



Council for the Registration of Schools Teaching Dyslexic Pupils

CReSTeD, Helen Arkell Dyslexia Centre, Arkell Lane, Farnham, Surrey, GU10 3BL
Email: admin@crested.org.uk

Cobham Hall Re-registration Category DU – Dyslexia Unit

Date of visit:	13 th May 2019
Name of Consultant(s):	Fay Cookson

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Cobham Hall School , Cobham, Kent, DA12 3BL Tel: 01474 823371 Email: enquiries@cobhamhall.com Web: www.cobhamhall.com	Rural	167 girls Ages 11-18	Dysc Dysl Dysp ASD	GSA BSA
	Ind Bdg Wk Bdg Day			GCSE IB Dip Univ entry
Comments: A friendly boarding and day school that offers excellent learning support combined with access to a mainstream academic curriculum. The school aims to support students in becoming confident and independent learners who reach their full potential. Learning difficulties are very much viewed as learning differences. The school's Round Square ethos encourages all round development of skills, knowledge and character.				

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:	Cobham Hall		
Address of school:	Gravesend Kent, DA12 3BL		
Telephone:	01474 823371	Fax:	
Email:	enquiries@cobhamhall.com		
Website:	www.cobhamhall.com		

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

Name:	Ms Maggie Roberts		
Title (e.g. Principal):	Headmistress		
Head/Principal's telephone number if different from above:			
Qualifications:	BA (HONS) History. Post Graduate Certificate of Education: History		
Awarding body:	University of Birmingham		

Consultant's comments

The Headmistress has been in post as Head of Cobham Hall for one year. Her belief in 'educating the individual' and 'being aware of each pupil's talents, strengths and potential', gives the school a strong and visionary leadership. The Headmistress is a Head committed to providing the best educational opportunities for all pupils, including those with SEND and EAL.

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

Name:	Julia Konec		
Title (e.g. SENCO):	Head of Student Support		
Telephone number if different from above:			
Qualifications:	Assessment Practising Certificate: PATOSS. OCR Level 7 in Assessing and teaching Learners with Specific Learning Difficulties. OCR Level 5 in Assessing and teaching Learners with Specific Learning Difficulties. PGCE English and Drama BA (Hons): English and Drama		
Awarding body:	PATOSS, OCR		

Consultant's comments

Head of Student Support is an experienced and extremely well-qualified Head of the Student Support Department (SSD). Under her leadership the department has become a respected and important part of the school.

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1. Background and General Information

1. a) Dep't of Education Registration No.:

Numbers, sex and age of pupils:		Total	SpLD	Accepted age range
Day:	Boys:	0	0	0
	Girls:	108	27	11-18
Boarding:	Boys:	0	0	0
	Girls:	59	10	11-18
Overall total:		167	37	

Consultant's comments

The relatively small size of the school means that the students are individually well known to the teaching staff and to each other, across the age ranges. This gives Cobham Hall a strong feeling of family.

- c) Class sizes – mainstream: a maximum of 16. However, those with SpLDs are often placed in much smaller teaching groups.

Consultant's comments

The small class sizes are ideal for all students and, in particular, for those with additional learning needs; allowing for a high level of individual attention and support.

- d) Class sizes – learning support: Usually one to one or small groups, no more than three students in a small group

Consultant's comments

The SSD provides excellent opportunities for 1:1 specialist tuition and small group teaching

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

The Regulatory Compliance Inspection, carried out by The Independent Schools Inspectorate (ISI) in February 2017, found that the 'standards relating to welfare, health and safety of pupils' were all met.

Independent
Schools
only

- f) Current membership (e.g. HMC, ISA etc.): IB school (last year), Round Square School, GSA

Consultant's comments

The membership of the aforementioned bodies is entirely appropriate.

- 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
- Recent Inspection reports**, please indicate copy enclosed

RECEIVED

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or provide link to view reports via the internet <https://www.cobhamhall.com/226/key-information/category/18/school-inspection>

iii. **Details of Fees and compulsory extras for SpLD pupils** (if applicable), please indicate copy enclosed <https://www.cobhamhall.com/237/school-fees>

or provide link to view information via the internet

Consultant's comments

All literature pertaining to the school, including information provided on the attractive website, is clearly presented. The fee structure for extra tuition is transparent and in line with current trends.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school

Cobham Hall is a non-selective, international, boarding and day school for girls, that offers excellent learning support combined with access to a mainstream, academic curriculum. The school aims to support students to become confident, independent learners who reach their full potential and are able to transfer and apply their skills into the classroom and beyond. Learning difficulties are very much viewed as learning differences and parents and students are encouraged to be actively involved in their own learning and progress. The school's Round Square ethos encourages all round development of skills, knowledge and character.

