



Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator: Liz Crossley
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Registration / Re-registration Application Form Category DU – Dyslexia Unit

Please refer to the guidelines when completing this form and, if possible, limit your application to a maximum of 11 pages (excluding Summary, which is for internal use).

Please note:

- Areas marked in blue are for completion by either the consultant or office staff
- Application forms have been prepared for each category from a master form; therefore, your particular form may have numbers that appear to be missing. This is because that particular question is not relevant to your category, a complete list of the criteria, as it applies to your category, can be found at the end of this form.
- Supporting documentation required as part of the registration / re-registration process are **indicated in red** within the form, please ensure you supply copies (either in digital or in paper format) with your application.
- Details of documentation to be available on the day of the visit are listed at the end of the form.

Current Category? (re-reg only)	DU	Change of Category? (re-reg only)	NO	Category applied for (re-reg only)	DU
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Contact Details

Name of person completing form:

Naomi Jefferies

Tel:

01237 426200

Email:

njefferies@kingsleyschoolbideford.co.uk

The consultant will need to contact the school prior to the visit. Please provide appropriate contact details if they are different from above.

Name of contact:

Tel:

Email:

Date of visit:

24/9/18

Name of Consultant(s):

Laraine Erhlanderr-Lawrence

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

School Details

Name of school:	Kingsley School Bideford		
Address of school:	Northdown Road, Bideford, Devon, EX39 3LY		
Telephone:	01237 426200	Fax:	
Email:	head@kingsleyschoolbideford.co.uk		
Website:	www.kingsleyschoolbideford.co.uk		

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

Name:	Mr Pete Last
Title (e.g. Principal):	Headmaster
Head/Principal's telephone number if different from above:	01237 426201
Qualifications:	BA Hons (Cantab); Ad. Dip. Ed.; M.Ed
Awarding body:	Cambridge; London; Buckingham

Consultant's comments

Pete Last was appointed Headmaster of Kingsley School in January 2017 and was previously deputy head, pastoral, at Stowe. He describes Kingsley as 'a place which really does recognise that each child has individual needs, with their own set of skills and talents that deserve to be developed'. He has sought expertise and advice in the field of SEND to promote the further development of provision at Kingsley.

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

Name:	Naomi Jefferies
Title (e.g. SENCO):	SENDCO
Telephone number if different from above:	01237 426250
Qualifications:	BSc Hons, PGCE, MSc, C.Psychol, AFBPsS, National Award in SEN coordination
Awarding body:	Exeter and Plymouth Universities

Consultant's comments

Naomi Jefferies started in her current post in September 2018 with a new team dedicated to pupils with SEND. Previously, Naomi taught in both primary and secondary settings and has been a SENDCo in 4 Devon settings and the CI lead in two of them.

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1. Background and General Information

1.	a)	Dep't of Education Registration No.:		878/6030		
	b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range	
		Day:	Boys:	88	30	Years 1-13
			Girls:	77	20	Years 1-13
		Boarding:	Boys:	43	8	8-18 years old
			Girls:	24	1	8-18 years old
		Overall total:		231	60	

Consultant's comments

About 25% of the pupils at Kingsley have identified SpLDs. The SEND Register includes pupils from Year 1 to Year 13.

- c) Class sizes – mainstream: Largest is 22, never exceeding 24

Consultant's comments

The small class sizes enable individual pupil needs to be targeted and addressed during lessons. The largest mainstream class observed included 12 pupils.

- d) Class sizes – learning support: Our biggest class is 10, our smallest is 1:1

Consultant's comments

The provision is flexible and is designed to cater for small groups in addition to individual support where necessary.

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

An integrated Inspection that was undertaken by ISI in April 2016 and ranged from EYFS through to the 6th form, reported that the 'teaching enables the pupils to make good progress and encompasses effective behaviour management'. Also, that the 'personal development, behaviour and welfare of children was outstanding'. It was followed up by a recent ISI Progress Monitoring visit to check that safeguarding recommendations were intact and the findings were that all regulations successfully met.

