



Council for the Registration of Schools Teaching Dyslexic Pupils

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Re-registration Application Form Category SPS – Specialist Provision

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?	SPS	Change of Category?	NO	Category applied for	SPS
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Contact Details

Name of person completing form:

Carmen Harvey-Browne

Tel:

01273 472915

Email:

headteacher@northeast.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:

March 10 2015

Name of Consultant(s):

Mr Nick Rees

School Details

Name of school: Northease Manor School
Address of school: Rodmell, Lewes, East Sussex BN7 3EY
Telephone: 01273 472915 Fax: 01273 472202
Email: office@northease.co.uk
Website: www.northease.co.uk

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

Name: Carmen Harvey-Browne
Title (e.g. Principal): Headteacher
Head/Principal's telephone number if different from above:
Qualifications: BA Hons, PGCE, NPQH.
Awarding body: University of Reading, Avery Hill College, NCSL

Consultant's comments

An experienced and appropriately qualified Headteacher well established at the school.

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

Name: Susan Conaway
Title (e.g. SENCO): SENDCO
Telephone number if different from above:
Qualifications: BA Hons, PGCE, NPQH, ESCC SENDCo training
Awarding body: University of Birmingham, Avery Hill College, NCSL

Consultant's comments

Recently appointed to the role of SENDCo at Northease Manor. She has a wealth of experience having been a SENCo for 11 years. Initial SENCo training was provided by East Sussex County Council who organised courses for new appointees.

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1. Background and General Information

1. a)	Dep't of Education Registration No.:	845/6028			
b)	Numbers, sex and age of students:	Total	SpLD	Accepted age range	
	Day:	Boys:	64	64	9-17
		Girls:	8	8	9-17
	Boarding:	Boys:	19	19	9-17
		Girls:	5	5	9-17
	Overall total:		96	96	9-17

Consultant's comments

The school population have all been diagnosed with a SpLD.

- c) Class sizes – mainstream: n/a
- Consultant's comments
n/a
- d) Class sizes – learning support: Children are grouped according to need and learning style. Classes can be anywhere between 2 to a maximum of 8.

Consultant's comments

The is wholly appropriate for this type of educational establishment.

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

Ofsted November 2014 reported that the school requires improvement, as it does not meet all of the independent school standards or national minimum standards for residential special schools. The report highlighted that senior leadership has been significantly strengthened recently. The new leader of pastoral care has had a big impact on improving behaviour. Relationships between adults and students at school and in the boarding provision are generally excellent. Students and staff are happy at school. It also mentioned that learning and care are totally individualised in the sixth form and are good. A highly experienced special educational needs and disabilities coordinator is equally bringing about a range of improvements. Teachers are absolutely clear about the individuals learning needs of all students. Individual education plans, care plans and statements of special educational needs are being systematically and thoroughly reviewed with all relevant agencies. The majority of parents, and all students, who expressed a view said that the right support is now being provided. All boarders and day students report feeling safe, including during the night-time. Students say that they feel comfortable sharing concerns with any member of staff and that relationships between staff and students are harmonious. Academic and boarding staff work closely together to ensure that there is good personal support to foster academic progress. Extra support is provided without question and personal, social and health education is highly valued by the students.

Independent Schools

- f) Current membership (e.g. HMC, ISA etc.): ISA, BSA, BDA, CReSTeD
- Consultant's comments

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only

Northeast Manor is a member of a number of appropriate and supportive external agencies.

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 yes

or provide link to view reports via the internet

ii. **Recent Inspection reports**, please indicate copy enclosed yes

or provide link to view reports via the internet

iii. **Details of Fees and compulsory extras for SpLD students** (if applicable), please indicate copy enclosed yes

or provide link to view information via the internet

Consultant's comments

1. The prospectus is informative and clearly shows Northeast Manor to be a school aiming to support fully pupils with a range of SpLD.
2. The recent Ofsted in November 2014 stated that Northeast Manor was a school that required improvement. It reported that the sixth form provision was good and that the overall effectiveness of the residential experience was adequate. The report does, however, highlight recent changes and improvements and has many positive features in the content of the report.
3. The fee structure is transparent and the school aims to limit any additional cost to the LA or to the parent.

