



Council for the Registration of Schools Teaching Dyslexic Students

Administrator:

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Email: admin@crested.org.uk

Knowl Hill School Re-registration Application Form Category DSP – Dyslexia Specialist Provision

Date of visit:

04/06/2024

Name of Consultant(s):

Anne Cowley

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Knowl Hill School School Lane, Pirbright, Surrey, GU24 0JN Tel: 01483 797 032 Email: office@khs.education Web: www.knowlhillschool.org.uk	Village	37 boys 28 girls	Dysc Dysl Dysp ADD P&S	NASEN
	Ind Day	Ages 8-16		GCSE BTEC Functional Skills
Comments: National Curriculum; Occupational/Speech & Language Therapists; Emphasis on Technology; Instrumental Enrichment programme.				

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: Knowl Hill School
Address of school: School Lane, Pirbright, GU24 0JN
Telephone: 01483797032 Fax:
Email: KGovender@khs.education
Website: <https://www.knowlhillschool.org.uk>

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

Name: Dr Kas Govender
Title (e.g. Principal): Headmaster
Head/Principal's telephone number if different from above:
Qualifications: PhD, MEd, BEd (Hons), HDE Textiles, Post Grad Certificate SEND, Advance Dip SEND, Dyslexia and Leadership (Level 7), Senior Primary ED Cert., Cert in SpLD, Dip Psychology, Cert in Psychometric Testing, Assessment and Access Arrangements CPT 3A (Level 7), QTLS
Awarding body: South Africa and United Kingdom

Consultant's comments

Kas Govender is well qualified and has a wealth of experience having worked at Knowl Hill for 17 years. First as a teacher then Deputy Head before becoming Head. He has a range of SEN qualifications and is able to manage from a position of knowledge and understanding. He is an empathetic leader of both students and staff.

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

Name: Mrs Claire Jackson
Title (e.g. SENCO): Speech and Language Therapist and Literacy Specialist
Telephone number if different from above:
Qualifications: BSc (Hons), Cert. MRCSLT, HCPC registered AMBDA (Level 7 PG Cert), APC, MBDA, MPATOSS
Awarding body: United Kingdom

Consultant's comments

Claire Jackson is a dually qualified speech and language therapist (with a level 7 qualification in Dyslexia / Literacy Difficulties), which gives her a range of skills which are much prized within this setting. She works collaboratively with the English department to help embed a whole school approach to literacy intervention; coordinates the specialist 1:1 'literacy and language' sessions and the phonological awareness and orthographic mapping / morphological awareness groups; and she completes literacy assessments on entry to help profile areas of strength and areas of need.

Claire Lloyd is the SENCO and responsible for coordinating the EHCPs for students. This is a vital role and one which requires robust processes, and detailed and time sensitive planning and execution of Annual Reviews, which the majority of students have at Knowl Hill.

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1. Background and General Information

1. a)	Dep't of Education Registration No.:	936/6554		
b)	Numbers, sex and age of students:	Total	SpLD	Accepted age range
	Day:	Boys:	37	22
		Girls:	28	19
	Boarding:	Boys:		
		Girls:		
	Overall total:	65	41	

Consultant's comments

The number of students in the school has remained relatively stable since the last CReSTeD visit in 2020, although the number with SpLD has decreased from 100% of the student population to approximately 63%.

The reason for this is the complexity of the students with co-occurring difficulties coming into the school. This includes those with high levels of anxiety, meaning they have not thrived in a mainstream setting and they require a bespoke approach to increase their confidence, self-esteem and engagement with learning.

Places are limited, so the Head is hoping to increase capacity by opening an additional site.

- c) Class sizes – mainstream: N/A

Consultant's comments

- d) Class sizes – learning support: 1-12

Consultant's comments

All students are supported within small classes (observed classes of 12 and of 3), and some are taken out in groups and as individuals for additional support with OT or SALT.

There are small groups who have input to support them at a particular stage in their education journey, which is planned within the school year. For example, the SALT and OT teams support Year 10 with exam preparation and for work experience. Following work experience, they are then supported to apply for school positions of responsibility. In Year 11 there is a focus by the therapy team (SALT and OT) for students leaving who will have to negotiate different environments and interactions. This is vital for them to feel comfortable and confident when entering the next stage of their education or into apprenticeships and the work environment.

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

The last Ofsted report was November 2022, which rated the school overall as *Good*. It stated that pupils are happy and well cared for. Students are understood in terms of their individual needs; furthermore, there is a positive impact on regulating behaviour through unpicking negative behaviour, and bullying is dealt with 'swiftly'.

Relationships are warm and caring with adults.

There is on-site therapeutic provision which is paramount in the understanding of students' needs in terms of both teaching and pastoral

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Independent Schools only	support. The inspection found all aspects of safeguarding, personal development, and behaviour effectively managed.	
	f) Current whole membership(s) e.g. HMC, ISA etc:	NASEN, PATOSS,
	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.knowlhillschool.org.uk/Our Staff Team Knowl Hill School
	ii. Recent Inspection reports , please indicate copy enclosed or provide link to view reports via the internet	https://reports.ofsted.gov.uk/provider/27/125436
	iii. Details of Fees and compulsory extras for SpLD students (if applicable), please indicate copy enclosed or provide link to view information via the internet	Base fees £8,089 to £8,500 Language Stream £10,986 To £11,613.00
Consultant's comments		
Knowl Hill's website has basic information, but as the school provides a tailored approach to each student, contacting the school directly is paramount. For the quality of the education provided, the fees are kept as low as possible and are reasonable considering the approach to the individual, size of teaching groups, and the onsite specialists and therapy available. The staff are well qualified and there are specialists to provide effective teaching, behaviour management and resourcing of groups and individual sessions. Most students are supported through EHCPs.		

2. Policy and Philosophy with Regard to SpLD Students

Criteria 1 & 2	2. a) Aims and philosophy of the whole school
	Vision: To create a nurturing environment where students feel valued and can achieve their full potential.
	Mission: Knowl Hill School will provide an education in a nurturing, holistic, friendly and creative environment. Each child can:

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- Become a confident, resilient individual
- Enjoy School life
- Discover and reach their potential
- Leave prepared for their next life stage.

