



## Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator: Liz Crossley  
CReSTeD, Helen Arkell Dyslexia Centre, Arkell Lane, Farnham, Surrey, GU10 3BL  
Email: admin@crested.org.uk

### 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)	YES/NO	Category applied for (re-reg only)	DU
------------------------------------	----	--------------------------------------	--------	---------------------------------------	----

#### 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:

13<sup>th</sup> November 2018

Name of Consultant(s):

Carol Hodgson

## School Details

Name of school: Finborough School  
Address of school: The Hall, Great Finborough, Stowmarket  
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 Steven Clark  
Title (e.g. Principal): Headteacher  
Head/Principal's telephone number if different from above:   
Qualifications: BSc (Hons); PGCE; NPQH; FRSA  
Awarding body: Essex University; Cambridge

### Consultant's comments

Mr. Clark took up position in September 2015, leaving his position as executive headteacher and regional director of six schools in London and East Sussex. The former Principal, Mr James Sinclair, continues in his role as Proprietor which he took over from his father in 2009.

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

Name: Mrs Karen Barker  
Title (e.g. SENCO): Deputy Head (LEAD); SENDCo  
Telephone number if different from above:   
Qualifications: BSc (Hons); PGCE; Level 7 Dip SpLD; Reg Provider of JIAS; OLM accreditation; Working towards MBA  
Awarding body: Lancaster Uni; S. Martin's College (Lancaster Uni); OCR; Johansen; CIEA; Heriot Watt (Edinburgh Uni)

### Consultant's comments

Mrs Barker is highly qualified and experienced, well respected by staff and pupils.

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.*

## 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:	197	36	2-18
		Girls:	174	14	2-18
	Boarding:	Boys:	41	4	7-18
		Girls:	26	11	7-18
	Overall total:		438	65	

### Consultant's comments

The school has grown in pupil numbers, with the number of SpLD pupils remaining constant.

c) Class sizes – mainstream: Prep: 20 Senior: 22

### Consultant's comments

Class sizes are appropriate for the accommodation.

d) Class sizes – learning support: 1-to-1

### Consultant's comments

In addition to 1-1 specialist lessons, this Consultant observed a small study support group of three senior pupils.

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

ISI Educational Quality Inspection November 2016

'The quality of the pupils' personal development is excellent. Pupils and boarders behave exceptionally well and show full understanding of what is right and wrong. They demonstrate a strong moral code. From an early age, they take full responsibility for their own behaviour and learning in response to the school's highly effective and successful systems that manage and develop pupils' personalities to an excellent degree. Skills are well developed because pupils and boarders are supported well by staff and are thoroughly encouraged to try things and know exactly what they are aiming for. Pupils concentrate well on their work, spurred by a clear idea of what the end result should look like. It is also evident in the personal skills of SEND and EAL pupils, who show a strong-minded determination to persevere when faced with difficulties.

Pupils rapidly develop many of the skills necessary for their future lives. They make confident choices, spurred on by the strongly supportive pastoral system that underpins the school's ethos.'

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

### Consultant's comments

Membership of several external agencies provide the school with support and advice when needed.

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 <https://www.finboroughschool>.

Independent  
Schools  
only

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.*

[co.uk/](https://www.finboroughschool.co.uk/)

- ii. **Recent Inspection reports**, please indicate copy enclosed  
or provide link to view reports via the internet <https://www.finboroughschool.co.uk/information/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 <https://www.finboroughschool.co.uk/information/fees/>

#### Consultant's comments

gi. The school has a regularly updated online prospectus, easily accessible to prospective parents.

gii. The last ISI inspection was in November 2016 and is available for parents to view through the website. The inspection findings were that the quality of the pupils' academic and other achievements is excellent, as is their personal development. The recommendations of the report, 'to further enhance the excellence of its provision and raise outcomes further, the school may wish to consider making the following improvements:

- Show pupils how to make more widespread use of the available technologies in the classroom.
- Develop further opportunities to capture and act positively on the pupils' views to enable all to feel collaboratively engaged in decisions for the school's development.'