Independent
Schools only

- f) Current membership (e.g. HMC, ISA etc.): ISA, Society of Heads, BAISIS

Consultant's comments

The memberships are entirely appropriate for the nature and scope of the school. It is also a member of the Methodist Schools Group.

- g) Please supply the following documentation:

- i. **Prospectus**, including staff list (if this does not clearly show which teachers teach English, then please supply this as a separate item). Please indicate copy enclosed

or provide link to view reports via the internet English teachers in supporting document

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



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or provide link to view reports via the internet <http://www.kingsleyschoolbideford.co.uk/about-us/inspection-reports/>

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

or provide link to view information via the internet

<http://www.kingsleyschoolbideford.co.uk/prospective-parents/fees/>

Consultant's comments

Details of the fees are clearly set out on the school website. There is a banding system ranging from A, in which pupil needs are recognised and met through differentiation and effectively designed lessons (no additional fees at this level), through to D. At level D the pupil would be on an EHCP and considered to experience substantial difficulties. Group and 1:1 support is given and the details can be found on the Learning Development Support fee documentation. The levels and provision are discussed with parents before support begins.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school

Please see enclosed Staff Handbook

Consultant's comments

Kingsley School aims to 'Discover, Nurture and Celebrate the talents of every student', thus enabling all pupils to thrive. There is abundant evidence throughout the school that working with SEND pupils has a high profile looking at the balance of posters, information charts, library provision for SpLD learners along with the caring interest and consideration for individual needs shown by staff.

Criteria
1 & 2

b) Please indicate copy of the whole school **Staff Handbook** (SH) enclosed



c) **If not within SH**, please enclose copies of whole school **policy statement(s) with regard to SpLD pupils** outlining:

i. **Policy for SEN/SpLD**

Enclosed in handbook or policy

ii. **Support for policy from Senior Management Team**

Enclosed in handbook or policy

iii. **Support for policy from governors**

Enclosed in handbook or policy

iv. **Admissions Policy/Selection Criteria**

Enclosed in handbook or policy and on school website

v. **Identification and assessment**

Enclosed in handbook or policy and on school website

Consultant's comments

To fulfil the aims detailed above, the school seeks to achieve early identification and assessment of the specific needs of all pupils experiencing

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	learning difficulties. The SEND Policy is detailed and made available to staff in the School Handbook. It is supported by the Governing Body and signed by the Chair of Governors. The new policy document is to be reviewed by Governors in October 2018 following its revision by the new Learning Development team who started in September 2018. The Admissions Policy details the process for registration of incoming pupils with SpLDs and is available on the website for parents. The SENDCo liaises frequently with the EAL department and the Admissions staff.
Criterion 4	d) Give specific examples of the whole school response to SpLD Teachers' dyslexia-friendly classroom skills assessed during lesson observation as part of the interview process Ongoing INSET on teaching dyslexic pupils for all staff. Regular whole-school inset on teaching dyslexic pupils, most recently in September 2017, including a session run by Barry Huggett and twilight sessions on Dragon Dictate, e-pens, dyslexic friendly teaching methods and classrooms, use of IWBs Handbook: "Teaching the Dyslexic Student at Kingsley School". Weekly staff meetings to discuss pupil progress and specific support strategies. Awareness of Dyslexia and support for our pupils with SpLD lies at the heart of everything the school does. Consultant's comments The school has adopted an impressive array of targeted initiatives to enhance the work with SpLD pupils. The whole-school INSET programme is most praiseworthy as are the weekly staff meetings over pupils. The new team of TAs across the Junior and Senior schools also meet weekly with the LDC staff to share concerns and be updated with issues and new initiatives. Pupil Passports, which are started in Reception, help staff appreciate how they may adapt their teaching style to support their pupils. An example from Year 9 includes the pupil's personal statement that when she struggles she 'stops, stares into space and blocks everything out' She lists what she finds difficult as 'staying focussed, lots of people and busy places'. She records that teachers can 'help me by slowing down, making things more relatable and not talking for too long'. These statements are particularly useful for communicating how the SpLD pupils in particular feel in lesson times. e) Number of statemented pupils: 9 Consultant's comments The majority of pupils with Statements/ EHCPs are funded by Devon CC. They are supported either by experienced TAs or in group LDC sessions.
Independent Schools only	f) Types of statemented needs accepted: Most needs considered, dyslexia, dyspraxia, learning disabilities and complex needs. Consultant's comments Current pupils' needs include SpLD, Autism, ASC, SEMH, and ADHD.