MOTTO

Life Chances for All

Consultant's comments

The vision, mission and motto came across clearly in practice within the school.

There is a genuine desire to find the right path for each student, including running courses for individuals and making links with other organisations to provide the best environment/experience for the next step on a student's journey.

Knowl Hill feels like a happy place and the students, on the whole, are relaxed, but engaged with their learning. The small classes are often supported by more than one adult in lessons, so there is opportunity for individual attention. However, there is an expectation of learning alongside peers, in groups, and as individuals to develop independence.

There is a focus on building trust with young people and parents/carers, so when they are faced with a level of challenge that takes them out of their comfort zone, they can communicate their anxiety and feel confident that they will be supported.

Students are welcome to communicate their thoughts, needs/frustrations and successes with the Head, and this direct relationship between the young people and the Head was extremely positive.

Furthermore, this was true of the staff body as a whole, and the relationships and rapport between teachers and the young people in their care.

This was also reported by parents.

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 students** outlining:
- | | |
|---|-------------------------|
| i. Policy for SEN/SpLD | see attached |
| ii. Support for policy from Senior Management Team | N/A (specialist school) |
| iii. Support for policy from governors | N/A (specialist school) |
| iv. Admissions Policy/Selection Criteria | see attached |
| v. Identification and assessment | |

Consultant's comments

All school policies are set out clearly with the dates they were last reviewed.

Criterion 4

- d) Give specific examples of the whole school response to SpLD
- We provide students with a holistic curriculum, where teaching takes into consideration the student's individual strengths and areas of need. We also work to

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identify strategies to support and empower students to become independent learners.

- We have Quality First Teaching – high quality inclusive teaching for all students that is highly personalized underpinning our teaching of all our students with SpLD.
- Our skilled and experienced staff are able to differentiate work tasks and tailor them to the student's needs, e.g. lowering the cognitive load, providing students with the time they need to process information, checking for understanding, using visuals to support learning, using multi-sensory teaching, providing movement/brain breaks, providing students with assistive technology to support their access to written language, etc.
- All senior students are provided with their own laptop to use during their school day. The laptop is equipped with assistive technology such as ClaroRead and Office 365 (with the dictation function and immersive reader). They also have access to the ColorVeil app and learning platforms such as Nessy, MyMaths, etc. The school also provides students with access to reading pens and ensures access arrangements for exams are made (as appropriate).
- In addition to English, mathematics and science, we offer a wide selection of subjects for students to study within the school setting, such outdoor learning, forest school, music, LAMDA, art, photography, textiles, cookery, sport, humanities, PSHE, RSE, animal care, Life Skills, Skill Ways, Study Skills etc. We have also developed pathways which enable students to gain qualifications at the level they are currently working at, and work their way through the pathway(s) at a pace they can manage. For example: Entry Levels, Functional Skills, BTEC courses and GCSEs.
- We have onsite therapists, including a school counsellor/psychotherapist, occupational therapy and speech and language therapy. Therapists provide a range of 1:1 / paired and group therapy sessions based on the needs of the students. They work closely with teachers and LSAs to provide a holistic learning experience. This allows for the sharing of skills and knowledge between professionals to strengthen the quality of teaching and helps to create bespoke learning experiences for the students throughout their school day.
- Currently, all students up to and including year 9 are timetabled for a weekly specialist support session for one term per academic year. This specialist input is coordinated and provided by a dually qualified speech and language therapist with a level 7 qualification (dyslexia trained). The sessions focus on literacy and language skills and strategies.
- Phonological awareness and orthographic mapping groups/phonological awareness groups are also run.
- A student's literacy skills are formally assessed within a year of entry and again in year 9 to help monitor their progress and profile their areas of strengths and needs.
- Literacy Annual Review reports are written for the Year 10 and Year 11 students, to facilitate the updating of their EHCPs and their transition to post-16 education.
- We continue to reflect and update our practice in order to improve the teaching in lessons and sessions. We have regular weekly staff CPD sessions, where we have the opportunity for developing our knowledge and skills and keeping up to date with current practice, policies, initiatives, legislation, etc.
- We value student feedback to help us to improve their learning journey at KHS. Students are encouraged to communicate their ideas, opinions and suggestions on a regular basis during the student council meetings and in their tutor groups. They are also given regular opportunities to check-in during their therapy sessions if they find it easier to communicate in a 1:1 situation.
- We have trained specialist teachers for literacy and mathematics. This enables us to deliver holistic, evidence-based teaching to support students with literacy difficulties / dyslexia and dyscalculia.
- We pride ourselves on being a relatively small school with 65 students onsite, which offers a nurturing environment for students who have found larger schools too big to navigate and overwhelming and benefit from small class-based learning with specialist teachers, therapists and skilled staff to cater for their areas of needs (associated with SpLD and other co-occurring difficulties). Our small class sizes of up

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to approximately 6 students, means that we can work closely with students and ensure they are learning within the classroom setting and not being 'left behind' unnoticed. We can also provide students with tailored input to support their learning. Additional 1:1 support in class can also be provided (as appropriate) by skilled LSAs to help students consolidate new skills.

