



Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator: Liz Crossley
CReSTeD, Helen Arkell Dyslexia Centre, Arkell Lane, Farnham, Surrey, GU10 3BL
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Registration Application Form Category TC – Teaching Centre

Date of visit:	5/5/17
Name of Consultant(s):	R A McCarthy

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Emerson House 40 Redmore Road, London W6 0HZ Tel: 020 8741 4554 Email: enquiries@emersonhouse.co.uk Web: http://www.emersonhouse.co.uk/	City	40 boys 42 girls	Dysc, Dysl, Dysp	
	Ind Day	Ages: 6 - 11		Support to school curriculum

Comments: Emerson House is a professional partnership of highly qualified teachers committed to the challenge of building pupil confidence and learning progress. We have created a unique learning environment which is structured to re-engage the anxious learner. We aim to enable children to manage their learning profile and to enjoy the process of overcoming their difficulties.

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.*

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

Centre Details			
Name of Centre:	Emerson House		
Address of Centre:	40 Redmore Road London W6 0HZ		
Telephone:	020 8741 4554	Fax:	
Email:	enquiries@emersonhouse.co.uk		
Website:	www.emersonhouse.co.uk		

Name and qualifications of Principal, with title used:	
Name:	Cathryn Learoyd
Title (e.g. Principal):	Head
Principal's telephone number if different from above:	
Qualifications:	Hornsby Diploma
Awarding body:	The Hornsby International Dyslexia Centre
Consultant's comments	
Mrs Learoyd's background, in publishing children's books and as an NLP practioner for children with emotional problems gave her a wide knowledge base even before she trained with the Hornsby Centre. She has a depth and breadth of experience on which to draw.	

1. Background and General Information

- b) Average number of students by age range:

Over 18:	Male:	
	Female:	
Under 18:	Boys:	28 (+12 in 1on1's and Clubs)
	Girls:	24 (+18 in 1on1's and Clubs)
Overall total:		

Consultant's comments

The pupil population is quite mobile, although some pupils have attended lessons regularly over a lengthy period. Teachers know their pupils very well. Every area of Emerson House is used to good effect.

- e) Group sizes for under 18's One to one or one to two lessons for English and Maths. Maximum group size of eight with two teachers for Touch typing.

Consultant's comments

Careful consideration is given to the pairing of pupils so that they can work well together. Pairings are reconsidered on a weekly basis and one to one lessons are timetabled for pupils who need to work alone. The needs of the pupils are considered to be paramount.

- f) For completion by consultants only: Pastoral care arrangements
The emotional needs of pupils are considered and there is a calm and relaxed atmosphere. The flexibility of the timetable is useful when pupils' journey times need to be taken into account.

- h) Please supply the following documentation:

- i. **Marketing material**, including staff list, please tick to indicate copy enclosed Information received
or provide link to view reports via the internet
- ii. **Quality Assurance documentation**, please tick to indicate copy enclosed Information received
or provide link to view reports via the internet
- iii. **Details of Fees**, please tick to indicate copy enclosed Information received
or provide link to view information via the internet

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the centre
Emerson House is a professional partnership of highly qualified teachers committed to the challenge of building pupil confidence and learning progress.

We have created a unique learning environment which is structured to re-engage the anxious learner. We aim to enable children to manage their

learning profile and to enjoy the process of overcoming their difficulties.

To achieve these objectives, the core learning programme entails:

- a cumulative multi-sensory programme which is tailored to the child's individual needs and omits failure;
- a wealth of teaching resources and expertise to deliver a structured service for Literacy and Maths, including proprietary materials and methods;
- a range of online programmes to learn essential touch typing skills;
- careful pairing of children for two-on-one learning to promote a sense of inclusiveness and teamwork.

Consultant's comments

On the day of the visit, pupils were engaged in their learning and enjoying their lessons. They take pride in their work and clearly develop confidence as they progress. Their explanations of what, and how, they learn were impressive.

Resources are wide and an excellent range of games to support learning was observed in use. Teachers are careful in judging when pupils need to 'win' such games and when they can accept losing.