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3. Identification and Assessment

Criterion 1

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

The vast majority of pupils have been identified by the time they arrive at Kingsley. Pupils are screened using appropriate tools. In addition, pupils are screened on visits to the school or earlier in year 7 if this is not possible. All pupils are screened again at the end of year 9 and there is a voluntary screening again at the beginning of sixth form.

Consultant's comments

Sound measures are in place to help identify pupils who exhibit SpLDs through regular screening. The parents of new pupils are asked to submit specialist reports to the school when applying for places. Their child's needs can then be considered on application and a fair decision can be reached regarding the ability of the school to cater for the identified needs. As all pupils are screened at regular intervals, some may be referred on to the specialists that the school works with for further assessment. Staff also have the responsibility of referring concerns they feel may be inhibiting an individual's progress to the SENDCo for further assessment and discussion. There is a useful teacher referral sheet for pupil assessment in the LDC which logs strategies already in place and supporting evidence which can come from work or test data for example.

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

Each pupil will have tailored support this will include appropriate differentiation within lessons, specific interventions which will be identified in their IEP and reviewed regularly, and lessons will take place in dyslexia friendly classrooms.

Consultant's comments

Whole staff awareness of each pupil's individual needs is promoted and regular INSET training on dyslexia friendly teaching methods and the needs of SpLD pupils takes place to help promote well-informed and relevant teaching.

The Nursery, Pre-prep, Junior and Senior sections of Kingsley were visited, and the dyslexia friendly classrooms were seen during the visit. Resources were well organised and colourful displays could be seen.

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

Refer to Babcock LDP psychology services, or specialist Dyslexia Teacher Advisory Service or independent education psychology services dependent upon need.

Consultant's comments

The SENDCo discusses referral to outside agencies with parents/carers should the need arise. They are charged for the assessments where appropriate.

4. Teaching and Learning

4. a) How is the week organised?

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Pupils with SpLD access the Learning Development Centre between 1-3 lessons per week depending on their banding. We are in a period of transition whereby we are moving towards a model of fully tailored 1:1 provision for pupils with SpLD.

In Prep School support varies according to the need of the pupil.

8.30 Registration

8.40 onwards = 6 x 40 minute lessons, (break 10.40 – 11.00)

1.00 Lunch

1.55 Registration

2.00 Tutor period or school assembly or house meetings

2.30 2 x 40 minute lessons until 3.50 (10 minute break)

4.00 Clubs and activities

5.00 End of school

Consultant's comments

The school days are well-planned, and a balance of academic lessons and activities is achieved for all pupils. Some pupils were enjoying choir practice during lunch-time on the day of the visit which indicated there was always access to an activities which could nurture individual talents and interests.

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

As outlined above. Each year group has a prep timetable and recommended periods of time which they should spend on prep. Pupils are asked to indicate when they have spent this amount of time, even if they not completed all the tasks set. Prep work takes a number of formats and will often include note-making in the form of mind maps. All preps are set using "Show my homework" which all parents also have access to in order to be able to support their child's learning. Pupils will not be set prep that they cannot achieve independently.

Consultant's comments

The approach is encouraging, shared and very supportive.

