



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

Ellesmere College Re-registration Category DU – Dyslexia Unit

Date of visit:	Wednesday 8 May 2019
Name of Consultant(s):	Carol Hodgson

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Ellesmere College Ellesmere Shropshire SY12 9AB Tel: 01691 622321 Fax: 01691 623286 Email: reception@ellesmere.com Web: www.ellesmere.com	Rural	364 boys 188 girls	Dysc, Dysl, Dysp, Dysg	HMC, ISC
	Ind, Bdg, Wk Bdg, Day	Ages 7-18		GCSE GCE:AS/A2 ESB, EPQ, BTEC Sport, Univ entry IB Dip
Comments: Strong learning support provision.				

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:	Ellesmere College		
Address of school:	Ellesmere, Shropshire, SY12 9AB		
Telephone:	01691 622321	Fax:	01691 623286
Email:	reception@ellesmere.com		
Website:	https://www.ellesmere.com/		

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

Name:	Mr Brendan Wignall		
Title (e.g. Principal):	Headmaster		
Head/Principal's telephone number if different from above:			
Qualifications:	BA, MA, PGCE, MCMI, FRSA		
Awarding body:	York, Leeds, Leicester		

Consultant's comments

Mr Wignall is committed to ensuring that his school is fully inclusive and that pupils are valued as individuals.

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

Name:	Miss Jo Manion		
Title (e.g. SENCO):	Head of Support for Learning		
Telephone number if different from above:			
Qualifications:	BA (Hons), PGCE, Dip English Studies, Dip Educational Management; NPQH; Cert Professional Studies in Education; CCET, AMBDA; APC (17/APC07001)		
Awarding body:	Manchester, Bristol, Keele, OU, British Psychological Society, BDA		

Consultant's comments

Miss Manion is very experienced and leads a team of specialist teachers dedicated to providing support to individuals through their work in the Support for Learning Department and across the curriculum, both academically and pastorally.

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1. Background and General Information

1. a) Dep't of Education Registration No.: 893/6001

Numbers, sex and age of pupils:		Total	SpLD	Accepted age range
Day:	Boys:	198	58	7-18
	Girls:	96	16	7-18
Boarding:	Boys:	166	20	9-18
	Girls:	92	7	11-18
Overall total:		552	101	

Consultant's comments

The percentage of SpLD learners has dropped slightly since the last CReSTeD visit.

c) Class sizes – mainstream: Up to 18

Consultant's comments

Class sizes of lessons observed were smaller. The small group sizes enable teachers to work with individuals within the lessons.

d) Class sizes – learning support: One to one, paired, small groups of three

Consultant's comments

Parents are advised on the support needs of their child and can make a choice as to whether they would like 1-1 or group sessions and how often each week.

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

The ISI Educational Quality Inspection Report of September 2018 states: 'Whether as individuals or as part of a team, most want to give their best and not let others down. This is due to the ongoing support pupils receive from individual boarding and teaching staff to help them achieve their goals. It is also because governors and senior leaders have successfully embedded the school's ethos and supported staff to be able to provide a nurturing environment.'

Independent
Schools
only

f) Current membership (e.g. HMC, ISA etc.): HMC, ISC, Corporate Member BDA and PATOSS

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

or provide link to view reports via the internet <https://www.ellesmere.com/interactive/prospectus/index.html>

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

or provide link to view reports via the internet <https://www.ellesmere.com/parents-area/inspection-reports>

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

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or provide link to view information via the internet

<https://www.ellesmere.com/http://www.ellesmere.com/the-schools/all/admissions/fees/>

Consultant's comments

- i. Ellesmere has a very attractive online prospectus which, in addition to giving a clear view of the opportunities offered, very clearly reflects the inclusive ethos of the school.
- ii. The ISI educational quality inspection of 2018 found the quality of the pupils' academic and other achievements and their personal development is good. They highlighted pupils' positive attitude to learning; their achievement in a wide range of sports and activities and their well-developed skills in ICT. Pupils were found to be confident and assured in most of what they do and demonstrate strong collaborative and co-operative skills.
- iii. Fees for one to one work varies from £410 per term to £1490 for between 1 and 4 weekly sessions. For group sessions the fees are between £285 and £965 per term.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school

Please see SEND Policy, which draws links with other policies. Ellesmere values the individual and seeks to develop the whole person. This inclusive policy applies as much for those with a learning difference as those without: challenge, support and happiness.

