



Council for the Registration of Schools Teaching Dyslexic Pupils

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Email: admin@crested.org.uk

Frewen College Re-registration Application Form Category DSP – Dyslexia Specialist Provision

Date of visit:	25 th September 2017
Name of Consultant(s):	Helen Farley

School Contact Details	Location/ status	Student Details	Special Needs	Assoc/ exams
Frewen College Brickwall, Rye Road, Northiam, East Sussex, TN31 6NL Tel: 01797 252494 Fax: 01797 252567 Email: office@frewencollege.co.uk Web: www.frewencollege.co.uk		66 boys (ages 7-19)	Dysl, Dysp, S & L	ISC, ISA, BDA, BSA
	Ind Day Bdg	24 girls (ages 9-19)		A level GCSE
Comments: Separate Preparatory School. Speech and Language, and Occupational Therapists on site. Emphasis on Literacy, ICT, outdoor activities and Art. Strong pastoral support.				

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:	Frewen College		
Address of school:	Brickwall, Rye Road, Northiam, East Sussex, TN31 6NL		
Telephone:	01797 252494	Fax:	01797 252567
Email:	office@frewencollege.co.uk		
Website:	www.frewencollege.co.uk		

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

Name:	Mr Nick Goodman
Title (e.g. Principal):	Principal
Head/Principal's telephone number if different from above:	
Qualifications:	BA (Hons), PGCE, NPQH
Awarding body:	CNAA, NCSL

Consultant's comments

The principal is well qualified and experienced; there is a clear vision for the school and he knows all the pupils well. The management team consists of experienced staff providing advice to support the continued development of the expansion of the school curriculum, including the provision of a wider choice of qualifications post 16.

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

Name:	Mr Gregoire Godin
Title (e.g. SENCO):	Vice Principal
Telephone number if different from above:	
Qualifications:	Licence STAPS (French equivalent to BA Hons), QTS
Awarding body:	

Consultant's comments

Mr Godin, has significant experience in the field of specialist provision, for example this is evident in the approach to the provision of high quality support in the development of processes regarding the transition of Statements of Educational Need to Education, Health Care Plan (EHCP).

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1. Background and General Information

1. a)	Dep't of Education Registration No.:			
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range
	Day: Boys:	46	46	7-19
	Girls:	15	15	7-19
	Boarding: Boys:	20	20	9-19
	Girls:	9	9	9-19
	Overall total:	90	90	

Consultant's comments

- c) Class sizes – mainstream: All students have SEN. Maximum class size is 8 but typically smaller – 5 or 6.

Consultant's comments

Of the 8 lessons observed the numbers within the classes ranged from 3 to 7 pupils.

- d) Class sizes – learning support: All teachers are SEN qualified therefore support is provided by additional TAs and therapists only where needed.

Consultant's comments

The Ofsted Report 2016 clearly outlines how the pastoral care supports the development of SpLD students.

"The school's work to promote pupils' personal development and welfare is outstanding. Pupils unanimously describe the difference coming to Frewen has on their self-esteem. Staff treat pupils as individuals and there are frequent opportunities for pupils to explore their own aspirations and how to achieve these. "(Ofsted Report, 2016 p 5)

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

The pupils are well supported and aided to explore their aspirations and develop improved self-esteem. The strategies range from 'Talk Time' in the prep school to 'Man Zone' to develop social skills. Additionally, there is mentoring of pupils on a one-to-one basis.

Independent
Schools
only

- f) Current membership (e.g. HMC, ISA etc.): ISC, ISA, BDA, BSA

Consultant's comments

- g) Please supply the following documentation:
i. Prospectus, including **staff list** (if this does not clearly show

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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	Prospectus and staff list attached
ii. Recent Inspection reports, please indicate copy enclosed	
or provide link to view reports via the internet	Latest Inspection report attached
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	Fees attached (no additional compulsory extras)