Criterion
3 & 4

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

- Curriculum subjects
- Literacy support

All staff follow the principles laid down in the Kingsley Teaching Handbook. These principles are reinforced through staff meetings and regular Inset days.

Consultant's comments

In addition, staff are given useful resources for example 'Top Ten Tips for Teaching Dyslexic Pupils' and a 'Dyslexia Friendly Classroom Checklist'.

The lessons observed included Year 10 English, Year 11 English, Year 11 Chemistry, Year 8 History, Year 9 RE, Year 9 Geography, Year 10 ADSAN, a Year 11 LDC group of two, a Year 13 LDC 1:1 session and a short visit to a Year 12 BTec Level 3 Outdoor Education lesson.

All lessons had detailed planning notes showing lesson objectives, lesson structures, differentiation, notes on success criteria and notes on individual pupil needs. The atmosphere in lessons was calm and all pupils focussed into the work early in the lessons. The pupils were well equipped and the SpLD pupils appeared quite comfortable with the clearly well-thought out demands made on them. Particularly impressive was the language enrichment offered in lessons and pupils asked when they were unfamiliar with spoken terminology. The methods of recording varied and were creative.

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Good use was made of small group co-operation in some lessons and the choice of pupils in groups worked well with a good balance of SpLD pupils throughout the groups, supported where necessary. The marking in folders and books was up to date and guidelines given in Year 11 GCSE English Literature on a 'flight path' system as to whether the written work was on target, above or below for the individual pupil provided helpful feedback. Similarly, a system of self-monitoring was seen in place in Year 1 where pupils were expected to work in pairs to find their 'best letters' in their handwriting booklets by marking them with coloured spots. Much was achieved in the Year 9 Geography lesson entitled 'The Geography of Extreme Sports' looking at river regimes and hydrographs for white water rafting. The seating plan was useful, and the pupils responded well to the pace and level of challenge throughout the lesson. The LDC lessons were planned in detail with a good level of challenge. The small group and the 1:1 session covered much valuable ground and the pupils' concentration on task was impressive. The Year 12 pupils in the Outdoor Education group were working on their Activity logs and discussion was enthusiastic. The environment of the school has much to offer to support the subject demands.

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

Our new SENDCo will be revising the format of IEPs for all dyslexic pupils and an example of the new format is attached. Additional completed examples of the new format IEP will be available in school on 24th August.

Please indicate **two examples** enclosed



Consultant's comments

The new IEPs are well constructed and give invaluable information on areas of need / targets / strategies / review dates / staff involved / progress and additional notes. One example showed a pupil with SpLD and SEMH who would be developing a 'pupil passport' with a named member of staff to reassure her that her needs were being understood and a 'Thrive' method would be used as a starting point for her support. This was well-targeted for communicating the pupil's needs to staff, the pupil where appropriate and parents.

e) Records and record keeping:

Reports are sent to parents in accordance with the school's reporting policy which is available on the website. All SEN records are kept in a locked filing cabinet in the LDC. Pupil records are kept on the school's database, 3Sys, and on the shared T drive on the school network.

Consultant's comments

Record keeping is up to date and securely kept.

Criterion 3

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

Two case studies written up by the new SENDCo were examined, one for a girl in Year 10 and the other for a boy in Year 12. They were detailed and reflective. The Year 12 pupil started at Kingsley in Year 7 from a large local school and was only assessed in Year 8 after continuing to struggle despite the smaller classes offered. Using his experience, it was thought that it would be better to assess all incoming Year 7 pupils and this initiative will start in September 2019. The student continues to access the LDC and acts as a role model for the younger pupils and this takes his self-esteem into account.

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Criterion 3

g) Impact of provision – assessment summary all pupils (only fill in the Key Stages relevant to your school):

Reflecting on each pupil's SEN journey to date from starting at the school, the case studies gave details of 'what worked well', 'what could be improved' and 'the next steps'. Exam results were given as were teachers' comments on how each used the strategies taught and what had been most successful, thus giving information that can be passed on to other staff. The detail was such that each student came 'alive' to the reader.

