



Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator:

CReSTeD, Helen Arkell Dyslexia Centre, 24 West Street, Farnham, Surrey, GU9 7DR
Email: admin@crested.org.uk

Clayesmore Prep School Re-registration Application Form Category LSC – Learning Support Centre (formerly known as DU – Dyslexia Unit)

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Clayesmore Prep School Iwerne Minster, Dorset DT11 8LL Tel: 01747 811707 Email: lsc@clayesmore.com Web: www.clayesmore.com	Rural	94 boys	Dysc, Dysl, Dysp, ADD	IAPS, BSA
	Ind Bdg Day	73 girls Ages 3 - 13		Common Entrance, entry to Clayesmore School
Comments:				

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.

Date of visit:

3rd May 2022

Name of Consultant(s):

Anne Sherrard

School Details

Name of school: Clayesmore Prep School
Address of school: Iwerne Minster, Blandford Forum, Dorset, DT11 8LL
Telephone: 01747 811707 Fax:
Email: lsc@clayesmore.com
Website: www.clayesmore.com

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

Name: Jonathon Anderson
Title (e.g. Principal): Mr
Head/Principal's telephone number if different from above:
Qualifications: BA QTS
Awarding body: Exeter University

Consultant's comments

Jonathon Andersen arrived at Clayesmore Prep School in January 2020 and not long after oversaw lockdown (he also teaches some maths). Parents spoke of how impressed they were at the speed at which lessons and the school experience went on line. The head is very proud of The Teaching and Learning Centre and its massive contribution to the smooth running of the school community both inside and outside the classroom. He firmly believes all pupils benefit from both the insight and understanding the TLC makes on the school, whether they come in contact with the department through lessons or not.

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

Name: Anna Coombes
Title (e.g. SENCO): Head of Prep TLC/ SENCO
Telephone number if different from above:
Qualifications: BEd (Hons) July 1992, PCES SpLD Dec 2007
Awarding body: Kingston University (BHEd), Southampton University (PCES)

Consultant's comments

Anna Coombes is well qualified and has many years experience in the SEND world. Most recently she has begun a counselling course in Cognitive Behaviour Therapy. She has lectured in early years education and has now developed a full understanding of the educational needs of those across the prep school years. She runs a very effective department (and has been in place as SENDCo since 2020) which is much respected by the rest of the school; her staff have developed their own areas of specialism including counselling skills and movement programmes (the latter closely linked to the functional movement system introduced by the PE department).

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1. 1. Background and General Information

- | | | | | |
|----|----|--------------------------------------|----------|-------------------------|
| 1. | a) | Dep't of Education Registration No.: | 835/6028 | |
| | b) | Numbers, sex and age of pupils: | Total | SpLD Accepted age range |
| | | Day: Boys: | 65 | 23 5 - 13 |
| | | Girls: | 49 | 13 5 - 13 |
| | | Boarding: Boys: | 29 | 3 7 - 13 |
| | | Girls: | 24 | 7 7 - 13 |
| | | Overall total: | 167 | 46 |
- Consultant's comments
- The number of pupils with an identified SpLD/SEND is slightly up from the 2018 visit. It is reassuring to see that the number of girls identified is not that far below boys.
- c) Class sizes - mainstream: Range from 10 to 18 with average approx 15
- Consultant's comments
- Classes observed ranged from 7 to 14. Some included HLTAs.
- d) Class sizes - learning support: 1:1, small groups (2 - 8 pupils)
- Consultant's comments
- One to one lessons were observed but other small group sessions are run by the TLC staff and HLTAs. There are also a wide range of clubs which have links to the department such as Qwerty Club and Kermit Club.
- e) For completion by consultants only: Pastoral care arrangements, as relevant to SpLD students, based on Ofsted/ISI report:
- The most recent compliance report in October 2019 noted that : 'Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance'.
- f) Current membership (e.g. HMC, ISA etc.): IAPS, BSA,
- Consultant's comments
- 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 | Enc |
| or provide link to view reports via the internet | |
| ii. Recent Inspection reports, please indicate copy enclosed | Enc |
| or provide link to view reports via the internet | |
| i. Details of Fees and compulsory extras for SpLD pupils (if applicable), please indicate copy enclosed | Enc |
| or provide link to view information via the internet | |
- Consultant's comments

Independent
Schools
only

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There is a banded system for lessons in the Teaching and Learning Centre payable on a termly basis. The SENDCo and TLC staff recommend an appropriate band/level of support to parents. A graduated approach means that some pupils will have small group intervention and may not need to have one to one help. There are a wide range of intervention groups: Rapid Readers, spelling, maths, language development, social skills, friendship, Lego therapy, art therapy and sensory circuits. The 2019 Compliance Report noted that 'Computing provision in class has increased since 2017'. Forty-five pupils were identified with SEND and forty one were having support. 'The teaching enables the pupils to make good progress...A suitable framework for the assessment of pupils' performance is in place.' It also noted that pupils come mainly from professional and military families.

