



Council for the Registration of Schools Teaching Dyslexic Pupils

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

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Finborough School The Hall, Great Finborough, Stowmarket IP14 3EF Tel: 01449 773600 Fax: Email: office@millfieldschool.com Web: www.millfieldschool.com	Village	Boys & girls 654	Dysc Dysl Dysp	ISA
	Ind Bdg Day			GCSE, A Level BTEC
Comments: We concentrate on developing each and every child so that they continually improve themselves and grow in confidence, which gives them the best preparation for life.				

Date of visit:

6th February 2023

Name of Consultant(s):

Helen Farley

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:	Finborough School		
Address of school:	The Hall, Great Finborough, Stowmarket IP14 3EF		
Telephone:	01449 773600	Fax:	
Email:	admin@finboroughschool.co.uk		
Website:	https://www.finboroughschool.co.uk/		

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

Name:	Mr Steven Clark
Title (e.g. Principal):	Headteacher
Head/Principal's telephone number if different from above:	
Qualifications:	BSc (Hons); PGCE; NPQH; FRSA
Awarding body:	Essex University; Cambridge

Consultant's comments

The Head was unavailable.

The website welcome by Mr Clark indicates 'Our nurturing approach, set alongside high expectations and steadfast support enables us to bring out the best in each individual'

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

Name:	Mrs Karen Barker
Title (e.g. SENCO):	Deputy Head (LEAD); SENDCo
Telephone number if different from above:	
Qualifications:	BSc (Hons); PGCE; Level 7 PPAR; APC SpLD (Patoss); Reg Provider of JIAS; OLM accreditation; Working towards MBA
Awarding body:	Lancaster Uni; S. Martin's College (Lancaster Uni); Patoss; Johansen; CIEA; Heriot Watt (Edinburgh Uni)

Consultant's comments

Karen Barker as a highly experienced practitioner, leads a team of trained staff to create and tailor programmes of support which are led by individual pupil need.

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

1. Background and General Information

Independent Schools only	1. a)	Dep't of Education Registration No.:	935/6062			
	b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range	
		Day:	Boys:	313	49	2.5-18
			Girls:	243	44	2.5-18
		Boarding:	Boys:	39	9	7-18
			Girls:	57	9	7-18
		Overall total:	654	111		
		Consultant's comments				
		The school has increased in pupil numbers; 438 in 2019 to currently 654. The school facilities and curriculum have grown and developed to meet the needs of pupils.				
	c)	Class sizes – mainstream:	Prep: 20; Senior: 22			
	Consultant's comments					
	6 mainstream lessons were observed where the size of class ranged from 16 –19 pupils					
d)	Class sizes – learning support:	1:1; 1:2				
	Consultant's comments					
	2 support lessons were observed with 1:2 ratio, one of these sessions was with an OT and specialist teacher, and one with a maths specialist.					
e)	For completion by consultants only: Pastoral care arrangements, as relevant to SpLD students, based on Ofsted/ISI report:					
	The school had a full educational ISI inspection in 2016, and a regulatory compliance in 2019. At the time of the educational inspection pupil numbers were 368.					
	"Pupils with SEND and those with EAL achieve particularly well at all ages compared with their starting points. This is because they are supported in their learning by expert and experienced staff who know how to develop pupils' knowledge and understanding across the curriculum and encourage them to strive for challenging targets." (3.2, 2016)					
f)	Current membership (e.g. HMC, ISA etc.):	ISA				
	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.finboroughschool.co.uk/	
	ii.	Recent Inspection reports, please indicate copy enclosed				
		or provide link to view reports via the internet			https://www.finboroughschool.co.uk/information/inspection-reports/	

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- iii. **Details of Fees and compulsory extras for SpLD pupils** (if applicable), please indicate copy enclosed or provide link to view information via the internet <https://www.finboroughschool.co.uk/information/fees/>

Consultant's comments

The school has a comprehensive website which is relevant and up to date, effectively provides parents with information relating to all aspects of the school. It clearly stated that there is no prospectus, but commitment to provide additional information upon request.

