



## Council for the Registration of Schools Teaching Dyslexic Pupils

### Brown's School

### Registration– Category SPS

1. *Date of visit:* 3<sup>rd</sup> July 2013
2. *Name of Consultant(s):* Bill Watkins

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
<b>Brown's School</b> Cannock House Hawstead Lane Chelsfield Orpington Kent BR6 7PH Tel: 01689 876816 Fax: 01689 827118 Email: <a href="mailto:info@brownsschool.co.uk">info@brownsschool.co.uk</a> Web: <a href="http://www.brownsschool.co.uk">www.brownsschool.co.uk</a>	Rural	35 boys 5 girls	Dysc Dysl Dysp ADD P&S ASD	NASEN
	Ind Day	Ages 6-16		GCSE
<b>Comments:</b> Multi-sensory support. In-house OT & Speech and Language Therapists. Guidelines of NC followed. Emphasis on creative arts and design technology.				

*Please note:*

- *Throughout this report details, which might be used to identify individuals, have been removed to protect their privacy.*
- *The reports have been prepared for each category from a master form; some reports may have numbers that appear to be missing. This is because that particular question is not relevant to the category of school, a complete list of the criteria as it applies to each category can be found on our website.*

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3. a) **Name and address of school:** Brown's School  
Hawstead Lane, Chelsfield, Kent. BR6 7PH  
Tel: 01689 876 816  
Fax: 01689 827 118  
Email: info@brownsschool.co.uk  
Web: www.brownsschool.co.uk
- b) **Name and qualifications of Head/Principal, with title used:**  
Name: Elaine Lovett  
Title (e.g. Principal): Headteacher  
Qualifications: BAHons QTS  
Awarding body: Middx  
*Consultant's comments: Mrs Lovett bought the school from the former owner in February 2012. Mrs Lovett is Primary trained and has taught in London, Ireland, New Zealand. Her last post was in Norfolk working for the Priory Group.*
- c) **Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:**  
Name: Elaine Lovett  
Title (e.g. SENCO): Headteacher & SENCO with Advice from Specialist Staff and Consultant

*Consultant's comments: Mrs Lovett has extensive Primary experience with contact with pupils with having Learning Difficulties but as yet has no formal Special Needs qualifications.*



## Background and General Information

### 4. a) Recent inspections:

Ofsted June 2012: 'Brown's continues to provide a good standard of education and welfare for its pupils. Pupils are well prepared for the next stage of their education, with increased confidence a key feature. Pupils, parents and carers are particularly positive about the quality of pastoral support provided by staff. A good curriculum and good teaching enable pupils to make good progress from their individual starting points. Good progress stems from frequent and systematic opportunities for pupils to learn and improve their behaviour and learning. As a result, skills in reading, writing, spelling and mathematics improve well and confidence grows.' Full report available.

*Consultant's comments: The Ofsted report is substantially good noting, 'A good standard of education and welfare.' 'Pupils, parents and carers are particularly positive about the quality of pastoral support provided by staff.' Assessment was noted as 'satisfactory.' An updated and revised process is now in place.*

*There were three areas where the school did not meet all requirements in respect of the quality of education provided. All of these areas have, since inspection, been complied with.*

*In March 2013 The Department of Education gave permission for the school to increase its size from 40 to 50 and recently the school has applied to increase to 60 pupils.*

Independent  
Schools  
only

- b) **Current membership (e.g. HMC, ISA etc.):** British Dyslexia Association; Dyslexia Action; Nasen; Staff and Therapists have own memberships of various professional bodies including National Autistic Society, Royal College of Speech & Language Therapists, British Assoc. of Occupational Therapists, HPC, CYPF.

*Consultant's comments: The school has membership of a wide range of supportive organisations. This is entirely appropriate.*

- c) **Department of Education Registration Number:** 305/6078

### d) Numbers, sex and age of pupils:

		Total	SpLD (Dyslexia)	Accepted age range
Day:	Boys:	35	21	6-16
	Girls:	5	5	6-16
Boarding:	Boys:	0	0	0
	Girls:	0	0	0
<b>Overall total:</b>		40	26	6-16

*Consultant's comments: Number have increased substantially since last inspection. The majority coming from Local Authorities. It should be noted that it is rare to take in a 6 yr old; the majority are 8 yrs and above.*



e) **Class sizes – mainstream:** n/a

f) **Class sizes - special needs:** n/a

*Consultant's comments: The school is SPS. Class sizes on inspection ranged from 3 to 9.*

DSP4  
SPS5

g) **Aims and philosophy of the whole school:** Brown's encourages a broad and holistic concept of education provided in a small, supportive and nurturing environment. Our aim is to provide a worthwhile programme of lessons and activities which will alleviate literacy and numeracy difficulties. The promotion of enquiring minds and an eagerness to be involved in the world around them ensures that all pupils are given an opportunity to develop learning strategies. Acquiring essential skills to last for a lifetime is what an education at Brown's is about.

