



Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator: Lesley Farrar
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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 re-registration process is *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?	DU	Change of Category?	NO	Category applied for	DU
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Contact Details

Name of person completing form:

Mrs Karen Barker

Tel:

01449 773600

Email:

kbarker@finboroughschool.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:

12/13 March 2015

Name of Consultant(s):

Mr Nick Rees

School Details

Name of school: Finborough School
Address of school: The Hall, Great Finborough, Stowmarket IP14 3EF
Telephone: 01449 773600 Fax:
Email: admin@finboroughschool.co.uk
Website: https://www.finboroughschool.co.uk/

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

Name: Mr James Sinclair
Title (e.g. Principal): Principal
Head/Principal's telephone number if different from above:
Qualifications: No Higher Ed
Awarding body:

Consultant's comments

The Principal is well established and respected.

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

Name: Mrs Karen Barker
Title (e.g. SENCO): Head of LEAD (Learning Enhancement And Development) Centre/SENDCo
Telephone number if different from above:
Qualifications: BSc (Hons); PGCE; Level 7 Dip SpLD; Reg Provider of JIAS; OLM accreditation
Awarding body: Lancaster Uni; S. Martin's College (Lancaster Uni); OCR; Johansen; CIEA

Consultant's comments

The Head of LEAD/SENCo is appropriately qualified and very experienced.

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1. Background and General Information

1. a)	Dep't of Education Registration No.:	935/6062		
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range
	Day:			
	Boys:	145	31	2-18
	Girls:	129	16	2-18
	Boarding:			
	Boys:	22	10	7-18
	Girls:	21	7	7-18
	Overall total:	317	64	

Consultant's comments

The school has grown in pupil numbers as has the number of pupils with SpLD.

- c) Class sizes – mainstream: 7-20

Consultant's comments

This is appropriate for the type of educational establishment.

- d) Class sizes – learning support lessons: 1-to-1, paired. Independent study 1-7

Consultant's comments

These are flexible depending on the needs of the pupils.

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

ISI Standard Inspection September 2011

The quality of the pupils' personal development is excellent. Pupils relax and flourish in the school's family atmosphere, with older pupils instinctively offering support and advice to those younger, both in the boarding houses and in the whole school community. They are kept safe by good arrangements for welfare, health and safety, and always encouraged by the team of dedicated and positive adults in the school who promote high values and high expectations. The personal attention given to pupils enables all to succeed, including those with SEND or EAL. The school has an appropriate plan for ensuring access for pupils with SEND. The quality of links with parents, carers and guardians is excellent and helps the school to create a family atmosphere.

ISI Early Years Foundation Stage Intermediate Inspection September 2014

Targeted provision is given for children with SEND and EAL through early intervention and support provided by the special educational needs co-ordinator and external agencies as required. The overall quality and standards of the Early Years' provision is outstanding. The quality of attainment and progress of the children in the EYFS, including those with SEND and EAL, is high.

ISI Boarding Welfare Intermediate Inspection December 2014

The school meets all the National Minimum Standards for Boarding Schools 2013. The school has met all of the recommendations of the previous report. Boarders are assigned 'buddies' and given a useful handbook and a questionnaire as part of a full induction programme. Boarders know that there are many people to whom they can turn with personal concerns. The school

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Independent Schools only		has appropriate arrangements to safeguard and promote the welfare of boarders. Effective links exist between residential and academic staff, including those responsible for boarders with SEND and those with EAL.	
	f)	Current membership (e.g. HMC, ISA etc.): ISA	
		Consultant's comments	
		The school is a member of a number of external agencies that provide support and advice.	
	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	Online
		or provide link to view reports via the internet	
	ii.	Recent Inspection reports , please indicate copy enclosed	Online
		or provide link to view reports via the internet	
	iii.	Details of Fees and compulsory extras for SpLD pupils (if applicable), please indicate copy enclosed	Online
	or provide link to view information via the internet	https://www.finboroughschool.co.uk/ https://www.finboroughschool.co.uk/finborough-school/about/facts-figures/policies-procedures/ https://www.finboroughschool.co.uk/finborough-school/about/facts-figures/inspection-reports/	
	Consultant's comments		
	gi. The school prospectus is available on-line and is therefore easily accessible and adapted as changes take place.		
	gii. The most recent ISI Standard Inspection report was in September 2011. There are, however, an ISI Boarding Welfare Intermediate Inspection report from December 2014 and an Early Years Foundation Stage Intermediate Inspection from September 2014.		
	giii. Information on fees and extras are available on the website.		