The school now has a more well-developed Student council. The Library has been updated and functions as a 'hub' with the development of the attached ICT area on-going. The school is progressing with the use of Google documents and LEAD staff are liaising with the English department to work on ways in which ICT can be used to enable students to access the curriculum e.g. digital notetaking.

giii Details of fees and compulsory extras for SpLD pupils are available on the website.

Individual tuition for pupils with dyslexia or other Intensive Teaching requirements is available at £30.00 per 30-minute lesson.

## 2. Policy and Philosophy with Regard to SpLD Pupils

Criteria  
1 & 2

2. a) Aims and philosophy of the whole school

The following says it all! <https://www.finboroughschool.co.uk/finborough-school/aims-values/>

#### Consultant's comments

The school's motto is 'Strive for the highest'. It aims to provide each pupil with the best preparation for life using several different strategies. It strives to do this by 'Recruiting and retaining the best teachers, providing the best environment, making a commitment to excellence and through its culture

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.*

Criteria  
1 & 2

which is based on the Seven Habits of Highly Effective people and its unique Learnability framework.

Through quality teaching, a nurturing environment and excellent pastoral care, pupils are encouraged to set their own targets at an early age and guided as they work towards them. Documentation reflects the ethos of the school and interactions observed between staff and pupils demonstrate how the school is working towards these aims.

- 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** see SH/enclosed/see below
  - ii. **Support for policy from Senior Management Team** see SH/enclosed/see below  
SENDCo is a Deputy Head
  - iii. **Support for policy from governors** see SH/enclosed/see below  
N/A
  - iv. **Admissions Policy/Selection Criteria** see SH/enclosed/see below  
LEAD Handbook
  - v. **Identification and assessment** see SH/enclosed/see below

<https://www.finboroughschool.co.uk/information/policies-procedures/>  
and LEAD Centre Handbook (attached)

#### Consultant's comments

ci. LEAD – Learning Enhancement And Development Centre.

The policy document clearly outlines the aims and strategies of the department.

The multi-disciplinary team provide support for all students in need. Provision is tailored to individual needs in consultation with parents, pupils and teachers.

cii. The Head of LEAD is a member of the senior management team.

ciii. The Proprietor and board fully support the work of the LEAD centre.

civ. The admissions policy is available on the website with further details in the LEAD handbook. 'Students who enter the school with a known difficulty are asked to provide a current (within 2 years) Educational Psychologist's report. If one is not available, an up-to-date assessment is usually recommended. Pupils undertake an assessment on one of the trial days and further specialist assessment is recommended when appropriate. Pupils will be accepted into the school if it feels confident that it will be able to educate and develop the prospective pupil to the best of his or her potential and in line with the general standards achieved by the pupil's peers.'

cv. There is a comprehensive policy for identification, taking into consideration referrals from staff, parents and pupils themselves. The response to initial concerns is graduated and appropriate, involving several monitoring and assessment strategies to ensure that the correct provision is made for individuals.

Criterion 4

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

The SENDCo has been promoted to Deputy Head, in recognition of the value placed on SEND in the school, as well as the expertise of the post holder.

The overwhelming majority of staff are whole-heartedly dedicated to supporting students with SpLD to meet their potential. Lessons are differentiated according to the core, support, challenge model; staff are careful to cater for various learning styles within their lessons; staff have

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.*

Independent Schools only		access to 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 Deputy Head (LEAD) 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.
		Consultant's comments
		The head of LEAD works hard to ensure that all staff have up-to-date information on the needs of individuals and in addition to supporting staff with strategies for use in the classroom, provides a good programme of training opportunities for teachers to enhance their specialist knowledge.
	e)	Number of statemented / EHCP pupils: None
		Consultant's comments
		Prospective pupils with statements would be considered.
	f)	Types of statemented / EHCP 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 is a clear strategy outlined in the LEAD Centre handbook. Initial testing takes place on one of the trial days. If there are later concerns from parents, pupils and/or staff there is a graduated approach to implementing appropriate support.
		b)	Give details of what action you take when children are identified as at risk of SpLD Full details in SENDA policy and LEAD Handbook
			Consultant's comments
			Following on from concerns or from results obtained from testing, there are a range of strategies used, from advising staff on strategies to employ and monitoring progress, through to recommending to parents that learning support lessons would be appropriate. The Head of LEAD will liaise with staff in the Boarding houses if necessary, to ensure the needs of the pupil are being met across all aspects of the pupil's time at school.
		c)	Give details of how children in your school can access a full assessment for SpLD Deputy Head (LEAD) has submitted plans for her to offer diagnostic assessments for dyslexia. Currently, she 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



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.*

requested.