The current fee list provides some information relating to additional support lessons, currently information for parents relating to the cost of Speech and language Therapist, Occupational Therapist. and Learning Coaches is not available; there is currently a review of the publication of these fees.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school

It says it all: <https://www.finboroughschool.co.uk/finborough-school/aims-values/>

Consultant's comments

The school enacts the aims and philosophy of the school, evidenced in lesson observations, as well as conversations with pupils. Pupils during all interactions and learning opportunities showed clear understanding of the learnability ethos and how this related to pupils striving for improvement, conduct and behaviours as part of the Learnability approach.

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:
- Policy for SEN/SpLD**
 - Support for policy from Senior Management Team**
 - Support for policy from governors**
 - Admissions Policy/Selection Criteria**
 - Identification and assessment**

Information
received

Consultant's comments

The policy for SEND is clearly embedded within school and inclusion is evident, all pupils are supported by the school ethos underpinned by Senior Management and Governors.

The website provides clarity for parents regarding the admissions policy of the school, including how they might navigate the admissions process.

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Criterion 4

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

Finborough is a very inclusive, nurturing school, where students with SpLD are valued for who they are and their talents are celebrated. The SENDCo is one of the Deputy Heads, and is responsible for Learning Enhancement and Development (LEAD). She has two Assistant SENDCos - one responsible for Pre-Prep & Prep and the other who is responsible for the Senior School and for managing The Hub, as Student Support Tutor. Since the last CReSTeD re-registration visit, SEND provision has expanded tremendously. Currently there are 24 members of staff in LEAD, including specialist teachers; Learnability Coaches (our version of LSAs); an OT and in-house speech and language therapy assistant, as well as external SaLT.

LEAD Centre is based in The Hub, a new (Sept 2022), modern study space where individuals and groups can be supported in their studies. Learning support lessons take place in well-appointed rooms off the central Hub. Students are encouraged to be proactive in their studies, by coming to their study lessons with a plan, and they work in a positively, professional atmosphere.

All of the staff are whole-heartedly dedicated to supporting students with SpLD to meet their potential. Lessons are differentiated according to the core, support, challenge model; staff are careful to cater for various learning styles within their lessons; staff have access to copies of IEPs; staff provide evidence for exam access arrangements. Progress in Learnability - a structured approach to developing positive learning behaviours, devised by the Headteacher - is reviewed every half term for all students. For the students who are supported in The Hub, they work with the Student Support Tutor to set and review Learnability improvement targets.

LEAD is committed to supporting teachers in providing effectively for the needs of all students in their classes. The Deputy Head (LEAD), Assistant SENDCos and LCs work closely with teachers to share strategies and resources. In addition, during INSET days and at other times throughout the year there are trainings offered by LEAD staff, especially the Deputy Head (LEAD).

Consultant's comments

There is significant knowledge and experience within the staff based in The Hub. The new study space reinforces the importance and value of the LEAD role within the school. The school is now deploying Learning Coaches to provide support within the ethos of the school to individuals who might benefit from support to access the curriculum.

The IEPs provide core information to all staff to support and develop skills to enhance Learnability.

Mainstream lesson observations identified significant staff knowledge of individual profiles; staff were approachable, encouraging, chunked information, used mistakes positively, had high expectations and pace, tasks were re explained where needed, and encouragement of verbal contributions by all pupils.

e) Number of statemented / EHCP pupils:

11

Consultant's comments

The school meet needs, using the experience and knowledge of the professionals within The Hub such as SaLT and OT, to identify if a need can be met and the pupil can thrive within the school environment. The school is able to tailor programmes to enable this.

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Independent
Schools
only

f) Types of EHCP needs accepted:

Each case is examined carefully on a case-by-case basis. We would only accept pupils with an EHCP if we were completely confident we could fulfil the statutory requirements in the EHCP. Currently, students with EHCPs:
Medical conditions (e.g. genetic condition, epilepsy) x2
SpLDs (dyslexia, ASD, SLC) x 9

Consultant's comments

The school are clear about careful consideration regarding meeting of need.

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:

Full details in SENDA policy and LEAD Handbook

Consultant's comments

There is a clear process by which concerns are raised and assessment are undertaken. Concerns can be from pupil, parent and staff, each pupil is carefully tracked and supported.

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

Full details in SENDA policy and LEAD Handbook

Consultant's comments

The process of identifying pupils at risk is clear and supported by tracking data from regular assessment and review.

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

Deputy Head (LEAD) has a SpLD APC (Patoss) so undertakes diagnostic assessments for dyslexia. In addition, she is able to recommend EPs, Specialist teachers, SALT, Physio, OT. Obviously, parents may use one of their own choosing. We allow assessments to take place at school, if requested.