2. 2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school

At Clayesmore, our aim is to discover and develop the unique gifts of all of our pupils within a happy and relaxed environment where each and every individual is valued. To want to enable all pupils to reach their full potential through targeted, sympathetic and supportive teaching with high but realistic expectations.

Clayesmore's expertise in SEN goes much wider than one particular department. The highly qualified staff who work in the department also lead the development of teaching and learning across all subjects and all age-groups from Year 1 to Year 8 and into the senior school. We believe this is a unique arrangement.

Our Learning Support Centre is called the TEACHING AND LEARNING CENTRE (TLC), as we feel this is better reflects the role of the department within the school. The TLC is accessed by all pupils across the Prep school whether they attend for support with a specific learning difficulty or for enrichment activities such as study skills or using technology to enhance their learning. We pride ourselves on being able to support a wide range of learning profiles. We teach in a variety of ways from 1:1 to small intervention groups and also provide in class support if required.

Consultant's comments

Support for SpLD/SEND pupils sits happily within the school's ethos 'to support and challenge every pupil to fulfil their potential' and to provide 'an inclusive and stimulating environment' in which this can happen. Clayesmore has a long history of providing excellent support for SpLD/SEND pupils in both the junior and senior school.

Criteria
1 & 2

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

Enc

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- 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 | Enc |
| ii. Support for policy from Senior Management Team | |
| iii. Support for policy from governors | Enc |
| iv. Admissions Policy/Selection Criteria | Enc |

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v. Identification and assessment

Enc

Consultant's comments

There is a wide range of expertise and experience in the department (and senior school) to be drawn on when unravelling a child's learning needs and in some cases identification of an SpLD/SEND. There are teachers qualified to assess internally and the school has a range of professionals with whom they have a close working relationship and who will carry out specialist assessment including educational psychologists and speech therapists. Governors visit the department as they do the other departments in the school. The head and senior management see the TLC as an integral part of the school as well as a source of expertise to use to influence excellence in the classroom and beyond.

Criterion 4

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

- Differentiation in lessons to ensure that all pupils are studying the curriculum in an accessible form
- Pupils often use alternative methods of recording work including cloze, notes, use of scribe, word processing
- Use of interactive whiteboards and ICT
- All teachers have a good knowledge of all pupils' strengths, weaknesses and learning styles
- Some pupils use laptops, ipads or reading pens.
- Teaching Assistants in class rooms
- Close liaison between mainstream and TLC staff
- IEPs and profiles on Provision Map (currently we are between school data bases so information is being transferred between the existing and new system)
- Support for pupils during prep and exams
- GAP TAs receive induction and only going training with SENCO to inform classroom practice and support
- The professional development of all staff involved in meeting the needs of pupils with SEN is ongoing and continuous. A wide range of training opportunities is provided which includes;
- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects provided by SEN specialists
- Attendance at courses offered by external providers, accredited and non-accredited
- The Governing Body recognises the importance of the TLC.

Consultant's comments

It is very pleasing to see pupils being encouraged to explore reading pens voice activated technology and ipads amongst a range of ways to record information. A strength of the school is the ongoing use of the SENDCo and her department to provide CPD, advice and a close working partnership with mainstream classroom teachers.

e) Number of statemented / EHCP pupils:

2

A 3rd in the application process

Consultant's comments

The school takes its responsibilities towards SEND pupils very seriously and

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Independent Schools only	always strives to be sure they will be able to support successfully the needs of those with an EHCP. f) Types of statemented / EHCP needs accepted: Dyslexia, although there are often co-occurring difficulties. We judge each child on their own individual cases and make an informed decision whether we will be able to support their needs at Clayesmore. Consultant's comments Clayesmore has excellent understanding of how to support those pupils with dyslexia and understanding too of the co- occurring difficulties and subtleties of presentation of SEND. The school is also mindful of its limitations in terms of the level of support it can offer as a mainstream school.
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3. 3. Identification and Assessment

