



Council for the Registration of Schools Teaching Dyslexic Pupils

Bredon School Re-registration Application Form Category DSP – Dyslexia Specialist Provision

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Bredon School Pull Court Bushley Tewkesbury Gloucestershire GL20 6AH Tel: 01684 293156 Email: enquiries@bredonschool.co.uk Web: www.bredonschool.org	Rural	165 boys 49 girls Ages 7-18	Dysc Dysl Dysp, ADHD,P&S	ISI, Handsam, Society of Heads, Independent Schools Association, IAPS, BSA, ISBA
	Ind Bdg Wk Bdg Day			GCSE GCE: A levels BTEC, NVQ
Comments: Small, friendly school with specialist provision for children with SpLD. The school benefits from a working farm and forest school in the grounds				

Date of visit:	Thursday 25 th January 2018
Name of Consultant(s):	John Lewis

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.

School Details

Name of school:	Bredon School		
Address of school:	Pull Court, Bushley, Glos, GL20 6AH		
Telephone:	01684 293156		
Email:	equiries@bredonschool.co.uk		
Website:	www.bredonschool.org		

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

Name:	Mr K Claeys		
Title (e.g. Principal):	Head Master		
Head/Principal's telephone number if different from above:			
Qualifications:	BA GLSE		
Awarding body:	(Belgium)		

Consultant's comments

Mr Claeys has been headmaster of Bredon School since April 2017. He has a strong commitment to provide an appropriate curriculum for pupils with special educational needs.

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

Name:	Mrs Last and Mrs Grant (Temporary until appointment of new Head of SEN)		
Title (e.g. SENCO):	SENCo		
Telephone number if different from above:			
Qualifications:	BEd Hons QTS Primary, Level 5 and Diploma in SpLD, Level 3 Dyscalculia		
Awarding body:	University of Gloucestershire, British Dyslexia Association		

Consultant's comments

Mrs Last and Mrs Grant are well qualified members of staff and have a thorough understanding of the needs of children with special educational needs including specific learning difficulties. An Inclusion Manager and SENCo will be appointed in the near future.

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1. Background and General Information

1. a) Dep't of Education Registration No. 885/6023

Numbers, sex and age of pupils:		Total	SpLD	Accepted age range
Day:	Boys:	101	67	7-18
	Girls:	35	11	7-18
Boarding:	Boys:	64	35	7-18
	Girls:	14	9	7-18
Overall total:		214	122	

Consultant's comments

The pupil numbers are similar to the ones reported in the previous CReSTeD visit in 2014.

- c) Class sizes – mainstream: From 1:4 to 1:16

Consultant's comments

The small class sizes allow individual teaching and support to be given to those pupils requiring help. Knowledgeable teaching assistants are deployed in a number of classes.

- d) Class sizes – learning support: 1:1, 1:2, 1:3 or 1:4

Consultant's comments

Support is carefully planned and tailored in order to carry out effective additional tuition. An increase in small group teaching is planned for the next academic year.

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

The ISI inspection in 2012 judged the school's pastoral support as excellent. The report stated that throughout the school, pupils receive excellent support and guidance, in line with the school's aims to provide outstanding pastoral care.

Independent
Schools
only

- f) Current membership (e.g. HMC, ISA etc.): ISI, Handsam, Society of Heads, Independent Schools Association, IAPS CReSTeD, BSA, ISBA

Consultant's comments

- g) Please supply the following documentation:

- Prospectus**, including **staff list** (if this does not clearly show which teachers teach English, then please supply this as a separate item). Please indicate copy enclosed or provide link to view reports via the internet <http://www.bredonschool.org/download-our-prospectus/>
- Recent Inspection reports**, please indicate copy enclosed

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or provide link to view reports via the internet <http://www.bredonschool.org/wp-content/uploads/2016/07/Bredon-School-progress-monitoring-June-2016.pdf>

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

or provide link to view information via the internet <http://www.bredonschool.org/admissions/fees/>

Consultant's comments

The Independent School Inspectorate visited Bredon on 16th June 2016. The report stated that all regulatory requirements were met. This included provision of information to parents, the safeguarding policy, the implementation of safeguarding, the welfare health and safety of pupils, the premises and accommodation and the quality of leadership and management.