Consultant's comments

Currently, the Deputy Head undertakes diagnostic assessments on request by parents, as well as recommending outside routes and supporting parents if they have an independent assessment route.

4. Teaching and Learning

4. a) How is the week organised?

In Prep and Senior School formal lessons from 8.40am to 4.30pm – six, 60-minute lessons. Enrichment or study 4.30-5.30pm (optional for day pupils). Students boarding have further study in the evening in the boarding houses.

Consultant's comments

The structure of the week and the opportunity to complete homework at school is appropriate

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

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Learning support lessons with a specialist teacher: students have 1-to-1 learning support lessons during the school day, available between 8am and 5.30pm. Where at all possible, these take place in lessons such as MFL or a GCSE, which they have dropped.

In-class support: children who have been identified as having more specific needs are supported in class by a Learnability Coach (LC). This support is usually targeted at individuals or pairs of children.

Bespoke learning: students who have very specific needs are provided with bespoke learning programmes in The Hub:

- English and humanities taught 1:1 with higher level LC
- Maths taught 1:1 or 2:1 with specialist teacher
- Functional skills maths
- Biology-only option at GCSE, with supported study lessons in Hub, including undertaking a Foundation Project Qualification

MFL: following discussions between the Deputy Head (LEAD) and Head of MFL, and agreement from the Deputy Head (Senior), students with SpLD are permitted to drop one or both foreign languages. Students in Y7 & 8 who do not take MFL have supported study in The Hub, where they have opportunity to complete homework, revise for tests etc.

Students in Y9-11 who do 1 (or 2) fewer GCSE(s) have independent or supported study in The Hub.

Homework support is also provided in The Hub (4.30-5.30pm) by the Student Support Tutor. In Prep School, a 'homework club' is available.

Consultant's comments

The pupils benefit from the opportunity to use time in The Hub to work independently with staff available. Pupils commented positively on the use of The Hub when not attending MFL, (these sessions form part of the overall fee). The environment of the new space is welcoming and engaging.

Criterion
3 & 4

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

Teachers prepare and deliver differentiated lessons, using the core, support, challenge model, with due consideration to a variety of learning styles. ISI (2016): "Pupils with SEND and those with EAL achieve particularly well at all ages compared with their starting points. This is because they are supported in their learning by expert and experienced staff who know how to develop pupils' knowledge and understanding across the curriculum and encourage them to strive for challenging targets. The more able pupils and those with particular talents respond positively to their adapted curriculum and special arrangements ... so their talents and abilities are promoted to the full..."

Monitoring: The Deputy Heads and Heads of Department monitor teaching and academic standards. Deputy Head (LEAD) meets with staff to discuss assessment data to ensure positive outcomes for all students.

Consultant's comments

Observations evidenced that staff used colour, information was printed on sheets and in books, pupils were encouraged take time to answer questions and process information. Computers were in use in some subjects with information available electronically for access adjustments. In mainstream

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lessons staff approach and knowledge of individual pupils was a significant part of student engagement, enhancing the learning experience and engagement.
Both specialist lessons met the criteria and were maths focused and evidenced knowledge of the pupils' targets, and their level of working. Some concrete strategies were used, and OT support included use of balls for sitting and positive breaks.

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

All students receiving additional support have a provision plan and three IEP reviews a year at the end of each term, written by learning support teachers and class teachers (Prep) and subject teachers (Senior). Targets are set in discussion with the students, using SMART principles. The extent to which they contribute is age dependent, but even the younger children have an opportunity to be involved. They are reviewed with the students in Dec, April and June and progress is reported to parents. The IEPs are available to all teaching staff via the staff shared area of the network.

Please indicate **two examples** enclosed

Info.
Rec'd

Consultant's comments

The IEPs clearly show that there is a shared discussion to the targets set and the regular review of those with the pupils.

e) Records and record keeping:

Records for all children with learning support needs are kept in LEAD Centre, with an increasing number being made available to staff electronically.

Consultant's comments

The records being adapted and interpreted for mainstream staff to access electronically is an ongoing process and will further enhance the rich data pool to inform teaching and learning.