A-Level (GCE) and VCE	No. of pupils Years 12 & 13	Number entered	Percentage grade A-E	Average point score per pupil	Average point score per exam entry
Whole School	54	23	98	148	25
SpLD Pupils	13	2	100	92	30.65

GCSE	No. of pupils inc'd in the Year 11 timetable, regardless of age	Percentage A* - C Grade 9 - 4	Percentage 5+ A* - C Grade 9 - 4	Percentage 5+ A* - G Grade 9 - 1
Whole School	38	84	84	95
SpLD Pupils	6	67	67	83

Key Stage 2 (if applicable)	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School							
SpLD Pupils							

Key Stage 1 (if applicable)	No. of Year 2 pupils entered	English		Maths		Science	
		L2+	A/D	L2+	A/D	L2+	A/D
Whole School							
Dyslexic Pupils							

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

The pupils have additional sources of attainment through BTec and ADSAN.

[Consultant's comments](#)

[The results are comprehensive and annually compiled.](#)

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

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

In Prep School they use wedges, slopes for writing, high interest books for lower reading ages, overlays and grips, iPads, lower keyboards, Dragon Naturally Speaking.

Senior School use overlays, adapted worksheets, Dragon Naturally Speaking, reading pens, multi-media and white boards and testing for all

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		access arrangements. Light blue and cream coloured paper is available at all photocopiers, All teachers are required to use dyslexia friendly fonts. All teachers are required to use coloured backgrounds when using IWBs The emotional climate in the classrooms is a priority for all teachers. Consultant's comments The range of tailored resources is most comprehensive and has expanded since the last CReSTeD visit in May 2017. It is most encouraging that the 'emotional climate' in the classrooms has been entered above as a resource as it indicates the value the school puts on pupil well-being.
Criterion 5.2	b)	ICT: Where appropriate, pupils have access to Laptops, tablets, adapted programmes and reading pens, as identified in their IEPs. Networked computers are available throughout the school in 2 separate ICT rooms. The LDC also has a computer room and laptops available for pupil use. Consultant's comments The IT department is currently supporting the pupils with accessing the google 'voice typing' tool. 'Read Write Gold', as recognised by JCQ, is currently being actioned in order to be made available to dyslexic pupils as part of their 'dyslexia support offer'. Currently being addressed, discussed and developed is the use of 'on-line' classroom tools to enable the dyslexic pupils with the management and submission of homework, communication with teachers and accessing teaching notes. Good use is made of interactive boards in lessons. Where pupils use laptops, adaptations are made to support their needs: one student was working using white writing on a coloured screen.
Criterion 5.3	c)	Details of access (special examination) arrangements requested and made for SpLD pupils: Alison Fairfax is part of the LDC team and can carry out exam access arrangements in a timely fashion so that normal ways of working can be established for pupils as quickly as possible. A history of need can also then be established in readiness for external exams. A summary of the exam access arrangements for pupils in Year 11-13 is enclosed. Consultant's comments The access arrangements are carefully documented, individual and detailed. They range from rest breaks, sizing of papers to be read, additional time allowances, scribes and readers with subjects entered on record.
Criterion 5.4	d)	Library: Large and well-equipped library at the centre of the school. The new SENDCo will be reviewing library provision with particular attention on: dyslexia friendly books, copies of GCSE and A level textbooks in dyslexia-friendly versions, coloured reading rulers and other appropriate reading aids. Consultant's comments The main library is welcoming, and the dyslexia friendly books are easy to find.