- The school recognises the importance of extra-curricular activities and we provide students with access to three enrichment slots per week, where they can learn new skills such as woodwork, develop their love for social sports, such as dodgeball, engage in relaxation activities such as mindful colouring, express themselves through student-led dance, work on projects such as drama, et
- Children are supported in building their life skills through a developing program of outdoor learning and residential trips initiated in the lower school. This begins with a short local multi-activity residential in the new forest building up through a longer, more remote bushcraft activity in the North Yorkshire National Park and eventually an opportunity to join a rolling program from year 9 to year 11 and experience international trips to Spain, Germany and Belgium. The D of E bronze award is also offered to Year 10s
- We have a behaviour policy and use a reward system for academic achievement, effort, progress and acts of kindness. We have 3 clear rules, focusing on positive behaviours for students and staff to follow. Merits are available for every lesson / break time and for pieces of homework. Regular celebration assemblies provide students with an opportunity to celebrate their own achievements as well as that of their peers.
- Homework is deliberately kept to a minimum until KS4 to decrease stress levels at home, but more can be given upon request. For younger students there are no negative consequences for failing to do homework. Reading books and weekly spelling lists are provided. For older students, a homework club is available.
- An open-door policy. There are regular emails to parents from tutors and phone calls are made whenever necessary.
- An emphasis on preparation for college and adult life. Functional Maths and English lessons to all students, with rewards for learning common sequences such as the months of the year. Lessons in independent travel and in-home skills, such as laundry and cooking. Year 11 have a weekly lesson focusing on choices post 16 and preparation for transition.
- Career advice and college visits from year 9. As our students come from a wide area, encompassing several counties and London boroughs, the advice is tailored to individuals. One week of work experience in year 10 with a planned programme of preparation.

Consultant's comments

There is a well thought out and positive response at Knowl Hill to the range of needs within the school.

There is a mix of small classes, 1:1 sessions focusing on learning, as well as therapeutic input, as required.

Classes may have more than one adult in, but there is also a response from the wider team if a student struggles. For example, a student who finds maths difficult stays for the first half and then has an OT session where he is working on his sensory needs. This sets him up for the remaining lessons of the day alongside advancing his strategies for self-regulation.

There are high levels of support for social and emotional needs, including SALT, OT, counselling and psychotherapy, and these are woven into the day, dependent on needs. There are also programmes at certain times for all students, which focus on getting ready for next steps.

The school ensure that the students have a broad and balanced experience of school, and there are many opportunities for creative arts, school trips, enrichment activities, sport, and so on.

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Independent Schools only	The range of subjects and examination types are varied and it is surprising with so few students that there are so many on offer. However, this is led with a focus on enjoyment, the likelihood of success, and what they may want to do at college and/or as a career. Time is spent working and planning with students and their parents as to the best route and what needs to be in place. Links with colleges and other institutions add to this process.	
	e) Number of EHCP students:	64
	Consultant's comments	
	The school is experienced in helping parents with the process associated with EHCPs and there is a dedicated team for Annual Reviews.	
	f) Types of EHCP needs accepted:	
	SpLD, dyslexia, dyscalculia, DLD, DCD, ADHD	
	Consultant's comments	
	The school has the resources to support the needs accepted. There is an additional charge for the language stream, although all students benefit from the provision within school.	

3. Identification and Assessment

Criterion 1
DSP 6.9

3. a) Give details of how you identify students in your school who have or are at risk of SpLD and when this takes place in the admissions process:

Our expertise lies in supporting students with Specific Learning Difficulties (SpLD). Therefore, we attract families seeking specialised education for their children. To personalise their educational experience, we request existing reports like EHCPs, psychologist evaluations and assessments from therapists (speech and language, occupational). This helps us understand their needs better. Many students arrive with established diagnoses, but we also conduct assessments during a two day trial period. Occasionally, these assessments suggest the need for further exploration, leading to additional diagnoses. This collaborative approach ensures we provide the most effective support for each pupil.

Consultant's comments

A robust admissions process results in a high rate of success with students accepted into Knowl Hill. This includes: a paperwork review; an extended 'taster' visit; in-house assessment; and further exploration as deemed necessary before the young person is accepted. A wide range of suitably qualified professionals are available to assess and observe students during the admissions process.

Often, students have endured negative experiences within the education system, and sometimes trauma or burnout, and so the admissions process is vital to understand their needs. Planning for admission to the school is paramount for a successful outcome.

Not all students can be supported at Knowl Hill and the size of the school means that some are waiting for places to become available. If the team feel they can support a young person, they will endeavour to help the family in the process, including supporting them with EHCP related challenges.
- b) Give details of what action you take when children are identified as at risk of SpLD

Here at our school, we understand that early identification and intervention are crucial for students with Specific Learning Difficulties (SpLD). We only have students for trial if they have a diagnosis in place.

If a pupil shows signs of being at risk during their application process or trial period, we take a

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multi-pronged approach:

Collaboration and Information Gathering:

Review Existing Documentation: We start by reviewing any existing reports or assessments, such as EHCPs, educational psychologist evaluations, or reports from speech and language therapists (SaLT) and occupational therapists (OT). This helps us understand the pupil's current needs and learning styles.

School Assessments: During the two-day trial, our qualified staff conduct assessments to identify specific areas of strength and weakness. These assessments may include standardised tests, observations in the classroom setting, and one-on-one evaluations.

Open Communication with Parents: We maintain open communication with parents throughout the process. We discuss our observations, assessment findings, and collaborate on the best course of action for the student.

Pupil Support:

Specialist Teachers and Therapists: Our team of qualified SpLD teachers, SENDCo and therapists implements the individualised learning plan, providing specialised instruction and support in areas like literacy, numeracy, and social communication.

Technology and Assistive Tools: We integrate assistive technologies and tools to empower every pupil in the classroom. This might include screen or pen readers, text-to-speech software, or specialised software for e.g. ColourVeil, Widgit

Social and Emotional Wellbeing: We understand that SpLD can sometimes impact self-esteem and confidence. Our nurturing environment offers support for your child's social and emotional wellbeing, fostering a sense of belonging and promoting positive self-advocacy skills.

Regular Progress Reports: We keep parents informed of their child's progress through regular reports and meetings. This allows for open communication and adjustments to the learning plan as needed.

Our ultimate goal is to provide a nurturing and supportive environment where students with SpLD can develop their full potential and thrive academically, socially, and emotionally.

Consultant's comments

As a specialist provision, all pupils have diagnosed and clearly identified needs; their learning profile is created during the admissions process. The students are monitored by their 1:1 teachers/therapists, class and subject teachers, and through the assessment and reporting systems, so any concerns are flagged and strategies/IEPs/Learning Profiles updated. In a small school with a high staff to pupil ratio, there is regular communication with everyone involved with each young person. This was seen on the day when students were tracked during the visit from class lessons to therapy sessions, with all staff aware of their strengths and challenges.

