



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

Re-registration Application Form Emerson House Category TC – Teaching Centre

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Emerson House 40 Redmore Road, London W6 0HZ Tel: 020 8741 4554 Email: office@emersonhouse.online Web: http://www.emersonhouse.co.uk/	City	29 boys 29 girls	Dysc, Dysl, Dysp	
	Ind Day	Ages: Under 18		Support to school curriculum
Comments: Emerson House is a professional partnership of highly qualified teachers committed to the challenge of building pupil confidence and learning progress. We have created a unique learning environment which is structured to re-engage the anxious learner. We aim to enable children to manage their learning profile and to enjoy the process of overcoming their difficulties.				

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:

8th October, 2024

Name of Consultant(s):

Fay Cookson

Centre Details

Name of Centre:	Emerson House LLP		
Address of Centre:	40 Redmore Road		
Telephone:	020 8741 4554	Fax:	
Email:	office@emersonhouse.online		
Website:	www.emersonhouse.co.uk		

Name and qualifications of Principal, with title used:

Name:	Vicky Turrell		
Title (e.g. Principal):	Head		
Principal's telephone number if different from above:			
Qualifications:	BA Hons PGCE, RSA SPLD		
Awarding body:	London University, Queens College Cambridge, RSA		

Consultant's comments

Vicky Turrell is an experienced, charismatic Head who manages the Centre with expertise. Her understanding of the needs of the pupils and staff helps to create a happy and successful working environment.

Report Summary

1. Background and General Information

- b) Average number of students by age range:

Over 18:	Male:	N/A
	Female:	N/A
Under 18:	Boys:	29
	Girls:	29
Overall total:		58

Numbers change regularly as children can join us at any point during the term.

Consultant's comments

Numbers have increased since the last CReSTeD visit in 2021. Currently equal numbers of boys and girls attend the Centre

- d) Group sizes for under 18's

Between 1 and 2 for maths and literacy, and up to 8 for touch typing

Consultant's comments

Most pupils are taught in pairs. These pairings have been planned carefully to reflect the specific needs of each child and to ensure that they work well together. Individual teaching takes place where it is deemed necessary.

- e) For completion by consultants only: Pastoral care arrangements

Pupils are well cared for in a safe and comfortable atmosphere. Safeguarding and Health and Safety are given paramount importance. Staff know the pupils and their needs extremely well and pupils present as happy and relaxed. Weekly staff meetings ensure that any personal or pastoral issues are known and dealt with effectively.

- g) Please supply the following documentation:

i. **Marketing material**, including staff list, please tick to indicate copy enclosed

or provide link to view reports via the internet <https://www.emersonhouse.co.uk/our-team>

ii. **Quality Assurance documentation**, please tick to indicate copy enclosed

N/A

or provide link to view reports via the internet

iii. **Details of Fees**, please tick to indicate copy enclosed

or provide link to view information via the internet

✓

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the centre

Emerson House is a professional partnership of highly qualified teachers committed to the challenge of building pupil confidence and learning progress.

Consultant's comments

Report Summary

Criteria
1 & 2

The fulfillment of the Centre's mission statement 'Personal Success in a Happy Atmosphere' was in evidence throughout the visit. The pupils were excited by their lessons, challenged by them and experienced success, which was rewarded with praise.

- b) Please tick to indicate copy of **Staff Handbook (SH)** enclosed ☒
- c) If not within SH, please enclose copies of **policy statement(s)** with regard to **SpLD pupils** outlining:
- i. **Admissions Policy/Selection Criteria** see SH/enclosed/see below ☒
 - ii. **Identification and assessment** see SH/enclosed/see below
Please see attached Admissions Policy

Consultant's comments

The Admissions Policy is clearly set out. Thorough assessment takes place before a pupil is offered a place at the Centre. If it is felt that the pupil's needs cannot be met by the provision on offer this is made clear to parents. Once a pupil has been accepted regular progress checks are carried out to inform relevant teaching.