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria 1 & 2	2. a)	Aims and philosophy of the whole school	
		Please see https://www.finboroughschool.co.uk/finborough-school/about/ As it says it all!	
		Consultant's comments	
		The school's motto is "Strive for the highest" and its stated aim is to provide each pupil with the best preparation for life. The school endeavours to assist each pupil to develop confidence, self-esteem and a sense of identity. It also seeks to give the boarders a safe and nurturing environment within the warmth of a happy and loving family. These aims are reflected in all the school's documentation and were observed in abundance during this visit.	
Criteria 1 & 2	b)	Please indicate copy of the whole school Staff Handbook (SH)	✓

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enclosed **NOTE: It is currently being updated. New version should be available during inspection.**

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 | see SH/enclosed/see below |
| ii. Support for policy from Senior Management Team | see SH/enclosed/see below |
| iii. Support for policy from governors | see SH/enclosed/see below
N/A |
| iv. Admissions Policy/Selection Criteria | see SH/enclosed/see below |
| v. Identification and assessment | see SH/enclosed/see below |

i-v all available in SENDA Policy

<https://www.finboroughschool.co.uk/finborough-school/about/facts-figures/policies-procedures/>

and LEAD Centre Handbook (attached)

Consultant's comments

ci. The policy is clear and informative. The experienced and multi-disciplinary team offers a range of support and focused courses for ALL students. The LEAD Centre works with students, teaching staff and parents to customise teaching programmes to ensure ALL students ASPIRE: Achieve your potential, Successful, Proactive, Independent learner, Responsible for yourself and Empowered to...be the best that you can be.

cii. The senior management team includes the Head of LEAD, which is indicative of how the SMT view this additional support.

ciii. Although the school has no governors, the proprietor and the board fully support the LEAD Centre.

civ. The policy is transparent and accessible. Students who enter the school with a known difficulty are asked to provide a current (within 2 years) educational psychologist's report or obtain an up to date one. Students must be able to cope academically and socially without the need for a teaching assistant.

cv. The policy is comprehensive, graduated and is in line with the SEND Code of Practice (0-25 years) 2014.

Criterion 4

d) Give specific examples of the whole school response to SpLD

The overwhelming majority of staff are whole-heartedly dedicated to supporting students with SpLD to meet their potential. Lessons are differentiated; staff are careful to cater for various learning styles within their lessons; staff have copies of IEPs; staff provide evidence for exam access arrangements. The LEAD Centre is committed to supporting teachers in providing effectively for the needs of all students in their classes. The Head of LEAD Centre has produced a list of strategies for staff to use. In addition, during the first INSET days of the academic year (and when a new child is admitted), she makes staff aware of the needs of new students, and suggests strategies that will support specific individuals. She leads staff meetings at least every half term and produces 'LEAD This Week' to inform staff of learning support issues.

ISI (2011): "Teachers are well informed about the pupils' individual needs and work with the special educational needs co-ordinator to ensure that all pupils have equal access to the curriculum."

Consultant's comments

The Head of The LEAD Centre is dynamic and promotes the support for

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Independent Schools only		pupils with SpLD throughout the school.
	e)	Number of statemented pupils: None Consultant's comments If a student with a statement applied to the school a placement would be considered.
	f)	Types of statemented needs accepted: Each case is examined carefully on a case by case basis. We would only accept pupils with statements/EHCP if we were completely confident we could fulfil the statutory requirements in the statement/EHCP. Consultant's comments This is an appropriate policy for a DU CReSTeD category school.

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: Full details in SENDA policy and LEAD Handbook Consultant's comments There are detailed and comprehensive stages and strategies in place. It involves a concern from a student, a parent or from a member of staff. The Head of LEAD then obtains more information from a variety of sources, meets with all concerned parties and puts a plan in place.
		b)	Give details of what action you take when children are identified as at risk of SpLD Full details in SENDA and LEAD Handbook Consultant's comments There are detailed and comprehensive stages and strategies in place. These include all teaching and if appropriate boarding staff with on going assessment and intervention.
		c)	Give details of how children in your school can access a full assessment for SpLD Head of LEAD is able to recommend EPs, Specialist teachers, SALT, Physio, OT. Obviously parents may use one of their own choosing. We allow assessments to take place at school, if requested. Consultant's comments This is a flexible and sensible approach to obtaining the most appropriate assessment for each pupil as necessary.