Consultant's comments

The Aims and Ethos policy of the school outlines Ellesmere's priority to enable students to achieve their full academic potential, balanced with the development and realisation of the pupils in a 'breadth of extra-curricular activities in preparation for adult life'. The SEND and Curriculum policies state: 'a variety of differing teaching and learning methods and materials are used in all courses to suit pupils' different needs. The learning support department provides IEPs for all pupils identified with specific learning needs and these inform class teachers of individual learning styles. Funding for SEN is integrated (for example small class sizes so that individuals' needs may be met within the classroom).'

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**

Information
received

Consultant's comments

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Criterion 4

- Within the SEN policy there is outlined a clear process for the identification and assessment of pupils within the school and for new pupils.
The Admissions policy states 'Applications from pupils with specific learning difficulties (specifically dyslexia, dyspraxia and dyscalculia) are welcomed.'
- d) Give specific examples of the whole school response to SpLD

The Headmaster is committed to Ellesmere supporting students with SpLD with a focus on individual success. College provides inclusive education for those with a variety of Specific Learning Differences, particularly dyslexia. Young people have a rich, 'broad and balanced' curriculum and students with learning differences participate fully. Students with SpLD are fully integrated in order to succeed in core subjects and their subjects of choice, and with support may excel in the things they love. All staff are tasked with consulting each child's Individual Education Plan and take account of needs and strategies in planning for learning. Information is made available to pastoral staff, housemothers and study wing supervisor, so all may respond appropriately. There is departmental representation on Academic and Pastoral subcommittees and the Heads of Department Forum in which policy and practical matters are shared. A consideration in appointing staff is their commitment to meeting the needs of the individual.

Examples of collaboration are teachers working together to help students exceed their own expectations and gain a sense of their potential for learning whether this is supporting with Shakespeare essays for English Literature or helping prepare for English Speaking Board exams, or revision skills for Business A Level. Specialist and subject teachers work together so students may achieve their best.

The whole school Accelerated Reader reading programme at Lower School offers 'real' books which are graded and accessible to all with quick, online multiple choice quizzes useful for tracking progress. Students with dyslexia for example find their own level of book and read alongside those without a learning need. At recent in-service training, the theme was Independent Learning and colleagues shared approaches to learning to encourage independence, many of which are particularly useful in building esteem in students who may have struggled to study. An example is 3B4Me, the initiative which expects students to find 3 ways of solving a learning dilemma before consulting/relying on the teacher. All students (including those with SpLD) are expected to participate fully in developing their learning and they respond by developing skills and growing greater confidence. SFL teachers are there to help as unobtrusively as possible in this drive towards independence; working with subject teachers on whole school initiatives means the students are encouraged by a common purpose. Similarly, the current development in High Performance Learning is geared towards creating a culture where all are challenged to achieve irrespective of starting point, with a structured review of the curriculum to identify and promote particular values and skills across the College. This is in the early stages and will enable students to make connections across subjects to help their own personal study trajectory. This will be particularly beneficial to those with learning differences because it heralds a fresh look at what we do, generating appropriate expectations for all.