The school has a comprehensive website containing a wealth of information including the facility to download a prospectus. In addition to a range of policies and procedures the school's excellent magazine can be viewed here. The wide range of educational experiences available to the pupils is evident through the prospectus and website.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school

Bredon School's aim is to provide an alternative not only to existing independent schools but also to the state education system. Bredon School accepts pupils with a wider range of ability and special educational needs than most schools and places an emphasis on both specific learning difficulties and more general difficulties with learning. We feel strongly that "The journey is as important as the destination". Its individual approach seeks to realize true potential, develop self-confidence and prepare for the challenges of the future with a happy, secure and friendly environment. The smaller size of the school means teachers know all of the pupils creating a truly supportive and nurturing environment. We foster a supportive ethos and aim for all lessons to be Dyslexia friendly. Our aim is to identify and develop individual's strengths and use these to engage them in their learning.

Consultant's comments

The atmosphere in the school, the relationships between staff and pupils, the wide range of learning experiences and the thorough framework of pastoral care all indicate that the aims of the school are being met. In the classroom dyslexia friendly teaching was practiced in all lessons observed. Information technology was used by many pupils to assist learning.

Criteria
1 & 2

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

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

i. **Policy for SEN/SpLD**

Information Provided

ii. **Support for policy from Senior Management Team**

Information Provided

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Criterion 4	iii. Support for policy from governors	Information Provided
	iv. Admissions Policy/Selection Criteria	Information Provided
	v. Identification and assessment	Information Provided
	Consultant's comments All the required policies are thorough and clear with many available on the school's excellent website. As a specialist school all governors and members of the senior management are committed to providing an outstanding education for pupils with a range of special educational needs. The thorough admission procedure ensures that the school is confident it can meet the needs of the pupil before a place is offered. The progress of each pupil is carefully monitored and detailed in the assessment policy.	
	d) Give specific examples of the whole school response to SpLD Pupils are placed in sets according to their level of understanding not their literacy level. This ensures that our pupils are not under stimulated but are challenged in their lessons. Teaching staff are very experienced in working with SpLD pupils. This year all the staff body are taking place in either a level 2 accredited BDA course in Dyslexia or a level 2 Autism course. As a school multisensory teaching is promoted throughout all subjects which involves a great percentage of kinaesthetic and visual learning. Pupils are encouraged to develop alternative ways to record their work with the school having a dedicated TA to work with both pupils and staff on developing the use of Assistive Technology, including Dragon Dictate, Write Online, ReadWrite Gold and Reading Pens, across the school. The school has introduced reading pens and tablets in the SLS department and specific subjects as a trial this year. Students are trained to use these effectively during SLS lessons. It is planned to expand their use as our IT infrastructure is updated over this academic year. The school provides a good mix of academic classroom based learning and outdoor learning. The SaLT and OT therapists liaise closely with subject staff to help inform their planning with the PE department implementing many OT exercise as part of their curriculum. Consultant's comments Bredon School gives a high priority to whole staff training in special educational needs. It was clear in all lessons observed that dyslexia friendly teaching is incorporated in lesson planning and delivery. The school's broad curriculum allows pupils to develop a wide range of skills in many different ways. It is also evident that the curriculum and teaching arrangements enables pupils to build their confidence and self esteem in an environment designed to meet each individual's needs.	
	e) Number of statemented / EHCP pupils:	71 across 22 LEAs
	Consultant's comments All the relevant staff are experienced in obtaining and maintaining Statements of Special Educational Needs and Education, Health and Care Plans.	

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Independent
Schools
only

- f) Types of statemented needs accepted:
Dyslexia, Dyspraxia, Dyscalculia, Dysgraphia, ADHD, Asperger's, Non-Verbal Learning Disorder, Sensory/Physical.
- Consultant's comments*
The school successfully meets the needs of a wide range of children with special needs, many having more than one area of difficulty.

