



Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator:

CReSTeD, Helen Arkell Dyslexia Centre, 24 West Street, Farnham, Surrey, GU9 7DR

Email: admin@crested.org.uk

Registration / Re-registration Application Form Category LSC – Learning Support Centre

(formerly known as 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)	LSC	Change of Category? (re-reg only)	NO	Category applied for (re-reg only)	LSC
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Contact Details

Name of person completing form:	<u>Rachel Rudd</u>
Tel:	01237 426200
Email:	<u>r Rudd@kingsleyschoolbideford.co.uk</u>

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:	

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

Date of visit:	13/02/23
Name of Consultant(s):	Anne Sherrard

School Details

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

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

Name: Mr Robert Pavis
 Title (e.g. Principal): Headteacher
 Head/Principal's telephone number if different from above:
 Qualifications: MA Ed
 Awarding body:

Consultant's comments

Robert Pavis has been a housemaster at Wycliffe School as well as deputy head at Gordons. He has been at Kingsley for just over a year and is very committed to ensuring Kingsley caters for the needs of all its pupils: from the brightest who may end up at a top university to those pupils who need much nurturing and one to one support to achieve their goals.

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

Name: Rachel Rudd
 Title (e.g. SENCO): SENCO
 Telephone number if different from above:
 Qualifications: BSc Hons, PGCE, National Award in SEN coordination
 (MA SEN in process)
 Awarding body: Exeter, Plymouth and Middlesex Universities

Consultant's comments

Rachael Rudd holds a psychology degree from Exeter and has much experience in primary school SEND and now at senior school level.

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:	128	25	Years 1-13
			Girls:	128	12	Years 1-13
		Boarding:	Boys:	40	7	8 -19years old
			Girls:	30	3	8 -19years old

Independent Schools only

Overall total:	326	47
Consultant's comments: Using the SEND category there are 53 day boys and 29 day girls with SEND. 22 boys with SEND board and 9 girls.		
c) Class sizes – mainstream:	Largest class 22, apart from games which has 26. The aim is to have 3 classes per year group so then the maximum class size will be 16. Currently most class sizes have approx. 17 students.	
Consultant's comments		
These are thought through and depend on the needs of those in the classroom. A range of class sizes was observed and some pupils were accompanied by their TA.		
d) Class sizes – learning support:	Our biggest class is 9 students, our smallest is 1:1	
Consultant's comments		
Classes of six were observed as well as one to one sessions.		
e) For completion by consultants only: Pastoral care arrangements, as relevant to SpLD students, based on Ofsted/ISI report:	A boarding house was visited. Here there was much use of visual timetables and check in and outs presented this way too, to make procedures as child/pupil friendly as possible.	
f) Current membership (e.g. HMC, ISA etc.):	ISA, Society of Heads, BAISIS, BSA	
Consultant's comments		
The school has recently changed ownership and so has left the Methodist Association of schools.		
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	https://www.kingsleydevon.com/kingsley-life/whole-school-welcome Y	
or provide link to view reports via the internet	English teachers in supporting document	
ii. Recent Inspection reports , please indicate copy enclosed		

or provide link to view reports via the internet

<https://www.kingsleydevon.co.uk/kingsley-life/policies-reports/item/19/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

<https://www.kingsleydevon.co.uk/admissions/fees-optional-extras>

Some parents did feel that the charges for additional support in the evenings were rather high.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school

Students at Kingsley School achieve happiness and success through wellbeing and positive mental health. Our location in the UNESCO Biosphere of North Devon, also a World Surf Reserve, informs the way we use our environment to provide a truly unique education, which is so much more than just academic results.

When you join Kingsley School, you join the Kingsley family. Every child is known as an individual whose strengths and interests are nurtured and developed by specialist teachers, small class sizes, and specialist support for all learning needs.

Our Wellbeing and Character Education Programme ensures students can excel across a range of sports, performing arts, outdoor pursuits, leadership and academic pursuits and service and volunteering opportunities.

All of this is underpinned by our focus on sustainability and environmentalism which prepares students for the parts they will play in developing a better world and becoming world-class global citizens.

Approximately 20% of our students have SpLD, such as dyslexia, and our supported through our Stella Maris Centre provision. Students can access a reduced timetable, to allow them more time to focus on SpLD interventions and improve their English and Maths skills. The students have a key worker, who will write their Individual Education Plans and create a bespoke intervention.

Student progress is discussed with SLT on a regular basis to ensure that individuals are achieving their potential.

Parents did report that this is a particularly nurturing and inclusive school.