Consultant's comments

The Support for Learning Department is proactive in working with teachers to

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Independent Schools only	implement new initiatives to help develop independent learning skills for all students. The 2018 ISI report recognises the progress made: 'Pupils throughout the school, including those with SEND or EAL, make good progress overall in their learning.....This is due to the effective support and guidance that governors and senior leaders give to staff to enable them to help pupils learn effectively.'	
	e) Number of statemented / EHCP pupils: Consultant's comments	Seven students with Education, Health Care Plans Support is provided by the Department in line with the requirements of EHCPs, which are reviewed in line with the Code of Practice. Outside agency support is supplied if required by the EHCP.
	f) Types of statemented / EHCP needs accepted:	Ellesmere accepts students predominantly with Cognition and Learning needs (dyslexia, dyscalculia, developmental co-ordination differences, dysgraphia). Some have neuro-diverse needs, for example a specific learning difference: dyslexia with overlapping speech, language and communication or autism spectrum needs (Communication and Interaction). Consultant's comments Ellesmere's Disability Policy and Accessibility Plan states: 'The school must feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of his or her potential and in line with the general standards achieved by the pupil's peers.' Student needs are considered on an individual basis before acceptance into the school.

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:

Identification begins with the admissions process often at an Open Day, which may lead to a family visit and tour on a regular College day. Parents meet with the Head of Support for Learning to gain an overview of what College is able to offer and history is shared in order to help in the process of establishing if Ellesmere is the right school for a child. Ellesmere has particular specialism in those with SpLD, especially dyslexia but this is only a small part of what the school is able to offer. Sharing hopes and expectations is an important part of the process of parents choosing the right school and of staff at Ellesmere ensuring a child's needs may be supported so the child may flourish. Taster days in which the child comes in for two days to experience College life give children the opportunity to see if they are happy in the environment and this too is part of the admissions process and can be very important for a child with a learning need and possibly needing support. The child is paired with a chosen 'buddy', joins lessons and meets with the Head of Support for Learning for a chat and brief assessment. If College can meet the child's needs and the child is likely to thrive from the Ellesmere education, then a place is offered. Support for Learning lessons may be recommended, and further assessment will take place to plan appropriate learning programmes.

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Consultant's comments

The SEND policy outlines the robust process of identification which takes place during the admissions process. In consultation with parents, staff and pupils, relevant monitoring, assessment and interventions follow this process.

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

Ellesmere operates the graduated approach to identification and intervention. At Lower School, the KS2 Co-ordinator plays an important role in reviewing and identifying those students at risk of underachieving or experiencing difficulties. She works closely with the Head of SfL. Equally, informal concerns are raised by teacher or parent and all are followed by discussion, screening or assessment by a member of the Support for Learning Team who will give feedback and recommendations to share with parents. Support lessons may be suggested or focused strategies in class with various teachers. Parents are given the opportunity to be involved at every stage. There is regular review using reading, writing, spelling and maths assessments.

This process is replicated at Key Stages 3 and 4 and into VI Form, with appropriate ways of gathering evidence at each stage whether assessment for learning or for examination access arrangements. Occasionally students self-refer and in these cases tutor and parents are involved as with all referrals.

Ellesmere teaching staff are experienced in picking up signs of literacy or maths or learning difficulties and channels of communication are very good between teachers and SfL. Students and parents are involved in the process. This is important particularly at VI Form level when the 'step up' to A Level or IB for new or existing students might prove challenging and those who may have become relatively independent in managing their differences, need supportive interventions which will not detract from their existing success, skills or confidence. There are support packages available for students in such cases who need care and monitoring, but not necessarily a full programme of support lessons. These sessions may involve assessments for examination arrangements or introducing skills in using assistive technology which promotes independence.

Consultant's comments

This system is effective in identifying student learning needs and relies not only on the expertise of the Learning Support Department, but also on the excellent channels of communication between it and the teaching staff.

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

Within the SfL team, there are 6 qualified assessors who are experienced in using assessment to identify and address need. Following screening, further assessments are carried out.

Consultant's comments

In addition to their own expertise, should it be necessary, outside professionals are brought in for assessments.

4. Teaching and Learning

4. a) How is the week organised?