2. Policy and Philosophy with Regard to SpLD Students

Criteria
1 & 2

2. a) Aims and philosophy of the whole school

The mission statement of the school is to provide success and restore self esteem in order to encourage the balanced growth of the whole child, enabling the student to overcome their specific learning difficulties and to fulfil their true potential as an independent learner. The aims are for students to experience success, to adopt strategies to overcome their specific learning difficulties; for the school to provide a holistic system of support that has an integrated and seamless approach to incorporate speech and language therapy, occupational therapy and counselling; and to produce independent learners who are able to make their own way in the world and to fulfil their true potential.

Consultant's comments

The aims and philosophy of the whole school are incorporated into all policy documents focusing on the integrated approach to the student overcoming their SpLD. This philosophy is also evident when talking to students and to staff and in the observation of lessons and during unstructured times in the school day.

Criteria
1 & 2

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

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

i. **Policy for SEN/SpLD** see SH/enclosed/see below

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ii. Support for policy from Senior Management Team	yes
iii. Support for policy from governors	yes
iv. Admissions Policy/Selection Criteria	yes
v. Identification and assessment	yes

Consultant's comments

B The staff handbook is comprehensive and staff should locate information of every aspect of life at Northease Manor. This is regularly updated.

Ci. The policy, which is reviewed annually, is informative and includes; introduction to the school setting, definition of SEND, roles and responsibilities, curriculum support and provision, assessment and review, curriculum entitlement, inclusion, pastoral care, additional therapy, procedures for concerns, links with other agencies and schools, partnership with parents/carers as well as a section for the monitoring and evaluation of this policy.

Cii. The support from the SMT can be found in the school's Statement of Principles. It is clear that the remit of the school is totally supported.

Ciii. The support from the governors can be found in the school's Statement of Principles. It is clear that the remit of the school is totally supported.

Civ. The admissions policy is reviewed annually. The policy is comprehensive and informative.

Cv. This detailed information is located within the admissions policy and the SEND policy.

Criterion 4

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

Students access individually planned curriculum. Provision is shaped for each student through accurate assessment, statements and outcomes from annual reviews. Individual and small group teaching arrangements by staff with additional skills. Special programmes and strategies as defined in advice from clinicians and/or statements of SEN/ EHC plans. Full and integrated involvement of clinicians e.g. SALT & OT. Small steps of learning, lesson by lesson and assessments. Emphasis on functional skills while providing a challenge for the more able. Visual support for comprehension. Direct care for students with medical conditions. Additional strategies to engage attention, particularly during adult led tasks. Self help programmes. Consistent approach to behaviour management and enhancement, staff skilled in de-escalation techniques and more complex behaviour techniques. Close home/ school liaison, student and family views central to decision making. Strong rewards and praise based culture in the school, celebrating personal achievement and progress. Advice and support from Children's Services and CAMHS as early intervention and ongoing provision.

Consultant's comments

The school works with an integrated approach, with teachers, therapists and other support services working together to provide the most appropriate support for the effective support of the students.

e) Number of statemented students: 82.

Consultant's comments

This is a significant proportion of the school population. These students have an Annual Review each year.

Independent

f) Types of statemented needs accepted:

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Schools
only

Cognition and learning difficulties. Specific learning difficulties, communication and interaction difficulties, sensory and physical difficulties, emotional behaviour and social difficulties and speech language and communication difficulties.

Consultant's comments

This is appropriate for a CReSTeD category SPS school.

3. Identification and Assessment

Criterion 1
DSP &
SPS 6.9

3. a) Give details of how you identify students in your school who have or are at risk of SpLD and when this takes place in the admissions process:

Most students have been assessed by an EP before arrival at the school. These reports have been read before the child is invited in for an initial visit. A transition package including communication with previous school and family to obtain a detailed profile of the student, e.g. assessment information, identified needs and school reports are provided or sought. Taster days through which the senior leadership team, speech and language therapists and occupational therapists observe and familiarise themselves with assessments and data to make a multi disciplinary collective decision. Preparation for a student starting at Northease includes information to staff and the organisation of any specific learning aids or provision. An individual risk assessment is conducted if required e.g. for cerebral palsy, epilepsy. A buddy system operates and the form tutor completes an induction form with the student including student view. Any specific information from this process is shared with staff. Additional monitoring by SLT and form tutor takes place for the first two weeks of the placement. A review two weeks from start date is held by SENDCo and form tutor with parents and student.