Consultant's comments

All the staff are both qualified with regard to SpLD and have considerable experience. The school provides clear information regarding the aims and ethos of the school and in all lessons observed the overall aim of the school was evident in the approach to work by both staff and pupils. The fees for the school include all elements of support including any internal assessment and the provision of small class numbers. The parents are aware of the cost of additional specialist support for both Speech and Language and Occupational Therapy when provided on a 1-1 basis.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school

Life at Frewen College is shaped by our commitment to provide 'Learning for Life'. Emphasis is placed on; natural respect, integrity, friendship and the need to discover and develop individual talents. **We believe** that with guidance, encouragement, discipline and hard work, every child can do so much more than he or she may consider possible. Our objective is that your child should leave fulfilled, enthusiastic, self-disciplined and fully confident to meet the increasingly difficult challenges of life. **We aim** to ensure that each child's education is compelling and exciting enough to draw them into the magical world of life-long learning so that it becomes a joyous and integral part of their daily existence. We endeavour to find and then enhance these talents, whether they be creative, intellectual or athletic, employing the dedicated skills of a versatile and professional staff.

By providing a unique combination of strategies, curricular, therapeutic and pastoral, Frewen College strives to provide the best possible education for every pupil who attends. The value added education we provide allows each pupil to move on to become included and contributory members of society.

Consultant's comments

The college provides tailored support to enable each individual to engage with the curriculum. The ethos of guidance, encouragements and hard work was evidenced in the observed lessons. All pupils were fully engaged during the lessons and indicated the knowledge and care underpinning the lesson to enable access for all pupils. This approach evidently draws the pupils into learning, individual pupils expressed how the pastoral care integrated into the learning had changed their perspective and opened up possibilities and aspirations for the future, and consideration of ongoing learning despite the

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Criteria 1 & 2	challenges they face. b) Please indicate copy of the whole school Staff Handbook (SH) enclosed c) <u>If not within SH</u>, 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 Provided Information Provided
	Consultant's comments The handbook provides clear guidance regarding the procedures to ensure that the needs of individuals are met. The school provides clear criteria of the needs that can be met within the school. There is an admissions team that ensure at all stages that the pupil will benefit from the specialist provision and succeed at the school.
Criterion 4	d) Give specific examples of the whole school response to SpLD An understanding of the needs of children with specific learning difficulties underpins all our shared aims and values. Students' needs are recorded, and communicated, and their provision and progress monitored. The school has Communication Friendly status, and all staff are trained in and use strategies relating to ELKLAN, which mean dyslexia and SLCN support is provided in all classes. In addition to this, there are timetabled reading sessions, where students read individually or in small groups with a member of staff in order to develop their literacy. All Prep pupils have daily literacy sessions, not only taught discretely but planned and applied for use across a creative curriculum which facilitates embedding of skills in a multi-sensory learning environment. Level 7 specialist intervention is provided, in the form of a literacy programme, for those students who require this on both sites. The school employs its own team of professional Speech and Language and Occupational Therapists, who work with students 1:1 or in small groups. We are also able to offer mindfulness sessions and Johansen Sound Therapy, and additional work on executive functioning skills where needed. Assistive technology is available and used, where appropriate, throughout the school in the form of reader and voice recognition software. Keyboard skills are also taught. The curriculum is planned to support dyslexic pupils with multi-sensory methods – there is limited copying from the board or from books. Worksheets are adapted in style and vocabulary, with differentiated tasks and resources, In-class TA support is available and some 1:1 tuition. Tutor support is given with organisational skills. Learning boxes, with a range of equipment including grips, coloured overlays,