Consultant's comments

It is an accepted fact that the philosophy of the Round Square school, based on that of Kurt Hahn, goes far beyond academic achievement. Cobham Hall, the first all-girls school to be associated with the Round Square concept, upholds this philosophy to the benefit of all their students.

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**

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

iii. **Support for policy from governors**

iv. **Admissions Policy/Selection Criteria**

v. **Identification and assessment**

Attached

Consultant's comments

All of the above were made available before the visit.

The SEND policy is robust and thorough; a working document which informs teaching and learning effectively. The policy is strongly supported by the Governing body and the Senior Management Team.

The Admissions policy is fair, clear and concise.

INFORMATION

PROVIDED

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Identification/assessment is one of the main the responsibilities of the SSD. Early identification and appropriate interventions are well planned and managed to the benefit of students with learning differences.

Criterion 4

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

The Student Support Department (SSD) is actively involved in a whole school response to SEND and SpLD.

Recent changes to support this have been:

- Developing a Student Support Department area on Office 365 to which teaching staff have access.
- SEND Register has a column for outlining potential Access Arrangements and Adjustments and staff were given an INSET to supplement their understanding of the process and how it links to adjustments within the classroom from Year 7 onwards
- All students on the SEND register, including those being monitored have a Student Profile outlining their strengths and needs with strategies provided on how best to support them. This includes a place for parents and students to give their views on how they learn best
- Profiles also contain targets which the SSD Department are working on with the student during support lessons and outcomes
- Profiles are sent to parents twice a year and parents are encouraged to give their feedback on the profile
- SSD have begun to build a resource folder for teaching staff to have access to support their work
- SSD carried out a SEND audit for all teaching staff last summer to ascertain areas of need for staff training and to gauge usefulness of new area for SEND and profiles
- SSD fed back findings of SEND audit in the September INSET – new area well received - focus for this year identified as more training on SpLDs and other additional learning needs and how to meet needs within the classroom
- SSD gave an INSET on meeting the needs of students with SpLD within the classroom as a result
- SSD now have a HLTA and a further teaching assistant. Members of the department have observed teaching staff and the developing role of the HLTA is to liaise closely with teaching staff to monitor SEND/SpLD students and to explore effective strategies collaboratively for support
- HLTA has a fortnightly meeting with Boarding staff and has attended Faculty meetings in key subject areas such as Science, Maths and English
- HLTA and TA staff support prep in the evenings and feedback any concerns. This means they can also support areas of weakness identified by teaching staff during these times
- Communication is via weekly meetings with Head of SSD – (HLTA and TA) and via fortnightly departmental meetings which allow a rapid response to concerns raised and promotes effective communication.
- As part of a graduated response – the HLTA and TA support identified students during their study time – they may work on prep and study skills or may support the work of the English and Math Faculties guided by teaching and SSD staff

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Independent Schools only		SSD staff provide a games club (board/card games) every lunchtime (apart from Monday) open to all but aimed at providing a relaxed space where our more vulnerable students can be supported as well as a place for developing their social skills in an informal setting
		Consultant's comments A group comprising subject teaching staff, SSD staff and Learning Support staff made it clear that the whole school responds to SpLD/SEND in a positive, proactive way. Teachers felt empowered and supported by the SSD, enabling them to deliver differentiated lessons for those with learning differences but also to the benefit of mainstream learners.
	e)	Number of statemented / EHCP pupils: 1 Consultant's comments The school would consider applying for further EHCPs if needed to enhance a student's access to learning.
	f)	Types of statemented / EHCP needs accepted: Specific learning difficulties, ASD and Speech and Language weaknesses (Any more complex admissions are done in consultation with the Headmistress, Director of Studies and Head of the Pastoral team) Consultant's comments The school demonstrates a fair process when considering the acceptance of students with specific needs. Students will be accepted if the school feels their needs can be met adequately.

