



Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator:

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

Date of visit:

28th January 2025

Name of Consultant(s):

Helen Farley

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Burlington House School Bishop's Avenue Fulham London SW6 6EG Tel: 0207 610 9018 Email: office@burlingtonhouseschool.com Web: www.burlingtonhouseschool.com	City	124 boys 62 girls	Dysl Dysc Dysp ASC ADHC SLCN SpLD	ISA
	Ind Day	Ages: 7 -19		GCSE
Comments: Experienced/qualified teachers/therapists offering integrated approach to pupils with SpLD and other co-morbidities.				

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:	Burlington House School		
Address of school:	Bishops Avenue, Fulham, SW6 6EG		
Telephone:	020 7610 9018	Fax:	
Email:	office@burlingtonhouseschool.com		
Website:	www.burlingtonhouseschool.com		

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

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

Consultant's comments

Mr Claeys has developed a collegiate team of the Heads to manage individual sections within the school. All of the team are knowledgeable and have considerable expertise within their field, with individual children at the heart of their thinking and decision making, nurturing children to be confident, independent and achieve their potential beyond what they might have thought possible.

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

Name:	Ms Nuala Dalton		
Title (e.g. SENCO):	SENCO		
Telephone number if different from above:			
Qualifications:	BA, MA, MSc, OCR Level 7 SpLD		
Awarding body:	Various		

Consultant's comments

Ms Dalton has considerable knowledge and expertise, which promotes and nurtures pupils to achieve. Additionally, there is a strong culture of staff training and knowledge to effectively support pupils to gain confidence and independence in their learning.

1. Background and General Information

1.	a)	Dep't of Education Registration No.:		205/6395		
	b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range	
		Day:	Boys:	124	45	7-19 years
			Girls:	62	8	7-19 years
		Boarding:	Boys:	N/A		
			Girls:	N/A		
		Overall total:	186	186		

Consultant's comments

The school is growing in size, ever mindful of the need to have excellent provision both academically and pastorally. Pupils in the 6th form have taken three years to allow for retakes of GCSE and then still time and opportunity to transition to education or job roles post 19, dependent on ECHP needs.

- c) Class sizes – mainstream: 12 pupils per class or less

Consultant's comments

As a specialist school all class sizes are small, all lessons observed 6-8 pupils and some had additional TA support linked to both individual need as well as small group need within the class.

- d) Class sizes – learning support: 4 pupils per class or less

Consultant's comments

All class sizes indicate a focus on enabling access to the curriculum and engagement to aid consistent progress.

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

ISI report 2022 indicated proposal for a material change in numbers of pupils in the school and report states the school is ready for the material change with all areas of the report being met.

Independent
Schools
only

- f) Current whole membership(s) e.g. HMC, ISA etc: ISA, Society of Heads, IAPS

- g) Please supply the following documentation:

i. [Prospectus](#), including [staff list](#) (if this does not clearly show which teachers teach English, then please supply this as a separate item). Please indicate copy enclosed

or provide link to view reports via the internet

ii. [Recent Inspection reports](#), please indicate copy enclosed

or provide link to view reports via the internet

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

iv. [Summary of provision](#)

Consultant's comments

The online information related to the school is clear and easy to access, all reports are clearly signposted.
Admissions information is explicit and comprehensive, parents are given a clear guide to the process and what is required to engage with the school.
The fees are transparent and inclusive of all but individual SaLT and OT sessions.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school

Recognising the diverse needs of our students, Burlington House School offers a unique educational approach that goes beyond traditional methods. Our highly qualified staff, including subject specialists with postgraduate qualifications and experienced Learning Support Assistants, are committed to providing individualised support and fostering a deep love of learning.

We prioritise continuous professional development, ensuring our staff are equipped with the latest evidence-based practices, such as those related to supporting learners with Autistic Spectrum Condition. We believe in a strong partnership with families, offering support, guidance, and resources to ensure a seamless transition between school and home.

By combining rigorous academics with innovative teaching strategies, therapeutic interventions, and a focus on developing essential life skills, we empower our students to reach their full potential. The school welcomes the Delphi report 2024 which broadens the definition of Dyslexia in contrast to the Rose report.