Criterion 3

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

The information provided as two case studies evidence the care and diligence in ensuring the tailoring of programmes to meet need. This approach dovetails into the overall curriculum and the Learnability within the school aims. Data evidence shows progress, underpinned by the nurturing of the individual pupil.

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. BTEC	No. of pupils Years 13	Number entered	% grade A-E	BTEC % D*- D	Average point score per pupil	Average point score per exam entry
Whole School	15	15				
SpLD Pupils	0	0				

GCSE & BTEC	No. of pupils inc'd in the Year 11	GCSE Average value added	GCSE % A* - C	GCSE % A* - C Grade 9-4 English	GCSE % 5+ A* - C	GCSE % 5+ A* - G	

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	timetable, regardless of age		Grade 9-4 Maths		Grade 9-4	Grade 9-4	
Whole School	46	+0.1	73	91			-
SpLD Pupils	14	+0.3	57	79	57	93	-

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	N/A						
SpLD Pupils	N/A						

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	N/A						
Dyslexic Pupils	N/A						

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

The School's Annual assessments: Reception Baseline; Prep – Progress Tests in Maths and English; CAT4 in Y3; Senior School: CEM MidYis, Yellis and ALIS. The Deputy Head (LEAD) analyses the data, for discrepancies (ie diagnostically) and supports staff in using it effectively to meet students' needs. Staff have access to the data on the Google Drive. Reports, informing of Learnability and progress against MEGs are written and sent to parents every half term via iSAMS (MIS).

Consultant's comments

The data tracking was evidenced from the LEAD centre, and the progress of the LEAD supported pupils. There was confirmation of the assessments used to gather data. LEAD pupils are evidenced as making sound progress, currently greater than the whole school.

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

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

LEAD Centre is based in The Hub, a new, modern facility (Sept 2022). It provides a professional study area with a variety of seating areas: tables and chairs; standing desk; sofas. The Deputy Head (LEAD) has an office in The Hub and there are five well-appointed teaching rooms, as well as a 6th silent study room. LEAD Centre is resourced with multi-sensory materials, practical equipment and a variety of books from several reading schemes.

Consultant's comments

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Criterion 5.2	b) ICT: The newly completed space is a superb new facility which provides varied seating and quiet space to meet the needs of pupils.
	The expectation is for all Senior School students is to come to school with a device suitable for learning (e.g laptop; iPad). Chrome books are available in the Prep School. We use the Google Platform, where all learning materials for the students are located - in Google Classrooms. We use a range of software for learning, including Clicker 8; a home/school subscription for Nessy Learning Program; Nessy Fingers; Times Tables Rock Stars; Hegarty maths; SENECA revision software Consultant's comments Lesson observations evidenced a variety of devices which pupils have that are suitable for their learning. Additionally, access to google platform during lessons and independent study was appropriate for subject and task.
Criterion 5.3	c) Details of access (special examination) arrangements requested and made for SpLD pupils: All students requiring exam access arrangements are assessed by the Deputy Head (LEAD), who has a APC SpLD (Patoss). Currently exam access arrangements include extra time, reader/computer reader, scribe/speech recognition, read aloud, rest breaks and use of a bilingual dictionary. The Deputy Head (LEAD) keeps files detailing evidence of need and Form 8s for each applicant.
	Consultant's comments The process for exam access is diligent and appropriate, and files are securely held.
Criterion 5.4	d) Library: Prep School has a Reading Room. There is no dedicated library in the Senior School, but subject departments have their own collections of books. LEAD Centre has a number 'dyslexia friendly' books.
	Consultant's comments The Prep reading room was observed in use as a teaching room for a small group of 4 pupils with 2 staff.

6. Details of Learning Support Provision

LSC 6.3	6. a) Role of the Learning Support Department within the school: The LEAD Centre plays an important role in the school; not only supporting students but also their teachers and parents. The LEAD team (specialist teachers; OT, SaLT assistant and Learnability Coaches) is experienced and multi-disciplinary, able to offer a range of support for all students. The Deputy Head (LEAD) and Assistant SENDCos met with class teachers to discuss ways in which they can meet the needs of all the students in their classes. Consultant's comments The LEAD Centre is important within the school and has significant experience and knowledge to draw on to support pupils, staff and parents to meet need.
	b) Organisation of the Learning Centre or equivalent:

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LSC
6.5 & 6.6

The LEAD Centre is accommodated in one area - The Hub - conveniently placed between the two schools. Staff:
Head of Centre (full-time): Deputy Head and SENDCo
Assistant SENDCos (Prep): learning support teacher; yoga trainer
Assistant SENDCo (Senior): Student Support Tutor managing The Hub.
7 learning support teachers (4 full time; 3 part time). Two are also Learnability Coaches
15 Learnability Coaches who support students in class
1 OT
1 SaLT assistant

Consultant's comments

The LEAD Centre is well staffed, most of the staff are further trained in supporting pupils with additional needs.