*Consultant's comments: It was immediately clear that the holistic approach was central to the delivery of an entirely appropriate education to the wide range of learning difficulties experienced by pupils. Individual educational and emotional support from both TA's and staff was impressive.*

h) **For completion by consultants only: Pastoral care arrangements, as relevant to SpLD (dyslexia) students, based on Ofsted/ISI report:** Support from all staff was noted in the Ofsted report as 'Good'.



## Staffing and Staff Development

DSP, SPS,  
DU 7;  
SC, WS 18;  
MS 21

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

Details of staff qualifications were provided at the time of application, names and specifics are not published to protect the identity of individuals.

*Consultant's comments: At present there are 6 teaching staff, four have appropriate Dyslexic and SpLD qualifications. The Headteacher commented in documentation sent prior to the inspection, that, 'Three TA's have obtained level 5 OCR qualifications. It is noted that one of these has only, at this stage, obtained one unit of the course.'*

DSP, SPS 8

- c) **Do all English teachers and teachers of literacy skills have nationally recognised qualifications in the teaching of Dyslexic (SpLD) children (except A level English)?** Yes, all staff teaching literacy skills are qualified.

*Consultant's comments: Not all staff involved with teaching English have specific nationally recognised qualifications, although as team teaching does take place it follows that there will be a specialist qualified member of staff always within the classroom.*

DSP, SPS 9

- d) **For completion by consultants only: Do all members of staff demonstrate the ability to meet the needs of dyslexic (SpLD) pupils within their departments?** Observations on the day of inspection confirms that all staff are fully able to provide completely appropriate educational input to all pupils.



## Policy and Philosophy with Regard to Dyslexic (SpLD) Pupils

Criteria 1  
& 2

6. a) **Policy statement with regard to dyslexic (SpLD) pupils including:**

- **Identification and assessment**
- **Support for policy from Senior Management Team**
- **Support for policy from governors**

To provide a stimulating learning environment with specialist support for children assessed as dyslexic (or with a pattern of literacy difficulties indicative of specific learning difficulties) who have been unable to achieve within the conventional classroom setting.

*Consultant's comments: The whole staff are fully aware of their individual responsibility to provide appropriate and well designed lessons. The curriculum is balanced. Support from both the Head and SMT are in place and working. There are no Governors.*

- b) **Admission policy / selection criteria:** Children at Brown's have a range of difficulties primarily specific learning difficulties and including developmental co-ordination difficulties, ADHD, APD, ODD and ASD. Admission is based on referrals from LEAs, recommendations from parents, educational specialists, assessments and reports. Children spend one or two days (sometimes longer) at the school where informal assessments/interviews and observations are undertaken. Previous reports, statements or referrals can be studied. Discussions with/advice given by specialist staff at Brown's informs the Headteacher whether or not to make a formal offer of a place at the school.

*Consultant's comments: The wide variety of difficulties was discussed and acronyms were explained fully. Basically, the areas of difficulty all fall within the Dyslexic, ADHD, SALT, and Autism spectrum. The school provides appropriate education and support for this cohort.*

Criterion 3

- c) **Give specific examples of the whole school response to dyslexia (SpLD):**
- All lessons are multi-sensory. Children receive a daily individualised, cumulative, multi-sensory literacy programme.
  - All staff are experienced and or qualified/undertaking qualifications in teaching SpLD.
  - The majority of pupils have dyslexia or significant literacy difficulties and each child can quickly gain confidence by recognising similar needs in those around them.
  - Holistic approach to SpLD and curriculum planned to reflect this.
  - Lessons are highly structured and include daily routines aimed at increasing independence and self-esteem.
  - Visual timetables and personal visual prompts are used in classrooms to help pupils with their organisational skills.
  - There is a high adult to pupil ratio throughout the school day so that pupils can receive 1:1 input when necessary to aid understanding, to repeat instructions, model tasks, or provide support for structuring tasks.
  - Lessons are delivered at a slower pace with emphasis on repetition and over-learning. Instructions are broken down and repeated in stages. Visual supports are used as a matter of course.