**Consultant's comments**

An in-house testing facility would be beneficial and further facilitate the identification process, benefitting pupils and staff.

#### 4. Teaching and Learning

4. a) How is the week organised?

In Prep and Senior School formal lessons from 8.45am to 3.30pm (to Y7)/4.30pm Y8-13 – therefore, five or six, 60 min lessons. Enrichment or study in the Senior 4.30-5.30pm (optional for day pupils). 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**

The timetable is full and diverse with many opportunities for the pupils to develop skills in a wide variety of areas, both academic and non-academic.

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

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 3.30-5.30pm, to minimise disruption to classes. Following discussions between the Deputy Head (LEAD) and Head of MFL, and agreement from the Headteacher, students with SpLD are permitted to drop one or both foreign languages.

All students may complete prep at school during study time. Some support with prep is given in 1-to-1 learning support lessons, if needed. Students in Y7-9 who do not take MFL have semi-supported study in the LEAD Centre (library). During this time, they have opportunity to complete prep, revise for tests. Students in Y10-11 who do 1 (or 2) fewer GCSE(s) have independent or supported study in LEAD Centre (library). Homework support is provided in the Senior School (with a member of LEAD team) at additional cost; in Prep School, children are supported by the teacher on duty.

**Consultant's comments**

The school's flexible approach to incorporating support into individuals' timetables ensures that pupils can access support with minimal disruption to academic lessons.

Criterion  
3 & 4

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

- Curriculum subjects
- Literacy support

Teachers prepare and deliver differentiated lessons, using the core, support, challenge model, with due consideration to a variety of learning styles. ISI (2016): "Pupils with SEND and those with EAL achieve particularly well at all ages compared with their starting points. This is because they are supported in their learning by expert and experienced staff who know how to develop pupils' knowledge and understanding across the curriculum and encourage them to strive for challenging targets. The more able pupils and those with particular talents respond positively to their adapted curriculum and special arrangements ... so their talents and abilities are promoted to the full..."

Monitoring: The Deputy Heads and Heads of Department monitor teaching

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.*

and academic standards and administer performance management. Deputy Head (LEAD) has responsibility for whole school assessment and tracking and meets with staff to discuss assessment data to ensure positive outcomes for all students.

#### Consultant's comments

Teaching staff know their pupils well and are kept regularly informed of their support needs by the Head of LEAD. Unit staff work closely with teachers to formulate strategies for use in curriculum lesson and to ensure pupils' progress is monitored.

Eight sessions were observed, three of these were curriculum lessons. Most of the teaching observed was excellent with teachers engaging the whole class, using a range of strategies such as quick-fire questioning, short bursts of group discussion followed by verbal feedback, and time limited tasks. Other strategies used included effective use of a projector and whiteboard, clear explanations and the provision of a choice of coloured paper for homework sheets. Teachers showed good knowledge of individual pupils and were observed making subtle provision through questioning and differentiated tasks. Pupils who needed, could use laptops in class.

1-1 lessons are flexible in content reflecting the current academic needs of the pupils, whilst still retaining the structure needed to work towards IEP targets.

The sessions observed were highly individualised and teachers were well prepared for their planned work. Curriculum support is also provided, alongside documented IEP targeted work and sometimes the planned lessons are put to one side to deal with more pressing needs presented by the pupil e.g. homework tasks or exam work. This consultant observed a variety of lessons within the Unit, delivered by highly competent staff who had an excellent knowledge and understanding of the needs of the pupils. Much of the work was based around pupils' interests to engage them. Paired reading techniques were used and a highly effective, departmental developed writing skills strategy. Multi-sensory work was observed, and Maths 1-1 involved using obviously well practiced strategies. Lessons were often pupil driven, in particular, a Year 11 academic support lesson, where pupils were being encouraged to develop effective time management. Pupils in this lesson were working very well independently whilst the teacher worked 1-1 with each of them. Teachers were patient, provided lots of positive reinforcement and showed very good knowledge of both their pupils and expertise in their teaching.