LSC 6.6

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

Yes, as a Deputy Head, and with specific responsibilities for whole school assessment. She is a member of SLT and contributes to curriculum design and delivery. She monitors the quality of teaching, especially for SEND students.

Consultant's comments

The Head of Unit has input into the curriculum design and delivery.

- d) Supporting documentation, please indicate enclosed:

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

Info.
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 published to protect the identity of individuals.

Consultant's comments

Mrs Karen Barker confirmed that most staff have an additional qualification, agreeing that there were a few staff not yet on training courses, which are teaching in the centre.

LSC 7.4

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

Yes

Consultant's comments

While most have nationally recognised qualifications, two staff are not undergoing training currently, the Assistant SENDCo (Senior) & Student Support Tutor and one experienced teacher.

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

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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 expressed confidence in positive school communications and the willingness to be flexible and reflexive in approach to meet needs of their children within the school. They further commented that the school was proactive in making adjustments by addressing changes as they arise, commenting on the kindness and accepting ethos of the school. They further commented on the accessibility of the Headteacher for the pupils, being involved and present in the daily life of their children.

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

Pupils expressed that the school met their needs by being amazingly flexible, that when they asked for help, they knew they would get that support from staff. They further stated that they felt acceptance from the staff, and that they felt this gave them confidence. They commented that the staff in individual subjects made adjustments such as: recording documents for access; use of bullet points; good critical feedback; enlarging text to make reading more accessible; revision and exam technique strategies; and talk more slowly to support processing.

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.

The Hub area is a superb resource and learning environment for pupils. The evidence from lesson observations indicate that mainstream staff have significant awareness of need and have an excellent working relationship with pupils, they use a variety of strategies to support pupils which is shown through sound pupil progress as evidenced in the data provided.

Observation of the support lessons evidenced a limited use of multisensory strategies in those lessons, with an excellent understanding and relationship with the pupil. LC's are a new initiative deployed to support teaching and learning in the classroom as part of the individual pupil tailored support programmes.

The Hub team is highly experienced and has significant knowledge, a few specialist staff are experienced but are yet to undertake specialist qualifications.

Pupils value the relationship and understanding with staff and how they are supported in their learning. They articulated effectively how mainstream staff provide strategies and adaption to meet their needs.

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

Criteria	ALL
1. The school or centre implements a thorough and rigorous process for identifying children with Specific Learning Difficulties (SpLD)	✓
2. The Senior Management Team and, in the case of schools, Governors, fully support the provision for SpLD pupils.	✓
3. The impact of the provision for SpLD pupils is measured (a system to regularly monitor provision for pupils and to assess their achievements).	✓
4. There is an awareness by all members of staff of the necessity to adjust their teaching to meet the needs of SpLD pupils and this will be evident across the curriculum.	✓
5. In Addition:	
5.1 Resources for learning appropriate to the level of need.	✓
5.2 IT provision relevant and of high quality, including up-to-date and regularly used programs for SpLD pupils.	✓
5.3 Access arrangements for all examinations sought as needed. Assessments for access arrangements must comply with Joint Council for Qualifications guidelines .	✓
5.4 Specific structured, cumulative and multi-sensory teaching materials to address literacy with SpLD pupils.	✓
5.5 An annual report for parents on the progress of pupils, who exhibit SpLD.	✓

Criteria	LSC
6. Specific to the Category of School or Centre: -	
6.3 A Unit or Centre providing specialist tuition on a small group or individual basis, within the school environment.	✓

Report Summary

Criteria	LSC
6. Specific to the Category of School or Centre: -	
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.	✓

Summary of Report including whether acceptance is recommended:

The school meets the criteria for re registration as a school with a Learning Support Centre.

Recommended for Re registration:

Consultant to tick relevant box

YES	NO
✓	