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6. Details of Learning Support Provision

DU 6.3	6. a)	Role of the Learning Support Department within the school:	See Special Educational Needs Policies enclosed. Now that the school has a new SENDCO, these policies will be reviewed during the 2018-19 academic year by the SMT and Governors	Consultant's comments The review of the dedicated SEND policies is reassuring as the SENDCo and her team are all new in role. The LDC team of three members of staff left at the end of the Summer Term 2018 due to a retirement and two overseas postings.
DU 6.5 & 6.6	b)	Organisation of the Learning Centre or equivalent:	The LDC is currently housed in its own building and is at the centre of the school both physically and philosophically, situated between the main school building and the theatre. It provides a shelter from the 'hurly burly' of school life as well as being a relaxed and purposeful learning centre.	Consultant's comments The LDC building is spacious and uncluttered. There are currently plans to upgrade the provision through a programme of refurbishment, replacing the old strip lighting as a starting point.
DU 6.6	c)	Does the Head of Unit have Head of Department status and input into curriculum design and delivery?	Yes. The Head of the Centre is a Head of Department and a member of the Senior Management Team. The Department Development Plan will be reviewed by our new SENDCO during the course of the 2018-19 academic year.	Consultant's comments It is planned that the new and current SENDCo will have a major role into the and delivery of curriculum. At the time of this visit in the first few weeks of the Autumn Term. This input was already evident through the staff awareness, parent support and lesson planning.
	d)	Supporting documentation, please indicate enclosed:		
	vi.	SEN Development Plan (or equivalent) enclosed		✓
	vii.	Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff		✓
	viii.	List of known SpLD pupils in school		✓

7. Staffing and Staff Development

Criterion 7	7. a)	Qualifications, date, awarding body and experience of all learning support staff:	Naomi Jefferies: BSc (hons) Psychology (Southampton), MSc Organisational and Occupational Psychology (Surrey), PGCE – Biology (Oxford), QTS, C.Psychol (Chartership Status – British Psychological Society), Associate Fellow British Psychological Society, National Award in Special Educational Need Co-ordination (Exeter and Plymouth)
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Ali Fairfax: Approved Practicing Certificate (APC) with BDA, AMBDA, AMBDA FE/HE
Approved Teacher Status (ATS) with BDA (Specialist teacher of learners with SpLD)
Certificate of Education and QTLS, HE (DSA) mentor for learners with Autism.

Regina Stevens: Diploma of Teaching South Australian College of Advanced Education, Trinity Certificate and Diploma TESOL, OCR Certificate for Teachers of Learners with SpLDs University College London, PG Diploma Assessment of SpLD (Dyslexia) London Metropolitan University

Vicky Roper: TA with experience of 1:1 work with pupils with SpLD and autism

Consultant's

The LDC staff were appointed at the beginning of the Autumn Term and replace all outgoing SEN staff. They each bring expertise and experience in the field to the school.

DU 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. See above.

Consultant's comments

The LDC staff are all appropriately qualified and experienced.

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:

Six parents were contacted prior to a planned CReSTeD visit towards the end of the Summer Term 2018. The visit was arranged in response to the recommendation by the CReSTeD consultant visiting in May 2017 that there should be a follow-up visit in 12 months. At the time of the planned visit, it was not known that all LDC staff were leaving at the end of term and that a new team would start in September. Some of the parents contacted initially, along with two additions this term were asked to comment on the new and current arrangements.

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Prior to the planned, but postponed, visit last term the parents said that they were happy with the support and understanding given to their children by the LDC staff. They were concerned that two of the staff might be leaving and were quite anxious about changes that may affect their children, especially those with GCSE imminent.

Recent contact with parents indicated that they felt reassured that staff had been made more aware of the needs of their children by targeted INSET training on dyslexia. The parents contacted this term and last regarded the fees as quite high and they were not really aware of what they were actually being charged for. There has been some feedback to parents on fee banding over the holiday. The parents who gave follow-up comments were still a little unsure of what provision was being offered to their child within the banding structure and just what they were paying for.