4. Teaching and Learning

4.	a)	How is the week organised? In Prep and Senior School formal lessons from 9am to 3.25am (ten 30 min lessons in Prep; five 60 min lessons in Senior) Compulsory enrichment in the Senior 3.30-4.30pm. Study (optional for day pupils) 4.30-5.30pm. Prep students may leave at 3.30pm. For those who stay there are clubs and prep time. Students boarding have another hour of study in the evening in the boarding houses. Consultant's comments
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Criterion
3 & 4

	<p>The timetable is full, well organised and adaptable to suit the needs of the students.</p>
b)	<p>Details of arrangements for SpLD pupils, including prep / homework:</p> <p>The pupils have 1-to-1 learning support lessons during the school day. Where at all possible, these take place in lessons such as MFL or a GCSE, which they have dropped. Lessons are available from 8am and between 3.30-5.50pm, to minimise disruption to classes. Following discussions between the Head of LEAD and Head of MFL, and agreement from the Head of School, students with SpLD are permitted to drop one or both foreign languages. All students may complete prep at school during study time. Support with prep is given in 1-to-1 learning support lessons, if needed. The Head of LEAD offers supported prep on a Monday and Wednesday. Students in Y7-9 who do not take MFL have semi-supported study in the LEAD Centre. During this time they have opportunity to complete prep, revise for tests or work on a project set by the HoD. Students in Y10-11 who do 1 (or 2) fewer GCSE(s) have independent or supported study in LEAD Centre.</p> <p>Consultant's comments</p> <p>This flexibility provides a range of options for the students with SpLD.</p>
c)	<p>Lesson preparation and delivery to meet the needs of SpLD pupils for:</p> <ul style="list-style-type: none">• <i>Curriculum subjects</i>• <i>Literacy support</i> <p>Teachers prepare and deliver differentiated lessons, with due consideration to a variety of learning styles.</p> <p>ISI (2011): "The quality of teaching is good overall, and in some respects excellent... Teaching demonstrates excellent knowledge of the pupils and genuine concern for them as individuals.... The personal attention given to pupils enables all to succeed, including those with SEND or EAL. Recent training initiatives mean that teaching is now well informed about the preferred learning styles of their pupils and provides well for different needs"</p> <p>Monitoring: The Heads of School, Heads of Key Stages and Heads of Department monitor teaching and academic standards and administer performance management. Head of LEAD has responsibility for whole school assessment and tracking, and meets with staff to discuss assessment data to ensure positive outcomes for all students.</p> <p>Consultant's comments</p> <p>Eight lessons were observed for approximately 30 minutes each. Group sizes varied from 1 to 17.</p> <p>All staff had good knowledge of the students as individuals. They were approachable and accessible to the students and were encouraging and enthusiastic. They were friendly, sometimes humorous, but always professional. Teaching was multisensory, where appropriate, with practical activities encouraged e.g. separating and weighing muesli and granola, an artistic mind map.</p> <p>Tasks were chunked into stages and revisited where necessary. Staff had high expectations and kept the pace suited to the task and to the students. Praise was given when earned. Outcomes were differentiated, as was the level of support for each of the students. Feedback was prompt, as was adult intervention when appropriate. Students were however, encouraged to think for themselves and independence at all stages was promoted e.g. sounding out a word or writing on a mini whiteboard.</p>

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Classrooms were well-organised, light and ventilated, stimulating with informative displays e.g. visual timetables, word lists, grade ladders that were not distracting. Various teaching aids e.g. stress balls. Laptops were used frequently for research and recording of work. Desks and chairs were arranged in a variety of ways dependent on the task.

All students were encouraged to participate and make a verbal contribution. Peer tutoring was also encouraged and in evidence. Materials had been prepared in advance and supported students with reduced demands on copying. Various methods were used by the students to record their ideas e.g. writing, drawing, typing, with the use of a scribe or using an IT program. Students were engaged throughout, with many achieving increased understanding and accelerated learning. The lesson objectives were achieved.

All lessons observed met the criteria for the registered CReSTeD category.

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

All students receiving learning support have two IEPs a year (Sept-Dec, Jan-June). Targets are set in discussion with the students, using SMART principles. The extent to which they contribute is age dependent, but even the younger children have an opportunity to be involved.