- g) Types of specific learning difficulties supported:

Dyslexia, dyscalculia, dyspraxia & associated learning difficulties

Consultant's comments

The Centre can meet the needs of pupils with a variety of learning differences and does so effectively.

3. Teaching and Learning

Criterion
3 & 4

3. a) How is the week organised?

Pupils attend for three-hour sessions. This includes an English lesson, a Maths lesson, a touch-typing lesson and a twenty-minute break. Handwriting lessons are offered if appropriate. Sessions are available every morning and Monday to Thursday afternoons. Pupils usually attend for at least two sessions. In addition, individual lessons and clubs are available in the afternoons in the centre. We also offer our lessons one to one lessons after sessions which could be in person or online.

Consultant's comments

The Centre should be congratulated on producing such an effective teaching timetable, which is complex of necessity, to meet the needs of each individual pupil. The timetable accommodates liaison with schools, where some sessions take place, and also pupils who are taught online. The flexibility of this approach is admirable.

- b) Details of arrangements for pupils under 18, including homework:
Homework is set when appropriate.

Consultant's comments

Report Summary

Criterion
3 & 4

- c) Lesson preparation and delivery to meet the needs of under 18's:

- Curriculum subjects
- Literacy support

One to one or one to two lessons are offered in literacy, numeracy and handwriting. In addition, group lessons are offered in touch typing. All teachers prepare and plan lessons under the guidance of the departmental heads.

Consultant's comments

Lessons are planned and delivered to target the specific needs of each pupil. During a morning or afternoon session pupils will receive tuition in literacy, numeracy, touch-typing and handwriting where necessary. These elements are linked effectively. Lessons observed were well structured, multi-sensory and built on pupils' previous knowledge. Pupils were enthusiastic about the lessons. Changes of approach and activity allowed them to remain engaged throughout. Each lesson was lively and fun, and it was noted that pupils interacted well with their teachers and with each other.

Pupils were able to demonstrate their considerable skills during touch-typing sessions.

Lessons are uploaded onto the Centre's database and are available to all staff; the benefit of this is that learning and progress are recorded, which informs future teaching. Regular meetings of staff ensure that the teaching programmes remain effective and can be tailored as necessary.

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

We do not do IEP's. We use original assessments and any other specialist reports as a starting point. We write detailed notes after every lesson to inform the following lesson.

Please tick to indicate **two examples** enclosed
Two print outs for literacy and maths

Rec'd

Consultant's comments

The detailed notes kept on each pupil's learning path are excellent.

- e) Records and record keeping:

Lesson plans and records are kept. Written reports are done at the end of the Summer and Autumn Term. New pupils and leavers have individual end of term reports.

Consultant's comments

Record keeping is extremely thorough. Teachers are able to track data through the computerised system and to identify which areas of learning need to be addressed or enhanced.

Criterion 3

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

Regular assessment identifies areas of progress; what has worked well and what needs to be addressed. Parents are kept informed via regular reports and liaison with schools is good. Pupils are seen to make very good progress in learning and in self-confidence.

Criterion 3

- g) Impact of provision – assessment summary

Report Summary

Most of our pupils return to full-time mainstream education. Some go on to other specialist schools. We have a high success rate.

Consultant's comments

The Centre has an excellent reputation, and its success is well recognised by parents and schools alike.

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

Following an initial assessment, we undertake regular progress assessments throughout the year.

Consultant's comments

Formal and informal progress checks and assessments during the academic year are invaluable in keeping teaching relevant.

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

- Criterion 5.1 4. a) General resources for teaching SpLD pupils:

We have a wide selection of resources to support our SpLD pupils.

Consultant's comments

Effective use has been made of a relatively small space. The teaching areas are bright, comfortable and adaptable and the whole Centre benefits from natural light and attractive wall displays.

The Centre is well resourced with games and teaching equipment. During the visit pupils were seen using a variety of writing tools, overlays, seat wedges etc.

To enhance each pupil's learning experience, it is recommended that more tablets and keyboards be made available at the teaching stations.

- Criterion 5.2 b) ICT:

We have a dedicated computer room.