The emphasis on co-occurrence and variance gives support to our understanding of the complex profile of some of our students and our working knowledge of comorbidity.

Consultant's comments

From observations on the day of the visit it was evident that every action by a member of staff was driven by an understanding of the individual pupil, both in the classroom and throughout the school.

Evidence provided indicates the strength of the expertise of all staff, underpinned by training and continuous development.

Parents commented on the strong partnership and communication with a focus on jointly enabling pupils to gain independence and confidence realistically in themselves over time at the pace of the individual child.

The mutually respectful relationship between staff and pupils was evident across all age groups during observations. This relationship indicated knowledge and understanding and the fostered engagement in learning and development of each individual.

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](#)

see SH/enclosed/see below

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

see SH/enclosed/see below

iii. **Support for policy from governors**

see SH/enclosed/see below

iv. [Admissions Policy/Selection Criteria](#)

see SH/enclosed/see below

v. **Identification and assessment**

see SH/enclosed/see below

Consultant's comments

All documents are clear and underpin the ethos of the school and evidence the clarity of information provided via the webpage.

Criterion 4

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

At Burlington House School, we prioritise comprehensive student monitoring and assessment. Our data-driven approach includes initial assessments and six-monthly reviews to track individual progress. Metacognitive strategies are embedded throughout the curriculum, encouraging students to reflect on their learning styles and adapt their approaches accordingly. We focus on holistic development, assessing students across all skill areas to ensure well-rounded progress. Our multidisciplinary team includes Speech and Language Therapists (SLTs), Occupational Therapists (OTs), and School Counsellors. The SALT team supports students in developing strong communication skills, addressing language barriers that can impact learning. They also facilitate social-emotional development through initiatives like Group Communication sessions and 'Circle of Friends' groups.

OTs assess how sensory, motor, and cognitive factors may impact a student's learning and daily functioning. Through targeted interventions, they help students develop essential skills such as fine motor skills, attention, and self-regulation, ultimately enhancing their academic performance and overall well-being.

Consultant's comments

Classroom observations evidenced a clear transference of strategy to academic learning, whilst acknowledging and responding to the needs of the physical environment, for example wobble cushions, fidgets and reduced copying. All actions reflected diligence and care with a commitment to the needs of the individual students. The classroom observations saw the highly experienced staff providing an engaging and accessible environment for learning, with a seamless blending of strategy to meet need, such as individually tailored writing frames; altering the pace to allow for processing; verbal checking of understanding embedded in all stages of the lessons; allowing time for viewing and writing in response of information; signposting

actions such as 'Do Now' clear and accessible. All teachers observed responded individually to pupils evidencing the use of data and information wisely.

- e) Number of statemented / EHCP pupils: 156 statemented students

Consultant's comments

The school enables pupils with complex needs to transition and be nurtured and developed. The school admissions policy is comprehensive and provides a clarity for identifying those who will benefit from access to what the school can offer.

Independent
Schools
only

- f) Types of statemented / EHCP needs accepted:

Need	Prep			Senior			Sixth Form			Whole School		
	M	F	T	M	F	T	M	F	T	M	F	T
ASC	4	2	6	4	9	12	26	9	35	35	20	55
ADHD	6		6	6	2	8	3	2	4	15	3	18
SpLD	16	2	17	17	5	21	14	1	15	45	8	53
SLCN	3	1	2		1	1	1		1	2	2	4
C&L	7	3	10	2		2				9	3	12
Dyspraxia		1	1	4	1	5	4	1	5	8	2	10
SEMH	1		1			0		5	5	1	6	7
MED		1	1	1	2	3	1	3	4	2	6	8
Other	1	1	2	2	4	3	2	6	3	1	2	9
TOTAL	38	11	49	36	24	60	51	27	77	118	52	186

Consultant's comments

The school focuses on an individual potential pupil and through a rigorous process identifies if those needs can be met, taking a holistic approach as many pupils come with co-occurring conditions. Within the school there are different areas of expertise to support these different diagnoses, this affirms the value of each pupil as an individual.