Criterion 1	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: For Year 1 - Year 5, there is no formal assessment for entry into the school. From Year 6 onwards, prospective pupils sit AMT and ART online tests so that they can be placed within an appropriate set when starting at CPS. The admission secretary asks for copies of any relevant reports e.g. Educational Psychologist, Speech and Language during the admissions process. Parents are encouraged to meet with the SENCO when they visit CPS to discuss their current provision and to discuss their child in a wider context. Following an initial visit, pupils are encouraged to spend a day in school and a night boarding, if applicable. If a pupil's needs are not within our expertise or they are attaining well below our norm in a particular year group, or would unbalance the needs of a year group, we may not offer a place, but would advise on alternative provision. Consultant's comments Clayesmore are keen to do their utmost to make reasonable adjustments to support SEND pupils but are also aware that they may not always be able to make the required adjustments. b) Give details of what action you take when children are identified as at risk of SpLD If a child is referred to the TLC from Years 3 - 6, then a full range of assessments will be carried out with permission from the parents/guardians. From this information, there will be planned intervention either class based or within the TLC. If it is deemed necessary, the pupil may be referred to outside agencies such as an Educational Psychologist or Specialist Teacher. If a pupil comes to the TLC in Year 7 or 8, they will have core tests to determine if there is a discrepancy between attainment and ability. If there is a discrepancy, then the parents will be asked to pay for a full diagnostic assessment with an Educational Psychologist or a Specialist Teacher, independent from the school, and/or appropriate intervention planned. Pupils in Year 1 and 2 are assessed informally and advice given on support and intervention. Consultant's comments This suggests a mixture of screening and classroom observation at the appropriate stages to be mindful of the need to identify and help with difficulties and when appropriate, refer on to outside specialists. The Teaching
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and Learning Centre will work closely with the EAL department if a pupil has English as an additional language as well as a suspected SpLD.

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

There are teachers within the TLC who are fully qualified to assess and diagnose SpLDs. Educational Psychologists and other professionals can be brought in to assess pupils.

Occasionally, the County Service will be responsible for an assessment pending a request for an EHCP.

Consultant's comments

There are a number of staff with a level 5 qualification as well as those with a level 7 assessment certificate.

4. 4. Teaching and Learning

4. a) How is the week organised?

- Academic and non-academic lessons take place Monday to Friday (all day). The day starts at 8.10am with registration and tutor time, followed by lessons at 8.35am.
- Lessons end at 5.00pm. followed by tutor time or assembly until 5pm.
- Activities and sports fixtures take place on a Wednesday and Saturday afternoon.
- The LEX programme has been introduced on Saturday mornings. This underlines our holistic approach to our pupils, offering them a broad range of activities and experiences that will be memorable, meaningful and transformative. The pupils can choose up to 2 LEX activities per day. Choice change on a termly basis.
- Year One and Two are taught in mixed ability classes by their class teacher and supported by a classroom assistant. Support and extensions groups are led by classroom assistants or staff from the Teaching and Learning Centre for areas such as phonics and social skills.
- In Year 3 and Year 4, pupils are taught as a mixed ability class, with additional support in some lessons
- In Year 5, pupils are taught in a mixed ability class, by specialist subject teachers, with the exception of English and maths where the class is split and taught as two ability groups. Many lessons have the support of a teaching assistant.
- In Year 6, pupils are streamed into two broad ability classes for the majority of subjects. For English, maths and science, the pupils are regrouped into two ability sets. Many lessons have the support of a teaching assistant.
- In Year 7, pupils are grouped into two broad ability classes (7 Blue, 7 Green). They are regrouped and taught as 2 ability sets in English and maths. Many lessons have the support of a teaching assistant.
- In Year 8, pupils are grouped into 3 ability sets (BC, 8 Blue & 8 Green). For English and maths, the whole year group is regrouped and taught as 3 ability sets for English and 4 ability sets for maths. Many lessons have the support of a teaching assistant.
- Prep is set for pupils 4 nights per week from Year 5 onwards. This is for 30 minutes. Year 3 and 4 have reading prep.

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Consultant's comments

There are an extraordinarily wide range of extra curricular activities to ensure that everyone can find something they enjoy and an area in which they can succeed. The LEX programme is a new and exciting initiative. Many activities are outdoor based (such as Forest School) so pupils have the full benefit of the school's wonderful setting and grounds. Some activities are overseen by the TLC such as Qwerty and Kermit club. Some also allow for some 'down time'. The school is also mindful of those who might find it hard to cope with the length of the day.