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: Reports from an EP/specialist teacher or information from formal school tests such as SATs may be used to inform a student's performance in the school's entrance assessments. Visits take place to meet prospective Year 6 students who may have or who are at risk of having a SpLD in the summer term. Year 7 are screened for spelling, writing speed and silent reading comprehension before the first half term. Year 10 and Year 12 students are similarly screened to monitor skills and highlight any areas of weakness and there is close collaboration between SSD and teaching staff regarding student progress. TAs work in many subject areas currently and have particularly close links with Faculties who teach core subjects. Students for whom staff have concerns are usually highlighted quite quickly, monitored and screening assessment undertaken where necessary. The views and concerns of students themselves and parents are also taken into consideration. Consultant's comments The SSD staff have the necessary qualifications to identify students at risk of SpLD. Routine screening, using appropriate tests, and the interpretation of the results highlights those students with learning differences and/or those at risk of SpLD.
	b)	Give details of what action you take when children are identified as at risk of SpLD

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Where a student is at risk of a SpLD they are monitored closely. The level of support is tailored to the needs of the individual and may consist of a range of strategies: informal monitoring, offering a peer mentor, TA support within and outside of the classroom as well as specialist teaching for example. A Pupil Profile is written with appropriate strategies and the parents advised.

Consultant's comments

Following identification, the process of delivering support to the students is extremely efficient and effective. The SSD Handbook and the Handbook for Teaching Assistants demonstrate how this is put into practice. Pupil Profiles are very useful for all teaching staff.

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

Students can access a full assessment by asking the Head of Student Support. The Head of Student Support will liaise with a linked outside assessor to arrange and oversee the process. Assessments take place usually during the school day, although it is noted that often parents like to use weekends outside of curriculum time as Saturday school runs throughout the year. Parents/carers are invited to the school to discuss the conclusions and recommendations both with the external assessor and the Head of Student Support present. Where this is not appropriate, referral may be made to other specialists. E.G Speech and Language or Occupational Therapists with parental permission.

Consultant's comments

The SSD is able to call upon a multi-disciplinary team of professionals to carry out assessments when necessary. The follow-up discussions offered to parents/carers are a very important part of this process.

4. Teaching and Learning

4. a) How is the week organised?

The school week is organised into 30 one hour periods. There is one morning break and a lunch hour. The school day begins at 8.30 am and finishes at 4.30pm. Students register with their form twice a day. Prep begins at 6.30pm and lasts until 7.30pm for years 7 and 8 and until 8pm for Year 9. Years 11 and above work in their bedrooms but are supervised periodically and may work with SSD staff in the Independent Learning Centre where appropriate. Students participate in around 50% of Saturday mornings.

Consultant's comments

The school day is quite long and very busy. There is much on offer in terms of lessons and activities and this variety seems to be well-managed by the majority of students.

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

SpLD students are expected to participate in all lessons unless following a modified curriculum agreed by parents in consultation with Director of Studies and Head of Student Support. This is done on an individual basis dependent and based on need. Prep is also set but this may again be modified depending on the adjustments needed for the student. Students may be withdrawn during private study periods, during some MFL or Well-being lessons. All students can choose to complete their prep in school which is supervised by both boarding staff and a member of the SSD team –

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TA/HLTA. A few support lessons may focus on supporting students with prep. For example, we have a student currently on the Autistic Spectrum who completes all prep within school as part of a modified curriculum as her behaviour at home and school is hugely impacted if prep is attempted outside of school. Difficulties with prep are noted by SSD staff and passed onto subject staff. Specialist support for Year 7-9 focuses on strengthening their underlying skills in either literacy or numeracy, building self-esteem and understanding of their own learning needs and applying strategies learnt to classroom situations. These may also apply to Year 10 upwards with a growing independence and focus on developing their understanding of their own needs and looking at study skills and areas of challenge led increasingly by the student where appropriate. Students' GCSE options are made in consultation with themselves, teachers and parents. Some opt for and are advised to study fewer GCSEs to ensure they continue to receive specialist support and to reduce memory load/pressure where appropriate. Post 16, the school are currently finishing the final year of the IB course in Year 13 and have progressed to A levels with Year 12. This was a collaborative decision led by Heads of Faculty and the Leadership Team. SSD supported this move as it felt that students could specialise in their areas of strength and choose more Arts subjects for example. It was also felt that they could build on prior knowledge to support their learning rather than spreading their knowledge more thinly over many different subject areas. The department often gives advice regarding the best subject choices at 14 and 16 and for example, was part of the initiative to provide an Art enrichment programme as part of the current Year 10 provision. This was in response to the particular needs of that year group and to provide an option where students could be creative but without the pressure of an exam situation. Teaching Assistants support in many core subject areas for Years 10 and 11. The allocation of TA support is reviewed regularly as needs change.