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

Many students arrive with an EHCP including existing assessments that provide valuable information. However, for students entering the EHCP application process, we recommend obtaining specialist reports. This ensures a well-rounded picture of the pupil's needs for the application. For other students, our on-site therapists and literacy specialist (dually qualified SLT) conduct thorough assessments to identify areas of strength and weakness. Students are assessed upon entry by specialist dually qualified SLT (level 7)

Consultant's comments

The students usually have EHCPs in place with relevant diagnostic reports. SpLD, OT and SALT specialists are onsite for any further assessment required whilst the student is with them and for going onto the next stage of their educational journey.

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4. Teaching and Learning

4. a) How is the week organised?

Structure and Support:

- **Timetables:** As a day school, each pupil receives a weekly timetable (visual for clarity) that incorporates therapy sessions, one-on-one or group sessions with a literacy teacher, and regular lessons. In KS4 students receive a personalised timetable. The plan for the day is also displayed each morning in the tutor room and any changes to the routine explained to the students.
- **Small Group Focus:** The day starts with registration in small tutor groups, fostering a sense of belonging and support.
- All students have access to OT and SALT

Literacy Focus:

- **Differentiated Reading Groups:** A dedicated 20-minute reading session (every morning 4/5 days due to assembly) caters to individual needs. Students are grouped by reading age, not chronological age, ensuring appropriate challenge and success. Some students are supported individually.

Engaging Curriculum:

- **Balanced Timetable:** The day features 10 x 30-minute lessons, some combined into double sessions. Core subjects like Maths and English in the junior phase are prioritised in the morning when focus is typically higher.
- **Creative Learning:** The school follows the national curriculum with a strong emphasis on creativity and hands-on activities. Additional subjects like outdoor learning experiences are integrated, while MFL (Modern Foreign Languages) is not offered.
- **Enrichment Activities:** Three days a week (Mon, Tues, Thurs), students participate in enrichment activities after school. These include options like homework support, sports clubs, crafts, gardening, and Duke of Edinburgh's Award (DofE) programmes.

Wellbeing and Social Development:

- **Structured Breaks:** The morning break is divided into two 15-minute segments. The first allows for fresh air and exercise, while the second focuses on pupil well-being with their tutor. This "wellbeing time" can include a twice-weekly "mile run around the village" for exercise or "Relationship Time (R Time)" for class discussions on relevant topics and character development, promoting oral communication skills.
- **Dedicated Lunch Break:** A 40-minute lunch break allows for refueling and socialising.
- **Trips and Activities:** Throughout the year, the school organises various trips and activities, offering opportunities for exploration and engagement beyond the classroom.

Consultant's comments

The outdoor space on the school site is limited so breaktimes are split by ages. However, there is a wealth of local outdoor and indoor spaces which are used regularly for activities such as Forest School, drama, sports, and so on. The school is very much part of the community, and use of the amenities is an important aspect of the organisation of lessons and activities.

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

Dyslexia and co-occurring Developmental Language Disorder (DLD)/ Language Disorder (LD)

- Appropriate level of therapy input following formal and informal assessment
- 1:1, paired, group and class-based therapy.
- Joint sessions with OT and SLT e.g. Life Skills.
- SaLT Input may include:
 - Word Aware vocabulary group
 - Phonological Awareness groups
 - Social Communication groups
 - Social thinking group

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- Comprehension monitoring groups
- Study skills groups
- Preparation for Leaving
- Lego Therapy
- Chat Clubs / Friendship groups
- SALT / OT support at lunchtime or in the playground
- OT input may include: fine motor skills and handwriting, touch typing, regulation groups, study skills, Preparation for Leaving.
- English/literacy each week delivered in groups of up to 8 students, taught by a teacher trained, experienced and skilled in delivering English /Literacy to students with Dyslexia and co-occurring difficulties.
- Weekly phonological awareness / morphological awareness groups are delivered by the English teachers / specialist dually qualified SaLT to empower students with the strategies, skills and knowledge to become better at reading and spelling.
- The juniors have access to regular reading practice sessions in the morning and use the Nussy programme.
- The seniors have a 20 minute reading slot in the mornings, where they listen and take turns reading in small groups. There are opportunities within these sessions to practice reading comprehension skills, such as understanding of vocabulary, inferencing skills, making predictions, sharing views and opinions about the texts, summarising what has happened so far, etc.
- All students up to and including year 9 are timetabled to see a dually qualified SaLT for a term a year to work on identified areas of need re written and spoken language. Students are assessed on their spoken and written language skills upon entry and again in year 9 to monitor their progress and identify areas of strength and need so that appropriate strategies and tailored input can be provided to support their learning and access to the curriculum.
- Phonological awareness, orthographic mapping and morphology groups are also delivered in collaboration with the English department.
- A student's literacy skills are formally assessed within a year of entry and again in year 9 to help monitor their progress and profile their areas of strength and needs.
- The use of assistive technology (text-to-speech) such as the ClaroRead app / ReadingPens / Office 365 Immersive Reader) are used to support students so that they can access written texts with greater ease and independence for learning, When they have to spend a lot of time trying to work out what words say it slows down their reading down and it becomes harder for them to remember and understand what they have read. Audible texts / assistive technology enables students to access written texts to learn with greater ease (especially re longer texts / texts that are not at their reading level). Audible texts / assistive technology help reduce the cognitive load (demands on working memory) caused by difficulties decoding words.
- The school also enables students to use speech-to-text assistive technology such as Office 365 Dictate to help bridge the gap between what they can achieve through spoken language and what they can achieve through written language. This assistive technology can lower the cognitive demands so that students have more available working memory to plan and produce their written work, instead of spending a lot of time and effort on thinking about how to spell the words they want to write down and restricting their choice of vocabulary to the words that they can spell.
- Visual strategies are used to support students with written language tasks / recalling verbal information relating to set tasks. For example: writing key points down in class, using checklists, visual prompt cards, Mind Maps to help them to plan what topics they can talk about in their written work. Writing frames / templates can help them to plan and structure their written work / narratives, etc.
- Students have access to the ColorVeil app on their laptops and colour overlays / coloured paper (as appropriate) to support their visual needs.
- Dyslexia friendly fonts such as Comic Sans and font 14 with double spacing are used to make worksheets and reading tasks easier to read. Some students require a larger font size and this is therefore provided for them.
- Exam access arrangements are applied for by the school and the school provides students with any necessary assistive technology according to the current national guidelines.
- An individualised, structured intervention to improve word recognition,

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phonological skills, reading comprehension and written expression that is designed by a Dyslexia-trained teacher, and delivered individually or in small groups by the teacher.