The school also holds an annual well being week. Year 7s and 8s have study skills lessons in which pupils learn about metacognition, how the brain works, barriers to success and how to overcome them as well as revision strategies. Every pupil will have three or four games lessons a week. One session is pupil led with the aim to build team work and independence. Philosophy lessons do not require reading or writing (the fear factor is therefore removed) and often sets thought provoking challenges to develop thinking skills. The morning break time has recently been extended to 30 minutes.

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

- All pupils are taught in mainstream classes, supported by teachers who understand their needs and meet these through: effective teaching methods; differentiation; collaborative learning; direct support from the teacher or teaching assistants.
- Specialist teachers sometimes support pupils within the mainstream classroom; however, the majority of specialist provision is delivered **1:1**.
- A small number of pupils with SpLD do not learn French. They attend lessons in the Teaching and Learning Centre instead.
- Teachers, in consultation with the TLC staff, make the necessary allowances and arrangements for pupils with SpLD to miss class lessons to enable them to attend one-to-one lessons in the Teaching and Learning Centre.
- Teachers set prep appropriate for the ability of the pupils in Year 5 onwards.
- Teachers and/or teaching assistants help children with SpLD to record their prep into their pupil planners.
- Pupils are allowed to seek the assistance of an adult (such as a parent, teacher or teaching assistant) when completing their prep.
- During exams and assessments, appropriate concessions are provided for pupils with SpLD e.g. extra time, reader, scribe etc.

Consultant's comments

A recent change means that home works each night are now 30 minutes. This has proved popular with pupils. The outstanding lessons which were observed would suggest that when quality first education is going on in the classroom, and all pupils are engaged at an appropriate level with good differentiation, then there is not the same need for a lengthy homework experience at the end of busy school days.

There are always tutors on hand in the boarding house to support pupils at homework time. House matrons also hear younger boarders read.

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

- *Curriculum subjects*
- *Literacy support*

Criterion
3&4

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- As new pupils arrive at Clayesmore Prep School, details of their SpLD are shared with staff by the head of the Teaching and Learning Centre
- Teachers take into account the needs of individual pupils, such as difficulties with reading, writing, spelling, memory, sequencing, language, concentration, motor co-ordination, behaviour, organisation and number. They adapt their teaching accordingly, such as:
 - o Clear layout of worksheets, ideally photocopied onto coloured paper rather than white
 - o Check understanding of instructions
 - o Provide more 'thinking' and 'doing' time
 - o Limiting the need to copy from the board
 - o Providing opportunities for over-learning
 - o Helping pupils to record their prep in their planners
 - o Writing frames and structured tasks
 - o Clear, brief instructions
 - o Writing instructions on the board
 - o No expectation for pupils to read aloud
 - o Encouraging use of IT
 - o Displaying or providing key topic words
 - o Limited number of spellings to learn
 - o Additional adult and/or peer support for reading, spelling, writing
 - o Positive marking strategies
- During the Monday morning communications meeting and regular staff meetings, pupils with SpLD are often discussed by staff.
- Teachers who are concerned about the progress of a pupil, complete a form to request for the individual to be assessed by the Learning Support Centre.

Consultant's comments

Three mainstream lessons were observed. Firstly, a Year 6 English lesson of six pupils; two pupils had TAs with them. This was an example of inspirational teaching (the teacher is a member of the senior management team) exploring myths and legends and why we tell stories. The lesson opened with pupils responding to a painting by Millais: 'The Boyhood of Raleigh'. There was excellent use of questioning to encourage higher level thinking skills. Pupils were happy to offer their thoughts and always made to feel they had added something positive to the discussion. The reading material was made accessible by presenting the story of Daedalus and Icarus in a comic strip form. Pupils were riveted as the story was read to them. Most notable was the fact that this was an intellectually demanding/thought provoking session for any ability group, but made accessible and relevant to all in the class. A Year 4 maths lesson tackled positive and negative numbers. Pupils were mainly working in pairs and one pupil had gone off to work on the topic with a TA. Another had his numbers on separate cards and had created his own number line to make the experience a physical one. Pairings had been carefully managed; pupils were all thoroughly engaged and worked purposefully. Key words were on the board and pupils used their whiteboards to respond to a question and answer session. Pupils' individual needs had been met and all were tackling manageable challenges and enjoying the experience. A Year 6 set 1 English lesson had a language focus and was exploring formal and informal language. Pupils worked in teacher directed pairs to order cards into levels of formal and informal language. This was followed up by use of a thesaurus to find alternative ways of expressing certain words/ideas. Pupils were focused and happy to answer questions. Pupils with SEND would have

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been able to access the lesson.