Consultant's comments

There is no sense of 'one size fits all' at Cobham Hall. Arrangements are tailor-made according to the specific needs of the students. This is an excellent way of managing support and building confidence in individuals.

Criterion
3 & 4

- c) Lesson preparation and delivery to meet the needs of SpLD pupils for:
- Curriculum subjects
 - Literacy support

Students follow an individual support programme which is based upon initial assessment of need. It takes account of their interests, strengths and views. Support in Year 7 and 9 for literacy is based around a cumulative and structured programme based on individual needs and maybe linked to feedback from the English curriculum. Numeracy support can consist of the student identifying gaps in their learning and bring this to the lesson or the specialist teacher making an assessment of their learning needs. Resources and materials are outlined in the departmental handbook.

Consultant's comments

A number of lessons were observed in a variety of settings, including a science lab, photographic studio, art room, classrooms, outdoors and 1:1 sessions in the SSD.

All lessons encouraged the students to think independently and to challenge themselves with new concepts, whilst building on previously acquired knowledge. Lessons were well-planned and differentiated for those with

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particular needs. Additional Teaching Assistant support was available where necessary. Explanations were clear and activities reinforced the aims and objectives of the lessons. Moreover, the lessons were fun. Students were provided with excellent aids to learning, including ICT.

The 1:1 lessons observed in the SSD were excellent. There was good teacher/student rapport. Students were encouraged to ask questions and give opinions and record their work in a variety of ways. Multi-sensory techniques were used to good effect and a range of resources were available to reinforce learning. The lessons were planned to be relevant to mainstream subjects and covered maths, spelling, reading, comprehension, vocabulary and revision and exam techniques.

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

SSD Student Profiles contain targets for individualised support sessions and these are updated and reviewed at least twice a year. SSD Profiles are e-mailed home to parents and available to staff on the shared area. The Head of Student Support is available to discuss students at drop in sessions three times a year (including Parents Evening) and at other times upon request. Profiles have a space for the views of the student and strategies they believe supports them to do their best learning

Please indicate **two examples** enclosed

INFORMATION
PROVIDED

Consultant's comments

These are extremely useful working documents, shared by all who have a part in a student's learning path. Students have input regarding their personal targets, helping them to take ownership of their learning and to have clear strategies and achievable goals.

e) Records and record keeping:

Each student has a file which may contain any diagnostic assessment reports, teaching notes, correspondence and information from other professionals. Student Support area contains up to date information on Student Profiles, screening information and tracking.

Consultant's comments

Record keeping is detailed and used effectively for target-setting and tracking progress.

Criterion 3

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

The documents provided were impressively thorough and showed measurable progress in both cases. They were a taster of records kept for all SSD students.

Criterion 3

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

I B exams	No. of pupils Year 13	Number entered	Percentage grade 1-7	Average point score per pupil	Average point score per exam entry
Whole School	13	13	100%	31	5.0
SpLD Pupils	1	1	100%	27	4.5
GCSE	No. of pupils inc'd in the Year 11	Percentage A* - C	Percentage 5+ A* - C	Percentage 5+ A* - G	

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	timetable, regardless of age	Grade 9 - 4		Grade 9 - 4		Grade 9 - 1	
Whole School	19	47%		89%		100%	
SpLD Pupils	7	57%		100%		100%	
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	NA						
SpLD Pupils	NA						
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	NA						
Dyslexic Pupils	NA						
h) Any other relevant information, e.g. details of any other examinations taken, literacy/numeracy assessments: Consultant's comments Academic results are good overall, including those of SEND students.							