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:

Burlington House School carefully selects students whose primary needs encompass dyslexia, dyspraxia, or both, or who require a small, nurturing environment. We may also consider students with co-morbid Specific Learning Difficulties (SpLDs) who would benefit from our expertise in supporting learners with dyslexia.

Admission involves a rigorous assessment process. Following initial review of application materials, prospective students are invited for two "Taster Days" to experience our learning environment. During these days, students engage in age-appropriate classroom activities, allowing teachers to observe their learning styles and academic abilities.

Our multidisciplinary team, including Speech and Language Therapists (SLTs) and Occupational Therapists (OTs), conducts brief screenings to further understand the student's needs. These screenings complement existing diagnostic information and help inform the admissions decision.

Careful consideration is given to the student's overall fit within our school community, including their social and emotional needs. We prioritise a smooth transition and ensure the student's academic and personal needs can be effectively met within our specialised setting

Consultant's comments

The school has a robust, thoughtful, realistic and clear process to ensure that needs of individuals can be met within the school, and support and signposting for any pupil when need cannot be met.

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

At Burlington House School, assessment is an ongoing process, incorporating both formative and summative approaches. We continuously monitor student progress and implement targeted interventions in literacy and numeracy as needed.

At Key Stage 4 and 5, we diligently identify and apply for appropriate access arrangements for examinations. Common access arrangements for our students include extra time, reader, and scribe. These supports ensure that all students have the opportunity to demonstrate their full potential in their examinations.

Consultant's comments

Assessment is undertaken with purpose and with appropriate review and action. The academic and pastoral progress of individual pupils is a reflection of this thoughtful and informed process.

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

Prior to admission, students undergo a comprehensive assessment process. Our team utilises standardised assessments to identify specific learning difficulties in key areas such as phonological awareness, literacy, numeracy,

speech and language (both expressive and receptive), social skills, visual perception, and auditory working memory. Upon completion of Year 11, students receive a thorough assessment from Occupational Therapists (OTs) and Speech and Language Therapists (SLTs). A detailed report summarising these assessments is provided to students and their families.

Consultant's comments

There is a supportive process for assessment.

4. Teaching and Learning

4. a) How is the week organised?

At Burlington House School, we deliver the National Curriculum, including a Modern Foreign Language (Spanish) [Spanish](#). All lessons are 50 minutes in duration. At the Sixth Form, we offer A-Levels, BTECs, and Functional Skills courses, along with the opportunity to re-sit GCSE English and/or Mathematics.

From Key Stage 2 to Key Stage 4, students receive dedicated English and Mathematics lessons five times per week. Key Stage 3 includes two enrichment classes. Two dedicated Intervention Teachers provide one-on-one or small-group support to students who require additional assistance. At Key Stage 4, two 50-minute Study Skills lessons per week focus on developing effective revision techniques and promoting metacognitive learning strategies.

Consultant's comments

The pupils enjoy a broad curriculum with appropriate length of lesson.

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

Tutor time at Key Stage 3 provide dedicated time for students to receive support with homework and classwork assignments. At Key Stage 4, tutor time is used to focus on developing essential study skills, such as time management and effective revision techniques.

Sixth Form students benefit from designated Study Periods on their timetable, providing valuable time for independent study. In Year 11, teachers offer additional support sessions during school breaks as needed. Furthermore, Sixth Form students have the flexibility to stay later after school for further study.

Consultant's comments

Tutors are a key point of contact for an overview of individual pupil progress, with tutor time being a valuable element in the curriculum.

Criterion
3 & 4

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

- *Curriculum subjects*
- *Literacy support*

All teachers adhere to a standardised lesson plan format. Each lesson begins with a clearly defined learning objective and incorporates a range of differentiated activities to cater to diverse learning styles. Lessons are readily accessible to students via Google Classroom, where homework assignments are also posted. Parents are granted access to their child's Google Classrooms. Medium-term plans are integrated within comprehensive schemes of work, which are publicly available on the school website. These medium-term plans serve as a foundation for the development of detailed weekly lesson plans.