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**

SH/**enclosed**/see below

iv. Support for policy from Senior Management Team	see SH/policy
v. Support for policy from governors	https://www.kingsleydevon.co.uk/kingsley-life/local-advisory-board/ /policy
vi. Admissions Policy/Selection Criteria	see SH/ enclosed /see below
vii. Identification and assessment	See SEND policy
The admissions process for all pupils includes an interview with the parent and student, sometimes an additional meeting with the SENDCo if there are additional needs, a review of previous school reports and analysing any existing SEN reports. The SENDCo provides feedback on whether the SEN department can meet the needs of the student to the Admissions panel. Admissions happen throughout the year and taster days for both day and boarding students are arranged, where possible, before an offer of place is made. The CAT4 screening is done when they first arrive, to ensure that testing is accurate. We are now using Lucid Exact to screen all students for any additional needs they may have. This is a careful process as the school wants to be sure it can cater for all the needs of its pupils.	

Criterion 4

- d) Give specific examples of the whole school response to SpLD
- Staff have access to documentation through iSAMS and Sharepoint SEND folders. The SEND folders include classroom strategies to support different needs. The iSAMS SEN register has some key strategies specific to the individual to support their learning, as well as access arrangements. Progress checks are held every half term and monitored by Heads of Key Stage and parent meetings are held if necessary.
- Stella Maris Centre teachers work with subject teachers to ensure a joined up approach in the individual's provision. The 1:1 intervention often supports specific skills required in KS4 and KS5 examinations.
- Y11 students have a pizza lunch on a regular basis with the sixth form to aid the transition from KS4 into KS5, with opportunities to take on roles of responsibility in KS5. In Y6 there are various transition activities to help the students feel more comfortable moving to senior school – with a Head of Y7 to specifically help them with this transition and settling into a new way of working.
- The prep school have 'creativity weeks' to help engage the students with practical based learning. In KS4, senior school, the students can choose to have a reduced number of GCSE's and take part in more activity based qualifications, through our ASDAN programme. Also the students can take a mixture of B-Tec and GCSE exams in Y11, as well as a combination of B-Tec and A'Level courses in 6th form. There is also the addition of ASDAN qualifications from Y10 through to Y13, allowing students more choice of different academic options.
- Teachers' dyslexia-friendly classroom skills and environment are assessed during peer lesson observations, and SLT learning walks. Ongoing INSET about understanding dyslexia and teaching dyslexic students, most recently National College 'Adopting a Dyslexia-friendly approach to teaching and learning'. Spring 2023. Twilight on QFT, with dyslexia strategies. SEND folder

Independent Schools only		with specific dyslexia support. Weekly Pastoral meetings to discuss specific support strategies.
		Quality first teaching is key to the headmaster, as a fundamental way to support all pupils. There has been a clear 'drive'/campaign to develop dyslexia friendly classrooms which will benefit all students.
	e)	Number of statemented / EHCP pupils: 56 EHCPs of these 15 have SpLD
		Consultant's comments
		This is a key change from the last visit by Crested: many of these pupils have much of their education in the Grenville Centre.
	f)	Types of statemented / EHCP needs accepted:
		Most needs considered, dyslexia, dyspraxia, ASD, ADHD, learning difficulties and complex needs.
		Consultant's comments
		Kingsley caters for a wide range of needs and with various options to ensure pupils have the required level of support.

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. Pupils are screened when they first join Kingsley with a CAT4 test. All students are screened in Y3 and again in KS3 with Lucid Rapid screener. In Y9 and new students in Y12 there is also Lucid Exact screening.
			It is good now to see the use of LUCID to add a layer of 'security' in the identification of needs. Often parents send their 'quirky' children to schools such as this, and careful screening can sometimes identify weaknesses which can be helped with classroom adaptations, perhaps carefully taught study skills and appropriate adjustments in access arrangements. The school is also astute to the need to be aware of needs in EAL pupils.
		b	Give details of what action you take when children are identified as at risk of SpLD
		)	Students are referred to the SMC through a referral form. The SENDCo reviews this and may follow up with in-class observations and screening, if appropriate. The SENDCo will liaise with staff to ensure a graduated response is happening and then, if necessary a plan will be put in place. Each student has tailored support which will include appropriate differentiation within lessons, specific interventions identified in their IEP and reviewed regularly, and lessons take place in dyslexia friendly classrooms.
			Consultant's comments
		c	Give details of how children in your school can access a full assessment for SpLD
		)	

Refer to educational psychologist, independent or Devon 0-25 team (although Devon have a shortage of educational psychologists currently). Specialist dyslexia teacher within school, or independent dyslexia assessor.