There are 40x35 minute lessons (arranged in single or double periods) excluding morning assemblies, chapel, tutor time. There are sporting activities, the arts, CCF, DofE, extra-curricular and cross-curricular work, lunchtime clinics, boarding and competitive house activities as well as academic pursuits and extension opportunities.

Consultant's comments

In line with the School Aims and Ethos, the timetable balances academic lessons with a breadth of extra-curricular, sporting, outdoor adventure and artistic activities. 'It is our intention that each pupil is encouraged, taught and challenged to fulfil his or her true potential'.

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

Support for Learning lessons are solo or shared and are usually in place of a language at KS2 and 3 and as an option subject in Years 9 – 11. In VI Form, they are chosen in addition to academic subjects. Support lessons take place in the SfL building and in a dedicated classroom at Lower School. The curriculum is accessed by all, with subject teachers encouraged to teach in multi-sensory and appropriate ways to support the needs of their students as evidenced by their professional knowledge informed by the IEP.

Prep sessions are supervised in small groups with teacher support; evening prep is supervised by house staff. Prep may be done at home. The online FROG drive is useful for students gaining access to prep materials while on the move, with many teachers emailing information or posting tasks via the FROG platform. Where possible interactive work is set and various programs are used: Sumdog, Kerboodle, MyMaths, GCSE pod, BBC Bitesize with students encouraged to use online resources such as Khan Academy or teacher You Tube demonstration lessons or TED Talks, depending on their level of interest and the accessibility of the approach. Students are encouraged to pursue independent learning with the highest effort period grade, 5, being awarded to those demonstrating interest and involvement beyond what is routinely set.

Students may bring their prep to support lessons for guidance and may work on this in independent study sessions in the Centre. There are daily clinics which provide subject specific support. Teachers are encouraged to offer a variety of ways of enabling students to record learning or be assessed, through video diaries, presentations, making artefacts etc. as well as more conventional means.

Prep is recorded using prep diaries, with a trial currently underway using FROG to send prep directly to a student's device. It is hoped to develop this approach, as it may be accessed anywhere and gives the student the opportunity to provide feedback on the activity, for example arrange a follow-up clinic to go over something not understood. This is in the early stages and shows promise, especially for students with difficulties recording or organising their schedule or needing a little additional support from subject teachers.

A significant number of students use technology to support their prep and in

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Criterion
3 & 4

lessons, possibly using the camera to photograph the whiteboard note and particularly typing and dictating; using Read&Write TextHelp, a reading pen or tablet reader. Electronic textbooks are available using the RNIB BookShare scheme and students are encouraged to see their devices as support tools to help studies including prep. Increasingly this is the case.

Consultant's comments

There is a wide variety of academic support available outside of lesson time and in the evenings which the students can access to reinforce their learning. New technology initiatives for recording Prep and providing revision work via the FROG platform are becoming embedded and there was evidence of effective use by teachers. Parents value this system as it enables them to access and understand the work their children have been set for homework.

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

Teachers are encouraged to prepare using student data, both cognitive ability data and specialist scores found on students' individual plans where guidance is also given on preferred teaching and learning strategies with much emphasis on knowing the individual. Guidance is given in the staff handbook, the Common Room Noticeboard, INSET events, staff and student teacher inductions and regular routine business meetings on teaching and learning for the needs of those with differences and there is open communication among colleagues pastorally and academically. Teachers are experienced and skilled in teaching students with learning differences and so they naturally teach in ways that support a whole variety of needs.

Literacy and maths support is delivered through differentiation in mainstream lessons as part of the IEP process; in addition, there are 35-minute specialist support lessons with specialist teachers. In Lower School, the Ruth Miskin ReadWrite Inc. synthetic phonics programme is core with supplementary resources used according to individual need. In Middle School, there is a move towards preparation for GCSE study, so increasing use of study skills approaches, assistive technology and skills for independence become key in students' programmes. There is also the flexibility to support the child's curriculum studies.