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Independent Schools only	fiddle toys, therabands etc are widely available throughout the school.	
	The nature of pastoral support varies throughout the school; Talk Time is offered in the Prep School where needed, in addition to the usual pastoral role of the tutor. For Sixth Form boys, the “Man Zone” develops social skills. Mentoring is available at all levels, and is a regular part of support for all Year 11 students.	
	Consultant's comments	
	The needs of the pupils are considered in every aspect of their learning, from the level of work planned for each lesson and the use of a wide range of alternative strategies such as the use of modelling, individualised pre-prepared information and instructions was observed during a mathematics lesson including the careful use of mistakes to positively encourage a growth mind set. Furthermore, peer modelling was observed in an IT lesson with the pupil being recognised and rewarded. The linking of information to current affairs was also observed enabling pupils to improve their understanding from knowledge they understand. In all lessons observed there was a time spent with each pupil to ensure understanding, with a focus on understanding what the pupil had grasped, through listening and responding. Reflective use of questions such as “what went well” and “this work could be better if...” supports the emphasis on talking. The lessons observed in the prep school clearly demonstrated the communication priorities of the school, with the use of visual and talking to support learning and literacy development.	
	e) Number of statemented / EHCP pupils:	55
	Consultant's comments	
	f) Types of statemented needs accepted:	
	Dyslexia, and associated dyspraxia, speech & language difficulties, where accompanied by SpLD.	
	Consultant's comments	
	The policy clearly states the needs that can be met within the school, there is a rigorous process to identify if a pupil can benefit from the support available. The school has invested time and expertise to ensure there has been a smooth transition from the statementing process to the ECHP to meet the deadline.	

3. Identification and Assessment

Criterion 1
DSP 6.9

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:

Admission is seen as a two way process with parents and the potential pupil having the opportunity to explore the school and all it has to offer. An Admissions Team makes a detailed study of educational psychologist reports, EHCP if issued, further professional documentation and current school reports requested in the first stage of the Admissions Process in order to determine needs. Where relevant, a satisfactory reference is sought from the previous school or a visit to the school made.

Following an interview, each applicant must satisfactorily complete an

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informal evaluation, usually two days for day pupils and at least 3 school days, including a residential assessment, for boarding pupils. Pre-evaluation information is compiled and shared with all relevant staff. The focus is on the suitability of a pupil for the specialised education on offer at the school. During the evaluation, baseline assessments take place to establish literacy strengths and weaknesses. Staff provide written feedback to the Admission Team in order to make a decision about admission, guided by the Admissions Policy.

For pupils already on roll, termly progress meetings help monitor and identify issues earlier on. In addition, annual reviews are held for all students, where new evidence is considered. All staff contribute to these. Teachers or parents can refer concerns to therapists at any time.

Consultant's comments

The school is clear regarding the needs of a prospective pupil and whether they can be met and undertakes a rigorous process to ensure this is identified.

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

Where an existing pupil is identified as at risk of additional SpLD by any staff member, the SEND team (Vice Principal, SEND and Reviews Manager) and other relevant staff (e.g. therapists) will review existing specialists' reports, instigate further assessment if appropriate, and discuss the student with the Speech and Language or Occupational Therapy Team, Form Tutor, Head of Literacy or Head of Maths, and Boarding Staff. Full assessments can then be made by relevant professionals and targets and provision drawn up on IEPs or provision maps. Parents are informed and fully involved in this process.

1:1 meetings with evaluation pupils by ED (Dyslexia Portfolio Assessment), which contributes to a full post-evaluation report to help inform future provision.

Consultant's comments

The school has significant specialist advice within the staff team. This expertise is used to inform the process of investigation and communication regarding appropriate interventions to support progress.

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

A full assessment can be made on site e.g. an assessment for dyspraxia by a paediatric occupational therapist or a Speech & Language assessment for by a speech and language therapist. Assessments are usually initiated by staff but may be requested by a parent.

Our specialist intervention teacher is able to carry out a number of tests which, when added to the dyslexia portfolio, provide strong indicators as to the nature of the SpLD.

Consultant's comments

The incorporation of the Speech and Language and occupational therapy into the specialist support on offer enables the school to provide both pertinent assessment and intervention to pupils.

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4. Teaching and Learning

4. a) How is the week organised?

Both Prep School and Seniors follow a one week, 5 day timetable, from 8.50am- 3.45pm for Prep and to 4.00pm (plus Activities/Clubs) for the rest of the school. All lessons are broken up into short, focused activities, and there is support for literacy and numeracy where they occur in all subjects. The 8 lessons are 35 or 40 minutes, and a range of teaching strategies is used in order to aid concentration. Each day academic lessons are interspersed with practical subjects and sport. Pupils are given a break between every 2 lessons, with food available during morning break, acknowledging that some days pupils leave home early in the morning. Drinks are provided and water is always available.