Classroom walls are full of useful key words, strategies and words of wisdom to inspire. They are vibrant, visually attractive places. An English classroom had wonderful life size paintings from Alice in Wonderland and The Narnia stories: all hand painted by the head of English. The school is mindful too of the need to keep some rooms and spaces clear of visual distractions.

A total of seven one to one sessions were visited in the course of two lessons: a lesson on techniques for story telling made use of lists of adjectives from which to choose and provided good scaffolding; a maths session made use of highlighters to demonstrate key information and the pupil was asked to record key points in their own words in a revision book; a history revision session gave a good overview of events and helped the pupil see the big picture- they were useful pointers too on how to relax in an exam situation tucked in as part of the lesson; a lesson on homophones and another on 'igh' patterns were both tackled in a multisensory way (one culminating in an online word shark task); another maths session made use of chocolate to make an understanding of percentages concrete. In all the pupils were engaged and on task. The lessons demonstrated a wide range of approaches from locating places on a large world map, to mind maps, and the use of ICT and games to reinforce concepts.

Most pupils chose to move on to the senior school. There is close liaison and every pupil in the prep has a pastoral handover. If seen as appropriate, the TLC spend time giving continuity of support into the early stages of senior school to help a pupil settle and adapt.

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

- All staff have access to the Learning Support area on School Manager* where they can find details on pupils with SpLD, such as their strengths, weaknesses, classroom strategies and individual education plans. Teachers use this information to assist with their planning and teaching.* Currently being replaced by Provision Map
- In addition to this information, the pupils with SpLD are allocated a specialist teacher who will liaise with mainstream class teachers to help implement strategies and aid the transference of skills from 1:1 specialist lessons to the work/behaviour in class lessons.

Please indicate **two examples** enclosed

Enc

Consultant's comments

These are very detailed and helpful documents produced on a termly basis. They include targets and resources as well as success criteria and evaluation.

e) Records and record keeping:

- Teachers maintain their own records of pupils, which may include attendance in lessons, completion of prep, assessment results etc.
- Assessment records, including effort and attainment, are kept on School Manager* and/or the school network/online to enable progress to be tracked and monitored. "Being replaced by Provision Maps
- End of topic or end of term assessments occur regularly in the core subjects and enable teachers to monitor the progress of pupils in relation to the National Curriculum's age-related expectations. These results are recorded through Abacus for maths and Kaboodle for science
- Whole school PIRA and PUMA assessments take place on a termly basis. iTrack is used by the Director of Assessment to compile and analyse these results. Assessment results are also stored on the

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school Google Drive.

- End of year examinations in Years 6 and 7, and 13+ CE examination results are recorded on ISAMS and the school Google Drive.
- The school undertakes GEM Assessments for all pupils; INCAS for Years 2 - 6 and MidYIS for Year 7 and 8 each academic year. These tests produce standardised age scores in the following areas:
verbal reasoning
quantitative reasoning
non-verbal reasoning
spatial reasoning
developed ability
skills
- The analysis of these results allows us to assess preferred learning styles, areas of relative strength and weakness and then once diagnosis has taken place, informs the teaching and learning methods of all teachers for all pupils in the school.
- In addition to summative assessment, target setting is employed in various ways to help pupils become actively involved in their learning, and to help academic progression. These targets are measurable and again, inform future planning, teaching and learning.

Consultant's comments

There is regular assessment and termly checking of pupils. Assessments are also used to inform teachers in their planning of individualised learning. The school also has a dedicated Director of Assessment.

- Criterion 3 f) For comment by consultants only: Review history and provision made for two pupils.
Record keeping is detailed and meticulous. 'Reports' produced by the TLC of children requiring intervention are detailed and include pupil, parent and teaching staff views.
- Criterion 3 g) Impact of provision - assessment summary all pupils (only fill in the Key Stages relevant to your school):

A-Level (GCE) and VCE. STEC	No. of pupils Years 12 & 13	Number entered	% grade A-E	BTE C % D*- D	Average point score per pupil	Average point score per exam entry
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Whole School
SpLD Pupils

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
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Whole School
SpLD Pupils

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Key Stage 2 (if applicable)	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	AID	L4+	AID	L4+	AID
Whole School	31	Working at or above 18		Working at or above 13		Working at or above 16	
SpLD Pupils	8						
Key Stage 1 (if applicable)	No. of Year 2 pupils entered	English		Maths		Science	
		L2+	AID	L2+	AID	L2+	AID
Whole School	6	Working at or above 4		Working at or above 5		Working at or above 6	
Dyslexic Pupils	0						

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

We do not enter pupils for SATs but pupils are regularly assessed internally, via formative and summative assessments.