SfL teachers offer hands-on multi-sensory experiences, tailoring methods to students' preferred learning styles while supporting difficulties. There is a thriving Circus Skills group for those with motor co-ordination issues - another opportunity for progress and fun!

Consultant's comments

Seven lessons were observed, 3 1-1 sessions in the Unit and 4 mainstream lessons.

One to one lessons covered English and Maths support with the work being highly individualised. Staff had very good knowledge and understanding of their pupils' needs and used a variety of multi-sensory techniques. Colour coding, pupil led enquiry, mnemonics and a selection of activities gave a good pace to the lessons. Teachers were flexible and adaptive and their relationship with the students was professional with lots of positive reinforcement. Students were engaged and learning was evident from outcome.

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In the mainstream lessons teachers discussed helpful revision techniques, incorporated small group/pair work into the lessons and used whiteboards to produce colour coded notes. Pupils worked very well with each other and their discussions were focussed on the task in hand. Teachers were mobile, working with individuals and groups. Effective questioning techniques were used. One teacher had produced excellent mind maps for topics which were available as an example to encourage students to make their own, and as revision aids. FROG was used for setting revision work by some teachers. In all lessons it was evident teachers were aware of the differing needs of their students and of effective methods of differentiation.

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

Individual Education Plans contain a variety of information useful in knowing the student and his or her strengths and areas for development. They are written after gathering of assessment information, teaching and learning preferences, specialist recommendations, students' views and in consultation with English, maths and other teachers in writing targets. IEPs are shared with parents. Updated through September, distributed in October, reviewed in February and June, they are important touchstones and means of communicating across College and with the student and family. Curriculum teachers are required to sign and date IEPs to acknowledge they have read and are acting upon the information in providing appropriately for their students.

Please indicate **two examples** enclosed

Information

rec'd.

Consultant's comments

The format of the IEPs is currently being updated to present information on test scores in a pictorial format for easier access and understanding by teaching staff. The IEPs contain detailed information on strengths, weaknesses, areas of concern, teaching and learning approaches and exam access arrangements/normal ways of working. They include students' own comments and are initialled by teachers when they have read them. They are thorough and give a clear picture of the needs of the student and their progress in testing over time.

e) Records and record keeping:

Members of the SfL team record lessons in a variety of ways, using the teacher planner, using individual records in student folders, recording learning on IEPs against targets set with targets met. There is a variety of information recorded on IEPs and assessment data is kept centrally within the department electronically for reference by teachers/Head of Department for progress tracking purposes, for example WRAT data from taster days as part of the admissions process and annually thereafter; Access Reading Test data recorded in June and March; similarly Access Maths Test data. There are taster day reports; Form 8 reports for recording access arrangement applications and a 'Leaver's Pack' records a summary of care and exam arrangement information for students to take with them beyond Ellesmere. The department accesses and responds to various data used by mainstream colleagues, for example CATs and ALYS data; Star Reading assessments and the Accelerated Reading data; performance data based on half-termly Period Grade tracking. This is used to ensure that at the heart of the information is the intention for each student to be making the progress of which he or she is capable. Progress is reported to parents half-termly via