Consultant's comments

There is both internal expertise for assessment as well as external professionals if required.

4. Teaching and Learning

4. a) How is the week organised?

Students with SpLD access the Stella Maris Centre (LDC) between 1-4 lessons a week. Students can drop MFL lessons in order to have additional support. The school provides group support with dyslexia friendly interventions, such as touch typing and Spellzone. There are also 1:1 dyslexia support lessons available (at an additional cost). Senior school:

08:30 - 08:50 Tutor / Assembly
 08:50 - 09:50 Period 1
 09:50 - 10:50 Period 2
 10:50 - 11:10 Break
 11:10 - 12:10 Period 3
 12:10 - 13:10 Period 4
 13:10 - 14:00 Lunch
 14:00 - 15:00 Period 5
 15:00 - 16:00 Period 6
 16:00 - 16:50 Activities

Consultant's comments

There has been much thought given to ensuring pupils can have individual timetables allowing them to be part of mainstream classrooms with public exams in mind or receiving their education primarily in the Grenville centre. This allows them access to both specialist subject teachers as well as SEND support and a wide range of appropriate qualifications. The Stella Maris centre is where pupils come for one to one support/teaching or small group intervention.

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

Each year group has their own prep timetable and recommended amount of time spent on prep. Students can indicate when time has finished, even if work is incomplete. Prep is set on Firefly – online portal/planner, so students have access to homework resources via firefly and students don't have to worry about writing this down. Parents can also access firefly and see the homework that is set. Firefly has Immersive Reader to support students at home.

All pupils can stay on at school and complete homework here. Help is given in boarding houses and parents can opt for additional one to one help to support homework and evening events. Parents are appreciative of Firefly. From September homework will cease.

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

- Curriculum subjects
- Literacy support

Criterion
3 & 4

Teachers follow the principles in our Staff Handbook – Teaching and Learning. The QFT strategies are reinforced through INSET and peer observation.

A range of lessons were visited: an early years lesson explored the life of Amelia Erhart- this was linked to a fly past that morning- SEND pupils had been clearly identified and were approaching the task with enthusiasm; a junior group in the Grenville centre were making Valentine cards with their TAs; a senior school maths lesson on equivalence made the topic link to real life examples and made use of coloured pens and large sheets of paper – the lesson was clear and very focused; a GCSE English lesson was observed (one pupil with a TA and on a laptop) and SEND pupils were happy to contribute to the discussion. In one class it was noted that some pupils had finished tasks whilst others were still completing work set. This might have been helped by more differentiation and using a range of ways of recording information. Geography and history lessons were also visited and a little time spent at the end of a science lesson. In the Stella Maris centre a group of pupils worked on an on line spelling programme and then a one to one pupil was given support for GCSE English. The pupil was given confidence and methods to improve proof reading. An inspirational lesson for a younger pupil was infectious and there was much powerful kinaesthetic learning (karate punctuation). In the Grenville Centre senior pupils were working towards creating environmental posters in a PSHE class.

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

IEPs are for students who access the Grenville and Stella Maris Centres. It tracks their personal goals, which may be related to their EHCPs or through dyslexia interventions.

Please indicate **two examples** enclosed



These are carefully designed detailed documents and reviewed regularly.

e) Records and record keeping:

Reports are sent to parents in accordance with the school's assessment plan. All SEN files are kept online, in secure folders with limited access.. The school is moving from iSAMS (which contains reports as well) to Engage by September 2023. Any paper files are kept in locked cabinets (such as EAA paperwork)

Parents have commented on the thorough nature of the two written reports they receive each year. IEPs are circulated to parents and will be based on an EHCP when this exists.

Criterion 3

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

Kingsley has clearly had some incredible successes with pupils who have arrived with almost no literacy skills, and then gone on, as in one example, to achieve 5s in GCSEs. The case studies provided, demonstrated the school's holistic approach to getting to the source of young people's needs. In one case attachment disorder appeared a key issue to be tackled.