Consultant's comments

Identification and assessment is thorough prior to entry to the school. Once at the school assessment continues at regular intervals.

- b) Give details of what action you take when children are identified as at risk of SpLD

All children in the school have specific learning difficulties and the whole ethos of the school is geared towards their needs. Identification takes place before the student enters the school, however through precise assessment any additional need is identified and met. Students are timetabled for additional support if appropriate.

Consultant's comments

Systems are in place to continue with the monitoring and the on-going assessment of the students once they are attending the school.

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

On entry all students have a baseline assessment and annual testing thereafter.

The school has three full time speech and language therapists, three full time occupational therapists and our educational psychologist/ counsellor (14 hours a week). This is In addition to a team of highly skilled teachers who complete formative and summative assessments regularly. We also have a full time SENDCO who is a member of the Senior Leadership Team.

Consultant's comments

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As all pupils arrive at the school with a full EP assessment access to another full assessment would usually only be required on transfer or if there was a concern about general progress.

4. Teaching and Learning

4. a) How is the week organised?

Students at Northease Manor School enjoy a width of curriculum that is disproportionate to the size of the school.

The week is organised into 6 lessons per day Monday to Thursday and 5 lessons on a Friday. Lessons 1 and 2 are of 60 minutes duration. All other lessons are 55 minutes long.

The school day begins at 8:35 am with tutor time on Monday and assemblies for Lower School (Tuesday), Middle School (Wednesday) and Senior school (Thursday). There is a whole school achievement assembly every Friday.

The structure of the day supports those students with information processing or organisational difficulties. Form tutors meet their tutees both in the morning and last thing in the afternoon, which allows discussions to take place around any issues or concerns from the day and to monitor understanding of homework assignments. The homework diary is used as a communication tool to share information about the child's progress and achievements. This regular contact with parents enables a partnership that supports students at home and at school.

Formal lessons start at 8:45 and finish at 3:30pm. Tutor time then runs from 3:30 – 4:00pm and this is where students follow the Accelerated Reader programme. Students in Senior School use two of these sessions to follow a touch-typing programme. On Fridays school finishes immediately after lesson 5 at 2:45pm.

The school day is then further extended by a detailed activities programme, which runs from 4.30pm until 5.45pm on Mondays to Thursdays. The variety and extent of the activities on offer to the students ranges from homework clubs for those who want some support in school to horse riding and swimming.

An increasing number of day students stay on for these activities which supplement the main timetable and promote opportunities for social interaction across the year groups, progress in sports, the arts, technology, home economics, as well as providing an opportunity for extra revision classes prior to public examinations.

As in all schools, the curriculum is enriched by school visits and these are funded in a way, which causes minimum demand on external funders (such as LAs) and the programme is accessible to all students (including those from poor socio-economic backgrounds).

PSHE and RE lessons all contribute to encouraging students to be safe, healthy and stay safe. These include topics such as stranger danger, sex, relationships and drugs education, road safety and healthy eating. PSHE is linked wherever possible to assemblies and outside agencies (such as our

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police liaison officer) and guests are invited into school on a regular basis to support this.

Students have many varied opportunities to work in teams, which include sporting fixtures, drama productions, performances at the carol service, musical productions, swimming galas and sports days. The school is divided into houses named after famous dyslexics and there are regular inter-house competitions and activities.

A programme of CPD training is in place, which is focused on the meeting of Specific Learning Difficulties in a subject specific as well as a holistic way. There is a particular emphasis on language, working memory, co-ordination and personal and social development. Further details are contained in the CPD records.

Consultant's comments

The students have a full timetable with access to a wide range of extra-curricular activities. This is especially pertinent for the boarders.

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

Homework has been an area of difficulty for the majority of students before attending Northease Manor. There is therefore provision for the completion of prep which includes homework clubs as after school activities sessions for years 6-11. There are supervised homework sessions for years 6 to 11 after supper as part of the boarding routine. This is supervised by staff and includes access to the school's ICT network. Day students are welcome to attend these sessions.

The forthcoming information management system will include a VLE so that homework will be even more accessible to students and parents will be better able to support at home if they wish.

Consultant's comments

This additional support for homework is welcomed by the students. The installation of a VLE should mean that homework and additional support is available to the students during the summer term of 2015.