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period grades, also via IEPs and the College cycle of full College reports and parents' meetings.								
Consultant's comments								
Good record keeping ensures effective tracking and clear reporting.								
Criterion 3	f)	For comment by consultants only: Review history and provision made for two pupils. Through the IEP it is possible to track the progress and the provision made for students. Provision and targets are reviewed regularly with students, parents and staff and revisions made where necessary to ensure the student is receiving individually targeted interventions.						
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	No. of pupils Years 12 & 13	Number entered	Percentage grade A-E	Average point score per pupil	Average point score per exam entry			
Whole School	181	78 students 213 awards	92.96%	84.95	31.11			
SpLD Pupils	35	20 students 49 awards	89.80%	71.6	29.22			
GCSE	No. of pupils inc'd in the Year 11 timetable, regardless of age	Percentage A* - C Grade 9 - 4	Percentage 5+ A* - C Grade 9 - 4	Percentage 5+ A* - G Grade 9 - 1				
Whole School	83	77.17%	63.86%	91.57%				
SpLD Pupils	21	67.10%	52.38%	95.24%				
Key Stage 2 (if applicable)	No. of Year 6 pupils entered	English L4+ A/D	Maths L4+ A/D	Science L4+ A/D				
Whole School	20	18	15	20				
SpLD Pupils	5	4	4	5				
Key Stage 1 (if applicable)	No. of Year 2 pupils entered	English L2+ A/D	Maths L2+ A/D	Science L2+ A/D				
Whole School	N/A							
Dyslexic Pupils								
h)	Any other relevant information, e.g. details of any other examinations taken, literacy/numeracy assessments: ESB, EPQ, BTEC Sport, International Baccalaureate. The recent changes to the A level curriculum are reflected in the A level point scores. There are very few subjects now offering the opportunity to take AS levels, which is a change from three years ago when most students were entered for AS exams in all their A level subjects.							

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Consultant's comments

There is a wide range of exam courses available to the students. ISI 2018 states 'Data demonstrate that pupils with SEND achieve in line with their peers.'

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

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

Within the SfL department, there is a stimulating collection of physical, paper and electronic resources based on multisensory approaches and geared to recognised best practice and individual needs. These cover literacy, numeracy, revision and study skills resources. SfL teachers use mainstream teaching resources, helping students develop skills to use subject resources most effectively, for example electronic textbooks to make reading and study more accessible. The content is consistent across the subject and support lesson but in a support lesson, it is possible to explore the most effective means of using the resources for learning to suit the student. Subject teachers are encouraged to differentiate for example in Physics, students are regularly invited to choose from two or three worksheets containing information presented for example with words, with words and images or with extension activities and students have the confidence and self-awareness to choose the style which most suits their capacity and preference.

Consultant's comments

The Support for Learning Department is well resourced. Subject teachers have developed their own resources, such as differentiated worksheets, mind maps and built up revision materials on their FROG pages. There is an awareness across the school of multi-sensory techniques which can be used during lessons without the need for specific resources.

Criterion 5.2 b) ICT:

The College has introduced a virtual learning environment: FROG with departments endeavouring to make resources available to students electronically to encourage independent learning. Teachers have been introduced to technologies used by students: iPads, laptops, phones and are encouraged to communicate prep directly with students. This helps many with SpLD as it is a direct line of communication, and enables efficient recording of prep. Students are encouraged to use devices: typing and dictating either using inbuilt microphones or Dragon software; to aid reading using inbuilt reading tools; Read&Write Gold, for which (alongside Dragon) Ellesmere has a whole school licence; or reading pens. By Years 7 & 8, students are exploring assistive technologies with a view to gaining skills to enable choice later in exam years so that they may use the most appropriate technology for the task. This leads to choices based on their 'normal ways of working' in examination access arrangements. Support teachers make use of programs such as Word and Number Shark, alongside general resources such as Sumdog, Kerboodle, MyMaths, GCSE pod, BBC Bitesize, Khan Academy. Students with dyslexia have access to the RNIB BookShare system in which textbooks and private reading books may be downloaded onto their devices so that they may use technologies to read, make notes, look up definitions etc. Some students will use Read&Write to read from their