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

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

Teaching takes place in two well-lit rooms which are clearly signposted in the school. Two desk based computers are available with colour printing. The department has two laptops available to be loaned to students and a number of reading pens/rulers/overlays. Software such as ClaroRead, Dragon Naturally Speaking and Inspiration are available where necessary, while students are encouraged to use on line resources such as Kahoot and Quizlets as well as exploring other on line apps which may support their own learning. The department also has access to an on line spelling programme – Spellzone which identifies gaps in spelling and works through a structured programme. The department have been exploring how to use this resource to the best effect.

Maths is also supported by a number of relevant apps. The department has copies of revision guides, text books, academic articles, periodicals and magazines, commercial games, hands on resources (e.g. base ten blocks, dice etc.)

Consultant's comments

The facilities for the SSD are comfortable and welcoming, with attractive, informative wall displays. The rooms are well resourced, offering a wide variety of teaching materials, games and books. Plans are in place to expand and enhance the space currently occupied by the department.

Criterion 5.2

b) ICT:

Dyslexia friendly software such as ClaroRead, Dragon Naturally Speaking and Inspiration The use of ICT is encouraged in mainstream classes and has

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	been a focus for this year in the whole school's development plan. Students within the department have been encouraged to use applications such as Kahoot and Quizlets as well as technology such as IPADs for notetaking in class and mobile phone for capturing images from the whiteboard or for stopwatches or voice recording. The department now has 12 laptops for exam purposes only and an increasing amount of students are using technology such as laptops and reading pens to support their learning. Three rooms are available for ICT use There are ten electronic whiteboards in the school and a number of classrooms have overhead projectors. Consultant's comments ICT provision is very good and well used, not only in the SSD but throughout the school.
Criterion 5.3	c) Details of access (special examination) arrangements requested and made for SpLD pupils: Following screening of Year 10 and Year 12, online access arrangements are made. Arrangements available are: extra time, rest breaks, prompt, computer reader, computer voice activated software, reading pens, laptop use, and a separate room. Yearly training by PATOSS is attended where current knowledge of JCQ regulations are updated. There is no training for IB access arrangements currently and this has been the last year the school will be making an application. The current Examinations Officer works as a TA in the department and the department works closely together and with teaching staff on these. Consultant's comments Access Arrangements (AAs) are seen as very important and are planned, practised and implemented well. Students are comfortable with their normal ways of working and with the level of support they receive in examinations. Having the Examinations Officer supporting students in class is an inspired way of ensuring that AAs are appropriate.
Criterion 5.4	d) Library: The Independent Learning Centre is an important part of the school and contains fiction and non-fiction books and is managed by the school librarian. All Year 7 students have a dedicated library lesson on a weekly basis. The school has an electronic library system so that students can manage their accounts. A new Librarian is in place this year. Consultant's comments The library has a wealth of books to suit all reading and interest levels. The librarian is on hand to assist students in their choice of reading material. The library is simply a beautiful space in which to encourage the love of books.

6. Details of Learning Support Provision

DU 6.3	6. a) Role of the Learning Support Department within the school: The Student Support Department is firmly embedded within the teaching and learning of the school. The Head of Student Support regularly liaises with other departments and faculties both formally and informally. Learning Walks are carried out and SSD staff attend some faculty meetings. There has been an increased provision of in class TA support this year which has been well received and means that links between SSD and teaching staff are stronger than ever and communication channels are swift and effective. The
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	department makes a valuable contribution to the school as a whole and has undertaken whole school INSET on a number of occasions to support teaching staff and address areas of need via a teaching staff audit. We operate an open door policy for both staff and students .Both specialist teachers are lower school tutors and involved pastorally and our HLTA is a tutor in the Middle school team ensuring links are close. Consultant's comments The SSD has an important role in the life of the school, offering strong inter-departmental links. Liaison between the SSD and subject/class teachers is very good and TA in-class support is a valuable asset for teachers and students.									
DU 6.5 & 6.6	b) Organisation of the Learning Centre or equivalent: Two specialist teaching staff are employed in the department. Ms Konec is full time and delivers literacy, social and study skills as well as being a lower school tutor. Mrs Hillier is part time and delivers numeracy and study skills support as well as teaching Mathematics. There are two designated classrooms for this. There is one HLTA, Miss Berry who is developing her role as a consistent link between the department and teaching staff and who is beginning to oversee the other TAs, Mrs Balson who is part time and Miss Frost. Consultant's comments The Organisation of the SSD works very well.									
DU 6.6	c) Does the Head of Unit have Head of Department status and input into curriculum design and delivery? Yes. The Head of Student Support liaises regularly with the Director of Studies and other Heads of Faculty to support curriculum design and delivery. The school recently made the decision to move away from IB to A levels as an example – something the department fully supported. Mrs Hillier works closely with the Maths department and was instrumental in some SpLD students being entered for certification awards in Maths as a precursor to their GCSEs. Consultant's comments Head of Student Support is a committed and inspirational Head of the very effective SSD Team. Her energy and passion for providing a high level of learning support is evident throughout the school.									
	d) Supporting documentation, please indicate enclosed: <table><tr><td>vi.</td><td>SEN Development Plan (or equivalent) enclosed</td><td></td></tr><tr><td>vii.</td><td>Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff</td><td>INFORMATION PROVIDED</td></tr><tr><td>viii.</td><td>List of known SpLD pupils in school</td><td></td></tr></table>	vi.	SEN Development Plan (or equivalent) enclosed		vii.	Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff	INFORMATION PROVIDED	viii.	List of known SpLD pupils in school	
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7. Staffing and Staff Development