Criterion
3 & 4

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

- Curriculum subjects
- Literacy support

All students receive an intensive multisensory input across the curriculum taught by specialist trained teachers. Lessons are chunked into short activities to aid concentration and there is an inbuilt system of revision and over learning.

All staff are responsible for delivering Literacy Across the Curriculum Protocols. The Literacy Coordinator, in collaboration with the SENDCo and the Assistant Headteacher, is responsible for ensuring a consistent approach to literacy across the curriculum. Teachers trained in SPaG visit departments to give training in correct approach to spelling, punctuation and grammar as well as phonics where appropriate.

There is direct onsite access to SALT, OT and Counselling. Teachers work in close collaboration with SALT to support individual students.

Prep is set in order to revise and reinforce work completed in lessons. Day

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students may stay on and participate in the evening prep sessions for boarders, which is supervised by staff and provides access to the school's ICT network. Teaching assistants are fully involved in lessons and attend all relevant CPD sessions.

Consultant's comments

Eight lessons were observed for approximately 20 minutes each. Group sizes varied from 5 to 12 with at least two members of staff present. The majority of the students are boys.

As World Book Day was being celebrated the English department has grouped Years 7, 8 and 10 together and had prepared four different activities, which they completed in rotation. This was a challenge for the students as it was a change in their structure and in their timetable. They coped admirably due to the meticulous planning of the key staff and enthusiasm of all of the staff. Students from Year 9 were involved in a comic workshop. Year 11 students were revising Science modules for their upcoming GCSE's.

All staff had good knowledge of the students as individuals. They were approachable and accessible to the students and were encouraging. They were friendly, sometimes humorous, but always professional. Teaching was multisensory with a clear overview at the beginning e.g. making a Diorama, microscopy for a crime scene, building a fantasy island, exploding catalysts or producing a comic strip. Tasks were chunked into stages and revisited. Staff had high expectations and kept the pace suited to the task and to the students. House points were awarded 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. when asked for the spelling of murdered a student was told to sound it out and to use a small whiteboard to practice. The student spelt the word correctly and got praised for success the first time.

Classrooms were well-organised, light and ventilated, stimulating with informative displays e.g. visual timetables, word lists etc. that were not distracting. Various teaching aids e.g. writing slopes, laptops were used often with pupils seated appropriately.

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 and with the use of a scribe. 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):

Please see enclosed examples. From extensive baseline information, IEPs are created and sent to parents. Each student is seen as an individual and targets are set and reviewed termly with parents and students. Annual Review meetings are held for all students, involving parents, LAs and career advisors, where appropriate. The IEPs are valuable, working documents,

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which provide staff with relevant information to plan, monitor and evidence student progress.

Please indicate **two examples** enclosed

Consultant's comments

The IEPs are informative and comprehensive. They include student information, student performance profile, statement objectives where applicable, goals and targets for therapy and for curriculum subjects, any supplementary aids and support services, access requirements for examinations, progress reports, recommended behavioural and or instructional interventions and members of the IEP team for this student. Targets set by the therapists are SMART. Some other targets appear to be more generic and may be difficult to quantify at some future date.

e) **Records and record keeping:**

There are substantial records that have details of IEPs, short term targets, minutes of Annual Reviews and Statements, data tracking, interim and summative reports as well as a comprehensive list of the subject-specific interventions that have been put in place for specific students along with data showing the impact of these interventions. There are extensive data banks that record individual progress in terms of reading, comprehension and spelling ages alongside National Curriculum Levels. Detailed results analyses are recorded following GCSE results. Information from data capture is evaluated half termly. Social and behavioural progress is also tracked and analysed half termly with interventions put in place where appropriate. The school uses the EBSL as a means of tracking progress in social, emotional and boarding contexts.

Consultant's comments

Records are very well kept and are up to date. The amount and more importantly the type of information regarding a student, the intervention, their progress and the involvement of all interested parties is impressive.

Criterion 3

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

Two student files were looked at in detail. Both had been at the school for a minimum of 2 years. Each file was meticulous with sections covering the various aspects of the student profile, admission, assessments, statement and annual review records, reports, medical and boarding information. As mentioned above all students have an IEP that is regularly updated. Records and record keeping are impressive and informative.