In all lessons there was evidence that independent learning was being promoted.

In discussion with one of the teachers they explained that pupils were generally supported by the same staff and should there be a need for curriculum support in a subject which is not their strength, they will refer to subject teachers for advice or another member of the department with strengths in that area will take over support temporarily.

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



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.*

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. A copy is sent home for parents.

Please indicate **two examples** enclosed

Yes

Consultant's comments

IEPs are formulated using input from relevant staff and are available for all staff to access. They contain necessary information with evidence towards achieving targets being kept in exercise books for work done in the Unit. On review, bi-annually, new targets are set. Pupils are involved in the target setting process and parents are provided with copies.

e) Records and record keeping:

Records for all children with learning support needs are kept in LEAD Centre.

Consultant's comments

Records are detailed and comprehensive. The school is currently finalising a new tracking system which should make it much easier to get a clearer picture of an individual's progress across time, make predictions for grades and spot patterns of strengths and weaknesses.

Criterion 3

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

Detailed records are kept showing relevant family history, testing, provision and IEPs. Progress information and test results which inform IEPs are kept. School reports show levels which will now be converted to the new Finborough scale to enable progress to be tracked uninterrupted by the change in National Curriculum recording.

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	21	21	91.6	77	22
SpLD Pupils	5	5	88	44	15.7

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	25	80%	76%	100%
SpLD Pupils	7	68%	57%	100%

Whole school average va/pupil = -2.98 (Eng Lang 0.28; maths 0.04)

SpLD average va/pupil = 0 (Eng Lang 1; maths 0.14)

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

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.*

Key Stage 1 (if applicable) N/A	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 Deputy Head (LEAD) has responsibility for whole school assessment and tracking. Annual assessments: Reception Baseline; Prep – Progress Tests in Maths and English Y1, 4 and 6; CAT4 in Y3; Senior School: MidYis Y7, Yellis Y10, ALIS Y12. The Deputy Head (LEAD) analyses the data, especially for discrepancies (ie diagnostically) and supports staff in using it effectively to meet students’ needs. Staff have access to the data on Google Drive. Reports are stored on SchoolBase (MIS)  
Parents receive a Proactive Report for every subject every half term, which informs of progress and targets for improvement.

**Consultant’s comments**

ISI in 2016 stated ‘In the senior school, performance at GCSE has risen sharply in the past two years. While in the year 2013 to 2014 results were similar to the national average for maintained schools, in 2015 they were above that average, and in 2016 they were well above that average.... Standardised measures of progress show that pupils achieve above expectation, compared to their ability on entry. Set against the school profile, which includes a relatively high proportion of pupils with SEND, this represents excellent achievement.’

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

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

LEAD Centre has moved since the last CReSTeD visit and now incorporates the library. The Deputy Head (LEAD) has an office/teaching room and there is another main room, with 4 teaching areas. The Centre is resourced with multi-sensory materials, practical equipment and a variety of books from several reading schemes.

**Consultant’s comments**

Resources available are appropriate to the provision of multi-sensory learning support programmes. The incorporation of the library has the advantages of a larger and more flexible learning space and additional computers. This will be further enhanced after the refit which is imminent.

- Criterion 5.2 b) ICT:

*Read and Write Gold* is available on 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).