Criteria
1 & 2

- b) Please tick to indicate copy of **Staff Handbook (SH)** enclosed

Information
received

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

i. **Admissions Policy/Selection Criteria**

Information received

ii. **Identification and assessment**

Information received

Consultant's comments

The documentation is clear and easy to understand and follow. The individual needs of all the pupils at Emerson House are considered. Assessment is seen as important in enabling effective teaching.

- f) Types of specific learning difficulties supported:

Dyslexia, dyspraxia and dyscalculia.

Consultant's comments

There is excellent support for children with these specific needs and other overlapping difficulties are recognised and supported. Their emotional health and self-esteem are seen as indivisible from academic progress.

3. Teaching and Learning

Criterion
3 & 4

3. a) How is the week organised?

Pupils attend for three hour sessions. This includes an English lesson, a Maths lesson, a Touch typing lesson and a twenty minute break. Handwriting lessons are offered if appropriate. Sessions are available every morning and Monday, Tuesday and Wednesday afternoons. Pupils usually attend for at least two sessions. In addition, individual lessons and Clubs are available in the afternoons at the centre.

Consultant's comments

Such a programme relies on careful timetabling and use of space; both of which were observed. Pupils support each other well and share pleasure in others' achievements and success. On the day of the visit, two pupils took

part in a 'show off', one reading a story he had recently written and the other reciting a poem she had learned. Both were rightly proud of their achievements and were confident in sharing them.

- b) Details of arrangements for pupils under 18, including homework:

Homework is set when appropriate

Consultant's comments

Some pupils choose to write stories or learn poetry quite voluntarily. At other times tasks may be set.

- c) Lesson preparation and delivery to meet the needs of under 18's:

- Curriculum subjects
- Literacy support

One to one or one to two lessons are offered in Literacy, Numeracy and Handwriting.

In addition group sessions are offered in Touch Typing.

Consultant's comments

This works well. Pupils worked well individually, paired or in groups.

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

We do not do IEPs. Please see pupil notes enclosed.

Please tick to indicate **two examples** enclosed

Information
received

Consultant's comments

Pupils' notes are extensive and detailed so that clear information is available should a teacher or pairing change be made. IEPs from the pupil's school are considered and can be used to inform teaching.

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

As above, lesson notes on all children are full and provide valuable insight into progress made as well as areas of learning that are not yet secure.

- e) Records and record keeping:

Lesson plans and records are kept. Written reports are done in the summer and also at Christmas for new pupils and pupils who are leaving.

Consultant's comments

Tracking is excellent. Numeracy tracking is computerised and is thorough. Every lesson is written up (as for literacy) and a 'traffic light' system is in place to clarify topics not touched/ begun but not secure/ secure. Records show a detailed knowledge of pupil progress.

- e) Impact of provision – assessment summary

Consultant's comments

The impact of provision is considered at weekly meetings and measured by careful tracking (as above). Progress is often huge.

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

Consultant's comments

Summative and formative assessment is in place and is used to the benefit of all.

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

- Criterion 5.1 4. a) General resources for teaching SpLD pupils:
We have a wide selection of resources
[Consultant's comments](#)
Although space is tight, every inch is used to effect. In the touch-typing group foot rests and seat wedges were observed in use and in other lessons a wide range of resources was being used.
- Criterion 5.2 b) ICT:
We have a dedicated computer room.
[Consultant's comments](#)
ICT is considered to be a valuable aspect of learning and recording.
- Criterion 5.3 c) Details of access (special examination) arrangements requested and made for SpLD pupils:
Not applicable
[Consultant's comments](#)
- Criterion 5.4 d) Library:
Not applicable
[Consultant's comments](#)

5. Details of Learning Support Provision

- TC 6.1 /6.4 5. a) Role of the centre:
To assess and teach people with specific learning difficulties.
[Consultant's comments](#)
There is liaison with 'parent' schools and teachers from pupils' schools have been to visit Emerson House to observe the support given.
Pupils' self esteem and behaviour are considered as important in their effect on learning and are always considered within the teaching programme.
- TC 6.5 & 6.7 b) Organisation of the Learning Centre:
Qualified tutors with experience of special needs provide individual lessons.
[Consultant's comments](#)
Tutors have a range of backgrounds, interests and qualifications; nutrition and its effect on learning, speech and language and the enhancement of comprehension, bi and tri-lingualism and the impact on language are all considered. The Educational Psychologist who can provide assessments is also a numeracy tutor at Emerson House. The range of knowledge is very wide and is a valuable resource.
- d) Supporting documentation, please tick to indicate enclosed:
- iii. **Safeguarding policy (or equivalent) enclosed**
 - iv. **Daily Timetable**
 - v. **List of SpLD pupils in centre**