Consultant's comments

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

Afternoon Tea is followed by activities for all age groups, designed to promote interests and extend social interaction. At the Prep school Creative Open Homework is available (project-like approaches, and home learning packs with key skills). Extra-curricular clubs, such as, depending on the season, archery, football, running, archery, GCSE support, homework clubs, art, drama, OT, STEM, public speaking, chess and gardening, are in place to extend personal development opportunities and pupils' skills-base plus areas of SpLD need (e.g. memory, organisation skills, executive functioning). Motor skills are aided in Archery and Fencing, for example. In the Seniors a range of sport and other activities are offered, with supervised prep for Year 10 and 11 day pupils and boarders. Several rooms are made available to create good working conditions, including ICT provision and small group support. Dyslexia qualified staff support pupils. Study facilities and support is available to boarders during the evenings. Theatre trips, organised by the English and Drama departments, promote literacy. In 2016/17 these included

KS3 -

In Our Hands (Touring production - Tonbridge School)
The Lion King (West End)
Horrible Histories Best of Barmy Britain (Whiterock Theatre)

KS4 -

Austentatious (Touring at Hazlitt Theatre, Maidstone)
Pride and Prejudice (Touring at Cranbrook School)
Showstopper!- The Improvised Musical
The Curious Incident of the Dog in the Night-time

Selected sixth form students are invited to join the boys' social skills group (Man Zone) to discuss skills and interests. Students in Key Stages 4 and 5 are able to work towards accredited LAMDA examinations in Speaking in Public and Acting.

Consultant's comments

There is a wide range of opportunities on offer given the size of the school community. Pupils are encouraged to pursue their interests to aspire to achieve their goals.

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Criterion
3 & 4

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

Curriculum Subjects

The Prep School delivers age-appropriate National Curriculum in all subjects through a multisensory creative programme, with literacy and numeracy differentiated. Senior pupils have access to the National Curriculum (with the exception of a modern foreign language) appropriately differentiated, plus Drama, Food and Nutrition. Outdoor Education spans all key stages. The timetable is weighted to give additional time to English and Maths. SMSC provision is comprehensive, with SEAL lessons in Key Stages 2 and 3, and PSHE throughout the school including the Sixth Form. Whole school policies govern lesson preparation and delivery. Courses are chosen which will be most accessible to SpLD pupils and taught with regard to learning styles, small step, cumulative methods with over-learning and modified language, with pre-teaching of topic vocabulary, for example Functional Skills at KS4.

In developing writing skills, the prep school use Talk for Writing, developed by Pie Corbet. It is powerful tool because it is based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version. This is particularly suitable for our dyslexic learners. We have had particular success with using pictorial representations to support extended writing. Building upon this success, we now use Widget,(Communicate in Print) which provides pupil with symbols for each word they type and can be used with resources produced by the teachers.

In developing spelling skills the prep school use the Letters and Sounds approach. This is a daily session using a wide variety of multi-sensory techniques, encompassing touch, sight and sound in activities such as rice/sand/lentil trays, plasticine, bead threading, magnetic letters to name but a few well-used resources.

In teaching reading, our methodology has its roots in daily revision, consolidation and overlearning where needed. The reading session relies on a variety of short activities and will include daily key words, word building (and sentence building for some), targeted reading 1-1 sessions where the text may be colour co-ordinated to match phonics work covered in the letters and sounds sessions.

In the Senior School, a typical English 'diet' taken from department handbook:

Key Stage	Activity	Frequency
3	Individualised phonics scheme	Thrice weekly for 15 minutes
3	Handwriting practice (Spectrum Handwriting Scheme)	Twice weekly for 15 minutes.
All test	Spelling practice of high frequency words leading to an end-of-week daily	
All	Shared class reader	Each Friday for 20 minutes
All	Independent reading (reading to teacher)	Each Friday for 20

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minutes

Also, in tutor time, In The News – discussion of daily news item to extend vocabulary and awareness of the wider world

Teaching methods follow best practice for dyslexic pupils. Where appropriate, abridged versions of literary texts are used enable students to access texts. Students are given access to laptop computers and have the opportunity to practise and use assistive technology, in the form of Natural Reader (text-to-speech) and Speechnotes (speech-to-text), and introduction of most recent software.