[Consultant's comments](#)

[The formative and summative assessment process in this school is a very thorough one.](#)

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

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

The TLC is well resourced with books, computer programs, computers, iPads, games and teaching programmes. The TLC teachers liaise closely with subject teachers to provide differentiated work or structures to help the teaching and learning of pupils in the mainstream classes. Subject teachers use differentiated text books which extend most able pupils and simplify texts for SpLD pupils. Each department have their own resources to meet the needs of those with SEN, but can look to the TLC to advise or provide additional resources. For example, pupils have access to wobble stools and cushions and fiddle toys to use in class, as well as overlays, if prescribed by an Behavioural Optometrist.

[Consultant's comments](#)

[This is a very well stocked/resourced department with a wide range of materials to support pupils with SEND from early years to those needing to develop metacognition and study skills at the top end of the school. It is full of useful visual displays: ideas and prompts as well as an area where pupils can put their picture against feelings if there is something specific they would like staff to know.](#)

- Criterion 5.2 b) ICT:

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All classrooms have computers and interactive whiteboards/TV screens. There is a dedicated ICT suite that has 24 computers that are networked, allowing class teachers to access the internet and a wide variety of teaching resources. The staff work room also has three networked computers and 20 laptops are available in the Everett Building. In addition there is a class set of iPads. Teachers of Reception to Year 4 also have computers in their rooms. There are computers within the TLC and teachers have iPads to use with pupils. Some pupils bring their own laptops to school.

Consultant's comments

The school is well equipped on the ICT front and is very aware of how life changing technology can be to pupils and most specifically those in the TLC.

Criterion 5.3

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

Access arrangements are allowed in all exams, ranging from extra time, rest breaks, prompt, scribe, use of technology, reader. TLC and subject teachers supervise the exam rooms and scribe/read for pupils. The SENCO liaises with other senior schools to agree dispensations for CE candidates; formal testing is carried out independently in the secondary phase in Year 7 and 8.

Consultant's comments

The department is very keen that their pupils build towards the appropriate access arrangements ready for when they begin the formal exam experience in senior school. This is not always helped by the fact that JCQ change and revise arrangements on an annual basis! The staff in the TLC consider the pupil's normal way of working within the classroom when discussing access arrangements. In the prep school teachers are encouraged to give appropriate arrangements and be sure that this can be fitted in to classroom lesson time.

Extensive whole school Lucid testing, means that the school has the means to pick up those with a profile (not known to the TLC) which might suggest a need for exam arrangements.

Criterion 5.4

- d) Library:

The library is staffed by a qualified librarian who knows the pupils well. She buys books which are suitable for lower reading ages but with high interest levels, books with CDs/tapes, periodicals. She assists pupils in choosing appropriate books which will improve their reading whilst preserving their self esteem. There is a wide range of fiction, non fiction and reference books in a comfortable and inviting setting. The librarian and the TLC liaise closely and look to each other for help and resources when the need arises. There is a sharing of ideas. The Librarian and a TLC teacher run a weekly book club called Book Wanderers for Years 3- 6. The aim of the club is to develop an enjoyment of books through art and creativity.

Consultant's comments

It is most reassuring to know that much thought has gone into how all pupils access the world of books and that Clayesmore strives to make all children, irrespective of SpLDs, have a love of reading. The librarian has much understanding of the needs of the TLC department and works closely with the SENDCo to provide a wide range of material to encourage and develop reading. Pupils in years 1 to 6 have a weekly library lessons. Learners are encouraged to have their reading books with them throughout the day. The librarian also goes into classrooms. Older pupils hear younger pupils read and a new initiative has introduced a tutor novel so that all pupils have the

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experience of being read to outside of a classroom situation. The library is also a 'safe space' for a number of SEND pupils.