Criterion 3

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

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

A-Level (GCE) and VCE. BTEC	No. of pupils Years 12 & 13	Number entered	% grade A-E	BTEC % D*- D	Average point score per pupil	Average point score per exam entry
Whole School	40	28	98.7 %	76.92	95.37%	34.56%
SpLD Pupils	8	6	100	100	99	34.42

GCSE & BTEC	No. of pupils inc'd in the Year 11 timetable, regardless of age	GCSE % A* - C Grade 9-4	GCSE % 5+ A* - C Grade 9-4	GCSE % 5+ A* - G Grade 9-4	BTEC % D*- D	BTEC % M	BTEC % P
Whole School	32	77.33	65.63	93.75	20	23.33	56.67
SpLD Pupils	4	69.23	50	100	50	0	50

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	0						
SpLD Pupils	0						

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	0						
Dyslexic Pupils	0						

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

The pupils also access BTec, ASDAN and functional skills qualifications

[Consultant's comments](#)

[Parents are pleased with the wide range of qualifications on offer; some would like to see more.](#)

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

Criterion 5.1

5. a) General resources for teaching SpLD pupils:

At Kingsley writing slopes may be used, high interest books for lower reading ages, overlays. In Prep school each classroom has a 'dyslexia box' The school uses Read Write, interactive whiteboards, multimedia, testing for all access arrangements. Pastel coloured paper available at the photocopyers. All

		teachers required to use dyslexia friendly fonts. Calm, nurturing classroom environment. Firefly (VLE) with immersive reader. Core English texts available in dyslexia friendly version. Consultant's comments Good resources are available in both one to one situations as well as resources to support pupils in the mainstream classrooms. The aim is always to encourage and develop independence in the mainstream classroom. The department might like to explore making use of a morphological approach when teaching spelling in the senior school. The various organisations which make up SASC and train SpLD teachers, now recognise the importance of this approach. It is easy to locate short online course (for example with Patoss).
Criterion 5.2	b)	ICT: Where appropriate pupils have access to laptops, tablets, adapted programmes and reading pens. ReadWrite software on student laptops and school PCs in SMC and GC rooms. The SMC has an ICT suite, as well as 2 separate ICT rooms. The school is moving to having all students with device, rolling out in the Summer term. LS lessons were observed making use of ICT and students often had their own ipad in the classroom. The head's aim is that all senior school pupils will have their own device by Easter.
Criterion 5.3	c)	Details of access (special examination) arrangements requested and made for SpLD pupils: Kim Smith is part of the SMC team and is able to carry out exam access arrangements. To help with this, so that it happens in a timely fashion, we have an external assessor come in to school as and when needed. A history of need can be established in readiness for external exams. A summary of access arrangements is enclosed. The school makes use of a broad range of access arrangements and this is what you might expect with the wide range of SEND needs in the school. Parents reported that scribes and appropriate arrangements are put in place for internal tests.
Criterion 5.4	d)	Library: Large library in the centre of school. Overlays available. Dyslexia friendly books marked with a yellow dot. Most English core texts have a dyslexia friendly version. For A'Level text books and other academic books, we access RNIB Bookshare for PDF versions. Consultant's comments The library is a newly created impressive space which caters for a wide range of readers. This is seen as a quiet secure place by many SEND pupils. The librarian is quick to pick up pupils who require some extra care.

6. Details of Learning Support Provision

LSC 6.3	6. a)	Role of the Learning Support Department within the school: See SEN policy. SEND reports are submitted to the Governors/Local Advisory Board. Meeting with Deputy Head of teaching and Learning weekly, 1:1. Meeting with Deputy Head Pastoral weekly as part of safeguarding meeting.
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Consultant's comments										
SEND/SpLD needs are deeply embedded in the school structure.										
LSC 6.5 & 6.6	b) Organisation of the Learning Centre or equivalent: The LDC (now named Stella Maris Centre) is in the main school building, along an annex corridor. It comprises of 6 rooms and an office. 1 ICT suite, 4 x 1:1 teaching rooms, and a quiet room for students. These are a spacious suite of rooms with appropriate spaces too for visiting specialist professionals as well as a sensory room. Some rooms do not have 'busy' wall displays to be sure not to over stimulate pupils.									
LSC 6.6	c) Does the Head of Unit have Head of Department status and input into curriculum design and delivery? As SENDCo I have Head of department status. The school management system is being reorganised with a potential Director of SEN and senior leadership team position. I work with the Deputy head of teaching and learning and there are now more SEN options available in the Senior School and sixth form. I lead whole staff CPD training on QFT and will be involved in the development of new subject curriculums. The headteacher spoke of appointing an SEND specialist onto SLT in the February Crested visit.									
	d) Supporting documentation, please indicate enclosed: <table><tr><td>viii.</td><td>SEN Development Plan (or equivalent) enclosed</td><td>/</td></tr><tr><td>ix.</td><td>Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff</td><td>/</td></tr><tr><td>x.</td><td>List of known SpLD pupils in school</td><td>/</td></tr></table>	viii.	SEN Development Plan (or equivalent) enclosed	/	ix.	Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff	/	x.	List of known SpLD pupils in school	/
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ix.	Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff	/								
x.	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: Rachel Rudd: BSc(Hons) Psychology – Exeter University, PGCE Plymouth University, QTS, National Award in Special Educational Need Co-ordination (Middlesex University) Currently working on SEN MA. Regina Stevens: Diploma of Teaching South Australian College of Advanced Education, Qualified Teacher PG Diploma Assessment of SpLD (Dyslexia) OCR Certificate for teachers of learners with specific difficulties (Dyslexia) Trinity Diploma TESOL Trinity Certificate TESOL Diploma of Teaching (primary) Kim Smith, Specialist Dyslexia Teacher Assessor , QTS
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LSC 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.)