3. Identification and Assessment

Criterion 1
DSP 6.9

3. a) Give details of how you identify pupils in your school who have or are at risk of SpLD and when this takes place in the admissions process:
See Learning Difficulties and disability policy and SEND Policy
The School Admissions Co-ordinator, Mrs Fry, holds a level 5 SpLD qualification and worked within the Access Centre for 2 years. She liaises with prospective parents from initial contact gathering reports and making recommendations on suitability. Mrs Last, SENCo KS3, attends all the admissions meetings alongside Mrs Fry to ensure that any SpLD needs can be met within the school. While on their guest period all pupils are assessed by a level 5 SpLD teacher and recommendations of additional support is made at this point.
Wherever possible liaison between feeder schools is encouraged before the pupil begins at Bredon.
- Consultant's comments*
The procedures are thorough and comprehensive ensuring the school can successfully meet the needs of each child admitted to Bredon.
- b) Give details of what action you take when children are identified as at risk of SpLD
See Learning Difficulties and disabilities policy and SEND Policy.
- Consultant's comments*
The school has a graduated policy for identification of pupils already in the school and who may have a previously undiagnosed specific learning difficulty. The close monitoring of all pupils ensures that concerns are quickly and efficiently resolved.
- c) Give details of how children in your school can access a full assessment for SpLD
We do not have the facilities to provide full assessments on site. We have a range of Educational Psychologists and Specialist Teachers who we work closely with. We can provide these to parents and work with them to assist the professional in completing a full assessment. We have a team qualified Speech and Language Therapists on site as well as an OT who can provide full assessments.
- Consultant's comments*
The school has good links with professionals outside the school as well as having a broad range of expertise within the establishment.

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4. Teaching and Learning

4. a) How is the week organised?

Bredon has a 5 day week. There are 33 lessons a week – 7 a day on Monday to Thursday and 5 on Friday. The school day begins at 8.30 and ends at 4.30 (3.15 on Friday). Prep is set for pupils from Y9 upwards. Each lesson is 50 minutes long with a 5 minute movement break between lessons. There is a tutor time in the morning and afternoon. The school has 3 assemblies a week – 2 whole school and 1 House assembly. The day is organised to place the more academic lessons in the morning with sport/outdoor ed/activity based lessons being timetabled in the afternoons. In the Junior School lessons are 45 minutes each in the morning which are all the more academic subjects. All the teachers in the Junior School are Primary trained. In the afternoon, like the senior school, the focus is on more practical based lessons which are led by the specialist staff in the Senior School. They have at least 2 lessons of Forest School a week delivered on site by a qualified Forest School Leader. Pupils go off site one morning a week to attend swimming lessons. The Junior School has 2 assemblies a week, one for Junior School and one of Friday where they join then Senior School to celebrate successes.

Consultant's comments

The timing of the school day appears to work well for the staff and pupils. The wide range of activities and learning opportunities are carefully planned to provide a good balance of experiences throughout the week.

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

There is no Prep set for pupils below Year 9. From Y9 there is a timetable for setting prep. Heads of Department are expected to implement this and ensure all Prep is appropriate for all pupils. All Prep should relate to the work being covered in class and within their capabilities. The amount of Prep depends on the age and ability of each student. The Junior School sets all the pupils one project a term for example, History or RE. This usually involves pupils making a PowerPoint presentation or creating a poster. All boarders have an allocated Prep session each evening which a member of staff is attached to, to offer help and support. There is also a daily Prep Club at lunchtime staffed by a teacher. The Library and Access Centre are staffed every lunchtime.

Consultant's comments

The pupils spoken to felt that homework and prep were manageable, and that support was available if required.

Criterion
3 & 4

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

- Curriculum subjects
- Literacy support

Bredon offers a wide range of vocational and academic subjects/qualifications.

Across KS3 and 4 lower English sets are taught by a Level 7 SpLD qualified teacher. The majority of lower sets in Maths are also taught by a teacher with over 10 years experience in working with SEN pupils. They have a level 5 Diploma in teaching disabled learners and a level 3 NVQ in promoting

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independence. Two of these staff previously worked in the SLS department so are very aware of the specific needs our pupils have.

This year 47 members of staff are taking the Dyslexia Level 2 SpLD qualification during INSET days. The 26 remaining members of staff (who already hold a SpLD qualification) are completing an accredited course on Autism.

The general teaching ethos at Bredon is multisensory. Key word sheets and definitions are given out in advance of new topics and used in SaLT and SLS. The school has a Teaching Assistant whose focus is in implementing and advancing assistive technology across the school. She has implemented a variety of training at INSET days and offers staff a chance to do small group or 1:1 training to build their skills. She is also available to attend lessons to help staff learn how to use IT in their lessons and train the class on using it effectively.