Information
received

6. Staffing and Staff Development

- Criterion 7 6. 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
Staff are very well qualified and bring a range of knowledge and interest to Emerson House. All are enthusiastic about their pupils' learning and progress.
- DU/TC 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
Agreed.
- Criterion 4 g) For completion by consultants only: Do all observed members of staff demonstrate the ability to meet the needs of SpLD pupils?
Absolutely.

7. The experience of parents & pupils regarding the centre, in particular, its response to SpLD pupils

7. a) Centres should provide, with the supporting documentation, a list of the names of all known SpLD pupils (under 18). 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 centre.
For completion by consultants only: Parent Contacts:
Six parents were contacted and all were immensely positive about the effect that Emerson House had on their children. I will let their comments speak for themselves:
'Huge progress made; like night to day. When you ask tutors how he's doing you get a detailed response. So happy that we picked Emerson House- it has set him up for life'.
'Fantastic! It's made an enormous difference- not only academically- they have worked on self-esteem.'
'The change was evident after only 4-5 weeks - I'm so happy that we were given a place here. They communicate so well with his other school'.
It's outstanding; a calm, safe place. I wish all dyslexic children could get that help.' 'Children feel motivated- supported.' 'Initially he didn't want to go - they disarmed him. They really are specialists.' 'They are very special'.
- b) For completion by consultants only: SpLD pupils' responses regarding their experience of the centre and teachers:
A group of pupils chatted easily about their experiences at Emerson House. They were enthusiastic about their lessons and what they had learned. It was noticeable that confidence was greater in those who had been there longer. They were supportive of each other and they liked their tutors. They were happy to be making progress and they felt themselves valued. Emerson House is important to them and is enabling them in more ways than improved literacy, numeracy and ICT skills. They look forward to their lessons there.

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.

Criteria	ALL
1. 1. The school or centre implements a thorough and rigorous process for identifying children with Specific Learning Difficulties (SpLD)	✓
2. 2. The Senior Management Team and, in the case of schools, Governors, fully support the provision for SpLD pupils.	✓
3. 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. 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. 5. In Addition:	✓
5.1 Resources for learning appropriate to the level of need.	✓
5.2 IT provision relevant and of high quality, including up-to-date and regularly used programs for SpLD pupils.	✓
5.3 Access arrangements for all examinations sought as needed. Assessments for access arrangements must comply with Joint Council for Qualifications guidelines .	n/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	TC
6. Specific to the Category of School or Centre: -	
6.1 The school/centre is established primarily to teach pupils with SpLD which may include other difficulties.	✓
6.4 A Unit or Centre providing specialist tuition on a small group or individual basis, independent of 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.	✓
6.7 The Centre is organised by a qualified teacher who designs both content and delivery of teaching materials and lessons.	✓
6.9 Assessment for admission to the school/centre should include a report from an Educational Psychologist or a Specialist Teacher who holds an Assessment Practising Certificate.	As at 15/3/17 not required for TC Catgy.

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.	✓
7.2 The teacher in charge should hold a nationally recognised qualification for the teaching of SpLD pupils. Exceptions may only be allowed after special reference to the Council.	✓
7.4 The majority of lessons in the Unit or Centre to be taught by those having nationally recognised qualifications in the teaching of SpLD pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher undergoing training satisfies this criterion.	✓

Summary of Report including whether acceptance is recommended:

Acceptance is wholeheartedly recommended. Emerson House is an oasis of relaxed learning within a busy city. Behind that relaxed style, however, lies a great deal of care and knowledge.

Pupils often arrive with poor self-esteem and their confidence to learn is nurtured.

The building itself, a converted chapel, is a delightful space; it is light, airy and carefully used.

The work that Cathryn Learoyd and her team do deserve the recognition of CReSTeD status.