**Consultant’s comments**

Development of ICT provision is ongoing. Pupils make use of laptops and PCs with a variety of learning programmes. Teachers bring classes to the

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.*

Criterion 5.3	c)	<p>ICT suite, use the PCs in the library and teachers in the Unit also make use of these when working with individuals. Learning programmes are also used on tablets.</p> <p>Details of access (special examination) arrangements requested and made for SpLD pupils:</p> <p>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 Deputy Head (LEAD) keeps a file detailing evidence of need for each applicant.</p> <p><b>Consultant's comments</b></p> <p>There is an effective system in place for identification, testing and application for appropriate access arrangements.</p>
Criterion 5.4	d)	<p>Library:</p> <p>The library, part of LEAD Centre, is used by all students, and is staffed by two part-time Librarians. There is an increasing number of 'dyslexia friendly' books.</p> <p><b>Consultant's comments</b></p> <p>The library is spacious and welcoming. It has a good selection of fiction and a non-fiction library tailored for the younger pupils. The librarian is pro-active in responding to the interests of pupils when selecting new fiction. A specific section identified as 'Quick Reads' contains books suitable for dyslexic readers e.g. Barrington Stoke. The library is rarely empty – several of the older pupils choose to work there rather than in the 6<sup>th</sup> form study room, and as it forms part of the Unit, there are often pupils working there who can get support if needed.</p>

## 6. Details of Learning Support Provision

DU 6.3	6. a)	<p>Role of the Learning Support Department within the school:</p> <p>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 Deputy Head (LEAD) meets regularly with class teachers to discuss ways in which they can meet the needs of all the students in their classes.</p> <p><b>Consultant's comments</b></p> <p>The experience and skills of the teachers within the Unit are recognised by staff and pupils alike and its central location means easy access for those who need support and/or advice. INSET and regular meetings with staff about supporting individuals in class ensure that teachers have the relevant information they need to make provision for individuals within their classes.</p>
DU 6.5 & 6.6	b)	<p>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 who is one of the Deputy Heads and 6 tutors (3 full time and 3 part time). 4 children have in-class support (funded by parents)</p> <p><b>Consultant's comments</b></p>

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.*

DU 6.6	<p>The 4 booths are separated by partitions, teaching in one booth can be heard in the others and teaching in all 4 simultaneously can happen. This could be a distraction but at the time of observation, pupils were able to concentrate. At the present time the Head of Unit is teaching and has a role as Deputy Head; if the Unit is to provide in-house diagnostic assessments as outlined in the departmental development plan, some adjustments would have to be made.</p>	
	<p>c) Does the Head of Unit have Head of Department status and input into curriculum design and delivery?</p>	
	<p>Yes, as a Deputy Head, and with specific responsibilities for whole school assessment and tracking. She currently teaches Y8 English and A Level Psychology</p>	
	<p>Consultant's comments</p>	
	<p>Within the Unit development plan, the Head of Unit has identified a need to use assessment data more precisely for the identification of underachievers or those with difficulties. This will improve teachers' ability to make accurate target setting. As part of this aim, Prep teachers will be provided with CPD in analysing spelling and reading errors and in strategies for improvement. Another identified need within the development plan is to provide CPD in areas identified by teaching staff.</p>	
	<p>d) Supporting documentation, please indicate enclosed:</p>	
	<p>vi. <b>SEN Development Plan (or equivalent) enclosed</b></p>	<p>Yes</p>
	<p>vii. <b>Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff</b></p>	<p>To be supplied before visit</p>
	<p>viii. <b>List of known SpLD pupils in school</b></p>	<p>Yes</p>

## 7. Staffing and Staff Development

Criterion 7	<p>7. a) Qualifications, date, awarding body and experience of all learning support staff:</p>
	<p><b>Mrs Karen Barker:</b> 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). Studying MBA (5/9 modules completed). Experience teaching 5-18 year olds (as class and SEN teacher), in mainstream state and independent schools, and in a specialist school (dyslexia).</p>
	<p><b>Mrs Michaela Harwood:</b> 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.</p>
	<p><b>Mrs Judith Barker:</b> Cert Ed; many years experience in learning support both in mainstream, special school and 1-to-1</p>
	<p><b>Dr Carolyn Purkis:</b> BA(Hons) (1986, Oxford), MBBS (1989, London), Level 6 Adv Dip in Teaching Children with SpLD: Overcoming Barriers to Learning in Mathematics (2015, Uni of Worcester); TEFL (2015, TEFL Academy); BSc Mathematics (2017, OU). Many years of experience teaching children</p>

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.*

privately, including those with SpLD (dyslexia); in addition to learning support, she teaches Y7 set 3 maths and A Level Economics