*Consultant's comments: Confirmation of this 'Whole school' approach and detailed lesson planning together with Multi-sensory delivery is confirmed by this inspection.*



## School Organisation

7. a) **How is the week organised?** The timetable, classroom teaching, individual and small group tuition, games and activity programme are all structured to meet the needs of children who have specific learning difficulties. Therapy and teaching are planned to meet the individual needs of the pupils.

*Consultant's comments: Lesson are of 40 minute duration. High priority is given to literacy and numeracy. The emphasis is on acquiring these fundamental skills. This is supported with a wide and balanced curriculum which is clearly sensible and appropriate. The additional SALT and OT supports many pupils.*

- b) **Details of arrangements for dyslexic (SpLD) pupils, including prep / homework:**
1. The daily routine is carefully structured to meet SpLD Needs.
  2. Very small classes enable close supervision and direction.
  3. Each class has an experienced/qualified Learning Support Assistant.
  4. Close working relationship between teachers and OT/S&L Therapists to ensure each child given appropriate guidance/learning support environment.
  5. Multi-sensory techniques/ICT materials used as widely as possible.
  6. Constant feedback Teacher/Pupil/Assistant responses throughout the day.
  7. Homework is set, particularly Literacy, and there is an expectation that pupils carry out these tasks.
  8. Contact book enables parents/teachers to keep homework tasks under review. Linked to Schemes of Work.
  9. Staff/Assistants provide individual support in lessons according to each pupil's specific needs and mindful of key points in I.E.P.
  10. A high staff:pupil ratio (1:4) throughout the school ensures pupils feel supported during their whole school day.

*Consultant's comments: It is clear that these arrangements are working well with clear marked progress noted in many of the records of Reading, Spelling and general progress, not least the positive effect of growing confidence in pupils as well as empowerment to attempt new challenges within the classroom and without.*

*The one area needing reappraisal is that of Homework as it is clear that at present this is fragmentary and not consistent. Perhaps the need for it may be questioned as pupils spend a major part of their day travelling and within school. To have to set to work at home may be just too much except for the senior pupils as they approach there GCSE's or alternative courses.*



## Identification and Assessment

Criterion 1  
DSP &  
SPS 6

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

Prospective pupils are screened during the assessment process to establish if the school can meet their needs. Specialist staff closely monitor all pupils and regular literacy assessments are carried out.

*Consultant's comments: This procedure is working well. Prospective pupils are screened during a day visit or longer, if judged to be needed, to ascertain whether placement is appropriate, prior to an offer of a place being given.*

- b) **Give details of what action you take when children are identified as at risk of dyslexia (SpLD) from screening:**

Discussion with parents/guardians would take place and necessary referrals made for assessment/diagnosis.

*Consultant's comments: As the majority of pupils are Grant Aided by Local Authorities detailed assessment under the Statementing process is provided.*

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

We currently have one member of staff qualified to diagnose dyslexia but have links with a number of qualified professionals who can undertake assessments.

*Consultant's comments: This works well but if any problems are encountered then call is made to an external psychologist.*

## Teaching and Learning

Criterion 3,  
MS & DU  
12; MS &  
SC 17; MS  
& WS 19

9. a) **Lesson preparation and delivery to meet the needs of dyslexic (SpLD) pupils for:**
- **Curriculum subjects**
  - **Literacy support** Schemes of Work for all lessons are linked with Curriculum guidelines and presented to Headteacher at the start of each half term. Literacy targets are stated on each pupil's IEP and reviewed at weekly staff meetings. Headteacher attends individual tutorials/lessons on a regular basis without prior notice. We are small and each staff member is highly motivated. Lessons are multi-sensory, using visual, verbal and practical reinforcement.
- Consultant's comments: 8 lessons were observed during this inspection ranging from ICT through English Mahts, OT, science, Food technology and PHSE. All lessons followed a structured, multi-sensory approach with small sequential steps allowing pupils to embed learned material in a highly supportive learning environment.*
- Of these lessons 1, was judged as 'Satisfactory', 3, as 'Good', and 4 'Very good'.*
- In two classess pupils with TA support combined with good teacher management needed careful support which was delivered in a sensitive and timely manner to aviod a major incident. The level of care and support was commendable.*
- The schools introduction of a 'Rewards System' where each pupil has a 'Behavioral, Progress and Attendance Record,(The Attendance Record records how the pupil 'attends' to each lesson.)which is filled in by teaching staff at the end of each lesson.*
- This is linked to levels of achievement which earn money. Money is then used by the pupil to spend on various rewards controlled by the school.*
- This is an innovative system, is very popular with the pupils' and is most importantly working well.*
- b) **Use of IEP's:** 1. All children at Brown's are considered to be at least School Action Plus therefore they all have IEPs.  
2. IEPs relate to literacy, numeracy, behavioural and self-esteem targets.  
3. All are regularly updated/scrutinized/targets carefully reviewed.  
4. Available for all teaching and support staff to refer to.  
5. Six monthly review. Parents to be present.  
6. IEPs are also produced by Speech & Language and Occupational Therapists.
- Consultant's comments: IEP's are detailed with both short term and longer term targets. The 'SMART' system is encouraged. IEP's viewed were up to date.*
- c) **Records and record keeping:** 1. Administrative and IEP file for each pupil plus assessment folders for literacy and maths. Progress tables and provision maps.  
2. Initial entry – Ed Psych's report or full LEA statementing file.  
3. Weekly progress review of each child – oral at formal staff meeting.  
4. Reading and homework records (daily monitoring).  
5. Termly literacy/numeracy assessments. Twice yearly all subjects  
6. Therapists keep their files and IEPs for all pupils