Criterion 3

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

A-Level (GCE) and VCE	No. of students Years 12 & 13	Number entered	Percentage grade A-E	Average point score per pupil	Average point score per exam entry
Whole School					
SpLD Students					

GCSE	No. of students inc'd in the Year 11 timetable, regardless of age	Percentage A* - C	Percentage 5+ A* - C	Percentage 5+ A* - G

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Whole School	22	86	32	91
SpLD Students	22	86	32	91

Key Stage 3	No. of Year 9 students entered	English		Maths		Science	
		L5+	A/D	L5+	A/D	L5+	A/D
Whole School	19	12		6		15	
SpLD Students	19	12		6		15	

Key Stage 2	No. of Year 6 students entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School	8	3		4		6	
SpLD Students	8	3		4		6	

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

A range of ASDAN accredited courses prepare students for independence and Preparation for work courses are offered. Functional skills courses/Entry Level courses are also provided for students who cannot achieve a GCSE in English or Maths. Students take part in the Sports Leaders Award and the Duke of Edinburgh Award (Bronze). Music qualifications are achieved through singing and instrument lessons (according to the varying abilities). Value added plays an important part in measuring our students' progress, as they are set a minimum grade (based on baseline assessments) and a target grade that the school strives to achieve. We have achieved an average positive value added score across all subjects for the past three years, demonstrating the school's commitment to achievement for all students, despite their significant specific learning difficulties.

Consultant's comments

A very good range of courses to suit the different needs of the students is provided as well as access to the more standard examinations.

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

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

Whole school premises including specialist science laboratories, technology workshop, art rooms, food technology room, small gymnasium, dance studio, swimming pool, sports field and extensive ICT facilities. The premises provide a high standard of educational, recreational and residential provision that has been sympathetically developed over decades within the context of a rural setting featuring Grade II listed buildings.

Apart from the Middle School building (which is of a portacabin design), the school has a unique style and atmosphere, which is different to the typical previous experiences of the pupils. This 'uniqueness' helps the pupils to feel secure and to leave behind the negative experiences of previous schools and the resulting low self-esteem. The three distinct 'Level Areas' (Lower, Middle and Senior Schools) enable the pupils to have a sense of identity and ownership. The outstanding features of the Tudor Hall (both as a dining room

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and a gathering area) again promote feelings of identity and belonging. The campus is a large area for the number of pupils and gives a sense of space and freedom. This is important for pupils who sometimes have difficulties with social interaction. There is a Speech and Language suite and OT rooms incorporating a sensory room and the provision of a climbing wall and use of PE studio for OT purposes. Students also have the use of move and sit cushions, posture packs and writing wedges, where needed.

There is a counselor who works with the students and links up with the therapists, SENDCo and Student Welfare Officer for regular meetings to discuss therapeutic interventions.

Outdoor areas include a vegetable plot/fruit allotment and raised beds for integrated OT/social and communication skill groups run by a horticultural specialist from Plumpton College. The students have a Forest School session built into their timetable in KS3 to focus on life skills, group work and social skills training.

The grounds provide outdoor space for rugby, cricket, tennis, basketball, athletics, rounders and cross-country. There is a flood-lit hard, all weather surface for 5-a-side football, team games and an outdoor heated swimming pool for swimming lessons and competitions. There is a Trim-Trail for younger students. Students have access to the Sports Hall, fitness suite and games room, where organized activities take place each break time.

Consultant's comments

A number of the facilities the school has to offer have been relocated and provide a more effective and efficient use of the available space. The school is well served with specialist rooms and extensive outside space.

Criterion 5.2

b) ICT:

ICT is taught discretely to all key stages and skills applied across the curriculum. Students make full use of ICT throughout the school. Students receive daily reading time through use of the Accelerated Reader programme. There is a bank of seventy-two laptops in total, which are available in all subject areas for use by the students. Each department has a stock of headsets. DT department has pcs and both the art department and the humanities department have Macs. The art department also has Macbooks. The Touch Type Read Spell programme is undertaken by all students for thirty minutes per week. Natural Reader text to speech software is installed in all student laptops along with Windows speech recognition software. Items such as USB dictaphones and alternative speech recognition software are trialled to suit an individual student's needs. PDF textbooks are available via Load2Learn which can be edited and adapted for students with visual perception difficulties. Boarding houses have access to lap tops for homework and for keeping in touch with family and friends.