Staff all have access to the Pupil Passports for each child who has SEN support. These contain information on their needs and strategies to help them – CAT data, reading and spelling data, strengths and weaknesses, SEN provision etc.

There is a school appraisal process where staff are observed annually.

Consultant's comments

The appropriately qualified staff work in the areas where their expertise is most effective. All staff have a good understanding of the needs of the dyslexic student and use effective techniques in lessons. The school supports staff that wish to obtain additional qualifications in educating pupils with special educational needs. This is in addition to the regular whole staff training provided by outside professionals or colleagues within the school.

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

The school uses Pupil Passports which are updated twice yearly. More specific short term targets are set for individual pupils in their SLS lessons. Both parents and pupils are involved in the writing and updating of them. They are saved on the Q Drive so that adults within the school have access to them at any time.

A second page has been added to the Passports for pupils with a statement/EHCP which lists summary of needs, aspirations and outcomes.

Please indicate **two examples** enclosed

Yes

Consultant's comments

The pupil passports are clear, comprehensive and informative documents. They are a valuable source of information for all staff when planning lessons, marking work and dealing with pupils on an individual basis. The style of the documents with sections stating what the pupil would like everyone to know about him/ her, what this could mean in the classroom, what he/she enjoys, what he/she is likely to need help with and what his/her targets are make the documents both relevant and personal to each pupil.

e) Records and record keeping:

Files are kept in the SENCO office. Any pupil who has additional needs has a file. These contain their statement/EHCP, communication, additional reports, annual review forms. Electronic copies of the statements/EHCPs, Pupil Passports, SEN advisory reports are kept on the school computer system. These are easily available for all staff. Staff are encouraged to reduce printing to help maintain confidentiality.

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Consultant's comments																													
Criterion 3	f) All documentation is well organised and maintained. For comment by consultants only: Review history and provision made for two pupils.																												
Criterion 3	g) Impact of provision – assessment summary for all pupils (only fill in the Key Stages relevant to your school):																												
A-Level (GCE) and VCE. BTEC	<table border="1"> <thead> <tr> <th>No. of pupils Years 12 & 13</th> <th>Number entered</th> <th>% grade A-E</th> <th>BTEC % D*- D</th> <th>Average point score per pupil</th> <th>Average point score per exam entry</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>62</td> <td>18</td> <td>80%</td> <td>35%</td> <td></td> </tr> <tr> <td>SpLD Pupils</td> <td>23</td> <td>9</td> <td>100%</td> <td>57%</td> <td></td> </tr> </tbody> </table>	No. of pupils Years 12 & 13	Number entered	% grade A-E	BTEC % D*- D	Average point score per pupil	Average point score per exam entry	Whole School	62	18	80%	35%		SpLD Pupils	23	9	100%	57%											
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h) Any other relevant information, e.g. details of any other examinations taken, literacy/numeracy assessments: Every Pupil in Y 7 sits CATs in September. They are then retested in Y9. Any pupils joining the school between these years are tested the next September following entry. These are used to predict GCSE results. Pupils generally achieve at or above the predicted level. KS3 are tested once a year on their Spelling and Reading comprehension. The scores are collected and recorded on the Q Drive. Teachers are able to access this information to inform their planning. All KS3 pupils who receive additional Learning Support are tested twice yearly to inform planning, monitoring progress and support target setting in lessons. These highlighted pupils are also tested on their basic maths skills twice yearly. All KS2 pupils are tested twice yearly on their spelling and reading comprehension and accuracy. In Y10, 11, 12 and 13 many of our pupils take a CISCO course which gives them an industry accreditation in networking. If students chose this course up to 2 of their option blocks are taken up lowering the number of GCSEs/BTECS they take. Another option in KS4 is for pupils to select SLS which means they take one less GCSE/BTEC.																													

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Consultant's comments

The school's rigorous assessment policy helps to ensure that most pupils achieve their predicted grades when sitting examinations.