They are reviewed with the pupils in Dec and June and progress is reported to parents. The IEPs are available to all teaching staff via the staff shared area of the network and they are stuck in the pupils' planners. Parents can see them here or may request that a copy is sent home.

Please indicate **two examples** enclosed

yes

Consultant's comments

The design of the IEPs includes all necessary information. All involved parties are involved in their production and have access to them. Targets may be set by the students, the teachers and by the therapists. The majority of targets, especially those set by the therapists are SMART. They are reviewed at regular intervals with new targets being set.

e) Records and record keeping:

From Sept 2014, the Head of LEAD Centre has responsibility for whole school assessment. Annual assessments: Prep – PIPS, NGRT, single word spelling, Progress in Maths and SATs (Y6). The Head of LEAD Centre analyses the results, discusses them with staff and supports them in meeting the needs of children in their classes. Senior School: MIDYis (Year 7), YELLIS (Y10) ALIS (Y12). The Head of LEAD Centre works with the Head of Senior School to analyse Senior School data. All assessment data is currently being transferred onto SchoolBase, the new data management system.

Parents receive a progress report for every subject at the end of each term. Entrance test results are shared with staff via 'staffshared'. Records for all children with learning support needs are kept in LEAD Centre.

Consultant's comments

The records kept are detailed and comprehensive. They are reviewed regularly and updated as appropriate.

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- Criterion 3 f) **For comment by consultants only: Review history and provision made for two pupils.**

Two files were looked at in greater detail. Both students had been educated at the school for a number of years. The files contained family history and contact information. Any assessment undertaken by external agencies e.g. NHS or internally, were recorded. The files contained the IEPs, progress reports as well as interim and full annual school reports. These reports include NC Levels and predicted grades for examinations. One student's file also included the learning support charges per term.

- Criterion 3 g) **Impact of provision – assessment summary all pupils (only fill in the Key Stages relevant to your school):**

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	24	24	78%	154.5	43
SpLD Pupils	7	7	71%	157	45

GCSE	No. of pupils inc'd in the Year 11 timetable, regardless of age	Percentage A* - C	Percentage 5+ A* - C	Percentage 5+ A* - G
Whole School	33 (av. value added/pupil 2.0)	78%	82% (7 pupils)	97% (1 pupil)
SpLD Pupils	14 (av. value added/pupil 4.0)	92%	67% (4 pupils)	92% (1 pupil)

Key Stage 2 (Internally marked)	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School	28	20		20		28	
SpLD Pupils	8	4		6		8	

Key Stage 1	No. of Year 2 pupils entered	English		Maths		Science	
		L2+	A/D	L2+	A/D	L2+	A/D
Whole School	18	18		18		18	
Dyslexic Pupils	2	1		1		1	

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

ISI (2011): "Those with SEND are carefully monitored in both the prep and the senior schools to ensure at least comparable progress with that of their peers; indeed, analysis of the achievement at GCSE of those pupils with SEND shows that their progress is even greater than the average for the school."

Consultant's comments

It is clear from the results that the achievements for the students with SpLD are impressive especially in English and English Literature and indicate the

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added value of attending the school and the LEAD Centre. The staff meet on a regular basis to discuss the assessment data and target setting.

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

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

There are 4 well-resourced teaching rooms within the LEAD Centre. These contain a variety of multi-sensory materials, practical equipment and a variety of books from several reading schemes.

Consultant's comments

The general resources available to the staff and to the students are appropriate for a school with a DU CReSTeD category.

Criterion 5.2 b) ICT:

Read and Write Gold is available on all school computers. The licence extends to home use, so the software can be downloaded onto laptops. *Nessy Learning Program* and *Nessy Fingers*, Ipad Mini (with a range of software for developing various skills) and department laptops.

Consultant's comments

Access to ICT has been developed over time and for the Prep and 6th form they are of a high quality. There are plans to develop access to ICT with the upgrading of the ICT suites for KS3 and KS4 in the near future.

Criterion 5.3 c) Details of access (special examination) arrangements requested and made for SpLD pupils:

All students requiring exam access arrangements are assessed by a specialist teacher to establish their precise needs. Currently exam access arrangements include extra time, reader/computer reader, scribe/speech recognition, OLM, read aloud, rest breaks and use of a bilingual dictionary. The Head of LEAD Centre keeps a file detailing evidence of need for each applicant.

Consultant's comments

The process of assessing the students' needs and the application for access arrangements is well organised and thorough.