Consultant's comments

The school provides good access to IT throughout the school and in specialist departments e.g. for photography. Students are encouraged to use the laptops to record their work or for research purposes.

Criterion 5.3

c) Details of access (special examination) arrangements requested and made for SpLD students:

Year 9 students are assessed in the summer term by a qualified Ed Psych

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and the scores obtained in are used for applications for access arrangements through the Joint Council for Qualification. This is to cover modular subjects, science and coursework through to the GCSE exams at the end of Year 11. Applications for scribes, readers, oral language modifier and transcription are based on pupils' modes of working. Students are given 25% - 50% extra time. Additional tests for pupils' ability to express their knowledge in writing, using ICT or a scribe are applied in the form of timed writing tests using all three of these media. At GCSE, evidence is gathered to justify the allocation of extra time and the use of prompters. All access arrangement practices reflect the support in class and normal way of working. The school ensures students are familiar with their readers and scribes wherever possible and receive the full range of access arrangements available to them.

Consultant's comments

In addition this year two AMBDA qualified consultants have been employed to support the school in the identification of appropriate access arrangements for each of the students taking examinations.

Criterion 5.4

d) Library:

The library holds the majority of our books. The room is readily accessible to students at break, lunch and in residential time. We have a wide range of books, which have a reading age range of 5 years - 16 years. The library includes lower ability high interest books for example: Barrington Stokes, Ransom and Rising Stars. All our books are catalogued and organised in order, based upon on Accelerated Reader colour coding. There is a range of audio books available to all students.

Each classroom has a box of books that is changed weekly. Each box has been tailored to suit the tutor group and the need of the pupils, and has a range of Accelerated Reader colours in them. There has been considerable investment in reading materials, with dyslexic students in mind.

Consultant's comments

There is a good range of both fiction and non-fiction books available to the students as well as books for reluctant readers or those with weaker decoding skills but with high interest.

6. Details of Learning Support Provision

SPS 6.2

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

It is an integrated whole school approach between educationalists and clinicians. As all students have SpLD, the responsibility for appropriate provision lies with every teacher, guided by school policies, staff training and each student's IEP. There are regular meetings with the SENDCo, therapy teams, SNAs and teachers to share student needs and provision.

Consultant's comments

This approach is well documented in the school paperwork and in evidence when observing the staff working with the students.

b) Organisation of the Learning Centre or equivalent:

All disciplines are fully integrated in the school, e.g. SALT and OT work in class with students, teachers and SNAs access SALT & OT programmes and incorporate them in lessons. SALT and OT clinicians work one to one with students. The EP/counsellor carries out assessments and works on

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programmes with individual students. Teaching staff and clinicians support students in offsite provision.

Consultant's comments

This approach is well documented in the school paperwork and is also in evidence when observing the staff working with the students.

- c) Does the Head of Unit have Head of Department status and input into curriculum design and delivery?

Although new to the school, the SENDCo has extensive, eleven years' experience in this role. The SENDCo is a member of the Senior Leadership Team and line manages the therapists, and SNAS. The SENDCo works in partnership with the Assistant Head Teaching & Learning on curriculum design and delivery including weekly learning walks and lesson observations. The SENDCo coaches teaching staff on provision, targets, and access strategies. The SENDCo inducts all new members of staff and liaises with all staff employed at the school including the estates and catering teams regarding vulnerable students.

Consultant's comments

Recently appointed to the role of SENDCo at Northease Manor. This role is seen as a senior position and of vital importance to the running and to the development of the school. The SENDCo has a wealth of experience having been a SENCo for 11 years. Initial SENCo training was provided by East Sussex County Council who organised courses for new appointees. In the past the SENDCo has attended a significant number of appropriate training between 2004 to the present day. Recent in-house training regarding Dyslexia is regarded as on a par with a Level 5 OCR.

The School Development Plan has aspects of SEN throughout all sections including; premises and accommodation e.g. a new purpose built therapy centre for the OT's and SALT's; the quality of education e.g. evidence of progress data provided by external organisations and pupil attainment in relation to national standards applicable to SEN students.

- d) Supporting documentation, please indicate enclosed:

- vi. **SEN Development Plan (or equivalent) enclosed**

Yes

- vii. **Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff**

Yes

- viii. **List of known SpLD students in school**

Yes

7. Staffing and Staff Development

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

Please see enclosed staff list.