Consultant's comments

The computer room can accommodate a group of pupils, each with a computer station, headphones and their own tailor-made program. The integrated Touch Type Read and Spell program is a valuable addition to each pupil's literacy progress.

- Criterion 5.3 c) Details of access (special examination) arrangements requested and made for SpLD pupils:

N/A

Consultant's comments

- Criterion 5.4 d) Library:

All of our pupils are given an appropriate reading book and reading is monitored.

Consultant's comments

There is a good variety of suitable reading materials available which can be borrowed and enjoyed at home.

Report Summary

5. Details of Learning Support Provision

TC 6.1
/6.4

5. a) Role of the centre:

To assess and teach pupils with specific learning difficulties.

Consultant's comments

The Centre fulfils its assessment and teaching role with excellence. Teaching which takes place within the Centre, online or in local schools is of a high standard. Liaison with parents and schools ensures a 'joined up' approach to each child's learning experience.

TC
6.5 & 6.7

- b) Organisation of the Learning Centre:

Qualified tutors with experience of special needs provide individual and small group lessons.

Consultant's comments

The dedicated team of teachers brings a wealth of experience and expertise to the Centre. Their enthusiasm, knowledge and specialist teaching skills make learning effective and enjoyable.

- d) Supporting documentation, please tick to indicate enclosed:

iii. Safeguarding policy (or equivalent) enclosed ☒

iv. Daily Timetable ☒

v. List of SpLD pupils in centre ☒

Rec'd

6. Staffing and Staff Development

Criterion 7

6. 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

Staff are well qualified and have opportunities for continuing their professional development.

TC 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

Affirmative

Criterion 4

- g) For completion by consultants only: Do all observed members of staff demonstrate the ability to meet the needs of SpLD pupils?

Department Heads and teachers collaborate to ensure that lessons are delivered effectively. Teachers observed had good subject knowledge and used appropriate teaching methods for SpLD pupils.

Report Summary

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

7. a) Centres should provide, with the supporting documentation, a list of the names of all known SpLD pupils (under 18). 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 centre.

For completion by consultants only: Parent Contacts:

Parents spoken to were unanimous in their praise of Emerson House, the Head and teachers. They found teachers to be encouraging and supportive. It was noted that children's confidence and self-esteem is enhanced, as they experience success in the Centre's safe and friendly atmosphere. One parent said their child had made 'phenomenal progress' and another said they were 'extremely grateful' for what the Centre has done for their child. Parents described the Centre as socially nurturing. The liaison with schools was said to be good and parents said communication with the Centre was easy. A further comment from one parent sums up the general feeling: 'Everyone at Emerson is great. Our child really enjoys going there and it is so beneficial. It gives us real comfort that we have Emerson House in parallel with the state school.'

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

All the pupils spoken to were enthusiastic about attending Emerson House. They feel that their learning differences are understood and that the teachers find interesting and enjoyable ways of helping them learn things which previously presented difficulties. They said they feel more confident in school now that their Literacy and Math skills have improved. The pupils particularly like the praise and rewards they receive from their teachers. Two delightful pupils gave this consultant an entertaining, guided tour of the Centre, of which they appeared to be immensely proud.

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.

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	TC
6. Specific to the Category of School or Centre: -	
6.1 The school/centre is established primarily to teach pupils with SpLD which may include other difficulties.	√
6.4 A Unit or Centre providing specialist tuition on a small group or individual basis, independent of 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.	√
6.7 The Centre is organised by a qualified teacher who designs both content and delivery of teaching materials and lessons.	√
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.	√
7.2 The teacher in charge should hold a nationally recognised qualification for the teaching of SpLD pupils. 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:

Emerson House is a welcoming and happy environment which provides excellent specialist teaching, under the guidance of a dedicated Head. Individual teaching programmes mean that pupils experience success and parents are relieved to have found a setting where their children can thrive at their own pace. It is recommended that Emerson House retains its CReSTeD recognition.

Recommended for either Registration / Re registration:

Consultant to tick relevant box

YES	NO
√	