In addition to timetabled English lessons, selected senior school pupils are given additional one-to-one or small-group support. This takes place primarily during Tuesday and Thursday tutor sessions. From September 2017, this will include intensive work with Units of Sound.

Marking is always positive and constructive and almost always done with the pupils. The school was awarded Communication Friendly status by ELKLAN and is working towards embedding approaches across all subjects. Therapists work in an integrated way including team-teaching. □ Approaches to Literacy Daily literacy teaching In the Prep school uses PAT together with other schemes, including synthetic phonics, 'Literacy for Life' and 'Letters and Sounds', supported with cued articulation. Focus is placed on high frequency words and word banks, together with games and visual approaches. Through the Creative Curriculum literacy skills/strategies acquired are embedded through over-learning to aid automaticity. Writing is planned along the line of Primary Matters, transferring and scaffolding essential reading and writing skills. Lessons are structured appropriately and to include daily practice of basic skills- spelling, -handwriting, phonics, reading and writing, with each pupil working on targets in the IPP. Teaching methods follow good dyslexia practice as above. Abridged versions of literacy texts are deployed to interest the reader and widen their experience and enjoyment of literature.

In terms of results, the proportion of students achieving pass grades in GCSE English Language in 2017 was 66%, with exactly half of these attaining A*-C. Other students were entered for Level 1 Functional Skills, where the pass rate was 100%. For those continuing to the Sixth Form this will form a stepping-stone to GCSE.

Consultant's comments

The school has a comprehensive approach to both curriculum delivery and literacy support. Observation of lessons and interaction with pupils identify there is an effective approach to developing literacy across the curriculum in line with ethos and aims of the school.

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

From extensive baseline information IEPs are created and sent to parents. Each pupil is seen as an individual and through the IEP system SMART targets are set, taking into account strengths as well as weaknesses. Senior pupils also set at least one target of their own each term.

IEPs are reviewed termly and progress comments sent to parents. Annual Review meetings are held for all pupils, whether they have an EHCP or not, involving parents, local education authority, educational psychologist and

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careers advisor (if applicable). IEPs and AR paperwork are available to all teaching staff and therapists through the school's intranet. In addition, parent consultation meetings are held once or twice a year. In the Prep School, form teachers write and monitor the pupils' IEPs. In the Senior School, targets are set by Form Tutors, English and Maths Teachers and Therapists, plus Boarding staff as appropriate. Tutors also have responsibility for reading all pupils' IPPs and writing a summary as part of the Annual Review process.

Please indicate **two examples** enclosed

Information
Provided

Consultant's comments

IEP's are comprehensive in identifying the current skills of an individual and next steps to continue to develop key skills, they are electronic and enable all to see progress over time.

e) Records and record keeping:

At the Prep School, Rising Stars levels are reported for English, Maths and Science. Personal Learning Journals evidence pupil progress. Each pupil also has a Pupil Progress folder where teachers and therapists record progress e.g. in phonic skills.

In the Senior School, all pupils are baseline tested using CAT4, either when entering Year 7 or when joining the school. Assessment in all subjects is ongoing and grades are recorded centrally six times per year for tracking purposes. The Pearson Scale has recently replaced National Curriculum levels. The English department maintains a folder on each pupil to moderate work and record levels of achievement. All pupils are formerly tested annually for reading, spelling and comprehension using WRAT1. Progress reports, with current grades, target grades, predicted grades, written comments and next learning steps are sent to parents termly. Data is managed through Classroom Monitor, but will be transferred to SIMS during 2017/18.

Consultant's comments

The use of both qualitative and quantitative assessment provides a data rich environment to measure progress. There is a clear commitment, for example through the use of The Pearson Scale, to ensure that pupils have the best possible skill set to attain what is possible on an individual level.