- Subjects such as Science, Geography, History, using specially produced worksheets and mind maps, avoiding large amounts of dense text.
- Oral feedback is given on work individually by the subject teachers on a task by task basis and also after the termly assessments. This includes a summary of achievement so far, specific advice on how they can progress further, and target setting. This information is also used in written reports for parents/carers.
- Access to IT for longer pieces of written work, with an interactive reader and voice recognition software, plus the ability to change the font and background colour. Coloured paper for short pieces of work.

Dyscalculia

- Mathematics /Numeracy each week, delivered in groups of up to 4 students, taught by a teacher trained, experienced and skilled in delivering mathematics /numeracy to students with SpLDs, including Dyscalculia.
- ICT programmes such as Mathigon, Corbettmaths, Maths frame as well as mymaths.
- Teaching maths with the CPA approach shows how we can break down the basics so all the teachers can easily find concrete and pictorial methods for delivering maths to all our groups.

Co-occurring difficulties for students with SpLD

Many of our students have other diagnoses and the strategies we use help students to access learning. Specifically for students with ASD, Anxiety and ADHD.

ASD

Teaching staff that have training, experience and skills in working with students that have learning needs associated with ASD, and in integrating advice from therapists so that the content, delivery and pace of the curriculum is suitable and engaging.

Calm classrooms where the communication and sensory environment is adapted to the learning needs of students with attention/sensory difficulties.

The uses of structured multi-sensory and visual strategies so that instructions /tasks are explicit, hold the students' attention and support compliance.

A structured day with predictable routines so that students understand and can predict what is expected of them, leading to reduced anxiety. A visual timetable for all students. Input from an ASD experienced teacher and SaLT team that target specific difficulties in regulating emotions (such as frustration and anxiety) and provide students with a range of strategies that support a better adapted response and greater social inclusion.

Social skills groups run by the SaLT department to target the development of social communication and pragmatic skills.

Minimal use of unnecessary language, idioms, sarcasm or language implying meaning. Clear, precise directions.

Students are given time to process any communication before expecting them to act on it. Staff ensure students understand the instructions given to them.

Anxiety:

We offer an educational/social environment which is designed to promote confidence, self-esteem and independence, where students are individually and sensitively supported and where, at the same time, they are encouraged to take verbal direction from an adult.

Staff help students to develop strategies to cope when they are anxious and support to understand the triggers for their behaviour and ways to understand the impact of their behaviour on those around them.

An onsite School Counsellor (psycho therapist) offers a block of 1:1, paired and group sessions

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(as appropriate for students.

Specific preparation for exam stress with OT, breathing techniques, etc.

Regular assemblies and PSHE lessons designed to build self-esteem and provide strategies for coping with stressful situations and difficult relationships, bullying, social media, etc.

No formal SATs – assessment is carried out in a way which avoids stress as much as possible.

Attention and Memory Difficulties / ADHD

Chunking of information in lessons. Whole group listening demands do not exceed 15 minutes. Teachers make regular checks on focus, attention and understanding of all students and have contingencies in place for distracted behaviour.

Input /learning activities are visually clear, short, varied (e.g. multi-sensory) and paced to maintain interest; students are given time to process; the level of challenge is controlled, and strategies such as modelling, priming, and prompting are employed to support participation and task completion.

To improve task compliance, teaching staff ensure each child knows 'what I need to do, how will I do it, how will I know when it is finished, how much time will I have.'

Appropriate differentiation & visual support (e.g. cue cards with widgets, mind map or writing frame) to enable independent working.

Dyspraxia/DCD/ Sensory processing difficulties

Onsite OTs deliver direct therapy, targeting fine and gross motor skills, visual perceptual skills, visual motor skills, sensory and self-regulation, organisational skills, and independence and life skills. The OT team may recommend the use of classroom appropriate equipment such as wobble cushions, fiddle toys and other aids to facilitate a child's concentration and ability to access the curriculum. OTs provide ongoing support in liaising and providing training for teaching staff. OT's also provide practical class support in lessons such as cookery and PE.

OT's work within group formats and alongside the SLT team in groups such preparation for leaving, curriculum skills, study skills and FMS groups.

Complex/Severe Speech, Language and Communication Needs

In the Language stream students have access to a broad, balanced, relevant and personalised curriculum which is differentiated and modified for students with complex speech, language and communication needs. Regular and thorough assessment, planning, teaching and reviewing ensure that each pupil makes the maximum progress in learning. This takes place alongside the specialist teachers within Knowl Hill School

- 2 x 1:1 30 minute session a week and access to group sessions working on areas of identified need. In class support from an experienced LSA / SaLT for 60 minutes a week to support the students to use strategies within the classroom setting.
- OT input is also provided (as needed)
- Students in the Language Stream are in tutor groups with age matched peers and join the main cohort for all subjects
- Shape Coding may be used to emphasise the correct structure of spoken and written language.
- Cued Articulation may be used to offer visual support when children are learning about speech sounds.
- Topic-based learning is also adapted to aid links between the subjects.

Word Aware or Vocab skills is widely used around the school to help students embed their learning of new vocabulary and concepts.

Consultant's comments

There are opportunities for students to access additional support which runs alongside the main delivery of lessons.

Homework is kept to a minimum.