Consultant's comments

All therapists are suitably and appropriately qualified. They are members of their professional organisations that monitor on-going CPD. All teaching staff, including teaching assistants, attend regular in-house training and are working towards the equivalent of an OCR Level 5 qualification. Topics covered since September 2014 include; SPaG, differentiation, sensory

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DSP/SPS
7.3

- b) Do all English teachers and teachers of literacy skills have nationally recognised qualifications in the teaching of SpLD children (except A level English)?

All English teachers are fully trained in Read Write Inc and phonics to be able to deliver the Ruth Miskin programme for all KS2 and 3 students. The school also runs the Accelerated Reader programme across the whole school and this is managed by, and training provided by, the English dept.

Two of the English dept have training in SpLd as part of their degrees. We have a dyslexia consultant who works with the school, who supports, instructs and quality assures the in-house training programme in SpLd (dyslexia) at Level 5, which is being taught on a weekly basis to all English teachers. Mark Sherin is an external verifier and provides training, quality assurance and consultancy to the English department in all aspects of dyslexia.

We work closely with the University of Brighton, who are running a bespoke, accredited, Level 6 course for all English teachers, next term and a Level 4 course for our SNAs. Both of these courses will be available to members of staff in other departments and form part of our on-going commitment to in-house CPD for our staff. Two of our teachers, in other departments, have recently undergone the OCR Level 5 course in dyslexia, one of whom has already qualified and one is nearly qualified. Both of these teachers use their knowledge within their subject areas and have successfully worked one to one with students who have been specifically identified or who have it on their statement.

Our Literacy Co-ordinator has extensive experience in working with dyslexic children, including working in a theatre school, main-stream and boarding schools. As part of her university degree, she took an additional SpLd module and has undergone a range of INSET courses run by internal and external professionals in dyslexia.

Our results in English demonstrate that our current in-house training programme and CPD that is made available both internally and externally has had a very positive impact. We are currently achieving 68% A* to C (above the national average) in English Language. The school provides an integrated approach to literacy through collaboration with the Speech and Language department, OTs and the counsellor. The school has an on-going commitment to meet the needs of our students and are constantly looking at best-fit training solutions to meet their needs. The speech and language therapists are currently running an in-house Eiklan course for all staff, which will run on an on-going basis. We are providing training by the National Autistic Society, developed by the Autism Education Trust, for all staff this academic year, ranging from autism awareness courses to Level 3 courses at Senior Leadership level. Staff regularly attend and run workshops specific to the needs of our students, as well as working with Ed Psychs and consultants.

Consultant's comments

The school believes on-going CPD and being suitably qualified as important. However, most courses focus on Dyslexia and on the teaching of one-to-one.

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	<p>Northeast Manor has students with SpLD profiles and with a high level of co-morbidity. The school has been researching the best way of their staff becoming not only experienced but also qualified to teach pupils with a range of SpLD in the most effective way. The twilight course begins at the start of the summer term 2015 and will ensure that not only all English teachers but other teachers too will soon be fully qualified to Level 5. A number of staff are also committed to continue with a Masters programme. It is planned that this course will be run annually so as staff change new members can join the course the following year.</p>
MS Only	f) Whole school staff development in relation to Dyslexia Awareness and Inclusion strategies e.g. IDP (Inclusion Development Programme): N/A Consultant's comments

8. The experience of parents & students regarding the school, in particular, its response to SpLD students

Independent Schools only	8. a) Schools should provide, with the supporting documentation, a list of the names of all known SpLD students 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.
	<p>For completion by consultants only: Parent Contacts:</p> <p>Seven parents were contacted by phone prior to the visit. All parents spoke warmly and enthusiastically about the school. They cited the pastoral care as being fabulous and that the staff were absolutely incredible. Their child's improvement in self-esteem, confidence was most noticeable and that they all felt that their child was well supported as were they as parents. One said that attending Northeast Manor had been the making of their child after years struggling with other local placements. Another that they had seen a sea change in their child's attitude and with his reading. A third parent that their child had come on in leaps and bounds academically and socially. Therapy, communication, organisation, additional support sessions, resources, staff going beyond the expected and differentiation were all mentioned as reasons for their child's progress and happiness at the school. Once parent wondered if teaching students with a range of SpLD needs was as effective as teaching just Dyslexic students and one other parent questioned whether all staff had the level of knowledge required for teaching dyslexic students. Both these parents stressed that they found the school very supported and that their children were motivated and were making progress.</p>
	b) For completion by consultants only: SpLD students' responses regarding their experience of the school and teachers: <p>Five students were spoken to in a group, four boys and 1 girl. They had attended the school from a range of almost two years to four years. One of the five boarded and another boarded on occasion. They all spoke freely about their experiences at the school. They felt that the school had helped to develop their confidence and self esteem as well as their ability to work with</p>

