who nonetheless benefit from individual tuition.



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3. Teaching and Learning

Criterion
3 & 4

3. a) How is the week organised?

3 morning sessions, 1:1, 1:2 or 1:3. Daily literacy and numeracy. Regular handwriting and touch-typing. Afternoon sessions – wider curriculum. Timetable attached.

Consultant's comments

Laidlaw Hall is a busy facility. There is a carefully organised timetable, which ensures that Literacy and Numeracy are addressed in the mornings and other curriculum subjects in the afternoons. The sessions are of suitable length and breaks are provided.

b) Details of arrangements for pupils under 18, including homework:

Please see timetable – children attend on a full time or part time basis. Homework is given as a general rule, appropriate to age and needs.

Consultant's comments

The flexible nature of the working day means that students can be accommodated in a variety of ways, meeting the needs of those who attend part-time or full-time, during the school day or after school, and by supporting those who are being home schooled.

c) Lesson preparation and delivery to meet the needs of under 18's:

- *Curriculum subjects*
- *Literacy support*

Please see timetable for detail. There is a flexible termly plan, and weekly staff meeting to discuss pupils' needs.

Consultant's comments

Liaison takes place between Laidlaw Hall and the schools attended by students. Lessons are planned to support the school curriculum or home tuition and are based around the areas of need highlighted in the assessment reports. Four 1:1 lessons, two 1:2 lessons and a small group session, delivered by two teachers, were observed. All the lessons were excellent, with teaching and learning taking place throughout. The teachers managed the various needs and behaviours of the students sympathetically and with good humour. The students were actively engaged in their own learning and enjoyed a variety of challenging activities. The lesson planning was thorough and teaching materials were original and appropriate.

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

Please indicate two examples provided

Information Provided

Consultant's comments

These are helpful working documents, with realistic targets.

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

Individual files are kept for each student, containing assessment reports, details of highly appropriate provision, meeting notes, lesson plans, test results and weekly reports. Those seen were thorough and informative and provided a helpful overview of the students' progress.



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

- e) Records and record keeping:
Daily progress reports, weekly progress emails to all involved including school and parents – examples from files attached.
Consultant's comments
Record keeping is good.

- e) Impact of provision – assessment summary
Ongoing assessment and dialogue with parents and school, if applicable.
Consultant's comments
Parents are kept informed of provision and progress via a weekly report.
Ongoing assessment takes place as needed.

- h) Any other relevant information, e.g. details of any other examinations taken, literacy/numeracy assessments:
See attached list of assessment tools.
Consultant's comments
Students can be entered for GCSE and A Level examinations. Regular literacy and numeracy assessments take place. Results viewed showed progression.



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

- Criterion 5.1 4. a) General resources for teaching SpLD pupils:
Standard and diagnostic assessments in SLT, literacy and numeracy. OT, SLT, EP provide in-house assessments and ongoing advice. Variety of literacy and numeracy programmes – see attached list of assessment tools.
Consultant's comments
Laidlaw Hall uses a variety of diagnostic and standardised assessment tools and is planning to add to the battery of test materials, in order to further inform as to learning styles and needs. There is an EP available to carry out psychological assessment where it is deemed necessary.
- Criterion 5.2 b)
Use of laptops by pupils, use of programs including Word Shark and Number Shark, IXL. Touch-typing – use of EnglishType.
Consultant's comments
Typing is encouraged and taught. Computer programs are used in lessons. It should also be noted that, in addition to IT skills, there is an emphasis on excellent handwriting, with a programme delivered by specialists.
- Criterion 5.3 c) Details of access (special examination) arrangements requested and made for SpLD pupils:
n/a
Consultant's comments
Laidlaw Hall has the expertise to apply for access arrangements as and when necessary. Each student has a history of need and provision, which would form the basis of a request for special examination arrangements.
- Criterion 5.4 d) Library:
A small but constantly growing library of books for relevant ages and levels.
Consultant's comments
There was a variety of suitable reading material from which the students could choose. 'Big Books' were used to good effect in two lessons observed.



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

5. Details of Learning Support Provision

TC 6.1
/6.4

5. a) Role of the centre:

Laidlaw Hall provides full and part time support embracing specific and intensive literacy and numeracy support, and the wider curriculum where appropriate.

Consultant's comments

Laidlaw Hall works hard to fulfil its aim of offering intensive, specialist support to students with specific areas of difficulty. The tailor-made nature of the provision means that each student is provided with a unique opportunity to learn to their strengths and build on weaker areas.

TC
6.5 & 6.7

b) Organisation of the Learning Centre:

Laidlaw Hall is the specialist department of Laidlaw Education, a long established educational consultancy. Laidlaw Hall is a department of our daytime education facility at Dukes Meadows.

Consultant's comments

Laidlaw Hall is a well organised provision, housed in an attractive, stimulating setting, where excellent use has been made of the space on offer. It benefits hugely from the umbrella of Laidlaw Education and the charismatic overall leadership of Sue Laidlaw and excellent team leadership of Jane Lort.

d) Supporting documentation, please tick to indicate enclosed:

iii. Safeguarding policy (or equivalent) enclosed

iv. Daily Timetable

v. List of SpLD pupils in centre

Information
Provided



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

6. Staffing and Staff Development

Criterion 7 6. a) Qualifications, date, awarding body and experience of all learning support staff:

See staff list attached.