Criterion 3

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

Pupils make excellent progress, the pastoral approach of the school and use of appropriate assessment and monitoring aid this and provide for all staff a clear understanding of where the focus for development needs to be.

Criterion 3

g) Impact of provision – assessment summary for 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	26	0			
SpLD Pupils	26	0			

GCSE	No. of pupils inc'd in the Year 11	Percentage A* - C	Percentage 5+ A* - C	Percentage 5+ A* - G
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	timetable, regardless of age	9 - 4	9 - 4	9 - 1
Whole School	22	41	30	100
SpLD Pupils	22	41	30	100

Key Stage 2	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School	0						
SpLD Pupils	0						

Key Stage 1	No. of Year 2 pupils entered	English		Maths		Science	
		L2+	A/D	L2+	A/D	L2+	A/D
Whole School	0						
Dyslexic Pupils	0						

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

On average, pupils double their rate of progress in reading after joining Frewen, compared to their previous school.

The school offers a broad range of GCSE and equivalent, Level 1 and Entry Level courses, with an increasing number of entries (92% in 2017) being at GCSE or equivalent. The percentage of A*-C (9-4) grades has increased over recent years, and in 2017 was 41%.

Many of the pupils at the College have wide ranging and all-pervading difficulties associated with their dyslexia. Examination successes are a result of enormous efforts on the part of all involved. All success is commended by a supportive staff

With regard to English and literacy, uniquely, as part of their English curriculum, all students in Key Stage 3 work towards accredited LAMDA examinations in Speaking in Public at Entry Level and Level 1. In both 2016 and 2017, 100% passed, with 85% achieving merit or better, and over 20% gaining distinctions. In addition to increasing students' confidence, this initiative has also led to improvements in students' writing, because it has enabled them to sequence and develop their ideas.

At KS4 and KS5, students follow a number of flexible pathways that give appropriate support and challenge. The most able have the opportunity to achieve GCSEs in both English Language and English Literature. Other students are able to achieve Entry Level and Functional Skills at Level 1 and Level 2 to build their confidence. In 2016, 100% of Year 11 students achieved at least a Level 1 qualification in English, while two students achieved grade B at GCSE. In November 2016, two sixth form students achieved grade C or above in English, enabling both to be offered university places.

Pupils work for the Duke of Edinburgh Award (Bronze & Silver).

[Consultant's comments](#)

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The school enables pupils to make sound progress, building confidence through the use of entry level qualifications to allow pupils to experience success and build on knowledge for GCSE qualifications.

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

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

Frewen College is based in a 17th century, Grade I Listed country house set in formal gardens and 80 acres of parkland within a rural village. The environment benefits the well-being of all pupils. A purpose built teaching block houses an auditorium Maths, Humanities, two ICT rooms and two Science Laboratories with a Science Prep room. These classrooms surround a spacious area with equipped for private study. The former coaching building provides specialist facilities for Art, Design and Technology, Ceramics, Music and Food Technology. A 17th Century drawing room with a grand piano is used for choir and individual music lessons and a separate room for drum and guitar lessons.

A further complex of classrooms houses English and Drama with a fiction reading room, plus a generously equipped weights room and Physiotherapy and Occupational Therapists' treatment room. Further accommodation includes rooms for Speech and Language therapy and counselling and from Sept 2014 for Sixth Form teaching.

Outdoor areas for teaching include a vegetable allotment, a pond and woodland for Science and environmental studies and an arboretum. The extensive grounds include outdoor spaces for drama teaching and performances and for sports - rugby, football and cricket pitches, tennis and basketball courts, a cross-country and orienteering circuit and athletics tracks. There is a flood-lit hard, all-weather surface for football, team games and hockey and a landscaped bike trail designed by the pupils. Other areas are used for Outdoor Education and Duke of Edinburgh camps. There is an open-air pool used to teach kayaking in winter and swimming in summer.