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greater independence. One student stated that they were a lot more sociable having received specialist input and another that he was calmer. They couldn't think of any way to improve the experiences of the school, including the teaching at the school, but when pushed to give one idea for the school to consider came up with offering a modern foreign language and to develop the life skills programme further. One student thought that it would help if a few of the teachers were more organised. In conclusion they were all happy at the school and felt that they were well supported by the staff and by their peers.

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):	
Carmen Harvey-Browne			
Date:	5 th February, 2015	Date:	

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 students 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)	<input type="checkbox"/>
2. The Senior Management Team and, in the case of schools, Governors, fully support the provision for SpLD students.	<input type="checkbox"/>
3. The impact of the provision for SpLD students is measured (a system to regularly monitor provision for students and to assess their achievements).	<input type="checkbox"/>
4. There is an awareness by all members of staff of the necessity to adjust their teaching to meet the needs of SpLD students and this will be evident across the curriculum.	<input type="checkbox"/>
5. In Addition:	
5.1 Resources for learning appropriate to the level of need.	<input type="checkbox"/>
5.2 IT provision relevant and of high quality, including up-to-date and regularly used programs for SpLD students.	<input type="checkbox"/>
5.3 Access arrangements for all examinations sought as needed. Assessments for access arrangements must comply with Joint Council for Qualifications guidelines .	<input type="checkbox"/>
5.4 Specific structured, cumulative and multi-sensory teaching materials to address literacy with SpLD students.	<input type="checkbox"/>
5.5 An annual report for parents on the progress of students, who exhibit SpLD.	<input type="checkbox"/>

Criteria	SPS
6. Specific to the Category of School or Centre: -	
6.1 The school/centre is established primarily to teach students with SpLD which may include other difficulties.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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 students with SpLD. Exceptions may only be allowed after special reference to the Council.	<input type="checkbox"/>
7.3 As a minimum, all English teachers and teachers of literacy skills will have nationally recognised qualifications in the teaching of SpLD students. In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion.	<input type="checkbox"/>

Report Summary

Summary of Report including whether acceptance is recommended:

Northeast Manor is a most welcoming school in a rural setting. The school has recently reorganised some of the interior spaces and has redecorated some common areas. The school provides a solid learning environment that is clean and tidy, well lit and ventilated. Displays are targeted to highlight curriculum and activities/events or teaching strategies and do not overly distract. The staff are enthusiastic and have a good range of experience. The students are very friendly and work well in their lessons despite their specific learning difficulties. Pupil behaviour is excellent with rapport between staff and pupils firm but friendly. The school is fully supported by the parents who state that the school has worked beyond expectations for their children's academic and pastoral welfare. The majority of students have Statements of Educational Needs and have co-morbidity with other specific learning difficulties. I recommend that Northeast Manor School retain the SPS category.

It is requested that Council makes an exception for the SENDCo lacking a nationally recognised SpLD qualification. The SENDCo is very experienced and received county council training as a SENCO in the past. She has attended numerous courses on a wide range of relevant SpLD topics over the intervening years.

It is also requested that Council makes an exception for the English teaching staff lacking a nationally recognised SpLD qualification. The results in the English department are impressive and they use resources that require specific training e.g. Read Write Inc and Phonics, SPaG and Accelerated Reading. They do have experience teaching pupils with SpLD and are all starting an equivalent Level 5 SpLD training programme at the start of the summer term 2015 along with a number of the other teaching staff.

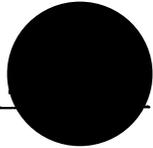
For Office Use Only

Category proposed:

SPS

Consultant's name(s):

Mr Nick Rees

Consultant's signature:		Chairman's signature:	
			
Date:	12 March 2015	Date:	