Consultant's comments

The lesson delivery reflect the knowledge and training of the staff, with the engagement observed in the classroom being a testament to teachers understanding of the needs of each individual. The size of the classes further enables highly nuanced strategies which provides a positive learning environment. Strategies observed included; use of google classroom to avoid having to copy from whiteboard; colour coding of sheets to support reading and avoid loss of place; use of overlays for reading; prepared writing frames to support learning; individual whiteboards to support notetaking; allowing additional writing time and processing time for information; use of tools such as google focus tool, owned and managed by the an individual pupil to avoid distraction and improve focus; breaking down of information such as breakdown of quote analysis; reference and link to previous learning and checking verbally for existing knowledge

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

Individual Curriculum Maps are developed and reviewed each term in collaboration between teachers and therapists. These maps outline specific learning targets for each student. Progress is reviewed jointly by teachers and therapists on a termly basis, and this information is subsequently shared with parents.

Please indicate **two examples** enclosed

Rec'd

Consultant's comments

The records are comprehensive and provides clarity for staff in relation to specific need and the focus of each subject area. The summary gives insight into both challenges and positive skills. These records are appropriate to a specialist setting, reflecting the knowledge and skills of the staff accessing and utilising the information.

e) Records and record keeping:

All student information is stored on Schoolbase; this includes effort and achievement grades, ICM's and general student information. The SENCo at all sites keeps all EHCP, annual review information in e-box file on the shared drive.

Consultant's comments

Records are appropriately kept and available to staff through the shared drive.

Criterion 3

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

The provision made for pupils is bespoke to each individual, parents commented on the speed at which their children have responded to this tailored provision and how this approach has boosted confidence in the possibility of improved life chances through removing barriers to progress.

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	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	11 <i>*Calculated from leavers this does not include those who have continued their studies e.g. taking AS where there A2 qualification will supersede</i>	23	91	100	Average total VA per pupil 2.09 Average Value per pupil by no of L3 1.21	
SpLD Pupils			All	All		

GCSE & BTEC	No. of pupils inc'd in the Year 11 timetable, regardless of age	GCSE % A* - C Grade 9-4	GCSE % 5+ A* - C Grade 9-4	GCSE % 5+ A* - G Grade 9-4	BTEC % D*- D	BTEC % M	BTEC % P
Whole School	19	86%	68%	100%	31.25 %	18.75%	87.5%
SpLD Pupils	5						

N/A

Key Stage 2 (if applicable)	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School	0						
SpLD Pupils	0						

Key Stage 1 (if applicable)	No. of Year 2 pupils entered	English		Maths		Science	
		L2+	A/D	L2+	A/D	L2+	A/D
Whole School	0						
Dyslexic Pupils	0						

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

We use the following GL Assessment tests;
NGRT
NGST
PTM

PTE
PTS
CAT4UK

We have a series of assessments and examination cycles. We assess students' reading and spelling scores at the start of each year for KS2 & 3 students- NGRT & NGST.

We use GL Assessment tests for each year at KS3 in English, Maths and Science. We use this information to generate teaching and learning strategies for every student- PTE, PTM, PTS

We use CATs tests from Year 8 to assess students and inform ourselves of GCSE predictions.

For KS4 we offer a mixture of GCSE examinations, Entry Level Certificate and Cambridge National Qualifications. Year 11, 12 and 13 mock exams are held in January. The Sixth Form also uses NGRT and CAT4 UK to assist in the tracking of progress/prediction for lesson groups.

KS2 and KS3 (Y7&8) We also use HAST spelling assessment test as well as York Assessment of Reading for Comprehension (YARC). Phonics testing and visual stress assessments are carried out across the year groups KS2 and KS3. To determine which pupils need extra support we use information from YARC, phonics screening, HAST-2, RWI (read write inc) phonics assessments and through conversations with the class teacher. We write a personal learning plan (PLP) for each pupil.

Re: Fresh start programme (RWI) is used for older pupils who are struggling with reading. For Maths assessments we use GL PTM and during any taster days we use a Basic Number Screening Test.

Consultant's comments

The school has a broad range of assessments that are carefully selected to provide insight to tailor learning to enable individual progress.