The adjacent Prep School is situated in a Grade II Listed building on its own 2 acre site. All the facilities of the Senior school are also available for the Prep pupils. An ICT suite provides eight laptops. There are three Prep Forms and an assembly hall with TV and a piano. For outside play there is a well laid out adventure playground with picnic benches and tables. Three mini-buses are used to enrich the school curriculum with out of school visits.

All pupils have access to a Sports Hall in the village a few minutes' walk away and indoor swimming facilities.

All departments are equipped for dyslexic pupils with differentiated study materials, interactive whiteboards and pupil mini-white boards. Sloping writing boards, 'Move and sit' cushions, grip pens, highlighters, coloured overlays, fiddle toys and voice recorders are available. Most teaching areas have a 'Learning Box' with additional resources and the same dictionary (Oxford school) and phonic chart is in every classroom.

Consultant's comments

The school and grounds are ideally suited to enabling pupils to know the

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Criterion 5.2	campus well and experience a broad range of activities. The rooms are suitable for the size of classes and pupils. For example, the music room is well equipped and a place that many of the pupils expressed they value highly.
	b) ICT: The school is keen to harness developments in technology in order to help students to learn and make progress. We also recognise that our students will use technology in an increasingly wide range of ways in their future lives and work. As well as the three IT suites, there are computers in every classroom, and the school has approximately 45 laptops, which can be used by staff in any classroom through the school's extensive wi-fi network. Students may also bring their own devices, and access the school's network via a piece of software installed by the Network Manager. Voice recognition and reader software is available on all computers in the school, and some students are allowed to use laptops in external exams if it can be demonstrated that this is their usual practice. ICT as a subject is studied by all students in Years 7 to 9, and is a popular choice in KS4, where results, in the GCSE-equivalent Creative iMedia course are among the best in the school. Both girls' and boys' boarding houses have computers on which to complete Prep, use social media sites and Skype to keep in touch with family and friends. Safeguarding is a priority and for additional protection against cyber bullying and other threats Securus software has been installed. Consultant's comments The school is committed to developing software solutions to enable independence in learning both within education and in transition to the next steps into either further education or into work. There has been the introduction of the new technologies through Microsoft to enable voice activated software at low cost to pupils which is compatible with all Microsoft Office Tools. This aims to promote independence in writing and develops strategies for transition to work and further education is commended.
Criterion 5.3	c) Details of access (special examination) arrangements requested and made for SpLD pupils: Special concessions are requested according to needs, i.e. amanuensis (a reader and a scribe), questions read, extra time and single pupil examination rooms. The school ensures pupils are familiar with their readers and scribes. The school is an examination centre. For Summer 2017, all 21 pupils received 25% extra time and rest breaks, 12 a reader, 17 a scribe, 1 a prompter. Consultant's comments The school makes appropriate arrangements to ensure pupils have concessions in line with JCQ regulations.
Criterion 5.4	d) Library: At the Prep School, there is a range of reading books; the reference section is small but there is access to the Senior school fiction Library. The Senior School Library is housed in the auditorium within the main

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teaching block and is at the very hub of the school. It holds a wide range of books, including the Barrington Stoke series for teenage readers.

Consultant's comments

The hub provides a central space where pupils can access books easily; there are a range of appropriate readers.

6. Details of Learning Support Provision

DSP 6.1 6. a) Role of the Learning Support Department within the school:

The school does not have a Learning Support Department. As all pupils have SpLD the responsibility for appropriate provision lies with every teacher, guided by the school's policies, staff training and each pupil's Individual Provision Plan. Provision is determined on entry by the Principal and Vice Principal, in consultation with the Speech and Language and Occupational Therapy Teams. Regular meetings are held by the Vice Principal and SEND and Reviews Manager with the Principal, Head of the Prep School, Heads of Literacy and Maths, the Lead Therapists and the Specialist Language Teacher. Teachers, TAs and therapists are able to share pupils' needs in the daily Briefing and for more in-depth discussion MACs (meetings around the child) are held about individuals.