*Consultant's comments: Careful detailed Records are kept for each pupil. A number were viewed and were up to date containing vital information on the individual child. Suggestion was made to transfere these onto a central computer data base both for ease of access as well as easy updating.*

Criterion 3

- d) **For comment by consultants only: Two case studies of dyslexic pupils (proforma provided to Heads for use if required)** Two pupils detailed records were provided within the overall Records data. These allowed for careful appraisal of the two chosen individuals. These were comprehensive and informative.
- f) **Any other relevant information, e.g. details of any other examinations taken, Reading and Spelling age assessments:** Regular assessments on single word reading, sentence reading, comprehension, writing speed. The whole school has been resourced for teaching dyslexic pupils.  
*Consultant's comments: Both ASDAN and AQA intermediate qualifications are available for senior pupils.*
- g) **Details of access (special examination) arrangements requested and made for dyslexic (SpLD) pupils:** Extra time, disapplication where appropriate, transcriptions, amanuensis will be organised as and when appropriate.  
*Consultant's comments: These arrangement will be taken as the first pupils approach public examinations.*
- h) *For completion by consultants only: **Dyslexic (SpLD) pupils' responses regarding their school and teachers:** Nine pupils were interviewed, both male and female, age range fom 11-14. Their feedback was completely positive and all felt that, they had arrived at a supportive school where their individual difficulties were understood. Comments such as, 'you can speak to any teacher who will always help you.' 'Our school is small and friendly.' 'Gentle teachers who understand our problems.' 'there is no pressure, you work at your own speed.' They cover the more practical aspects and combine theory with practice.' Asked to discuss the 'worst' aspects of the school they all found it hard to find any.*



## Facilities and Equipment for Access to Teaching of Dyslexic (SpLD) Pupils

10. a) **General resources for teaching dyslexic (SpLD) pupils:** The whole school has been resourced for teaching dyslexic pupils.

*Consultant's comments: Given the size of the school the resources provided for both pupils and staff are impressive. Smart boards are used throughout the school and the ICT facilities are substantial. Within each class room there are small collections of readers available to use to support Literacy. Commendable.*

- b) **Library:** Reading scheme; subject/topic reference materials available in classrooms and library area.

*Consultant's comments: There are plans afoot to move the present Library to the Baker Hall to make a purpose built Library. Given the easy access to the internet especially reference questions perhaps the need of a specific reference section within this new area should be questioned, especially as outdated information makes updating of reference material an unending task.*

- c) **ICT:**
1. Wordshark and Numbershark in the ICT Suite to support Literacy and Numeracy.
  2. A range of tape recorders and Dictaphones to allow children to record their work orally.
  3. Interactive whiteboards, teacher laptops installed in 5 classrooms. This allows full use of the THRASS resources in literacy and support all curriculum areas.
  4. Software in the ICT Suite to support the development of keyboard skills.
  5. Supervised wireless access to the internet throughout the school allows the pupils using laptops to connect to relevant activities to support all areas of the curriculum (with the necessary internet safety protocols in place).