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

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

Our main school building is comparatively small and located on a quiet avenue with nearby parks. The school has recently had a refurbishment. We create dyslexia friendly atmosphere through a variety of ways. We have interactive boards in every teaching room. All lessons take place on google classroom. OT provide a variety of equipment for students to use in lessons as a means of support.

The Prep school opened in September 2022. It is a spacious school with smart boards in each classroom. Across the three sites we promote the use of dyslexia-friendly fonts and colours and fonts, and the provision of specialist equipment such as colored overlays and reading rulers. All classrooms have sensory toolkits and we seek to minimal visual clutter. All sites use text-to-speech software, speech-to-text software and assistive technology to help with planning and organisation. Teachers use Trelson as a digital tool for knowledge assessment and everyday teaching tasks, supporting both teachers and students during tests and formal exams.

Consultant's comments

The school has excellent resources both physically and digitally to support learning, embracing whatever can support an individual pupil to progress and develop. The following are some examples observed: laptops; software tools such as google focus, google classroom; fidgets, headphones for software; wobble cushions; turn taking tools such as balls and individual whiteboards.

Criterion 5.2

b) ICT:

All students have access to a wireless enabled laptop computer with reading and speech recognition software. There is a class set of Macs for KS4 lessons. Access

Arrangements allow for students to use headphones for voice to text transcription.

KS2 and KS3 students use a touch type program. Staff receive regular training on how to effectively use and integrate technology into their teaching. The school is currently piloting the use Teach Mate AI to make staff aware of its potential to enhance learning for students and increase student voice and participation.

Consultant's comments

On the day of the visit, this was not observed, staff suggested that pupils may use this more when in a space away from the classroom setting.

Criterion 5.3

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

KS4 and KS5 students use Access Arrangements for all external and internal exams. These include extra time, reader, scribe, language modifier, and rest breaks.

Extra time allows students to process information at their own pace. Scribes enable students to focus on their thoughts and ideas without the burden of handwriting. Specific access arrangements are tailored to the individual needs of each student based on their assessed requirements.

Consultant's comments

The school adheres to the guidance and requirements of JQC

Criterion 5.4

d) Library:

Since the last inspection the school has significantly expanded its Senior library which comprises a wide range of fiction and non-fiction texts which are all colour coded to match reading ages to particular students. A range of genre and themes are covered: classics, contemporary literature, biographies, graphic novels and reference books.

The library is in a spacious area with generous and comfortable seating. There is a comprehensive library provision across the sites. As an example, the range of genres or themes covered include classics, contemporary literature, biographies, graphic novels and reference books.

The sixth form library has been developed as well as at the Prep site. Fiction books have been regrouped and coloured coded and placed in alphabetical order of author. A simplified 'dewey' system for Non-Fiction books has been adopted. Books have been added to Booksource Classroom, with the full details of author, title and genre including adding an image of the actual book cover. Initiatives to encourage student engagement with the library are being established presently.

Certain authors / subjects have been highlighted via displaying the books with some information about the subject matter. This has included 'Classics' in dyslexia friendly font and the history behind the 'poppy' for Remembrance Sunday.

Further plans to involve student engagement with the library include:

- Library clubs or reading groups to foster a love of reading and provide opportunities for peer interaction.
- Author visits or reading events: these can make the library a more dynamic and exciting space.
- Student librarians: involving students in library management can promote responsibility and ownership.

Consultant's comments

There has been a focus on redevelopment of the library spaces, reflecting the dedication of staff who are knowledgeably supporting this renewal. Both staff should be commended for their diligence and care in connecting with the needs of the pupils in the school and seeking to find innovative ways, such as visual image coding to aid selection as well as aiming to make the taking of books pupil led through software. These are calm ordered spaces which provide autonomy to the pupils in their book selection.

6. Details of Learning Support Provision

DSP 6.1

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

All staff are involved in making the needs of all students.

Consultant's comments

There is a whole school approach within this specialist provision, the role is positive and works within the ethos of the school.

- b) Organisation of the Learning Centre or equivalent:

N/A - whole school provision

Consultant's comments

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

There is a SENCo on each site and they all provide curriculum and pastoral advice alongside the therapy team.