Criterion 5.4 d) Library:

There is a well-stocked library, used by all students, with a full-time Librarian. There is an increasing number of 'dyslexia friendly' books. In addition, the Prep School has its own reading resource area.

Consultant's comments

The library is a large room and well located within the school. It has an excellent supply of fiction and non-fiction books. Depending on their year group, students visit independently or in timetabled class lessons.

6. Details of Learning Support Provision

DU 6.3 6. a) Role of the Learning Support Department within the school:

The LEAD Centre plays an important role in the school; not only supporting pupils but also their teachers and parents. The team of tutors within LEAD is experienced and multi-disciplinary, able to offer a range of support for all students – SpLD, EAL, 'sound therapy' and focussed tutorials. The Head of

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DU 6.5 & 6.6	<p>LEAD Centre meets regularly with class teachers to discuss ways in which they can meet the needs of all the students in their classes.</p> <p>Consultant's comments</p> <p>The LEAD Centre, having been relocated, is now central to the school and allows for all the team to work in rooms adjacent to each other. This supports greater and improved communication and a sense of it being a Centre.</p>									
DU 6.6	<p>b) Organisation of the Learning Centre or equivalent:</p> <p>The LEAD Centre is accommodated in one area, conveniently placed between the two schools. There is a full time Head of Centre and 4 tutors (1 full time and 3 part time). 2 TAs (funded by parents) support a child in Y1 and another in Y3.</p> <p>Consultant's comments</p> <p>The organisation of the LEAD Centre is much improved having been relocated. The team cover a wide range of expertise and experiences for the benefit of the students and their parents, as well as for the staff of the school to call on for advice.</p>									
	<p>c) Does the Head of Unit have Head of Department status and input into curriculum design and delivery?</p> <p>The Head of LEAD Centre has responsibility for whole school assessment and tracking as well as developing and implementing the PACE (Personal and Community Education) programme (combination of PSHE, Citizenship and RE) in the Senior School. She has recently been promoted, and from Sept 2015 will be part of the re-structured SMT. She usually has some mainstream teaching responsibilities.</p> <p>Consultant's comments</p> <p>The Head of the LEAD Centre is a member of the SMT and has significant input into both curriculum design and delivery as well as in staff INSET e.g. Tapping the Talent, The LEAD Centre, Sound therapy for parents, Kinaesthetic Learners, Auditory Processing Disorder and Making a Difference.</p> <p>The SEN Development Plan includes targets: to promote effective communication with class teachers, monitoring and evaluation, assessment, resources, to develop the use of assistive technology, CPD, Liaison with boarding staff, parent/carer involvement, to provide individualised auditory stimulation (JIAS), tracking grids on school base, underachievers and development of the PACE programme.</p> <p>The Head of the LEAD Centre sends out a weekly newsletter to staff indicating any upcoming student assessment, meetings times and locations and any other necessary information e.g. deadline to order modified papers with examination boards.</p>									
	<p>d) Supporting documentation, please indicate enclosed:</p> <table border="0"> <tr> <td data-bbox="414 1769 454 1803">vi.</td> <td data-bbox="510 1769 1157 1803">SEN Development Plan (or equivalent) enclosed</td> <td data-bbox="1332 1769 1441 1825" style="text-align: center;">✓</td> </tr> <tr> <td data-bbox="414 1814 454 1848">vii.</td> <td data-bbox="510 1814 1292 1881">Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff</td> <td data-bbox="1332 1814 1441 1870" style="text-align: center;">✓</td> </tr> <tr> <td data-bbox="414 1892 454 1926">viii.</td> <td data-bbox="510 1892 981 1926">List of known SpLD pupils in school</td> <td data-bbox="1332 1892 1441 1948" style="text-align: center;">✓</td> </tr> </table>	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	✓
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viii.	List of known SpLD pupils in school	✓								

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7. Staffing and Staff Development

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

Mrs Karen Barker: BSc (Hons) (1991, Lancaster Uni), PGCE (1992, S Martin's College), Level 7 DipSpLD (2003, OCR) Reg Provider of Johansen Individualised Auditory Stimulation (2013, JIAS), OLM Accreditation (2015, Communicate-ed). Experience teaching 5-18 year olds (as class and SEN teacher), in mainstream state and independent schools, and in a specialist school (dyslexia).