Consultant's comments

This is an impressive list of well qualified staff with a wealth of experience. CPD is ongoing and taken seriously.

DU/TC 7.4 c) Are the majority of lessons within the Unit taught by those having nationally recognised qualifications in the teaching of SpLD pupils? (Exceptionally, an experienced teacher undergoing training may be sufficient.)

Yes- we comply with the individual needs of the children. For children attending full-time, the expectation and requirement is to also meet and comply with the objectives of the National Curriculum and we therefore have qualified and experienced mainstream teachers, who also have a great deal of experience in working with SpLD children.

Consultant's comments

The staff have the appropriate qualifications needed to teach SEND/SpLD students.

Criterion 4 g) For completion by consultants only: Do all observed members of staff demonstrate the ability to meet the needs of SpLD pupils?

Yes, in every way.



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

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

7. a) Centres should provide, with the supporting documentation, a list of the names of all known SpLD pupils (under 18). 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 centre.

For completion by consultants only: Parent Contacts:

Four parents were contacted by phone. All spoke highly of Sue Laidlaw and her vision for helping students with SpLD/SEND and for the 'brilliant advice' and reassurance she is able to offer'. They were unanimous in their praise for Jane Lort and the 'lovely' Teaching Team, whom they found to be professional and approachable and 'incredibly supportive.'

Parents were appreciative of the recently introduced after lesson clubs and two felt additional physical/outdoor activity would be of benefit.

Parents described their children as having 'grown in confidence and self-esteem'. They felt the children were 'encouraged to move forward', were 'nurtured' and 'listened to'. Importantly, all described their children as having 'improved academically'. One parent said Laidlaw Hall had 'revolutionised her child's way of learning.' All would recommend Laidlaw Hall to other parents seeking specialist/alternative education for their children.

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

A group of children were spoken to informally during the lunch break. They felt the best things about Laidlaw Hall are the teachers, the 1:1 teaching, the friends they have made and the fun they have. They all said Laidlaw Hall is 'better than a school' because it is fun and makes them happy. Maths and homework featured on the unpopular list and they all said they would like a swimming pool! Overall most of the children gave Laidlaw Hall a 10/10 with the lowest score being 8/10.

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. 1. The school or centre implements a thorough and rigorous process for identifying children with Specific Learning Difficulties (SpLD)	√
2. 2. The Senior Management Team and, in the case of schools, Governors, fully support the provision for SpLD pupils.	√
3. 3. The impact of the provision for SpLD pupils is measured (a system to regularly monitor provision for pupils and to assess their achievements).	√
4. 4. There is an awareness by all members of staff of the necessity to adjust their teaching to meet the needs of SpLD pupils and this will be evident across the curriculum.	√
5. 5. In Addition:	√
5.1 Resources for learning appropriate to the level of need.	√
5.2 IT provision relevant and of high quality, including up-to-date and regularly used programs for SpLD pupils.	√
5.3 Access arrangements for all examinations sought as needed. Assessments for access arrangements must comply with Joint Council for Qualifications guidelines .	√
5.4 Specific structured, cumulative and multi-sensory teaching materials to address literacy with SpLD pupils.	√
5.5 An annual report for parents on the progress of pupils, who exhibit SpLD.	√

Criteria	TC
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.	√
6.4 A Unit or Centre providing specialist tuition on a small group or individual basis, independent of the school environment.	√
6.5 The Unit or Centre is adequately resourced, under the management of a senior specialist teacher, who co-ordinates the work of other specialist teachers.	√
6.7 The Centre is organised by a qualified teacher who designs both content and delivery of teaching materials and lessons.	√
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.	√
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.	√
7.2 The teacher in charge should hold a nationally recognised qualification for the teaching of SpLD pupils. Exceptions may only be allowed after special reference to the Council.	√

Report Summary

Criteria	TC
7.4 The majority of lessons in the Unit or Centre to be taught by those having nationally recognised qualifications in the teaching of SpLD pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher undergoing training satisfies this criterion.	√

Summary of Report including whether acceptance is recommended:

Laidlaw Hall is housed in premises that are part of the Dukes Meadows Sports Facility, surrounded by beautiful grounds. The two teaching areas have been carefully set out and a sense of space created. Laidlaw Hall would welcome the opportunity to expand within the existing buildings. The rooms are attractive and well-resourced, incorporating interactive IT. Fees are kept at a reasonable level, considering the excellent 1:1 or small group teaching on offer. Documentation, Policies and Records are well kept and of a high standard. This is a unique setting, where children and young people are able to thrive, working at their own pace, with nurturing, specialist input. The multi-sensory teaching enhances their learning and helps to produce successful, independent learners. **It is recommended that Laidlaw Hall be awarded CReSTeD Accreditation, in the TC (Teaching Centre) category.**