6. 6. Details of Learning Support Provision

- | | | | | | | | | | | |
|---------------|--|-----|--|-----|------|--|-----|-------|--|-----|
| LSC 6.3 | <p>6. a) Role of the Learning Support Department within the school:</p> <p>'Learning Support is available for all pupils who require additional support as a result of being identified as having specific learning needs.' SEN policy 2021</p> <p><i>Consultant's comments</i></p> <p><i>The school takes a 'graduated response' with different waves of intervention.</i></p> | | | | | | | | | |
| LSC 6.5 & 6.6 | <p>b) Organisation of the Learning Centre or equivalent:</p> <p>Provision for pupils with SEN is co-ordinated by Anna Coombes. Anna is the Head of the Prep Teaching and Learning Centre and thereby the SENCo.</p> <p><i>Consultant's comments</i></p> <p><i>Anna is a very experienced teacher. She has worked in the TLC for 12 years. The TLC is a series of three rooms close to the library and very much in the heart of the school. Sometimes a number of lessons are going on at one time in a room but there is enough space and individual areas for this not to be a problem.</i></p> | | | | | | | | | |
| LSC 6.6 | <p>c) Does the Head of Unit have Head of Department status and input into curriculum design and delivery?</p> <p>Anna has Head of Department status and works closely with Emma Reach, Deputy Head Academic, who also holds OCR Level 5 SpLD. Emma acts as the representative of the Prep TLC within the Senior Leadership Team.</p> <p><i>Consultant's comments</i></p> <p><i>Emma Reach and Anna Coombes work closely together and Emma Reach has a thorough understanding of the needs of the TLC having formally taught in this department. Anna and Emma work closely with the Director of Assessment who analyses the PUMA (maths) and PIRA(reading) termly assessments, monitoring changes or scores which might suggest a need for intervention.</i></p> <p><i>It is very positive to read of the aims of the TLC in the school development programme. As part of the development plan an HLTA has recently been employed to run cross curricular groups, not just for those who attend the TLC but for those who need targeted support for a specific period of time. Details of autumn term TLC assessments will soon be added to the new data base.</i></p> <p>d) Supporting documentation, please indicate enclosed:</p> <table border="0" style="width: 100%;"> <tr> <td style="padding-right: 20px;">vi.</td> <td style="padding-right: 20px;"><i>SEN Development Plan (or equivalent) enclosed</i></td> <td style="text-align: right;">Enc</td> </tr> <tr> <td>vii.</td> <td><i>Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff</i></td> <td style="text-align: right;">Enc</td> </tr> <tr> <td>viii.</td> <td><i>List of known SpLD pupils in school</i></td> <td style="text-align: right;">Enc</td> </tr> </table> | vi. | <i>SEN Development Plan (or equivalent) enclosed</i> | Enc | vii. | <i>Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff</i> | Enc | viii. | <i>List of known SpLD pupils in school</i> | Enc |
| vi. | <i>SEN Development Plan (or equivalent) enclosed</i> | Enc | | | | | | | | |
| vii. | <i>Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff</i> | Enc | | | | | | | | |
| viii. | <i>List of known SpLD pupils in school</i> | Enc | | | | | | | | |

7. 7. Staffing and Staff Development

- | | |
|-------------|--|
| Criterion 7 | <p>7. a) Qualifications, date, awarding body and experience of all learning support staff:</p> |
|-------------|--|

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.

Consultant's comments

There is a wide range of experience and different areas of interest inside the department. All the TLC staff are qualified teachers with years of classroom experience. The SENDCo also provides ongoing training to the gap students who also help out with TLC children. The department also provided whole school training in SEND at the start of the autumn term.

LSC 7.4

- c) Are the majority of lessons within the Unit taught by those having nationally recognised qualifications in the teaching of SpLD pupils? (Exceptionally, an experienced teacher undergoing training may be sufficient.)

Yes.

Consultant's comments

8. 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:

Nine parents were spoken to and all were unanimous in their support of what the Teaching and Learning Centre and the wider staff, tutors and school had