Consultant's comments

Yes. Staff supporting SEND (and SpLD) pupils have a wide range of qualifications: a number have level 7 in SpLDs; others have masters; there is also an educational psychologist teaching in the Grenville Centre. This means that there is a wide range of expertise to draw on; this is certainly essential given the range of needs of the pupils. Staff have also attended a wide range of INSET.

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:

Parents in general reported that their children are happy; they appreciate the small class sizes as well as the range of activities on offer: surf club/academy, football club, judo, theatre productions, Ten Tors, Duke of Edinburgh and gymnastics, amongst many. Their children had made friends. Parents are happy with detailed reports which are received twice a year. One parent explained that the school had been fast to respond to their child's anxieties. They appreciate the SEND forums and coffee mornings as well as meetings to ensure smooth transition from the junior to senior school. Boarder parents also reported happy children (amazing house staff too) and were grateful for the range of activities at week ends as well as regular emails from tutors. One parent said that the boarding was outstanding. Parents appreciate the modified curriculum at sixth form level as well as the chance to have work experience locally; journeys home are also used and supported to develop skills of independence. A learning mentor does much to help with friendship issues and build social skills. There are clear routines and this gives stability. Strategies are joined up, life skills are taught and intellect unleashed; anxiety has been reduced and resilience built. There was some concern about staffing changes in the Grenville centre which had happened suddenly: some pupils found this particularly challenging. One parent would like to see more help with note taking and scaffolding in worksheets (although another said that there was no copying from the board – unlike other schools- and that their child was given handouts and typed responses straight onto a device). Another felt that more might be done to explore visual stress. One parent was concerned that classroom assistants were sometimes used generally rather than with their specific child (the Crested Consultant feels that all TAs should be directed by the SENDCo or specialised professional). A number of parents mentioned inspirational care

from the head of year 7,8 and 9. Another, of the wonderful literacy support given so that their child now enjoyed English.

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

The group of senior school pupils were appreciative of the help they were given. They particularly enjoyed the wide range of activities from football (the girls' team) to surf academy. They explained that they are all expected to take 4 activities each a week and that they enjoyed the range of possibilities. They felt classroom teachers were supportive and helpful but there was a general feeling that they would like to see more use of technology/ipads in the classroom and more work on study skills. Sometimes in a class, when some people finish a task, then everyone is expected to finish; this can be frustrating.

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:	26/06/2023	Date:	26/06/2023

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.

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)	✓
2. The Senior Management Team and, in the case of schools, Governors, fully support the provision for SpLD pupils.	✓
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. 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. 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	LSC
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.	✓
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.	✓
6.6 The Head of Unit will have Head of Department status, and must have an input into curriculum design and delivery.	✓
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.	✓
7.4 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:

Kingsley is ambitious in its aim of educating a wide range of needs, from SpLDs which are catered for in the Stella Maris centre, to those who have much of their teaching in the Grenville Centre, and have more complex needs (although there is clear co- occurrence: ASD for example with dyslexia). The school, however, provides a much appreciated place for such students in this part of the South West. Pupils too have the opportunity to opt into mainstream education and take advantage of subject specialists as well as having an amazing range of extra curricular activities on offer (many of which make the most of being close to the sea as well as the wonderful walking/outdoor opportunities). It is good now to see Lucid used as a screener for SpLDs and especially for new arrivals. It may be that this will even out the number of boys and girls identified with a specific learning difficulty. I recommend that Crested status be renewed. Given the changes in the makeup of the school, and number of EHCPs, I also recommend that next time, this be a two person visit so that there is a chance to see more of the junior school and spend more time in the various centres, as well as mainstream classrooms.

Recommended for either Registration / Re registration:

Consultant to tick relevant box

YES	NO
✓	

For Office Use Only

Category proposed:

Consultant's name(s):

School information received proficiently:

Consultant's signature:

Chairman's signature:




Date:

23.06.23

Date:

08/11/2023