Mrs Michaela Harwood: BA (Hons) (1991, Gwent Coll of Higher Ed), PGCE (2001, Exeter Uni), Montessori Red and Gold Diplomas (1994, London, Montessori Centre), DipSpLD (1998, Hornsby) Experience teaching 5-16 year olds (as class and SEN teacher), in mainstream state and independent schools, in a specialist school (dyslexia) and in homes for looked after children.

Mrs Judith Barker: Cert Ed; many years experience in learning support both in mainstream, special school and 1-to-1

Dr Carolyn Purkis: BA(Hons) (1986, Oxford), MBBS (1989, London), Level 6 Adv Dip in Teaching Children with SpLD (To be awarded on completion summer 2015: Overcoming Barriers to Learning in Mathematics, Uni of Worcester). Years of experience teaching children privately, including those with SpLD (dyslexia), independent school teaching

Mr Iain Elder: BEd (1975, Leeds Uni; TEFL 1999) EAL teacher. Many years teaching in state secondary education and as a private tutor.

Miss Louise Brewer (TA, Y3): SEN TA (to be awarded Summer 2015)

Miss Louise Goodwin (TA, Y1): BA Early Learning (UCS, 2013)

Consultant's comments

The staff have a wealth of qualifications and experiences to share between them. A further development is one member of the team training in the assessment of Dyscalculia, which will be of benefit to the students and 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

Consultant's comments

The staff are all suitably qualified and /or experienced to teach students with SpLD.

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.

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For completion by consultants only: Parent Contacts:

All six parents contacted were unanimous in their support and gratitude for what Finborough School has achieved for their children, unleashing their potential. They all feel that their children have been very well supported and have made excellent progress with grades having increased and in many cases having exceeded expectations. The positive development and 'blossoming' of their children's self-esteem and confidence and being happy at school was highlighted. The positive relationships with staff in the whole school, including boarding, as well as in the LEAD Centre was mentioned along with the view that the students didn't feel any different from those who didn't attend the LEAD Centre. Communication is seen to be a strength of the school. There were no complaints about any aspect of the school.

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

Sixteen students were spoken with in two sessions, two girls and six boys in each. They ranged from Year 5 to Year 12 and had been at the school for between one term and five years. The students were all loyal and enthusiastic about every aspect of Finborough School as a whole e.g. staff can relate to you, gives you attitudes for life, the overall learning environment provides energy and is motivating, teaching strategies (breaking down tasks), providing additional 1-1 support during break times, small classes. The students were also keen to provide examples of how the LEAD Centre has supported and helped them to not only achieve academically but socially. Specific areas were English, maths, sound therapy, confidence, self-esteem, organisation and coursework.

The only criticisms were the unreliability of ICT in KS3 and KS4 (they would like to see newly equipped ICT suites) and the noise level outside the LEAD Centre rooms during the transition of classes. They would like more efficient sound-proofing if possible. I understand that the ICT suite upgrade is in the school's development plan and that there is also a desire to relocate The LEAD Centre once more to an even more suitable location.

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:	9.2.15	Date:	20.4.15

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.*

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 consultant's to enter comments, in which case the field will be left blank.

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

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.	yes
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.	yes
6.6 The Head of Unit will have Head of Department status, and must have an input into curriculum design and delivery.	yes
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.	yes
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.	yes

Report Summary

Summary of Report including whether acceptance is recommended:

Finborough School is an exceptional school and more than deserves to retain their DU status with CReSTeD. The grounds and the school are extensive, providing a suitably appropriate environment in which to learn and for the boarders to reside. The atmosphere throughout is friendly, calm, welcoming and industrious. The school is appropriately resourced to support pupils with specific learning difficulties and the LEAD rooms are of a good size, clean, well lit, ventilated and free from distraction other than during the staggered break times. Knowledge of the students, assessments and record keeping is detailed, informative and comprehensive. The school is extremely well run and the relocation of the LEAD Centre supports those with specific learning difficulties. Staff are enthusiastic and totally supportive of pupils with SpLD. Staff and pupils are loyal and very proud of their school and are extremely happy there. Parents are incredibly positive with the provision and feel that their children have made progress and are happy attending the school. Further developments, particularly in the area of ICT and in staff training will continue to support the school's desire to improve the understanding and delivery of provision for pupils with specific learning difficulties.

For Office Use Only

Category proposed:

DU

Consultant's name(s):

Mr Nick Rees

Consultant's signature:		Chairman's signature:	
Date:	14 March 2015	Date:	