Consultant's comments

The school has an integrated and overarching team who work collaboratively to meet the needs of all pupils within the setting at each site.

- d) Supporting documentation, please indicate enclosed:

- vi. SEN Development Plan (or equivalent) enclosed
- vii. Timetables of teachers or teaching assistants for SpLD, but not the whole school/all staff - available on the day
- viii. List of known SpLD pupils in school

All
Docs.
Rec'd

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 school promotes the development of all staff to ensure the provision is of the highest standard.

DSP 7.3 b) Have all English teachers and teachers of literacy skills undertaken training and participated in development activities to enhance their understanding of SpLD? The school's CPD programme should promote and support staff to achieve SpLD accreditation. (In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion.)

All English teachers have at least level 3 or 4 in the teaching of dyslexia certification. Permanent English teachers are working towards Level 5 or 7.

Consultant's comments

All staff meet the criteria.

Criterion 4 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?

The observation of staff evidences the dedication of the staff to acquire the knowledge and skill to meet the needs of pupils within the school

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 spoke of the excellence in communication, they affirmed the individual approach with parents commenting individually of the adjustments to meet the need of their child, giving examples of the school's willingness to continually reflect and be flexible to ensure progress. They commented on the collaborative approach with them from all relevant staff to support the autonomy and development of their child, with a focus on aspirations, whilst

acknowledging current expectations as a starting point for growth and development. They praised the approach at 6th form citing the broad range of work experience and interest which is encouraged as pupils transition to the next stage of their life journey. Parents affirmed the innovative approach to GCSE English retakes and how this focus and approach was 'amazing'.

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

The pupils were able to give examples of the individualisation of the teaching to meet their needs throughout the school, and reflected the respectful relationship between staff and pupils, including the comment on 'funky abbreviations' to support learning. They all commented on the boost to their confidence and the pacing of the lessons. They all affirmed the positive community feel of the school and felt very supported with teachers, stating that they could always talk to them and that confidently together they could find a solution to any difficulties with their learning. They stated that the school and staff provided opportunities and resources to help with the learning, commenting on the digital solutions in use.

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 the criteria as observed before making their final recommendation.

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

Criteria	ALL
1. The school or centre implements a thorough and rigorous process for identifying children with Specific Learning Difficulties (SpLD)	✓
2. The Senior Management Team and, in the case of schools, Governors, fully support the provision for SpLD pupils.	✓
3. The impact of the provision for SpLD pupils is measured (a system to regularly monitor provision for pupils and to assess their achievements).	✓
4. There is an awareness by all members of staff of the necessity to adjust their teaching to meet the needs of SpLD pupils and this will be evident across the curriculum.	✓
5. In Addition:	
5.1 Resources for learning appropriate to the level of need.	✓
5.2 IT provision relevant and of high quality, including up-to-date and regularly used programs for SpLD pupils.	✓
5.3 Access arrangements for all examinations sought as needed. Assessments for access arrangements must comply with Joint Council for Qualifications guidelines .	✓
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	DSP
6. Specific to the Category of School or Centre: -	
6.2 The school is established primarily to teach pupils with SpLD.	✓
6.9 Assessment for admission to the school should include a report from an Educational Psychologist or a fully qualified specialist teacher assessor.	✓
7. Qualifications of Teaching Staff: -	
7.1.i. The teacher with oversight for the teaching and learning of pupils with SpLD should hold an appropriate qualification and is a senior member of staff who has a post of responsibility. Exceptions may only be allowed after special reference to the Council.	✓
7.3 All English teachers and teachers of literacy skills will have undertaken training and participated in development activities to enhance their understanding of SpLD. The school's CPD programme should promote and support staff to achieve SpLD accreditation. In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion	✓

Summary of Report including whether acceptance is recommended:

The school is recommended for re-registration. The school provides excellent individualised teaching and support both academically and pastorally for pupils to thrive and make excellent progress, often exceeding expectations by aspiring for them to build their confidence and expand their belief in their life beyond education.

Recommended for either Registration / Re registration:

Consultant to tick relevant box

YES	NO
✓	