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

- Criterion 5.1 5. a) General resources for teaching SpLD pupils:
ICT is available for use by pupils, plus specialist programmes. Material is differentiated and made available to dyslexic pupils, this includes worksheets, texts and fonts.
Buff paper is used throughout the school and teachers are encouraged to change the background on their interactive whiteboards, moving away from the white.
Consultant's comments
The school gives a high priority to the importance and benefits of ICT as a learning tool. It is the preferred means of producing written work for many of the dyslexic pupils.
- Criterion 5.2 b) ICT:
There is a computer suite which staff can book and some classrooms have their own computers. The Library is also available to classes and pupils to use. The Access Centre has a range of tablets and reading pens which can be lent out to pupils and staff. Science, Catering and Art each have their own tablet as part of a trial to judge their effectiveness. Reading pens are also available to use across the school via the Access Centre.
Each pupil from KS2 has one IT lesson a week.
All of the pupils are encouraged to bring their own laptops to school and we welcome a high presence in the classroom. Teachers strive to supply students with electronic copies of worksheets. Assistance is offered to parents on the purchase of computers and suitable software so it is suitable for use.
Consultant's comments
Bredon has a good level of ICT throughout the school. A variety of technology was used to enhance teaching in all lessons observed.
- Criterion 5.3 c) Details of access (special examination) arrangements requested and made for SpLD pupils:
All pupils are assessed for SAAs. The examination officer has an Assessment Practicing Certificate (APC) so can assess for access arrangements. She is supported by 2 other members of staff who can also assess. By the end of the next academic year there will be 3 more staff able to assess. All staff are called upon to provide details of students 'ordinary working practise' within lessons to support the application for SAAs. The Exam Officer has a secure office on site where all Form 8 and evidence is kept. This information can be provided when requested.
Consultant's comments
The school has staff with the appropriate qualifications to assess pupils for access arrangements. Evidence of need is available for inspection if requested.
- Criterion 5.4 d) Library:
The library provides a wide range of fiction and non fiction text which the students are able to access during the school day. Books can be borrowed to

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take home or up to boarding. There is also a range of magazines on various topics. The library is also used as a teaching room for SLS. There is a range of resources including tablets and computers. Pupils are encouraged to use the library at break and lunchtimes to work and socialise. We aim to ensure that there is always an adult present during these times.

There is also a small but well stocked Library in the Junior School.

Consultant's comments

Both the Junior and Senior libraries are well resourced areas with a colour coded system to allow staff and pupils to select books that correspond to the appropriate reading level.

6. Details of Learning Support Provision

DSP 6.1

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

The Learning Support Department is at the heart of the school and the staff that work within it work closely and collaboratively with staff across many areas of the school. It offers access to teacher direct support and assistive technology to all student in the school who might require it. It is open at lunchtimes and break times so that all students can use the facilities. Pupils are also encouraged to use the facilities during the school day if they need access to computers or assistive technology and they do not have their own laptops. The Learning Support Department provided INSET training for the whole school on a regular basis.

The Access Centre also provides support for more vulnerable pupil who require and more nurturing approach.

Consultant's comments

The Access Centre is in the heart of the school. Pupils are welcomed at all times including breaks, lunchtime and after timetabled lessons have ended. The knowledge and expertise of the specialist staff are shared with colleagues throughout the school both formally and informally.

b) Organisation of the Learning Centre or equivalent:

The Learning Centre is known as the Access Centre and is based across 3 rooms in the main building of the school. Its location is very central to the school. All of the rooms have ICT facilities, which are due to be upgraded this year. Two of the rooms have interactive whiteboards. Each room has 2 members of staff working in it so the distribution of groups is kept equal. This also allows the team to share good practice and work collaboratively where appropriate. The largest room also holds the library which is open every lunch and break time. It is also available to pupils on study periods, particularly the Sixth form, to enable them to use the computers and printers and where appropriate support from available staff.

The Junior School has its own Level 5 SpLD qualified teaching assistant who delivers all the SLS lessons for KS2. This enables more effective communication between the SLS provision and the class teachers. The lessons are 30 minutes long.

SALT is delivered in 2 centres, The Cabin and the Bothy, which are dedicated solely to the delivery of SALT. The Cabin is also open at break and lunch times to support more vulnerable pupils. It is staffed by the SALT team who promote a range of interactive social games during break and lunch.

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The OT has a room located in the main building and works in close collaboration with our OT co-ordinator who is also a teaching member of the Access Centre.

Consultant's comments

The Access Centre is a well resourced area of the school. Other provision for speech and language teaching and occupational therapy are located in other parts of the school. Specialist teachers work closely to ensure each individual pupil's needs are met.