Consultant's comments

The school has embedded within the delivery of the curriculum strategies to support individuals to develop independence in learning. For those individuals who require a higher level of intervention there is an opportunity to have individual support lessons.

b) Organisation of the Learning Centre or equivalent:

N/A

Consultant's comments

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

Special Needs provision is co-ordinated by the Vice Principal, in collaboration with the SEND and Reviews Manager, and Heads of Prep and Sixth Form. All members of the Senior Leadership Team contribute to the School Improvement Plan, which includes broad decisions about curriculum.

Consultant's comments

The school has a collegiate approach and the expertise of the team is effectively used to both design and implement the curriculum

d) Supporting documentation, please indicate enclosed:

- i. SEN Development Plan (or equivalent) enclosed
- ii. Timetables of teachers or teaching assistants for SpLD, but not the whole school/all staff
- iii. List of known SpLD pupils in school

Information
Provided

7. Staffing and Staff Development

Criterion 7 7. a) Qualifications, date, awarding body and experience of all learning support staff:

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.

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		Note the school does not have 'learning support staff'. All staff undergo in-service training 4-5 days per annum. Individual training is linked to personal, professional development. 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 All staff are well qualified, and many have considerable expertise in the field of SEND.
DSP 7.3	b)	Do all English teachers and teachers of literacy skills have nationally recognised qualifications in the teaching of SpLD children (except A level English)? Yes see list Consultant's comments
Criterion 4	g)	For completion by consultants only: Do all observed members of staff demonstrate the ability to meet the needs of SpLD pupils within their departments? All observed lessons in the subject areas of Art, Drama, English, Geography, IT, Mathematics and a 1-1 session evidence that staff meet the needs of SpLD pupils both in the prep and senior school, through the active use of multi-sensory methods, targeted teaching which engaged all pupils observed.

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

Independent Schools only	8. a)	Schools should provide, with the supporting documentation, a list of the names of all known SpLD pupils in the school. CReSTeD will provide an explanatory letter to be sent to parents of all those named informing them of the visit and seeking their permission to give their contact details to the consultant. The consultant will randomly select names from the list to discuss their experiences as parents in relation to the school. For completion by consultants only: Parent Contacts: All parents expressed their thanks for the commitment and dedication of the staff in supporting their children to re-engage in their learning and develop confidence in their skills. The parents confirmed the positive and rigorous approach to admissions, further stating how the school worked very much on an individual approach. Moreover, they confirmed the aims and ethos of the school in seeking to meet and develop their children. They further stated that communication was improving with a newsletter and email access to all the staff. Parents commented regarding the connection with a local FE college, with some more informed than others of the benefits. Overall the views of parents are that school both at prep and senior level are meeting the needs of pupils who require significant input and support to restore self-esteem and aspire to work towards career pathways. They are aware of the continuing development of the school.
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It is not always necessary for consultants to enter comments, in which case the field will be left blank.

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

Pupils expressed that teachers are generous, helpful, calm, easy going, thoughtful and kind in their approach to learning as well as their relationship with them as individuals. They further commented that the school was giving them a 'good' education and they had friends, felt safe and able get the help they need to make progress and learn. They stated that teachers explain if they are unsure, always being prepared to restate information recognising this is due to being able to give them more attention due to the small class sizes. Furthermore, as a result they are able to engage in their learning and experience success.

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	DSP
6. Specific to the Category of School or Centre: -	
6.2 The school is established primarily to teach pupils with SpLD.	✓
6.9 Assessment for admission to the school/centre should include a report from an Educational Psychologist or a Specialist Teacher who holds an Assessment Practising Certificate.	✓
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.	✓
7.3 As a minimum, all English teachers and teachers of literacy skills will have nationally recognised qualifications in the teaching of SpLD pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion.	✓

Report Summary

Summary of Report including whether acceptance is recommended:

The observation and evidence provided both prior to the visit and during the inspection confirms that the school meets the criteria.

The school exceeds the criteria in the areas of

- Thorough and rigorous process for ensuring the school can meet the need of the individuals
- Use of specific structured, cumulative multisensory resources, including the application of emergent software solutions to address literacy with individuals

Re-registration is therefore recommended without reservation.