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	tablet and type into their laptop, gaining from the inbuilt support to promote independent study. Increasingly as students gain confidence, technology is used in examinations in place of human support, which again fosters independence. Consultant's comments Ellesmere embraces the use of ICT to aid learning and has enabled students to access a wide range of technological help. The FROG platform is becoming more embedded as staff and students recognise its effectiveness.
Criterion 5.3	c) Details of access (special examination) arrangements requested and made for SpLD pupils: Students at Ellesmere receive tailored examination arrangements following assessment, consultation, tracking 'normal ways of working' and regular review. Most common are extra time and typing arrangements with electronic readers and dictation tools promoted for independence and the access to human readers and scribes as appropriate. Additional very specific arrangements are made if necessary according to need, for example enlarged papers. (Please see examination access arrangements file.) Consultant's comments Access arrangements are applied for through JCQ as necessary.
Criterion 5.4	d) Library: We are blessed at Ellesmere with an extensive library of 'real' and electronic books; magazines and newspapers; areas for study and dedicated School Librarian support. Students have access to graded books using the Accelerated Reading scheme in which books are categorised according to reading level and students work up the levels via short computer-based quizzes, which are engaging and generate scores useful in monitoring progress and enabling students to see their own reading competence growing as their scores increase. The bonus of accessing books at the next level and ensuring all at Lower School are reading is welcomed by all. The programme means that the student has one recognised reading book at any time for reading at home, in class, study times and occasionally in support lessons. The library has its own online cloud, which students log into to read and write reviews; gather information about new books and generally become more book-aware. This is currently supplemented by a trail into using a library of online books (like Kindle) and audiobooks (like Audible) to encourage accessing appropriate reading material in a popular, modern format, useful particularly for Middle School, older reluctant readers and especially for those with SpLD who may have a more tentative relationship with books. Consultant's comments The library is well used for study as well as pleasure and the Librarian is keen to further develop the range of books available through technology. Many of the books are colour coded to reflect their place on the Accelerated Reading Scheme, with plans to extend the categorisation further.

6. Details of Learning Support Provision

DU 6.3 6. a) Role of the Learning Support Department within the school:

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Support for Learning provides lessons for around a hundred students and available informal support for many more. The team provides useful information to teaching colleagues to support learning in lessons and as we generally do not have teaching assistants in class in order not to affect student esteem as learners, the role of support teachers in working with teaching colleagues in encouraging differentiation for independence cannot be underestimated. The excellent informal and fluid communication across the teaching and support staff is a vital intangible element in this and although there are many formal processes in place, it is the trust and collaboration among colleagues to support individual students, which is one of the jewels in the College crown. Generally speaking, students come to support lessons in the same way that they attend piano, guitar, golf or tennis lessons – as part of a busy schedule.

Consultant's comments

The work of the Support for Learning department is interwoven throughout the college. Their work is respected by pupils, staff and parents. Through effective staff INSET, advice and communication, expertise is shared, resulting in effective, but unobtrusive support for independent learning. Students attending the Centre do so without stigma as there is a strong culture of tolerance and understanding and a respect for the individual.

DU
6.5 & 6.6

b) Organisation of the Learning Centre or equivalent:

The Support for Learning Centre shares the building with English as an Additional Language Department so there can be a real international buzz of learning. There are nine specialists on the team, a number part time. Each has a specialist room. Students are timetabled for individual or shared support lessons and for lessons in the Centre, which is a small library with computers and desks for independent study. This is important in providing a space for learning at their own pace, in their own style and it encourages maturity and independence, which is our goal.

Consultant's comments

The Department is situated amongst other departmental buildings, easily accessed by the students. Pupils were happy to attend and in discussion, the room in which they were able to study independently, but within access of support, was identified as a positive aspect of the centre.

DU 6.6

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

Yes and yes. As contributor to various policy, academic sub-committee, Heads of Department meetings, the HoD is actively involved at all levels including advising on option choices at GCSE and tailoring the curriculum for those with SpLD as necessary. There are regular professional development updates for staff on SpLD matters for example the use of IEPs, strategies for encouraging active reading, using technology: Read&Write; current thinking in dyslexia, all designed to generate fresh and appropriate approaches.

Consultant's comments

The Head of Support for Learning is valued by the senior leadership team and has input into a wide variety of academic and pastoral developments.

d) Supporting documentation, please indicate enclosed:

- vi. **SEN Development Plan enclosed**
- vii. **Timetables of teachers or teaching assistants for SpLD but**

Info.