Example of specialist provision in supporting the individual: In the OT area,

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Criterion
3 & 4

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

Some examples:

Curriculum subjects: In order to enable our students to focus on the subject rather than reading and writing, we prepare our own materials, avoiding using textbooks with lots of dense text. We make scaffolded work sheets.

Teaching staff use a multisensory approach.

Literacy support:

New words are introduced using word aware techniques in lessons,

Students are taught to use IT /assistive technology to help them with literacy, e.g. Clareoread, speech-to-text software such as Office 365 Dictate, Reading Pens, etc.

Students are expected to copy very little from boards.

Qualified dyslexia teachers take some students for 1:1 intensive work.

Access arrangements, e.g. readers, scribes, computer readers, are available in external exams and students are given training and practice in using them beforehand.

Students have access to Study Skill sessions delivered by the therapists.

Students are taught how to use visual strategies to support them with their written work.

Revision lessons and exam command words and exam strategies are taught to students to help prepare them for their exams.

Consultant's comments

Several lessons were observed, including 1:1 sessions.

In one 1:1 session, reading skills were being targeted. The introduction to the book was read by the teacher and the student continued the reading. Tricky vocabulary was identified beforehand, the characters were discussed from the previous lesson, and pictures were used promote understanding, which was checked as the student read.

In a second 1:1 session, which was also reading skills, the student had been identified as needing more support than she was receiving in a group. She was reminded to use pure sounds, there were sounds set out on the table, specific praise was given – well, done for spotting... - and good use of questioning.

For the comprehension aspect, the student was encouraged to skim through the text to find the answers. She used a blue reading ruler, was asked what she had remembered from the text.

She was reminded that the skills she was practising were needed for her Entry Level exam, so it was clear why she was learning those skills both for the test situation and for improving her reading more generally.

Junior English lessons were observed, with 7 students within each.

One lesson started with individual practice of spellings, handwriting and

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sentence work. There was an activity to practise spellings using water bottles to write each word on the ground.

In a second Junior English lesson, playdough was being used to practise spelling words, one pupil was doing individual reading practise, and another pupil, who had finished, was asked to help another student with their words. The lesson went on to work on adjectives 'hard' and 'soft' by sorting objects. Literacy is split by ability rather than age in the Junior department. Morphology was another lesson observed.

Looking at the alphabet and then understanding that a morpheme was the smallest part of the words that carry meaning: prefix, root, suffix. Practised identifying voiced and voiceless sounds with each pupil given the chance to demonstrate understanding.

Within the Junior department, touch screens at the front of the class, textured wobble cushions, wedge cushions, and fiddle putty were observed in use.

A Year 11 maths lesson was observed. It had 3 students and there was an emphasis on understanding the vocabulary used in various topics. It was a revision lesson before the next GCSE paper so cards were being used to select questions at random.

Part of a Word Aware lesson for Year 9 with a SALT was observed. Words were chosen and meanings discussed in detail, and set in context. There was dictionary work, which was challenging for some, but there was time given for them to succeed. Sentences with words within them had to be given to demonstrate understanding. Words were split into root, suffix and prefix and pictures to represent the meaning of each part. More words were given – consider, considerable, considerate, consideration.

There were LSAs in some lessons, and this is dependent on the size of the class and the needs of the students.

The Head of English has been in post for 5 years. She gave insights into developments within the department and English across the school. There is use of tech as a life skill to make learners as independent as possible, including typing and speech to text software with headsets, and reading pens and reading software. She plans to enable younger students to develop these skills earlier, without compromising the practice they need in spelling and handwriting.

Exam boards are chosen to make the most of the students' skills. There are cross-curricular projects, and strong networks outside Knowl Hill are vital to keep up to date with standards and developments in mainstream education, resources and support.

There is a voice box assembly where students can talk about anything, and can record it if they prefer, in order to promote oracy.

Other developments in the school which were identified by staff included, parent groups for disseminating information to increase effective support at home. Also, greater provision for problem solving and critical thinking skills for students.

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

- Both the Junior and Senior school use IEPs to set short term targets based on the long-term outcomes listed in each student's EHCP. If the student presents with a pressing need, which is not reflected in the EHCP, this can also be prioritised.

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	Targets are set at the beginning of each term and assessed at the end to give a clear indication of the students' progress. • IEPs are organised into the four SEND areas and as such include targets and strategies identified by both teachers and therapists, reflecting the integrated therapeutic approach at the school. The range of therapeutic provision each child receives per term is also detailed. • In addition to outcomes and targets, a summary of each student's needs is also visible, providing a useful overview for teachers. If there are updates to a diagnosis or new information about a student's needs from external specialists, these are recorded in the IEP. In this way, IEPs are working documents, shared by all who have a part in a student's learning path.	
	Please indicate two examples enclosed	YES
	Consultant's comments	
	Four IEPs were seen, and these were detailed and linked to the four areas of SEN, as well as EHCP targets. They include diagnoses, additional needs, the funding Education Authority, current reading and spelling scores, termly short term outcomes, strategies, progress and a numbered tracking system, 2, 3, 4, and A for achieved. Further developments that the school is working towards are getting pupil voice into IEPs and an alternative to attending Annual Reviews, which young people are not always confident to do. Currently, students contribute via a questionnaire supported by their SALT, but developing voice to note contributions will enhance this.	
	e) Records and record keeping:	
	<u>September 2022</u> Our Pathways system and bespoke KHS levels (complete with level descriptors for each faculty) was introduced as a means to communicate to parents' via reports and produce a data record keeping and analysis system for academic subjects. The pathways system involves attributing attainment levels across relevant subjects for all students each term. In addition, Students are assigned a pathway (Emerging, Developing, Securing). The pathway indicates the rigor and pace of lessons that is most appropriate for the child at that time. (pathways are interchangeable). The levels and pathways were manually fed into our central analysis document and then ported manually onto termly parental reports. <u>September 2023</u> The school introduced School Base (a data processing system) School base is now our management information system. From a reporting point of view all of the pathways and KHS level system as well as the parental report format was ported onto school base. Unlike our previous manual system data is only imputed manually once. From the termly reports analysis reports can be drawn automatically to track attainment across faculties and to make comparisons that might prove useful for enhancing departmental improvements or to initiate pupil intervention. – Currently this system has only two terms worth of data and so will become much more useful as a true tracking system as the data content develops.	
	Consultant's comments	
Criterion 3	f)	
	For comment by consultants only: Review history of provision made for two students.	
	The IEPs are working documents and run from when the student enters the	

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school to the current academic year, so progress can be tracked. They are essential for Annual Reviews, as well as providing information from teachers and therapists on the support and approaches for the individual, and how these change over time.
There was clear progression and history of provision seen for the students identified.