*Consultant's comments: There are 10 PC's with 5 laptops, one in each classroom as well as 3 'Kindles' the ICT department is made full use of by all staff.*



## Statement of Special Educational Needs

11. a) **School policy:** : The School welcomes a mix of private/LEA placements. Currently the majority are LEA placements from: Bromley, Bexley, Lewisham, West Sussex, Sutton, Croydon and Kent CC. All pupils at Brown's are considered to be at School Action Plus or above.  
*Consultant's comments: The majority of pupils are Statemented and supported by LA's. Some are in progress of being Statemented and a few are privately funded.*
- Independent Schools only
- b) **Types of statemented needs accepted:** Dyslexia, Dyspraxia/DCD, ADHD/ADD, Asperger's/Social Communication Difficulties, APD  
*Consultant's comments: This is entirely appropriate.*
- c) **Number of statemented pupils:** 36 plus 1 with a proposed Statement and 1 with a Note in Lieu  
*Consultant's comments: As noted above*

## Parents' Feelings About the School, in Particular, its Response to Dyslexic (SpLD) Pupils

- Independent Schools only
12. Schools should provide, with the documentation, a list of the names of all known dyslexic (SpLD) pupils in the school. From this the consultant will select 12 names and schools will be asked to contact the parents (CReSTeD will provide an explanatory letter) for their permission to give their phone numbers to the consultant. The consultant will then contact 6 of these parents before the visit takes place to discuss their feelings about the school.

For completion by consultants only: **Parent Contacts:** A number of parents were contacted via telephone to elicit their feedback. All without exception spoke highly of the school. Pupils ages ranged from 10 to 15 years and their time at Brown's School ranged from 2 terms to 4 years. All parents had gained Statementing and funding. Commenting on the school all felt very satisfied with both facilities, educational input and care.

Comments such as 'Very,very helpful, our child was a shool phobic prior to attending Brown's.' 'I can't rate it high enough , within 3 weeks he was a different child, he has settled very well and works hard, Reading and Spelling are much improved, he has made 6 months progress in 6 moths!'. 'All staff go that extra mile, All staff are a united team he has come on leaps an bounds with huge progress'. 'He has re-captured his love of learning.'

Questioned as to 'Any niggles.' there were none from any of the parents.



14. *For completion by consultants only:*

**Summary of Report including whether acceptance is recommended:**

*Brown's School was established in 1997. in 2012 it was purchased by the present Headteacher. Numbers have increased, as noted. The majority of pupils are Grant Aided by Local Authorities.*

*This is a school continuing to deliver a dynamic wholistic specialist approach to learning for its population of pupils, both Dyslexic as well a SpLD. completely designed and delivered by a team of suitably qualified and experienced staff abily led by the head and SMT.*

*Since taking over the school there have been many improvements to teaching accommodation, not least to provision of specialist DT, Science, Art, Food techology, Therapy suite, SALT, OT and Careers room.*

*Continuing improvements are planned both during this coming summer break as well as on into the future.*

*Brown's school satisfies the CReSTeD critia for continuing inclusion under SPS within its database and is warmly recommended.*

In October 2013 the CReSTeD Council agreed an update to the criteria, the application for re-registration was completed prior to the new criteria's publication. To help parents review the information contained in this report the criteria as it applied is shown below:-

<b>Consultant to tick relevant boxes when criteria are observed to have been met:</b>	
<b>Criteria</b>	<b>SPS</b>
1. The school implements a thorough and rigorous process for identifying dyslexic (SpLD) children.	<input checked="" type="checkbox"/>
2. The Senior Management Team and Governors fully support the provision for dyslexic (SpLD) pupils.	<input checked="" type="checkbox"/>
3. The impact of the provision for dyslexic (SpLD) pupils is measurable.	<input checked="" type="checkbox"/>
5. The school is established primarily to teach pupils with SpLD which may include other difficulties.	<input checked="" type="checkbox"/>
6. Assessment for admission to the school should include a report from an Educational Psychologist or a Specialist Teacher who holds an Assessment Practising Certificate.	<input checked="" type="checkbox"/>
7. The Head of Learning Support (or equivalent) should normally hold a nationally recognised qualification for the teaching of dyslexic (SpLD) pupils.	<input type="checkbox"/> *
8. As a minimum, all English teachers and teachers of literacy skills will have nationally recognised qualifications in the teaching of dyslexic (SpLD) children. In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion.	<input checked="" type="checkbox"/>
9. All members of staff demonstrate the ability to meet the needs of dyslexic (SpLD) pupils within their own departments.	<input checked="" type="checkbox"/>

\*Item 7 was referred to Council for further consideration. It was agreed that the Head of Learning Support had experience at least equal to the qualifications standards set by CReSTeD.