Criterion 7	7. a) Qualifications, date, awarding body and experience of all learning support staff:
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DU 7.4	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 This is a well- qualified, experienced team of professionals who share a belief in the vital importance of SEND support. The team is a valuable and much valued part of the school. 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 The qualifications were verified by the Head of SSD and seen by the consultant during the visit.
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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: Parents consulted were full of praise for the school and for the SSD in particular. One parent said of the school 'I can't fault it' and another reported that their daughter 'had come on in leaps and bounds' since being at Cobham Hall. Support in mainstream lessons was described as excellent. The provision of Access Arrangements and time-out cards was much appreciated, as parents felt this reduced stress which their children might otherwise experience. Communication with the school and SSD was described as good, especially from the SSD, and problems are dealt with swiftly. It was felt that SEND students are not made to 'feel different'. A Year 7 parent was grateful for the invitation to meet the Head and the opportunity to discuss how the first year at the school had been for their daughter and to raise any possible concerns. This was seen to be a very caring approach. Head of Student Support was singled out for particular praise by all the parents consulted. She was described as 'fantastic' by one parent and another said the SSD had always supported their daughter and 'fought her corner' so that she was able to 'do incredibly well.'
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It is not always necessary for consultants to enter comments; in which case the field will be left blank.

One parent said 'My daughter is now happy and wants to learn.' Parents were in agreement that their daughters were totally engaged and interested in learning and that a 'can do' rather than a 'can't do' attitude prevailed.

A Year 9 parent, who had chosen Cobham Hall because of its CReSTeD registration, has always felt informed regarding their daughter's progress and that she is now a 'much more confident and independent learner.'

Overall, parents reported that they are pleased with the student support system which is in place and are 'extremely impressed with the school.'

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

The consultant had lunch with a group of mixed age students. These were friendly, articulate and mature young people, who were happy to share their experience of life at Cobham Hall. The general consensus was that they felt well supported in the SSD and in class and that people were accepted by their peers, whatever their learning differences. They found the school day quite long but felt that the timetable was arranged so as to break up the day and make it manageable.

The group liked the international flavour of the school and would happily welcome more students from all walks of life. All the students agreed that Cobham Hall is an amazing place, not just architecturally and with beautiful surroundings, but a place where learning opportunities are rich and varied.

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)	√
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	DU
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:

Cobham Hall is based in a beautiful 16th Century Manor House, with additional purpose built teaching facilities. The school is set in 150 acres of parkland and the superb grounds are well used for outdoor learning and sporting activities. There are excellent transport links, not only to London but also to France and Belgium, via Eurostar.

This is the only Independent, all-girls, Round Square day and boarding school in the UK. For families seeking an all-girls school, within a caring environment and offering excellent provision for students with SEND and EAL, Cobham Hall provides the ideal solution. Although at Cobham Hall good academic results are seen as important, it is the nurturing of the whole person to be the best that they can be that is at the heart of the school's ethos.

The school's motto, which translates as 'There is more in you than you think..' is borne out in day to day life at Cobham Hall. The school, its Head and staff are loved and appreciated by parents and students alike.

It is recommended that Cobham Hall retains its CReSTeD 'DU' category.