Criterion 3

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

A-Level (GCE) and VCE. BTEC	No. of students Years 12 & 13	Number entered	% grade A-E	BTEC % D*- D	Average point score per pupil	Average point score per exam entry
Whole School						
SpLD Students						

GCSE & BTEC	No. of students inc'd in the Year 11 timetable, regardless of age	GCSE % A* - C Grade 9-4	GCSE % 5+ A* - C Grade 9-4	GCSE % 5+ A* - G Grade 9-4	BTEC % D*- D	BTEC % M	BTEC % P
Whole School	13		36%	64%		62%	64%
SpLD Students	13		36%	64%		67%	64%

Key Stage 2 (if applicable)	No. of Year 6 students entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School	0						
SpLD Students	0						

Key Stage 1 (if applicable)	No. of Year 2 students entered	English		Maths		Science	
		L2+	A/D	L2+	A/D	L2+	A/D
Whole School	0						
Dyslexic Students	0						

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

Consultant's comments

There is a range of qualifications on offer at Knowl Hill and this is flexible year on year in response to the students' needs and strengths, and what they may like to do in the future.

Apart from English, Maths and Science GCSE/IGCSE, at this time there are GCSE courses for Statistics, Art, Photography, Textiles, History, Citizenship, and Computer Science.

Additionally, BTEC/Tech Awards for Performing Arts, Sport, and Cookery. Functional Skills in Maths and English; Entry Level in English, Maths,

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Science, and ICT.
Unit Award Scheme in Animal Husbandry, and Forest School.
LAMDA
External providers for Skillway (practical craft skills and training); Hair and Beauty.
For such small year groups, this is an extensive offering.

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

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

The school is very well resourced. The resources which are particularly specific to SpLD pupils are for example the sound field system for pupils with APD, but otherwise teachers use a variety of tools in order to make the lessons multi-sensory.

Consultant's comments

The school is well resourced and they make the most of the site.
There is a fully equipped teaching kitchen, workshops, and the classrooms have interactive boards, which are used extensively by teachers, as well as therapy resources used by specialist staff.

Criterion 5.2 b) ICT:

Each student in the senior school (years 8-11) has an assigned laptop for use within the school day. This aims to develop independence and responsibility. Students in the junior school also have access to laptops. Students have access to a range of assistive technology e.g. ClareRead, ColourVeil.
Visualisers are widely used throughout the school to support students' learning.
Reader pens are also available for student use and are employed by some students in exams.
Widgit Online is available to all staff and students.
Staff have access to Canva (on line graphic design tool).
Students have timetabled touch typing lessons.

Consultant's comments

Although there were classes where IT was not in use as the students were learning in other ways, both teachers and students are well versed in the technology to support learners.
The students talk openly about the tech they use and there is a range of software to support Access Arrangements for examinations.
If an IT solution will support a student to become an independent learner, it will be introduced, included in their IEP, and they will be taught how to implement it.

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

All pupils are tested for access arrangements in year 9. See attachment.

Consultant's comments

A full range of Access Arrangements are supported and students have opportunities to work with their arrangements before sitting the external examinations.

Criterion 5.4 d) Library:

As a small school, we do not have a space for a formal library, but we are well stocked with a wide range of books which are distributed throughout the school. We have plans to create an outdoor "library" and expand our stock.

Consultant's comments

Great use of book stores, little cupboards specially constructed as mini-libraries, which have been placed outside for different year groups recently.

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6. Details of Learning Support Provision

DSP 6.1

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

As a specialist SpLD school all students have a diagnosis of SpLD. Our learning support is integrated throughout the school. The Deputy Head Teacher is responsible for Inclusion and the SENDCo have input into curriculum design and delivery and support in class.

Consultant's comments

The support for students is throughout the school and in every lesson and session delivered.

Teachers have SpLD qualifications alongside their teaching degrees, and knowledge of their students' strengths and challenges informs the strategies and learning in lessons.

When students are given a place at the school, the Head, the SENDCo and the Deputy Head would all have input into what that young person needs.

The curriculum design, delivery and support in class takes account of the needs of the class and individuals within it. Specialist OT and SALTs visit classes, as well as delivering individual sessions, so they have input into how best to support individual students, as well as groups.

The curriculum and the school day are organised with the needs of the students and making the most of the small school site.

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?

N/A

Consultant's comments

The Head has oversight of the curriculum design and delivery, with the Deputy Head in charge of inclusion, and the SENDCo key in the detailed delivery of the curriculum accounting for the needs of each student.

Subjects have a teacher responsible for the development of the curriculum and opportunities for enrichment in their area.

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 students in school**

N/A

Sample given

7. Staffing and Staff Development

Criterion 7

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

Details of staff qualifications were provided at the time of application, names and specifics are not published to protect the identity of individuals.

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	Consultant's comments Well qualified and experienced staff throughout the school.
DSP 7.3	b) Have all English teachers and teachers of literacy skills undertaken training and participated in development activities to enhance their understanding of SpLD? The school's CPD programme should promote and support staff to achieve SpLD accreditation. (In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion.) Teachers are supported to achieve dyslexia level 5 qualifications. All English teachers have their L5 Dyslexia qualification. Only new one English teacher is currently working on her L5 qualification.
Criterion 4	Consultant's comments These qualifications were checked. The one English teacher working towards her L5 qualification showed a depth of knowledge and understanding of the needs of students. It is an excellent place to undertake a qualification due to the experience and support of other teachers and the students that she is teaching every day. g) For completion by consultants only: Do all observed members of staff demonstrate the ability to meet the needs of SpLD students within their departments? All staff observed and interviewed have the expertise and experience to meet the needs of students in their classes. There are specialists connected with all SENs to provide additional knowledge and training, as necessary.