The main area of concern has and continues to be the move from small group English lesson teaching tailored for those SpLD students attending LDC to mixed ability English groups mainstream. They are quite concerned that the move might be affecting their child's confidence when subjected with a new way of working. The main and recurrent theme was one of parental anxiety over recent changes, a lack of communication over these matters and confusion over what was being paid for.

Those parents meeting the new SENDCo were reassured that their child's needs were being understood and addressed, although the concern over English teaching needs addressing to all LDC parents.

The SENDCo and her team, who are mostly new to the school, plan an evening meeting after half-term to introduce themselves and answer all queries, showing parents how to access information about lesson provision. It would be useful for the SENDCo to arrange further meetings for parents regularly throughout the year to help reassure parents at the different stages of LDC provision across the whole school, both Junior and Senior, as the changes have been substantial for those with SpLD children.

On the positive side, one parent commented that Kingsley offered both 'targeted support for dyslexia and a rich academic life' and another reported that the excellent boarding staff have 'the skills needed in abundance for teenage boys'. One commented that 'Frankly, Kingsley is a complete lifeline for us and our son'.

It would be useful for parents to have more opportunities to clarify the issues they are very concerned about and for the school to recognise the need for more effective communication with their parents.

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

Four pupils were seen at breaktime. They all felt comfortable at the school and commented that staff supported them very well. However, the older pupils were still anxious with the changes made in English this term, although they liked the staff involved. The SENDCo and Head agreed to discuss this further with them to resolve any issues that could be addressed to make them

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

more settled in the subject's learning situation. They favoured a respite area in the LDC at break and lunch-times. There are such areas in the school. Discussion with the SENDCo after the meeting was fruitful and an idea to form a small LDC pupil action group was formed to look at provision. One boy commented on access to laptops having changed locations and he was not yet used to the new set up. One girl had recently moved to the school and said it was the first time she had felt well-accepted at a school. The pupils were polite and enthusiastic when asked to engage in a discussion over their school.

Head's / Principal's signature confirming accuracy of school's information (pre-visit):		Head's / Principal's signature confirming agreement to consultant's comments (post-visit):	
			
Date:	11 th September 2018	Date:	10 th October 2018

Please ensure:

- Copies of all the supporting documentation referred to within the application form are supplied either in hard copy or in a digital format, along with the form itself.
- We require a copy of the application form to be signed by the Head/Principal, should the digital version be signed there is no need to send a further copy by post.

Documents To Be Available On The Day Of The Consultant's Visit

- 1) Results of tests and assessments of pupils with SpLD after admission for last 3 years.
- 2) Certificates of specialist qualifications for all teachers listed within section 7. Alternatively, a document signed by the Principal certifying that the documents have been seen.
- 3) Department policy documents for Mathematics and English.
- 4) Consultants may ask for other documents to be available on the day of the visit, this will be communicated to the school in advance, for example, lessons plans.
- 5) Most schools very kindly make a room available for the consultant(s), where this is not possible suitable arrangements need to be made.

Report Summary

For completion by consultants only:

Please remember: this is an extract of the overall criteria listing, only those relevant to the category are listed below. Consultants should be able to mark all criteria as observed before making their final recommendation.

Consultant to tick relevant boxes when criteria are observed to have been met:

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

Criteria	DU
6. Specific to the Category of School or Centre: -	
6.3 A Unit or Centre providing specialist tuition on a small group or individual basis, within the school environment.	X
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.	X
6.6 The Head of Unit will have Head of Department status and must have an input into curriculum design and delivery.	X
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.	X
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.	X

Report Summary

Summary of Report including whether acceptance is recommended:

I recommend that the DU status should be accepted and continue. The school has gone through a major change with all the Learning Support and linked increased TA staff being new to the school at the beginning of the Autumn Term. It is a strong team and much had been achieved prior to the visit.

For Office Use Only

Category proposed:

Consultant's name(s):

Consultant's signature:		Chairman's signature:	
Date:		Date:	