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

The Deputy Head – SEN is on the senior leadership team and works closely with the Deputy Head - Academic, the Deputy Head – Operations and also an Assistant Deputy Head – of Teaching and Learning.

The SLT meet weekly and the Head of SEN has a great deal of involvement in the curriculum design and delivery.

*** Currently the Head of SEN is on long term sickness. A new role of Inclusion Manager is being developed and will be in place by Easter 2018. The day to day responsibility has been delegated to the 2 SENCos in the Senior School. Regular close liaison with the Head and HR ensures continued SEN input into the curriculum design and delivery ***

Consultant's comments

As a specialist school Bredon's leadership team have the needs of pupils' special need at the forefront of their decision-making. The new appointment of an Inclusion Manager will further enhance the management of the school.

- 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 pupils in school | Yes |

7. Staffing and Staff Development

- Criterion 7 7. 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

The staff at Bredon have an impressive range of qualifications and experience relating to the education of children with special educational needs.

- DSP 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)?

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

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

Criterion 4	Consultant's comments An on going programme of whole staff training is in place at Bredon. Teachers and teaching assistants with qualifications relating to dyslexia are appropriately deployed. g) For completion by consultants only: Do all observed members of staff demonstrate the ability to meet the needs of SpLD pupils within their departments? Yes. Multi-sensory techniques and dyslexia friendly classrooms and teaching were observed throughout the school.
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8. The experience of parents & pupils regarding the school, in particular, its response to SpLD pupils

Independent Schools only	8. a) Schools should provide, with the supporting documentation, a list of the names of all known SpLD pupils in the school. CReSTeD will provide an explanatory letter to be sent to parents of all those named informing them of the visit and seeking their permission to give their contact details to the consultant. The consultant will randomly select names from the list to discuss their experiences as parents in relation to the school. For completion by consultants only: Parent Contacts: The parents contacted were very happy with all aspects of the education their child received at Bredon School. The common elements praised by the parents were the building of self-esteem and confidence, the improvement in their child's particular difficulties, the caring relationships between staff and pupils and the broad curriculum available at the school. They also commented that their children looked forward to going to school, something which was not the case before they attended Bredon. b) For completion by consultants only: SpLD pupils' responses regarding their experience of the school and teachers: Lunch with a number of engaging, articulate and confident senior pupils resulted in a wide-ranging discussion about their life at Bredon. It was clear that they were all proud to attend the school and appreciated the education provided there. They all agreed they had made significant progress in overcoming their barriers to learning and had developed significant interests and strengths in a variety of areas.
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Report Summary

For completion by consultants only:

Please remember: this is an extract of the overall criteria listing, only those relevant to the category are listed below. Consultants should be able to mark all criteria as observed before making their final recommendation.

Consultant to tick relevant boxes when criteria are observed to have been met:

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

Criteria	DSP
6. Specific to the Category of School or Centre: -	
6.2 The school is established primarily to teach pupils with SpLD.	Yes
6.9 Assessment for admission to the school should include a report from an Educational Psychologist or a fully qualified specialist teacher assessor.	Yes
7. Qualifications of Teaching Staff: -	
7.1 The Head of Learning Support (or equivalent) should be a qualified teacher holding a nationally recognised qualification for the teaching of pupils with SpLD. Exceptions may only be allowed after special reference to the Council.	Yes
7.3 As a minimum, all English teachers and teachers of literacy skills will have nationally recognised qualifications in the teaching of SpLD pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion.	Yes

Report Summary

Summary of Report including whether acceptance is recommended:

Bredon provides an excellent education for pupils with a range of special educational needs. The ongoing training carried out by all staff is evident in the teaching throughout the school. Underpinning the success of the school is the expertise of the staff working in The Access Centre. The specialist staff provide high quality teaching for the pupils with specific learning difficulties, excellent information to colleagues to assist in planning and teaching and ongoing support and advice to subject teachers. The school's broad curriculum provides an excellent all round education This was highlighted by all pupils and parents that were spoken to. Some examples of this was the educational opportunities available through the school farm, the large number of pupils working towards and obtaining the 3 levels of The Duke of Edinburgh's Award Scheme and the willingness for staff to use their wide range of interests and expertise to provide an extensive programme of extra curricular activities. It is recommended that Bredon continues as a category "DSP" school on the CReSTeD register.