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

Independent Schools only	8. a) Schools should provide, with the supporting documentation, a list of the names of all known SpLD students 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: A range of parents were selected with children from different year groups, and both boys and girls. The parents were overwhelmingly positive. They considered that progress was measured and accelerated once children joined the school. The teachers are very aware of the needs of their children, the school is well resourced, and any concerns they have can be discussed promptly. They have great trust in the school and the education they provide. All parents said their children were happy at Knowl Hill and they all enjoyed going to school. They valued the support with their child's EHCP and the Annual Review process. The parents wished others could benefit from the school, but a couple of parents were slightly anxious that if a sister school opened, Knowl Hill may not stay the same. One parent described the school and its staff as 'incredible'. The access to
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support and the level of training are exemplary, and teachers know how their child 'ticks' both in terms of challenges and strengths. The school is nurturing and they instil values at the same time as encouraging the children to voice their opinions. Some parents whose children are in the language stream, spoke of the SALT sessions and things like 'Word Aware' being invaluable, and they could see the improvement in their communication skills, although they still struggle. The size of the site was discussed and most felt it was a small space, which could be limiting, but any bigger may lose some of the security the children feel. Furthermore, the village provides outdoor and indoor venues which can be used by the school, so they did not feel it was an issue. Parents felt the communication with the school was forthcoming, it was easy to communicate with them at any time, and that they felt informed. Several parents considered that the school had exceeded their expectation and that they had great admiration for the staff, but particularly for Kas Govender. The rapport he has with parents and students is 'incredible'. The small classes and size of the school work well; they organise trips and the social side works too, despite limited numbers in each year group. There was praise for the support given by the whole team - OT, SALT, counselling, Tutors, and the outstanding staff in the school office. Everyone knows the children and it is warm and friendly, as well as providing excellent education.

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

A group of 4 students from Years 7, 9, and 11 came to a meeting, and others were asked for their response throughout the day by the visiting consultant.

There was a sense of pride being part of Knowl Hill and the students understood the value of having a place at the school. Many had not thrived in other settings and they were relieved to be in a school that met their needs and that they enjoyed being part of. Only positives came from the students and it was clear that they felt well supported and that their voices would be heard if something was not going so well for them.

They feel notable strengths of the school are: the support for their literacy with strategies for reading and writing; that they are pushed to 'where we can reach' but there is support to fall back-on; teachers that are calm and understanding; small classes; you can talk and be listened to when you have an idea; conflicts are sorted out; they promote confidence and are caring; you are not told off if you do something wrong as the approach is that it is something to be discussed and worked on rather than making you feel bad.

When asked if they felt there would be somebody to go to if they had a problem, they said that they could go to anyone and they would listen to you, but there was also specific pastoral support available and everyone had a tutor who could help.

When asked what changes they would like to see, some said a change in phone policy! They are not allowed phones during the school day and they would prefer to have them. (This is heard across all schools visited because students love their phones!)

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Another suggestion was transition from the Junior to Senior part of the school. Some felt it was a big jump and it takes a while to adjust, so the transition could be moved earlier or implemented in a different way. They acknowledged that others may not feel the same, and there might be issues they haven't thought about if it was changed. It was notable that the students were open to discussing their ideas and listening to individual views within the group.

Some of their favourite things involve mixing with the local community when they use spaces outside of the school. Everyone knows them, they don't get judged, they have positive interactions, and the local area provides more than would be available even on a bigger school site. They very much feel part of the community and value their interactions.

They enjoy the woodlands, and the 1.5 hour of building dens is a favourite activity, relieves stress and is especially good for those with ADHD.

Drama is in the village hall, there have been trips to the theatre in London, they put on their own plays, and they don't feel they miss out on anything by being at a specialist school rather than larger mainstream ones.

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 students.	✓
3. The impact of the provision for SpLD students is measured (a system to regularly monitor provision for students 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 students 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 students.	✓
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 students.	✓
5.5 An annual report for parents on the progress of students, who exhibit SpLD.	✓

Criteria	DSP
6. Specific to the Category of School or Centre: -	
6.2 The school is established primarily to teach students with SpLD.	✓
6.9 Assessment for admission to the school should include a report from an Educational Psychologist or a fully qualified specialist teacher assessor.	✓
7. Qualifications of Teaching Staff: -	
7.1.i. The teacher with oversight for the teaching and learning of students with SpLD should hold an appropriate qualification and is a senior member of staff who has a post of responsibility. Exceptions may only be allowed after special reference to the Council.	✓
7.3 All English teachers and teachers of literacy skills will have undertaken training and participated in development activities to enhance their understanding of SpLD. The school's CPD programme should promote and support staff to achieve SpLD accreditation. 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:

Knowl Hill is a well-managed and caring school for neurodiverse learners with a broad range of needs. Kas Govender is an experienced Head who is very approachable and engenders trust in students and parents, many of whom find the school after years of difficulty and failure in mainstream education. The praise for his manner and leadership came through strongly from parents, and the students value his open-door policy.

The Head is supported by highly-qualified staff with a range of expertise.

Students are happy, the atmosphere is kind and nurturing, and progress is measurable. It is not a school that stands-still and offers the same curriculum to every student but strives to listen and bring on individuals to find what they are good at, and build the self-confidence to drive forward in all aspects. There are 'safety-nets' at all times, and it is this which makes the students feel secure enough to take risks, and to find their hidden talents.

There is no hesitancy in recommending Knowl Hill to be re-registered with CReSTeD; it is a small school with a big impact.

Recommended for either Registration / Re registration:

Consultant to tick relevant box

YES	NO
✓	