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done for their children. For some (parents and children) the experience has been life changing. They were impressed by the TLC parents' evenings and feel they are kept well informed about their children's progress and through the TLC in particular. When parents contact the school and TLC, teachers are quick to reply. They are also given ideas of how to support their children at home. Both subject/classroom teachers are thoughtful and reflective if there are problems and listen to parents. For some families recently arrived at the school, parents noted that their children are now eager to learn; parents reported 'happy children'. Their children are accepted for who they are: there is no stigma attached to attending the Teaching and Learning Centre; it is just an organic part of the prep school. One parent noted the relief at having left behind the 'private school arms race in London'. Parents were pleased that SpLDs were picked up so early on so that their children did not have to go through unsupported struggles at school. For many their children talk about what they do in the TLC. For a number it is their favourite place: the continuity of teacher in the TLC helps pupils feel secure and understood. One parents told of their surprise when their child asked 'Can I read to you?'. They appreciated too the encouragement to learn to touch type and use of Amazon vouchers as an incentive. Appreciated too are the range of resources from wobble boards to writing boards and voice activated technology. All felt their children had made progress. For some the school and TLC had 'flipped a switch.' Many were impressed at how fast the school reacted to 'Covid' and how quickly lessons went online and a routine established. Some were able to attend school and this was what was needed. One parent noted that paint brushes were got to every child at home for Art activities.

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

Six pupils from years 4 to 8 (some were boarders) chatted about their experience of Clayesmore prep and the Teaching and Learning Centre in particular. They felt the TLC 'really helped' and often it was easier working in a one to one environment. Pupils felt it had improved their reading and writing and they also appreciated reading with their tutor. They felt that they could always go to the TLC if they were struggling with anything and that even a mini twenty minute session could be very productive. Teachers always tried to fit them in if they missed a lesson. Those interviewed were appreciative of use of 'fidget toys' and one pupil also appreciated being allowed a doodle book in lessons. One person noted that the TLC helped them to listen and concentrate. In lessons they felt that if they didn't understand something they could be open and ask. All agreed there was a wide range of activities through the weekends and on week days: paddle-boarding in Poole harbour, drama, and making things in DT were all mentioned. They liked the fact that there was sport very day as this 'helped to clear your head and concentrate'. Some had been in other schools and had had negative experiences around help for their difficulties; they were very clear about the importance of the TLC and the need for good support. Some of the boarders commented that they loved the newly improved breakfasts with croissants and pancakes during the week and all pupils liked having a choice about attending school on Saturday mornings.

Report Summary

It is not **always necessary** for consultants to enter comments, in which **case** the **field** w/11 be left **blank**.

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)	√
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	LSC
6. Specific to the Category of School or Centre: -	
6.3 A Unit or Centre providing specialist tuition on a small group or individual basis, within the school environment.	√
6.5 The Unit or Centre is adequately resourced, under the management of a senior specialist teacher, who co-ordinates the work of other specialist teachers.	√
6.6 The Head of Unit will have Head of Department status, and must have an input into curriculum design and delivery.	√
7. Qualifications of Teaching Staff: -	
7.1 The Head of Learning Support (or equivalent) should be a qualified teacher holding a nationally recognised qualification for the teaching of pupils with SpLD. Exceptions may only be allowed after special reference to the Council.	√
7.4 The majority of lessons in the Unit or Centre to be taught by those having nationally recognised qualifications in the teaching of SpLD pupils. In exceptional circumstances, the consultant may recommend to Council that an experienced teacher undergoing training satisfies this criterion.	√

Report Summary

Summary of Report including whether acceptance is recommended:

Clayesmore Prep is a wonderful school in which to begin education and for those with and without SEND. All pupils benefit from its emotionally intelligent approach and commitment to innovation in teaching and learning. It is a happy place but also sensitive to those who need to have their confidence built in different ways. Staff report that it is a place where pupils are given the confidence to be themselves. There is no pressure to conform, and pupils are accepting of each other. The school feels vibrant and alive and amongst other things there is a wonderful art department. The head of Art commented that, 'There is no right or wrong: pupils are given the courage to explore; it does not have to be perfect'. There is also an exciting pottery/ceramics space and an inspirational OT department with a museum, sewing machines, a Porsche grill and pupils exploring and building their own mini wind farm. Everywhere you look, inside buildings and out, there is something amazing going on (a greenhouse made of plastic bottles for example). Some of the teachers admitted to struggling at school when they were younger and are clearly now determined to make sure this does not happen to those in their charge. Amongst all this action, teachers look ahead to be mindful of certain events that will cause stress for pupils and find ways to deal with this. Most importantly, the TLC department is an organic part of the school which helps pupils achieve to the best of their ability, working alongside classroom teachers.

Clayesmore Prep School has a long history of understanding and teaching those with SpLDs/SEND. The strong foundations laid by teachers and specialist teachers over many years, alongside today's caring and resourceful TLC staff and mainstream teachers, and that vital component of support from senior management, mean that it very much deserves its crested status.

Recommended for either Registration / Re registration:

Consultant to tick relevant box

YES	NO
√	