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viii. **not the whole school/all staff**
List of known SpLD pupils in school

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](#)

Ellesmere is very fortunate to have such a variety of specialist expertise and experience within the Learning Support Department. Teachers regularly attend relevant CPD through their membership of local and national associations.

DU 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, including 6 members of the team with AMBDA status and qualified both to teach and assess. There is also a commitment to ongoing professional development with membership across the team of the British Dyslexia Association, PATOSS, the British Psychological Association, Communicate-Ed and Dyslexia Action, alongside at local level, membership and attendance at regular monthly Shropshire PATOSS training and Shropshire Dyslexia Association events. College has played its part in conference-hosting with 40 professionals attending, focusing on dyslexia and access arrangements. Crucial in keeping abreast of developments in research into SpLD, College has links with Assistant Professor Bent Lindhardt at University College Absalom, Denmark researching dyscalculia; Alun Benford of Cardiff university researching eye-tracking in reading among those with dyslexia as a screening tool. Members of the team have provided input to teacher training for students at Glyndwr University. Attendance at National BDA and PATOSS events is routine, the most recent being the BDA AGM in January 2019 with key speakers on neurodiversity. The Headmaster recently attended the international summit hosted by 'Made by Dyslexia.' Students and members of the team nominated by parents and colleagues for the Shropshire Dyslexia Awards saw Head of Department a finalist for SENCo of the Year, student Fred Wild a finalist and Shannon Davies winning Student of the Year. Amy Hughes was awarded Learning Support Assistant of the Year. The involvement in local and national projects and training is key to maintaining professional expertise and qualifications to benefit Ellesmere students.

[Consultant's comments](#)

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

Independent 8. a) Schools should provide, with the supporting documentation, a list of the

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Schools
only

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:

Six parents were contacted, all were very positive about the impact the support at Ellesmere had on their children. All parents praised the work of the Learning Support Centre, 'They have made it work', 'Miss Manion is just brilliant!' Parents liked the way the school recognises and nurtures strengths and the way in which it encourages children to find their own strengths and weaknesses. They like the way in which children support each other and accept differences. One talked about the way in which there is a 'no bullying culture' and that there is peer pressure against bullies. Parents appreciate that it is easy to contact teachers in the Centre and get a quick response, and they also like the way their children can contact teachers by email. Parents talked about the fact that their children are understood by the staff with one parent praising the bus driver for his caring attitude. Small class sizes were mentioned, and one parent spoke about the natural breaks in the timetable which help with concentration. Parents all commented about the improvements in their children's confidence and happiness.

'They are very dedicated to getting the best out of individuals.'

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

Pupils spoken to were from years 5,7,9,12 and 13. All are happy at school and can see their own progress. They felt that they had made progress in English, Spelling, Maths and organisational skills. They praised several aspects of the school including, sports, music, horse riding and Learning support. The subject clinics are felt to be beneficial – 'You can always get help'.

The pupils talked about the positive boarding community, how it is possible to talk to all the teachers about anything, and about the opportunities offered at school – 'School allows you to try anything you want.'

One boy commented 'School gave me freedom I didn't know I could get. Freedom from fear – I don't have to be scared about things.' Another said – 'I like everything about this place', to which the others agreed.

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:

Ellesmere College has created a caring, supportive environment in which students can develop academically and personally. It has a strong ethos of enabling the individual to reach their full potential in all areas. The work of the Support for Learning Department ensures teachers are well informed about individuals with learning needs and this information is used effectively to create an unobtrusive network of support around those with needs. The college provides students with a wide variety of opportunities to try new things and perhaps discover strengths they didn't know they had – something which the parents and students appreciate. Lessons within the Support for Learning Department are individually tailored and the IEPs are useful working documents for all staff. Progress is good and pupils achieve well. Students and parents like the school, students are happy here.

The College meets the criteria to be re-registered as DU.