**Mrs Rebecca Fricsey:** BA Hons (1995, Cardiff Uni; PGCE (1996, De Montford Uni; MA (Printmaking) (2013, Anglia Ruskin University, Cambridge); Masters in SEND with Real Training, accredited by Middlesex Uni (currently studying module 4 out of 5. Due to finish in 2019)

**Miss Victoria Wright:** BSc (Hons) (1994, West London Institute), PGCE (1995, West London Institute) Experience teaching Y4-11 in mainstream and special school

**Mr Derek Whipp:** Cert Ed (1978, Newcastle); MA (1981, Ohio USA) in Motor Behaviour and Athletic Training. Extensive teaching experience in UK and overseas, including as Assistant to the Director of the Motor Dev. Programme (for children with various special needs)

#### Consultant's comments

This is a very well qualified group of teachers, with a wide variety of skills, experience and specialities. A new addition to the Unit is Mr Whipp who was quick to praise the support he has been given as a new (to the school) teacher by the other members of the Unit.

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.

#### For completion by consultants only: Parent Contacts:

All parents contacted were very positive about the school and the support provided by the LEAD centre. Parents talked about the ways in which their children had changed since attending the school – 'bringing back her love of learning' and 'her attitude to learning changed dramatically' were two of the comments. The teachers were described as being supportive, sensitive and understanding, 'they see every child as an individual with their own skills and strengths,' and 'the level of enthusiasm from the teachers is passed on to pupils.'

Parents talked about the high standards that are expected from all the children and that the ethos of the school is very positive in that there is no stigma attached to being withdrawn from lessons- 'the school immediately identified her difficulties and made it OK – she just learns differently.'

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.*

Communication with school is seen as good, whether it is working with an external tutor, contacting parents through notes in a school diary, replying to emails and in end of term reports. If there have been any concerns these have been dealt with through the Head of the LEAD centre. Parents feel they can contact the school and have meetings to discuss any concerns. 'It isn't about them – it is about the child.'

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

Fourteen pupils were spoken to in two sessions from a range of age groups across the school. They had been at the school for between 1 term and 7 years. It was evident that the pupils liked their school. All were polite and expressed themselves well. They appreciated all aspects of their school, the sports opportunities, the recreational areas and the staff. All could think of at least one teacher who they felt would be supportive if they had a problem. They could talk about areas in which they had made progress and they were full of praise for the support they had received from the Unit in 'understanding how words go together', help with anxiety and with processing delay and with 'remembering'. 5 pupils had worked through the sound therapy course and all felt that they had benefitted. One boy praised the Head of Unit saying, 'She is brilliant, she understands what you need and will go the extra mile.' Another, praising a Maths teacher said 'He is funny and kind and goes through things step by step, so everyone gets it. He explains every little detail. He helps a lot.' Another, talking about the school said, 'It's like a second home.'

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:	18.10.18	Date:	14.1.19

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.



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.*

- 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)	✓
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 <a href="#">Joint Council for Qualifications guidelines</a> .	✓
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	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.	✓
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.	✓

# Report Summary

Summary of Report including whether acceptance is recommended:

Finborough is an impressive school which provides a wealth of opportunities for all its pupils. It is inclusive and children with SpLD and associated difficulties thrive there. The school buildings, accommodation and grounds provide an attractive environment, with a diversity of provision which enables pupils to develop a wide variety of academic and extra-curricular skills.

The Lead centre is well run, suitably equipped, staffed by well qualified, experienced teachers and located centrally in the school. Individual lessons provided in the Unit are tailored to the individual and teachers know their pupils very well.

Subject teachers display good understanding and supportive teaching, reflecting quality INSET and regular updates provided by the Head of the centre.

Parents are happy with the improvements their children make and pupils feel supported, making progress both academically and personally.

The school is continuing to improve its ICT facilities and access to technologies to help SpLD pupils in addition to updating its progress tracking systems.

I have no hesitation in recommending Finborough retains its DU status with CReSTeD.

## For Office Use Only

Category proposed:

Consultant's name(s):

School information received proficiently:


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